SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 15, 2026 8:20 pm

2026-27 Primary and Elementary Reading Plan

District Name	Beaufort
School Name	Whale Branch Elementary School
Principal Name	Carlos Williams
Principal Email	carlos.williams@beaufort.k12.sc.us
Optional: Reading Coach Email	Celycia.Robinson@beaufort.k12.sc.us
Optional: Submitter Email	Celycia.Robinson@beaufort.k12.sc.us

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

At our school, reading instruction and assessment for all PreK through 5th grade students are purposefully designed to develop the essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These components are integrated into daily instruction and assessment practices to ensure that all students are progressing toward grade-level proficiency in English/Language Arts, in alignment with state standards and the science of reading.

In PreK, students build early literacy skills through the implementation of the Creative Curriculum, which is aligned to the Early Learning Standards. Instruction in PreK emphasizes the development of oral language, vocabulary, and listening comprehension through intentional conversations, interactive read-alouds, and theme-based instruction. To strengthen foundational literacy, teachers also implement Heggerty, a structured program that builds phonological awareness and introduces early phonics in a systematic and engaging way. Student progress is monitored using Teaching Strategies GOLD, an observational assessment system. Teachers collect anecdotal evidence and assess students along a developmental continuum, documenting growth in key areas such as phonological awareness, oral language, and comprehension.

In grades K-5, we use HMH Into Reading as our core English/Language Arts curriculum. This comprehensive program provides explicit and systematic instruction across all six pillars of literacy. In grades K-2, instruction emphasizes oral language development, phonological awareness, phonics, vocabulary, and early comprehension skills. Teachers follow a structured literacy model, using scripted lessons that introduce and reinforce decoding, blending, sound-symbol correspondence, and language structures in a cumulative sequence. In grades 3-5, instruction builds on these foundational skills with a stronger emphasis on fluency, vocabulary acquisition, and comprehension strategies, helping students engage more deeply with complex texts.

The curriculum includes embedded assessments at the weekly and module levels. These assessments are used to monitor student progress toward mastery of foundational and comprehension skills, and inform instructional adjustments to meet the needs of all learners. Modules typically span three to four weeks and are aligned with grade-level standards to ensure students are progressing appropriately.

To support targeted instruction, teachers in grades K-3 also have access to the UFLI Foundations program and Lexia Core 5, which provides an additional layer of structured, small-group intervention in oral language, phonological awareness, phonics,

and fluency. In grades 1 and 2, teachers utilize the LETRS Phonics and Word Reading Survey to identify specific areas where students may be struggling with phonics or decoding. Based on these diagnostic results, students are grouped and taught using focused UFLI lessons that directly address their individual learning needs.

Additionally, students in grades K-5 participate in the I-Ready Reading Diagnostic three times per year. This universal screener assesses student performance across key domains: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Following each diagnostic, students are placed on an individualized instructional path within I-Ready, which provides targeted practice in areas of need for 30 to 49 minutes per week. This tool not only supports student growth through adaptive technology but also supplies valuable data that teachers use to guide whole-group, small-group, and individualized instruction.

Overall, our school's approach to reading instruction and assessment is intentionally structured to ensure that all students, from PreK through 5th grade, receive the instruction and support they need across all six essential components of literacy. This comprehensive, standards-aligned system is helping students develop the foundational and advanced literacy skills necessary for successful reading comprehension and academic achievement at each grade level.

Section B: Foundational Literacy Skills

Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Word recognition instruction and assessment for students in PreK-5th grade at our school are intentionally aligned with the science of reading, grounded in structured literacy, and focused on building foundational literacy skills in a systematic and explicit manner.

In PreK, students begin developing early literacy and emergent word recognition skills through the Creative Curriculum and daily instruction using the Heggerty Phonemic Awareness Program. Heggerty supports structured literacy by building phonological and phonemic awareness through explicit, systematic routines. Teachers track early literacy development using the Teaching Strategies GOLD assessment system, which monitors students' progress along a continuum of foundational reading skills, including the emergence of word recognition. Additionally, students engage in Hatch technology-based lessons that provide individualized early reading activities. These lessons are sequenced to develop pre-reading and word recognition skills in a structured, developmentally appropriate progression.

In grades K-2, foundational literacy and word recognition are a core instructional focus. HMH Into Reading provides a systematic and explicit phonics scope and sequence that reflects the principles of the science of reading. Instruction emphasizes sound-symbol correspondence, decoding, blending, and fluency, which are taught through structured routines. In support of this instruction, teachers in grades 1 and 2 administer the LETRS Phonics and Word Reading Survey, which identifies each student's mastery of specific phonics patterns and pinpoints breakdowns along the phonics continuum. This diagnostic tool is grounded in the research-based LETRS framework and is updated monthly to track student movement through foundational skill areas. Kindergarten and third-grade teachers are encouraged to administer the survey as needed throughout the year to identify phonics strengths and weaknesses, adjust instruction, and ensure students receive timely intervention support.

Students in grades K-5 take the I-Ready Inform Reading Diagnostic three times per year. This universal screener includes domains such as phonological awareness, phonics, and high-frequency words-all critical components of word recognition. For students performing below grade level in one or more of these areas, our school has implemented a domain shut-off feature in I-Ready. This ensures students focus exclusively on lessons targeting word recognition skills until they demonstrate proficiency, providing targeted, individualized intervention grounded in foundational skill development.

In grades 4 and 5, HMH Into Reading includes foundational literacy extensions, including word study, morphology, and grammar. These lessons provide opportunities to strengthen decoding, spelling, and word analysis, and allow students to apply these skills in reading and writing tasks. For students with identified phonics or decoding gaps, teachers may revisit earlier foundational lessons by differentiating to fill gaps, or provide targeted word recognition instruction using decodable texts or intervention materials.

Across all grades, word recognition instruction is delivered through systematic, explicit, and cumulative instruction, consistent with structured literacy principles. Instruction and assessment are aligned to the evidence-based components of the science of reading, including phonemic awareness, phonics, fluency, and automatic word reading, ensuring all students are supported in building strong foundational reading skills.

Section C: Intervention

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

Our school uses both universal screener data and diagnostic assessments to identify students in PreK-5 who have not demonstrated grade-level reading proficiency and to place them on targeted intervention pathways based on their specific needs in word recognition or language comprehension. In PreK, the district administers the Dial-4 screener to incoming students. Based on these results, students may qualify for our PreK program with early intervention support. Within PreK classrooms, teachers use Heggerty Phonemic Awareness assessments and Creative Curriculum checkpoints to identify students who need additional support in early literacy. These data help teachers deliver targeted instruction and determine whether a student's need is primarily in oral language development (language comprehension) or phonological awareness (word recognition).

For K-5, all students are screened three times per year using the I-Ready Inform Reading Diagnostic, which serves as our universal screener. Students scoring below the 20th percentile are flagged for further diagnostic assessments to determine the appropriate intervention pathway. For students with weaknesses in word recognition, teachers administer additional assessments such as SIPPS placement tests, phonics screeners, and fluency checks. Students who qualify for SIPPS Phonics and Sight Words receive small group intervention from the reading interventionist. Students who do not qualify for SIPPS may receive support from the teacher or grade level teacher team.

Students who require Tier 2 intervention within the classroom are supported by teachers using lessons from UFLI Foundations (University of Florida Literacy Institute), a research-based phonics program focused on foundational reading skills. Teachers also use I-Ready Teacher Toolbox resources and small group instruction based on deficit skills identified in the diagnostic data. For students whose I-Ready data or classroom assessments indicate stronger decoding but challenges in language comprehension (e.g., vocabulary, syntax, oral language), teachers in grades 3-5 incorporate targeted instruction using grade level texts, leveled readers and/or vocabulary-rich texts. These lessons focus on building background knowledge, developing inferencing and summarizing skills, and improving oral and written responses to text. Texts are presented at the student's instructional level or through the use of supports and scaffolding with grade level texts. PreK and K teachers also target language comprehension through shared reading, interactive read-alouds, and structured oral language activities. Students also experience Lexia Core 5 where teacher pull lessons that focus on specific skill needs in the areas of reading and provide instruction to address student needs.

All students engage with the I-Ready Personalized Learning Pathway, which adapts to individual student needs and provides additional intervention practice in both word recognition and comprehension. Students are expected to complete 30-49 minutes per week, and teachers monitor progress to determine if intervention adjustments are needed.

Throughout the year, our intervention team, including classroom teachers, the Reading Coach, Interventionist, and administration, meets during PLCs and data team meetings to review screening and diagnostic data. These meetings ensure students are correctly placed on intervention pathways and that instruction is matched to their specific needs.

Through our Multi-Tiered System of Supports (MTSS), students are identified for additional support through universal screening, diagnostic assessments, classroom performance data, and progress monitoring. This comprehensive approach ensures that all students receive evidence-based instruction and differentiated interventions aligned to their specific reading needs, whether in word recognition or language comprehension. Assessment data are used to inform instruction, guide intervention decisions, and monitor student growth, with the goal of accelerating progress and ensuring all students achieve grade-level reading proficiency.

Section D: Supporting Literacy at Home

Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

Our school has a multi-tiered system in place to help parents support their child's development as a reader and writer at home. This system includes consistent communication, data sharing, parent education opportunities, and interactive family events designed to strengthen the school-home literacy connection.

After each administration of the I-Ready Reading Inform Diagnostic, parents receive a personalized Parent Report outlining their child's performance across reading domains. These reports include both strengths ("can-dos") and suggested next steps for growth. Teachers review this data with families during parent-teacher conferences, providing explanations and offering specific strategies that parents can implement at home to reinforce targeted skills.

To maintain regular communication, teachers send home a weekly newsletter, which is either teacher-created or provided through the HMH Into Reading curriculum. These newsletters often include literacy tips, vocabulary words, and suggestions for reading or writing activities aligned to classroom instruction. They are typically accompanied by optional practice work that families can use to reinforce learning.

At the school level, a monthly school newsletter includes articles and ideas for building literacy at home, such as reading routines, questions to ask during reading, and ways to encourage writing at home in authentic ways.

In addition, we have a structured plan for quarterly reading initiatives, co-designed by the Reading Coach and School Librarian. These initiatives are family-centered and encourage active participation, such as reading challenges, take-home projects, or book-themed events that promote engagement with text beyond the classroom.

Our annual Literacy Night is a key component of our family engagement system. This evening event invites families to explore a variety of hands-on, engaging reading and writing activities. Families rotate through stations that model instructional strategies used in class, providing parents with tools they can use at home. Parents also receive school-home connection kits, printed resources, and take-home materials to extend learning beyond the event.

As part of our schoolwide initiative to increase family involvement in academic learning, we are committed to hosting multiple family events this year that include a strong literacy component. These events aim to equip parents with both the understanding and tools necessary to effectively support their child's reading and

writing development at home. Together, these practices form a coherent and intentional system to empower parents as partners in their child's literacy journey.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

PreK student progress is documented by the Teaching Strategies Gold assessment system. Student reports compile observational and formative data to determine what students may need additional support or intervention. This data is reviewed by teachers and support staff to plan targeted instruction and monitor progress over time. In addition, the Heggerty assessment is given at three checkpoints to document progress. Teacher observation and data tracking is used more often for reteaching, remediation and enrichment of these skills.

K-5 student reading achievement and growth is monitored using multiple data points to ensure informed instructional decisions. Our school is committed to using all available data to guide intervention placement and instruction, with the goal of ensuring every student reaches grade-level proficiency in reading.

The I-Ready Reading Inform diagnostic is administered and analyzed three times per year and provides data on overall reading performance, growth, and specific skill gaps. Teachers use this data to guide flexible small group instruction, assign targeted lessons, and monitor student progress across domains. Student Lexile ranges are reviewed, particularly in grades 3-5, to group students and differentiate instruction. Students work on their I-Ready Instructional path weekly, and teachers track time-on-task and lesson pass rates to determine if reteaching is needed or groupings should be adjusted.

To support students performing two or more grade levels below, our school implemented a domain shut-off in I-Ready to prioritize instruction in phonemic awareness, phonics and high frequency words. This ensures that struggling readers receive targeted, intensive practice in foundational areas while still participating in grade-level instruction.

Our reading interventionist administers SIPPS progress checks, which are reviewed alongside I-Ready results, LETRS-based diagnostic tools, HMH assessments, and teacher-collected classroom data. These data points are used to adjust intervention groups and plan instruction, particularly in grades 1 and 2.

At the school level, we have worked to provide a structure of MTSS. The team, including school admin, the Reading Coach, interventionist, and teachers meet every six to eight weeks to review data, discuss student growth, and make decisions about Tier 1, Tier 2, and Tier 3 interventions. Data protocols are used to ensure consistency in identifying students for support and to monitor the effectiveness of interventions over time. We also administer district benchmarks are another form of data used to monitor reading achievement and growth of our students.

This year the HMH Module Assessments are the common benchmark assessments and for grades 3-5, our district provides common summative assessments. These benchmarks, along with weekly and module assessments from our HMH Into Reading curriculum, are used to inform small group instruction, reteaching, and enrichment opportunities at each grade level.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

PreK teachers have received training in Heggerty. This curriculum resource focuses on building phonemic awareness skills like rhyme, phoneme manipulation, isolation, blending and segmenting. Activities lead to better understanding of letter and sound recognition and phoneme-grapheme connection. They use Heggerty as part of their daily instructional routine. The assessment is used to track PreK students' understanding and development of the phonological awareness skills including concept of spoken word, rhyming, syllables, and phoneme blending, segmenting and deletion.

Our K-3 teachers have participated in and completed LETRS PD or are currently enrolled in the PD. Six of our seven 4th and 5th grade teachers opted to enroll in LETRS PD this year. This PD will deepen their understanding of how students learn to read and what to do when reading breaks down - especially for students who may still struggle with foundational literacy skills. Teachers will also learn through this work, ways to enhance instruction in language comprehension, vocabulary, and reading strategies. LETRS will equip upper elementary teachers to bridge gaps and ensure all students become fluent, skilled readers - not just decoding words but understanding complex texts. This is exciting work for these teachers, and the work will be supported by our Reading Coach.

The information learned from our LETRS training is imbedded in our instructional focus for early intervention and getting our K-2 students on grade level. Our district and school provide ongoing support and PD with our ELA curriculum HMH Into Reading for K-5 teachers. During PLCs, our teachers collaborate, share insights and engage in data analysis surrounding the foundational literacy skills for each grade level. These sessions allow teachers to review student data to identify trends, discuss instructional strategies and adjust practices to better support student learning. Weekly PLCs led by the Principal and/or Reading Coach support data analysis, data conversations and monitoring of reading achievement and growth.

Section G: District Analysis of Data

Strengths	•Teachers ensure that instructional content includes phonological and phonemic awareness, phonics, fluency, vocabulary and comprehension. •Teachers have access to and use HQIMs that support concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, vocabulary development and comprehension. •Teachers ensure that instruction is explicit and follows a systematic scope and sequence. •Teachers use the South Carolina College and Career Ready Standards when planning instruction. •Teachers provide a variety of texts and other materials.appropriate for the readers and writers in their classrooms. •Grade level teachers plan for whole-group phonics, word study and spelling, reading and writing instruction.
Possibilities for Growth	•Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. Teachers collect and analyze data to determine targeted, effective in-class interventions. •Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. •Determine if intervention need is word recognition or Comprehension, or a wholistic approach. •Incorporate writing across all academic content areas. •Increase the use of classroom libraries to support reading growth and opportunities for students to have texts in hands. •Enroll teachers and Reading Coach in LETRS.
Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	10

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	9
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	4
How many CERDEP PreK teachers in your school have completed EC LETRS?	2
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	1

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in Spring of 2026 as determined by SC READY from 43.6 % to 53.2% in the spring of 2027.
Goal #1 Progress	43.6% of students in third grade met or exceeded on 2026 SC Ready.
Previous Goal #2	By Spring 2026, the number of K-5 students scoring early on, mid or above grade level on the iReady Reading Diagnostic will increase from 44% to 54%.
Goal #2 Progress	52% of K-5 students scored early on, mid, or above grade level on I-Ready Reading Diagnostic in the Spring of 2026.
Previous Goal #3	By Spring 2026, 75% of our students in PreK will score Proficient on at least 3 of the 6 areas on the Heggerty Phonemic Awareness Assessment.
Goal #3 Progress	91% of the pre-kindergarteners scored Proficient on at least 3 of the 6 areas on the Heggerty Phonemic Awareness Assessment.

Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 43.9 % to 55% in the spring of 2027.
Goal #1 Action Steps	•Implement Tier 1 ELA curriculum, HMH Into Reading •Teachers participate in weekly Collaborative Planning led by admin and/or coach ensuring teacher clarity, alignment curriculum, instruction, and assessment to grade level standards, and create learning progressions. •Monitor student and class data (formative, summative) for reteaching, remediation, and enrichment. •Support teachers in PLCs and through coaching cycles to Plan, Assess and Teach. •Analyze student work to determine progress towards mastery of standards in PLCs. •Analyze personalized learning data and performance to determine make instructional decisions. •Use small group instruction based on data to close learning gaps •Communicate with parents regarding the Read to Succeed law to elicit support at home.
Current Goal #2	By Spring 2027, the number of K-5 students scoring early on, mid, or above grade level on the iReady Reading Diagnostic will increase from 17% to 55%.
Goal #2 Action Steps	•Focus on Phonological Awareness, Phonemic Awareness, and early reading skills beginning in PreK for students to prepare students for reading readiness. •Encourage and monitor student use of i-Ready instructional path •I-Ready data dives to include additional support using reports and teacher toolbox to differentiate instruction. •Analyze student work to determine progress towards mastery of standards in PLCs. •Use small group instruction based on data to close learning gaps
Current Goal #3	By Spring 2027, 95% of our students in pre-kindergarten will score proficient on at least 3 of the 6 areas on the Heggerty Phonemic Awareness Assessment.

Goal #3 Action Steps	•Ensure all teachers have been trained in Heggerty •Purchase newest edition •Practice parts of Heggerty lessons in PLC with Instructional Coach. •Teach Heggerty lessons daily to ensure early reading concepts are developed •Embed phonological awareness activities in other activities and areas within the classroom •Analyze data from the Heggerty Phonemic Awareness assessment to provide further targeted instruction.

File Upload (optional)

File Upload	https://www.formstack.com/admin/download/file/20188283982