

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS?
 - Nine (9) teachers have completed Volume 1 ONLY of LETRS.
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
 - Seventeen (17) teachers have completed Volumes 1 and 2 of LETRS.
- How many teachers in your school are beginning Volume 1 of LETRS this year?
 - Twenty-seven (27) teachers are beginning Volume 1 of LETRS this year.
- How many teachers in your school are beginning Volume 2 of LETRS this year?
 - Nine (9) teachers are beginning Volume 2 of LETRS this year.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS?
 - One (1) CERDEP PreK teacher has completed EC LETRS.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?
 - Zero (0) CERDEP PreK teachers and CERDEP Teaching Assistants are beginning EC LETRS this year.

Section A: Describe how reading assessment and instruction for all PreK-5th grade 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.

Bee Tree Elementary is a new school in Berkeley County School District. With 28 Induction or new-to-the-district teachers and 39 teachers in either LETRS Volume 1 or 2, we are building the foundation by following South Carolina Department of Education guidelines, the BCSD Teaching and Learning Model, literacy expectations, and the 2024 SC CCR ELA Standards to provide research-based, structured literacy instruction for all PreK-5 students. Literacy instruction intentionally develops oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through explicit instruction, guided practice, active application, and ongoing assessment rooted in the Science of Reading.

Across all grade levels, instruction relies on district-approved materials to support explicit, systematic literacy training. Pre-K uses the research-based PreK On My Way aligned with South Carolina Early Learning Standards, focusing on language development, discovery learning, and social-emotional growth alongside early Heggerty routines and EC LETRS principles. Daily Heggerty instruction runs from PreK-1st grade to build core phonological awareness. Grades K-2 use UFLI Foundations for structured

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literacy, while grades 3–5 use HMH Foundational Skills for advanced phonics instruction and word study. HMH Into Reading serves as the core K–5 curriculum, building fluency, academic vocabulary, morphology, and comprehension through grade-level texts.

Beginning in PreK, students engage with daily read-alouds, academic conversations, and paired or text-based discourse. Teachers model and scaffold expressive and receptive language, complex syntax, and content-rich vocabulary. Phonological awareness is developed through explicit daily routines that focus on isolating, blending, segmenting, and manipulating spoken sounds, forming the essential bridge to decoding and encoding. Systematic, explicit phonics instruction teaches letter-sound correspondence, spelling patterns, and structural analysis, which students immediately apply by reading decodable texts and using decoding strategies in grade-level print. Fluency is fostered through teacher modeling, repeated readings, guided oral reading, partner reading, and choral reading, ensuring students develop accuracy, rate, and prosody to preserve cognitive capacity for comprehension. Vocabulary is explicitly taught through high-frequency and domain-specific words, morphology, context clues, visual supports, and active usage in speaking and writing across content areas. As the ultimate goal of literacy instruction, comprehension is developed through explicit strategy instruction, including predicting, DOK level 2 and 3 questioning, modeling, summarizing, inferring, and analyzing text structures. Teachers facilitate text-dependent questioning, collaborative discussion, and written responses to both literary and informational texts.

To ensure all students meet or exceed grade-level ELA standards, Bee Tree Elementary uses a multi-tiered assessment system and a continuous, data-driven instruction framework to assess, analyze, act, and build. PreK utilizes the KRA for initial screening. Grades K–5 use the iReady Reading Inform, a diagnostic screener, three times per year to establish baseline data, identify gaps, and measure growth across phonemic awareness, phonics, vocabulary, and comprehension. Teachers monitor ongoing skill acquisition using weekly UFLI progress monitoring in grades K–2, Passage Reading Fluency and Oral Reading Fluency CBM, LETRS Spelling Screeners, Core Phonics Surveys, and PAST assessments for upper-elementary students reading below grade level, and HMH weekly or module assessments. Teachers review assessment data during regular grade-level Professional Learning Communities to adjust Tier One core instruction, create small intervention groups, and guide interventions following the district's MTSS Decision Tree. Students requiring targeted support receive evidence-based interventions and frequent progress monitoring, including UFLI small group instruction for Tier Three intervention in Grades 3–5, to ensure equitable growth and standard mastery.

Section B: 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.

At Bee Tree Elementary (BTE), we are establishing word recognition assessment and instruction across PreK–5th grade to align directly with the Science of Reading, structured literacy principles, and foundational literacy skills. Core instruction prepares all

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students to decode and encode words explicitly, systematically, and sequentially, supported by ongoing teacher participation in LETRS training to ensure research-based instructional delivery. The school uses a high-quality foundational curriculum to build a strong continuum of word recognition. Heggerty routines used in PreK-1st grade develop essential phonological and phonemic awareness, supported by early learning programs like PreK On My Way and targeted scaffolds such as sound-symbol associations. Visual supports, including classroom UFLI sound walls and Kid Lips, ensure primary students understand articulatory gestures and letter-sound correspondences. In K-2, UFLI Foundations delivers structured literacy lessons covering phonemic awareness, phonics, decoding, and encoding, and HMH Foundational Skills in 3rd-5th grade extend word study, morphology, complex orthographic patterns, and fluent reading with connected decodable print.

To ensure continuous alignment with structured literacy, teachers implement a comprehensive assessment framework to measure skill mastery and drive data-informed instruction. Screening and progress monitoring tools, including the Core Phonics Screener, LETRS Spelling Screeners, UFLI Foundations Intervention Placement Test, Oral Reading Fluency measures, iReady Inform's diagnostic data, and curriculum-embedded assessments, allow educators to identify specific skill gaps, monitor decoding accuracy, and evaluate reading automaticity. Educators analyze data from these assessments during grade-level PLC data meetings to adjust Tier 1 instruction, form flexible, skill-focused small groups, and guide MTSS interventions. Furthermore, foundational literacy instruction is differentiated to meet all learner needs, providing enrichment for gifted students and embedded language scaffolds, such as specialized English Learner resources, visual aids, and vocabulary strategies for Multilingual Learners. Through this combination of LETRS-trained instruction, diagnostic assessment, and targeted differentiation, BTE ensures all PreK-5 students develop the encoding, decoding, spelling, and word recognition skills required for lifelong reading proficiency.

Section C: 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.

At BTE, universal screening and diagnostic assessments work hand in hand to pinpoint exactly where struggling PreK-5 readers need support. PreK students are screened at the beginning of the year using DIAL 4 as well as myIGDI three times during the year. Students in grades K-5 will take the iReady Reading Inform three times a year to establish a baseline and flag anyone falling below grade-level expectations or target percentile thresholds on fluency screeners. From there, teachers look past the surface score to determine whether the student's main barrier is decoding print or understanding language.

When a student struggles with word recognition, team members dig deeper using targeted diagnostic tools like the CORE Phonics Screener, PAST, UFLI Intervention Placement, or LETRS Spelling Screeners to find the exact gap in their phonetic foundation. If a

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student decodes fine but struggles to understand the text, the team uses iReady domain reports, oral reading fluency probes, and vocabulary screeners to evaluate their language comprehension needs.

Teachers use this diagnostic “picture” to group students into the daily intervention and enrichment block. Rather than a one-size-fits-all approach, students receive focused support aligned to their specific pathway:

- Word Recognition Pathway: Small group instruction targets phonemic manipulation, letter-sound rules, multisyllabic decoding, and reading automaticity using structured tools like Heggerty and UFLI.
- Language Comprehension Pathway: Small groups focus on expanding academic vocabulary, breaking down sentence structures, building background knowledge, and drawing inferences using high-quality instructional materials provided by the district.

Instruction will stay flexible. Teachers monitor student progress between district benchmark windows using weekly lesson checks, passency fluency monitoring, and quick skill checks. If a student makes rapid progress or needs a different approach, teachers adjust intervention groupings during data reviews. Additionally, for students in 3rd or 4th who fell behind on state assessments, previous screeners, or did not make progress after an intensive summer reading camp, individualized reading plans detail these specific goals and interventions, ensuring every child receives tailored instruction that drives them toward grade-level reading success.

Section D: 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.

At BTE, we view family engagement as a core pillar of student reading and writing success. We are structuring our home-school connection through transparent data sharing, practical resources, and interactive learning opportunities. To keep families clearly informed about their child’s literacy development, teachers have sent home the first customized report following the iReady Inform. We will continue to do that for the mid- and end-of-year diagnostic. The report outlines current performance levels, classroom support strategies, and targeted ways parents can help at home. Teachers will follow up during conferences, and third-grade teachers hosted an Open House to discuss grade-level expectations, including the South Carolina Family Friendly Standards, and guided parents through legislation impacting their learners in R2S Act 114.

We are equipping parents with actionable tools such as the “At Home Practice” sheets aligned with our UFLI foundational literacy curriculum, which allows parents to reinforce phonics, decoding, and multisensory learning. In upper elementary, teachers in

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grades 3–5 use the Schoology platform to share instructional slides, digital materials, and updates on writing and comprehension expectations. Wednesday folders also include home reading logs, and we use Beanstack, an incentivized program with a mobile app that lets students and parents log reading minutes at any time.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

To ensure all PreK–5th grade students reach grade-level reading proficiency, our school uses a systematic multi-tiered data monitoring system grounded in the Science of Reading and aligned with the Berkeley County School District MTSS FlowChart and MTSS Placement Pathway. We will continuously monitor reading achievement and growth throughout the school year. All Kindergarten students completed the Kindergarten Readiness Assessment (KRA) at the beginning of the year. In addition, students in K–5 take the iReady Inform assessment three times a year (Beginning, Middle, and End of Year) to measure growth across phonemic awareness (K–2), phonics, vocabulary, and comprehension.

Students who fall below the 25th percentile on universal screeners undergo additional diagnostic analysis to determine whether literacy gaps stem from word recognition or language comprehension. Progress monitoring is linked to the student risk levels and skill performance. Students below the 25th percentile receive weekly progress monitoring. Depending on the specific needs, teachers administer EasyCBM and literacy tasks focused on Letter Naming Fluency, Letter Sound Fluency, and Passage Reading Fluency.

Instructional decisions and intervention placements are structured and use high-quality instructional materials. Every PreK–5th grade student participates in small-group reading instruction within the core classroom setting. Tier 2 classroom interventions provide daily UFLI small-group instruction. Driven by UFLI screener results, these groups target specific skill gaps and systematically progress through the UFLI scope and sequence. Tier 3 intensive interventions use UFLI small-group instruction, as determined by the LETRS and UFLI Targeted Instruction Screeners. We follow a district-prescribed format that includes new concepts, word chains, sentence writing, and blending, along with weekly progress monitoring.

Section F: Describe how the school provides teacher training based on the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

BTE provides a comprehensive, multi-tiered professional development system grounded in the Science of Reading, Structured Literacy, and foundational skill acquisition to ensure every student from PreK–5 receives evidence-based instruction. Most PreK–5

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teachers, Special Education teachers, administrative staff, and the Reading Coach are either fully LETRS-certified or actively completing LETRS training. This foundational coursework is reinforced with targeted training for all grade levels. Teachers receive annual training and onboarding in explicit, systematic programs including Heggerty for phonemic awareness and UFLI for phonemic awareness and phonics. Teachers receive ongoing support in implementing HMH Into Reading, our core curriculum. Professional development regularly focuses on unpacking SCCR ELA Standards and indicators, and teachers analyze daily instruction to provide rigor, explicit learning tasks, and assessments.

Training extends to PLCs and coaching cycles led by the instructional coach. Grade-level teams meet weekly in PLCs to prepare explicit lessons, refine instructional moves that directly target identified skill gaps, and to analyze student data. This time is also used to collaborate in MTSS meetings. The instructional coach supports classrooms by modeling, co-planning, and demonstrating effective curriculum implementation. We use frequent walk-through observations with actionable feedback throughout the year. We will continue using this framework to equip teachers with research-backed strategies to accelerate reading and writing achievement for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
According to initial iReady data: 60% of students scored early on, mid-, or above grade level on high-frequency words 48% of students scored early on, mid-, or above grade level in phonics	According to initial iReady data, BTE should continue to address the needs of all learners by strengthening intervention for students who are performing two or more grade levels below their expected target 30% of students scored three or more grade levels below in informational text 23% of students scored three or more grade levels below in overall performance 22% of students scored three or more grade levels below in vocabulary

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

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from _____ % to _____ % in the spring of 2025-2026. Because this is our inaugural year operating as a new facility, baseline data and prior Read to Succeed plans do not exist for our specific student population. Our student body is drawn from Whitesville Elementary, Cane Bay Elementary, and rapidly growing local residential developments following district boundary changes.	
<u>Previous Goal #2:</u> Because this is our inaugural year operating as a new facility, baseline data and prior Read to Succeed plans do not exist for our specific student population. Our student body is drawn from Whitesville Elementary, Cane Bay Elementary, and rapidly growing local residential developments following district boundary changes.	

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<u>Previous Goal #3:</u> Because this is our inaugural year operating as a new facility, baseline data and prior Read to Succeed plans do not exist for our specific student population. Our student body is drawn from Whitesville Elementary, Cane Bay Elementary, and rapidly growing local residential developments following district boundary changes.	
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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.*** Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.
- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> 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]. SEE BELOW Because this is our inaugural year operating as a new facility, baseline data and prior Read to Succeed plans do not exist for our specific student population. Our student body is drawn	• Grade-level PLCs every Tuesday and Thursday that focus on standards, data analysis, DFAs, and high-impact instructional practices using HQIM with the Reading Coach. • Grade-level PLCs to incorporate Unit Internalization using habits and action steps, while collaborating with peers to build shared understanding and strengthen practices that support student learning.

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from Whitesville Elementary, Cane Bay Elementary, and rapidly growing local residential developments following district boundary changes. Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the fall of the 26-27 school year as determined by SC Ready from 38% to 75% in the Spring of 26-27.	• Coaching cycles and individualized data dialogues with teachers to support strong Tier 1 instruction and explicit teaching modeling. • Develop and implement Tier 3 interventions/small groups using student performance data to support student needs. • Recognize and celebrate student progress and achievements through classroom incentives, recognition boards, and/or parent communication.
<u>Current Goal #2:</u> Increase the overall percentages of performance of students who are early on, mid or above grade level on the iReady Inform Assessment from ____% to ____% in the spring of '26-'27 and progress monitor students performing above grade level. • Kindergarten from 18% to 60% • First from 15% to 60% • Second from 26% to 60% • Third from 38% to 75% • Fourth from 33% to 75% • Fifth from 31% to 75%	• Grade-level PLCs every Tuesday and Thursday that focus on standards, data analysis, DFAs, and high-impact instructional practices using HQIM with the Reading Coach. • Grade-level PLCs to incorporate Unit Internalization using habits and action steps, while collaborating with peers to build shared understanding and strengthen practices that support student learning. • Coaching cycles and individualized data dialogues with teachers to support strong Tier 1 instruction and explicit teaching modeling. • Develop and implement Tier 3 interventions/small groups using student performance data to support student needs. • Recognize and celebrate student progress and achievements through classroom incentives, recognition boards, and/or parent communication. • Continue strengthening Reading-Writing integration through reading and writing responses to texts, literary analysis, and citing evidence from shared reading. • Establish strong communication and collaboration between Bee Tree Elementary and families by providing

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	resources and support that promote and enrich literacy development at home.
<u>Current Goal #3:</u> Increase the percentage of second graders scoring Meets or Exceeds in the fall of the 26–27 school year as determined by the SC Ready from 27% to 60% in the Spring of ‘26–‘27.	• Teachers will be provided professional development from iReady Representatives on how to access and utilize iReady Reports to guide and impact instruction. • Teachers will monitor student pathways and growth on iReady to ensure they are making “stretch goal” progress. • Teachers will monitor progress in UFLI weekly and assess every two weeks. • Tier 3 students will be provided ELA intervention in K–5 using the school-wide MTSS program and UFLI small group expectations.