

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?
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
- How many teachers in your school are beginning Volume 1 of LETRS this year?
- How many teachers in your school are beginning Volume 2 of LETRS this year?
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS?
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?

Currently at Cainhoy Elementary, 4 K-5 teachers, the instructional coach, and our principal have completed LETRS training. Currently, 3 teachers are in year 2 of LETRS training and 2 teachers, our resource teacher and our third grade teacher, are in Year 1. Our preschool teacher is trained in Early Childhood LETRS but our CERDEP teaching assistant has not started LETRS.

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.

At CHE, we implement a comprehensive reading curriculum that includes Prek on my way, Heggerty, UFLI, and HMH Into Reading as our core instruction. For students in grades K-2, Heggerty and UFLI ensure that all students receive essential instruction in word recognition, aligning with Scarborough's Reading Rope framework. Our instructional framework utilizes a Teaching and Learning Model that begins with a clear Lesson Introduction to engage students and set the stage for learning. Teachers then provide flexible support tailored to students' needs, moving between Explicit Instruction, Guided Practice, and Exploration components. This approach allows for direct teaching, collaborative activities, and opportunities for students to apply their knowledge independently. To conclude the lesson, an Active Closure reinforces learning and consolidates understanding. Our reading curriculum, HMH, is comprehensive, incorporates essential components such as phonological awareness, phonics, fluency, vocabulary, and comprehension. We enhance phonological awareness through Heggerty, which provides engaging activities that develop listening and speaking skills. For phonics, we implement UFLI, which offers structured lessons that promote decoding skills and word recognition. To specifically address Word Recognition skills for our 3rd-5th graders, we incorporate foundational lessons from HMH Into Reading. Additionally, students utilize the iReady learning pathway for students in grades K-5 to identify and fill in any deficits across the five pillars of reading. This year, our 3rd through 5th graders are also engaging in a thirty minute core phonics block utilizing 95 Core Phonics. We utilize Berkeley County Gifted and Talented curriculum for our state identified students. Students in grades 3-5 that have been identified as gifted and talented are limited at Cainhoy Elementary due to our small enrollment numbers but the number of students is growing each year. We utilized our reading interventionist last year to target an enrichment group of students that

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was scoring above grade level in reading according to the iReady Reading diagnostic. These students were given enrichment tasks above their grade level during small group time to stretch their thinking. This integrated approach ensures that students receive effective instruction to aid in their comprehension of texts and meet grade-level English/Language Arts standards.

In terms of assessment, Berkeley County School District's recommended literacy screeners are grounded in the Science of Reading research and are aligned with the South Carolina Department of Education guidelines. All K-5 students take i-Ready Inform three times to obtain an overall view of a student's reading ability. BCSD also recommends administering additional literacy screeners three times a year to gather further nationally normed data on a student's reading performance. i-Ready and recommended literacy screeners determine the need for intervention, enrichment, or continued Tier 1 instruction.

In addition, students scoring below grade level in phonological awareness and phonics who are identified as needing Tier 2 intervention are given the CORE Phonics screener. The LETRS Spelling Screener is also administered to all students 3 times a year. These assessments enable our teachers to group students based on their specific needs for small group instruction. Furthermore, teachers at the primary level utilize weekly UFLI progress monitoring data to ensure that phonics and phonological instruction effectively translates into developing grade level skills and that data drives small groups for the following week. Our preschool students receive the Dial 4 screener at the beginning of the year and myIgDIs assessment three times a year. This assessment covers key areas in early literacy and early numeracy and provides our preschool teacher the information she needs to provide support, and track growth over time to provide targeted interventions.

Students in grades 3-5 that have been identified as gifted and talented are limited at Cainhoy Elementary due to our small enrollment numbers but the number of students is growing each year. We utilized our reading interventionist last year to target an enrichment group of students that was scoring above grade level in reading according to the iReady Reading diagnostic. These students were given enrichment tasks above their grade level during small group time to stretch their thinking. This year we are continuing this model with our state identified gifted and talented students. They will be served by a certified teacher and will receive Berkeley County GT instruction during small groups.

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 CHE, all K-3 teachers are engaged in training focused on the Science of Reading through LETRs. This training enables us to provide structured literacy for all students through core instruction. Our core curriculum is designed to prepare students to decode words in an explicit and systematic manner, utilizing the following program. In Preschool, Cainhoy uses PreK on my way, an engaging approach to learning that helps our students develop the skills they need to start to become readers and writers. In Preschool, Kindergarten and First grades, they utilize Heggerty to deliver explicit instruction in critical phonemic awareness and early literacy skills. In Kindergarten, First, and Second grade for explicit foundational reading skills they utilize UFLI during core instruction. For students who have been identified for needing extra support we use additional UFLI lessons in grades K-2 for intervention. Our core reading program in Kindergarten through 5th

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grade is HMH into Reading. Students needing additional support in 3-5, depending on their deficits, receive Heggerty Bridge the Gap, and UFLI. Interweaving these programs provides CHE with a comprehensive approach to literacy instruction and helps create a strong foundation for our young readers.

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 CHE, all students take iReady Inform three times a year, enabling us to identify their areas of strength and weakness. This assessment informs our decisions about additional evaluations needed to guide instructional next steps. All students in grades K-5 also take the LETRS spelling screener 3 times a year and student data is analyzed during PLCs. This data is used to identify students' strengths and weaknesses, along with how teacher instruction can support the students during core instruction and intervention. For students performing below grade level in phonics and phonological awareness, our interventionist administers the Core Phonics screener and Easy Curriculum Based Measures to gather additional data points to pinpoint deficits and where to begin UFLi interventions.

In grades 3-5, the results from the Easy CBM passage reading fluency screeners help us determine whether a student would benefit more from intervention through a UFLI, Heggerty Bridge the Gap, or a more comprehension based intervention program. Students identified with gaps in their foundational skills are more likely to be placed in an appropriate UFLI group for temporary remediation. Those who are significantly behind will take the Heggerty Bridge the Gap placement test, which determines their level. Our reading interventionists meet with identified groups for 30 minutes three to four times a week to provide focused support.

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 CHE, we prioritize communication with families regarding their children's reading progress. All students will receive a Read 2 Succeed family letter provided by Berkeley County School District, along with their student's iReady Inform report, which informs parents about their child's performance after each diagnostic (in the fall, winter, and spring). Cainhoy Elementary holds a Read 2 Succeed Information night every year in September to review district expectations and what assessments are utilized every year at each grade level. This year, Berkeley County designated a conference day in October where parents sign up for a time slot and are able to meet in person with their child's teacher to review their student's iReady reports and their student's progress. Parents are also encouraged to reach out to the school's instructional coach to explore additional ways they can support their reader at home anytime throughout the year.

After the winter iReady Inform, Cainhoy requires every parent in Kindergarten through 5th grade to come in and conference face to face with their child's teacher during the month of January. During this conference, the teacher reviews their student's mid-year iReady growth, their grades, their reading and writing strengths and weaknesses, and what the school is doing to meet their deficits. During this conference, they also discuss one area that the parent can work on at home. It is also the time where we review Read 2 Succeed expectations and where their child needs to be to ensure success and to meet grade level expectations.

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We also host a family literacy night in December each year designed to equip parents with strategies to support young learners using the curriculums implemented in school. This reading night provides sessions that allow parents to understand and reinforce grade level standards at home. In April, we hold a Kickoff to Kindergarten night where parents with students moving up to preK and kindergarten come in to learn about that grade level's learning expectations and how to support them to be kindergarten ready for the next year. Additionally, we send home summer activities to all families in May each year to promote a collaborative approach that fosters a supportive learning environment both at school and at home.

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.

We use the iReady Inform three times a year. We use common assessments from HMH, weekly assessments, selection quizzes, and module assessments, for data analysis during PLC to ensure students are able to perform at grade-level proficiency and to identify areas students need more support in. Our Kindergarten through 2nd grade uses UFLI progress monitoring to analyze student data, sort students into small groups weekly, and determine next steps for students in reteaching phonemic awareness lessons and skills. Our K-2nd grade interventionist also uses UFLI progress monitoring data to target specific skills in small groups three to four times a week. If K-2nd grade students are in intervention, they will be progress monitored using Easy CBM screeners and progress monitoring probes depending on the student's individual deficits. If 3-5 students are in intervention, they will be progress monitored using Easy CBM screeners and progress monitoring probes depending on students' individual deficits.

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

At CHE, we are committed to providing thorough training for all K-2 teachers in the use of both Heggerty and UFLI to support the Science of Reading. Our training process begins with teachers observing a proficient peer, followed by hands-on training and modeling with their own students until they achieve proficiency. We also prioritize regular discussions about encoding data from UFLI during Professional Learning Communities (PLCs), which helps inform our small group instruction strategies. All new Kindergarten, 1st grade, 2nd teachers and interventionists have already attended UFLI training at the district. Our 2nd grade teacher and coach completed a UFLI small group cohort last year to strengthen her understanding of how to group students and reteach using UFLI.

This year, all K-5 teachers are in year three of implementing HMH Into Reading, a curriculum that adheres to a structured literacy approach. Additionally, we are responsive to the individual professional development needs of teachers as they arise, including support for other curriculum measures to ensure that our teachers are well-equipped to meet the diverse needs of their students.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● CHE SC Ready data for the 24-25 school year<ul style="list-style-type: none">○ 50% met or exceeds in 3rd grade○ 68.8% met or exceeds in 4th grade○ 45.5% met or exceeds in 5th grade	<ul style="list-style-type: none">● CHE saw a decrease in 3rd grade students scoring Not Met on the SC Ready for the 25-26 School year but an increase in students scoring Approaches. CHE would like to see more consistency in students scoring Meets and Exceeds on SC Ready Reading.<ul style="list-style-type: none">○ Not Met: 13.3% in 24-25 to 5.6% in 25-26○ Approaches: 20% in 24-25 to 44.4% in 25-26
<ul style="list-style-type: none">● The school has had very little teacher turnover in the last three years, therefore the teachers and coach have been able to work closely on the implementation of HMH and UFLI curriculum. Teachers routinely implement explicit instruction in the areas of phonics and phonemic awareness to strengthen foundational skills.	<ul style="list-style-type: none">● The school should continue to improve overall student performance in vocabulary and comprehension of literature and informational domains on iReady Inform.

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☐ The school effectively uses i-Ready Inform data at each grade level to analyze student achievement in reading domains three times a year. ☐ The school meets weekly in Professional Learning Communities to collaborate, analyze data, target interventions, and deconstruct standards.	<ul style="list-style-type: none"> • The teachers should continue to review common assessments to make instructional decisions aligned with content standards, research related to the science of reading, and implement a structured literacy model to meet the needs of individual students • The school should continue improving overall student performance in writing and utilize HMH writing pacing and lessons with fidelity during their writing block. • Teachers will use Unit Internalization with every HMH module to plan and prepare prior to beginning each unit.
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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 the spring of 24-25 as determined by SC READY from 67 % to 75 % in the spring of 25-26.	☒ Create a master schedule that ensures 120 minutes of ELA instruction as well as 30 additional minutes of intervention and enrichment. ☒ All teachers will teach the 2024 SC CCR ELA indicators through the implementation of HMH Into Reading Curriculum. ☒ Implement a core instructional model for all students that is supported by HMH in all K-5 classrooms by following the district pacing, state standards, and implementing small group and whole group instruction daily. ☒ Provide professional learning and coach support in the area of the core instructional model and HMH Into Reading curriculum. ☒ Ongoing observational feedback from coaches and administration ☒ The coach will support PLC's in data analysis. ☒ Whole group PLCs will be implemented to support teacher growth and collaboration. ☒ Students' identified for interventions and progress monitored monthly and tracked using Easy CBM probes based on student deficits.

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	<p>We accomplished all of these strategies for the 25-26 school year. But we did not reach our goal of 75%. We went from 13.3 Not Met for the 2024-2025 school year to 5.6% for the 25-26. But our Meets and Exceeds went from 66.7% in 2024-2025 to 50% in 2025-2026.</p>
<p><u>Previous Goal #2:</u> Increase the percentage of first graders scoring Mid or Above Grade Level in Phonics and Phonological Awareness in the spring of 2025 as determined by i-Ready Reading Diagnostic from 4% to 75 % in the spring of 2026.</p>	<ul style="list-style-type: none"> ☒ Create a master schedule that ensures 120 minutes of ELA instruction as well as 30 additional minutes of intervention and enrichment. ☒ All teachers will teach the 2024 SC CCR ELA indicators through the implementation of HMH Into Reading Curriculum. ☒ Implement a core instructional model for all students that is supported by HMH in all K-5 classrooms by following the district pacing, state standards, and implementing small group and whole group instruction daily. ☒ Provide professional learning and coach support in the area of the core instructional model and HMH Into Reading curriculum. ☒ Teachers in K-2 grade will teach UFLi 5 days a week as part of their core instruction. ☒ Teachers in K-1 grade will teach Heggerty 5 days a week as part of their core instruction. ☒ Ongoing observational feedback from coaches and administration ☒ The coach will support PLC's in data analysis. ☒ Whole group PLCs will be implemented to support teacher growth and collaboration. ☒ Students' will be identified for interventions and will be progress monitored monthly and tracked using Easy CBM probes based on student deficits. <p>We accomplished all of these strategies for the 25-26 school year and we did not reach this goal. At the end of the 25-26 school year we increased the percentage of first graders scoring Mid or Above Grade Level in Phonics and Phonological Awareness from 4% to 59 % in the spring of 2026. More specifically, we had 71% of our 1st graders at or above grade level in phonemic awareness by the end of the 2025-2026 school year and 59% of our 1st graders at or above grade level in phonics.</p>

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<p><u>Previous Goal #3:</u> Cainhoy students meeting their i-Ready Reading stretch growth will go from 33% in spring 2025 to 38% in spring 2026.</p>	<ul style="list-style-type: none"> ☑ Create a master schedule that ensures 120 minutes of ELA instruction as well as 30 additional minutes of intervention and enrichment. ☑ All teachers will teach the 2024 SC CCR ELA indicators through the implementation of HMH Into Reading Curriculum ☑ Implement a core instructional model for all students that is supported by HMH in all K-5 classrooms by following the district pacing, state standards, and implementing small group and whole group instruction daily ☑ Teachers in K-2 grade will teach UFLi 5 days a week as part of their core instruction. ☑ Teachers in K-1 grade will teach Heggerty 5 days a week as part of their core instruction. ☑ The coach will support PLC's in data analysis. ☑ Whole group PLCs will be implemented to support teacher growth and collaboration. ☑ Students will have a personalized i-Ready instructional path and will complete 39-45 minutes a week of i-Ready instruction. ☑ Conduct classroom observations and coaching conversations to strengthen instruction. ☑ Students' will be identified for interventions and will be progress monitored monthly and tracked using Easy CBM probes based on student deficits. <p>We accomplished all of these strategies for the 25-26 school year and we successfully surpassed this goal. At the end of the 25-26 school year we went from 33% meeting their stretch growth to 45% meeting their stretch growth goal.</p>
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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

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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
<p><u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 50 % to 75 % in the spring of 2027.</p>	<ul style="list-style-type: none"> ☐ Create a master schedule that ensures 120 minutes of ELA instruction as well as 30 additional minutes of intervention and enrichment. ☐ All teachers will deliver instruction aligned to the 2024 SC College and Career Ready ELA standards using the HMH Into Reading curriculum. K-1st grade teachers will supplement HMH with Heggerty and UFLI, while 2nd grade teachers will add UFLI. Teachers in grades 3-5 will incorporate 95 Percent Core Phonics alongside HMH. ☐ All K-5 classrooms will use a core instructional model that includes daily whole group and small group instruction, following district pacing guides and state standards while implementing the grade-appropriate curriculum (HMH, UFLI, and/or 95 Percent Group). ☐ Provide coach support in the area of the core instructional model and with High Quality Instructional Reading Material. ☐ Provide ongoing observational feedback to teachers from coaches and administration utilizing Classroom Mosaic. ☐ The coach will support teachers weekly during PLCs to assist them in using data to help drive their instruction. ☐ PLCs will be implemented to support teacher growth and collaboration between grade levels weekly. ☐ Students' will be identified for interventions using iReady Inform, Easy CBM probes, and SC Ready data (when applicable) at the beginning of the year. Students will be progress monitored monthly and tracked using Easy CBM probes based on student deficits while in intervention.

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<p><u>Current Goal #2:</u> Increase the percentage of first graders scoring Mid or Above Grade Level in Phonics and Phonological Awareness in the spring of 2027 as determined by i-Ready Reading Diagnostic from 11% to 55% in the spring of 2027.</p>	<ul style="list-style-type: none"> ☐ Create a master schedule that ensures 120 minutes of ELA instruction that includes 10 minutes of Heggerty, 30 minutes of UFLI, as well as 30 additional minutes of intervention and enrichment. ☐ All K-5 classrooms will use a core instructional model that includes daily whole group and small group instruction, following district pacing guides and state standards while implementing the grade-appropriate curriculum (HMH, UFLI and/or 95 Percent Group). ☐ Implement a core instructional model for all students that is supported by Heggerty, UFLI and HMH in all Kindergarten and 1st grade classrooms by following the district pacing, state standards, and implementing small group and whole group instruction daily. ☐ Teachers in K-2 grade will teach UFLI 5 days a week as part of their core instruction. ☐ Teachers in K-1 grade will teach Heggerty 5 days a week as part of their core instruction. ☐ Provide coach support in the area of the core instructional model and with High Quality Instructional Reading Material. ☐ Provide ongoing observational feedback to teachers from coaches and administration utilizing Classroom Mosaic. ☐ The coach will support teachers weekly during PLCs to assist them in using data to help drive their instruction. ☐ PLCs will be implemented to support teacher growth and collaboration between grade levels weekly. ☐ Students' will be identified for interventions using iReady Inform, Easy CBM probes, and SC Ready data (when applicable) at the beginning of the year. Students will be progress monitored monthly and tracked using Easy CBM probes based on student deficits while in intervention.
<p><u>Current Goal #3:</u> By May 2027, CHE will reduce the percentage of students in grades K-5 scoring one grade level or more below on iReady Inform from 77% in the Fall 2026 to 40% in the spring 2027 with differentiated instructional support provided to students performing below grade level.</p>	<ul style="list-style-type: none"> ☐ Create a master schedule that ensures 120 minutes of ELA instruction as well as 30 additional minutes of intervention and enrichment. ☐ All teachers will deliver instruction aligned to the 2024 SC College and Career Ready ELA standards using the HMH Into Reading curriculum. K-1st grade teachers will supplement HMH with Heggerty

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	<p>and UFLI, while 2nd grade teachers will add UFLI. Teachers in grades 3-5 will incorporate 95 Percent Core Phonics alongside HMH.</p> <ul style="list-style-type: none">☐ All K-5 classrooms will use a core instructional model that includes daily whole group and small group instruction, following district pacing guides and state standards while implementing the grade-appropriate curriculum (HMH, UFLI, and/or 95 Percent Group).☐ Provide coach support in the area of the core instructional model and with High Quality Instructional Reading Material.☐ Provide ongoing observational feedback to teachers from coaches and administration utilizing Classroom Mosaic.☐ The coach will support teachers weekly during PLCs to assist them in using data to help drive their instruction.☐ PLCs will be implemented to support teacher growth and collaboration between grade levels weekly.☐ Students' will be identified for interventions using iReady Inform, Easy CBM probes, and SC Ready data (when applicable) at the beginning of the year. Students will be progress monitored monthly and tracked using Easy CBM probes based on student deficits while in intervention.
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