



South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026



School: Hemingway Elementary School

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 1
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 6
- 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? N/A (All 4K teachers have completed 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.

Reading instruction at Hemingway Elementary School for all students enrolled PreK-5th grade 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. Teachers utilize the HMH curriculum as a resource to deliver explicit, standards-based instruction on a daily basis. Teachers of students in grades 5k -2nd utilize the structured literacy pathway of HMH which delivers daily practice in phonics, phonological awareness, fluency and comprehension. The practice is delivered via structured literacy lesson slides which are research-based and aligned to the science of reading. Teachers follow the slides to guide students through a daily review of foundational literacy skills. The skills also include alphabet recognition, blending, segmentation and manuscript practice. The remainder of the lesson is focused on vocabulary and comprehension using high quality grade level text using a variety of research-based instructional strategies. Vocabulary is presented using HMH vocabulary cards, class discussions and interactive vocabulary practice delivered via the HMH digital platform. Students in grades three through five also receive explicit, standards-based instruction in all of the five pillars of reading instruction. The lessons include foundational skills to include morphology and phonics. The comprehension element includes instruction in vocabulary/vocabulary strategies, writing, grammar, research and communication. All classes also offer daily oral language practice based on grade level skills as indicated by the South Carolina Department of Education Grammar and Skills Convention Matrix. Students complete weekly formative assessments to determine how students are performing in relation to the South Carolina College and Career Ready Standards. The formative assessments are created via Mastery Connect and iReady Standards Mastery. These assessments are created with intentionality to include various DOK levels to ensure rigor is maintained. These assessments also drive instruction as educators instruct students with a high level of rigor. The AI component of HMH is also utilized with students. This adaptive program assesses students and provides personalized instruction in phonics, high frequency words and fluency. Phonological awareness is also addressed via daily Heggerty warm-ups and spiral reviews using a systematic morning review.



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Students in 4k are assessed using myIGDIs which includes subtests that measure phonological awareness and oral language. This is an early indicator which is used to support students and improve academic outcomes. Our teachers administer the Kindergarten Readiness Assessment to all of our 5k students. The KRA measures student readiness across multiple areas of literacy. The data is used as teachers plan classroom instruction and small group interventions via various research-based practices.

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.

The HMH curriculum contains word assessments and daily instruction which are aligned to the science of reading. The curriculum includes a structured literacy component to support foundational literacy development. The curriculum provides weekly activity bundles that address various word recognition methods to include decoding nonsense words, deleting and adding phonemes and high frequency word practice. Fluency development is also addressed through systematic and explicit word study. Orthographic mapping is addressed using the HMH curriculum map which provides resources and research-based strategies for instruction. iReady also provides daily instruction in word recognition and development. The AI tool (Amira) also provides instruction to address word recognition. Select students also receive word recognition instruction via Lexi Core 5. All of these skills are assessed using HMH, iReady, Amira and other formative assessments.

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.

Hemingway Elementary utilizes the iReady universal screener. iReady provides both diagnostic data for students and daily personalized instruction. The diagnostic data is used to offer instructional insights regarding a student's progress towards meeting grade level goals and benchmarks across reading domains. The domains include phonological awareness, phonics, high frequency words, vocabulary and comprehension. The assessment is given to students three times per year which provides valuable information that is used to guide instruction and the appropriate next steps for each student. iReady identifies students who are currently at-risk, approaching and on track towards meeting grade level expectations. This data is used to determine the scope and focus of classroom interventions. Students who are currently performing below grade level receive targeted research -based interventions during all three tiers of instruction. The assessment creates an instructional grouping report which groups students based on their current level of achievement. This enables teachers to create effective groupings to maximize instructional time and resources based on student needs. These resources provide explicit instructions and materials that target the specific needs of the students which are addressed during small group instruction. Students who are not meeting grade level targets are given the PAST Assessment to further help to determine the next steps in small group instruction.



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iReady also contains a personalized instruction pathway which provides students with lessons based on their individual skill level and needs. Students receive daily instruction (at least 50 minutes per week) from the adaptive program. It also offers printable and digital lessons and resources that are designed to support students based on their current academic level. Lexia Core 5 is an adaptive intervention program that supports a specified number of students who are performing below grade level. These students receive pull-out services from a Primary Literacy Interventionist. They receive small group intervention and computer-based interventions daily.

The myIGDI Assessment, which quickly and accurately identifies students who are not making progress towards developing early literacy skills is administered to students in 4K. The data from myIGDIs is used to intervene early and provide all learners with targeted support for success. The Kindergarten Readiness Assessment is administered to students in 5K. These assessments offer data that is used to support early identification of students who are in danger of not meeting the early benchmarks of literacy development.

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. The administrators, educators, and staff of Hemingway Elementary School work to ensure that parents understand how they can support their students as readers and writers. The principal provides weekly newsletters with instructional and assessment updates to keep them abreast of pertinent information. Parents also receive information regarding the MTSS process via the newsletters. The educators conduct parent teacher conferences during regular intervals throughout the year. Parents receive interim reports and weekly progress reports that outline student progress towards learning objectives. The reading coach conducts several literacy nights where instructional strategies and resources to support reading and writing are shared. The reading coach also conducts Read to Succeed Meetings to ensure that parents are aware of the testing requirements as well as resources that parents can use to assist students in meeting the requirements. The parenting liaison also conducts several programs throughout the year to increase parental engagement with the school. Hemingway Elementary School also utilizes a social media presence to update stakeholders on literacy initiatives in the school.

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. Hemingway Elementary School monitors reading achievement and growth at the classroom and school level. Students are measured at regular intervals using various instruments to include HMH progress monitoring (letter/sound recognition/high frequency word assessments/oral reading fluency), iReady growth monitoring and district level common formative assessments which are administered via DRC Insight. The data is then triangulated to make instructional decisions such as the focus of intervention and instructional groupings. Students that are in danger of not meeting grade-level proficiency in reading, are referred to the RTI team to discuss and plan future



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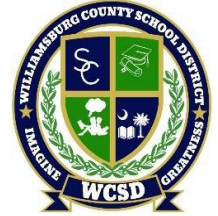
interventions. The MTSS framework supports both the student and the teacher by enlisting the help of several professionals who provide guidance based on their own particular field of expertise. The interventions are then implemented and the results are analyzed to determine the appropriate next steps in the process. Students may eventually be tested for SPED services if their performance does not respond to interventions. Students who are in need of Tier 2 interventions are PM once a month and students in need of Tier 3 interventions are assessed every two weeks. This data is maintained in a teacher data notebook. The MTSS team meets every nine weeks in order to discuss the progress of the interventions on a school-wide level.

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.

All teachers in grades 4K -3rd grade, including SPED have completed or are currently undergoing LETRS training which is aligned to the science of reading. In addition, all teachers participate in weekly PLCs designed to foster peer collaboration and support in the implementation of research-based instructional strategies. During these meetings, teachers are supported as they plan classroom instruction to ensure that they are using high yield strategies that align with the science of reading. The coach works with teachers to deconstruct ELA standards to determine foundational skills and effective strategies. As a team, they select artifacts of student learning that will indicate student progress in relation to learning goals. The teachers participate in coaching cycles as determined by the data to target areas for growth and support. The coach also collaborates with teachers to select the instructional focus for the week and create the weekly formative assessment for the week. The data is then analyzed collaboratively.



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Section G: Analysis of Data

Strengths	Possibilities for Growth
• All teachers participate in weekly PLCs in order to consistently revise and reflect on instructional practices • Teachers in grades 5K-3rd are currently enrolled in state provided LETRS training • All ELA teachers participate in district-provided training to support reading and writing • All students receive daily Tier 3 support based on their individualized needs via iReady Personalized Instruction • 88.9 percent of third graders scored as Approaches, Meets or Exceeds on SC Ready	• During the Fall administration of the iReady Diagnostic, only 20% of our students scored early on, mid or above grade level as assessed on the iReady Diagnostic. • Domain performance in the following areas: phonological awareness, phonics, vocabulary and comprehension. • Increase the number of third graders scoring meets or exceeds on the SC Ready Assessment • 29.5 percent of 5th graders scored in the Does Not Meet as determined by SC Ready



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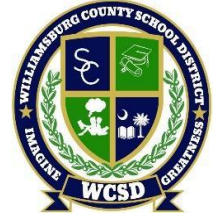
Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- 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> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 44.7 % to 40% in the spring of 2025.	- This goal was met as 11.1% of students scored Does Not Meet as determined by SC Ready in the Spring of 2025 - Teachers provided in class interventions using HMH and iReady to support literacy development. - Teachers implemented flexible small group interventions. - Teachers created weekly formative assessments to measure student performance in relation to learning objectives
<u>Previous Goal #2:</u> By the end of May 2025 increase the number of K-5 th grade students performing at or above grade level as determined by iReady Diagnostic Data from 39% (Spring 2024) to 41% (Spring 2025).	- This goal was met as 46 percent of students performed at or above grade level as determined by the spring administration of the iReady Diagnostic - Students received targeted, individualized instruction daily via iReady Personalized Instruction. - Teachers implemented flexible small group interventions. - Classroom teachers conducted reading and writing conferences based on the individualized needs of students. - Classroom teachers implemented and or changed instructional practices based on the analysis of triangulated data
<u>Previous Goal #3:</u> By the end of May 2025, decrease the number of students in 5K -5 th grade students performing at the Approaching category as determined by iReady Diagnostic data from 41% (Spring 2024) to 37% (Spring 2025)	- This goal was not met as 38 percent of students performed at the Approaches category as determined by the spring administration of the iReady Diagnostic - Students received targeted, individualized instruction daily via iReady Personalized Instruction.



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	Teachers used iReady instructional grouping report to create small groups based on the needs of the students
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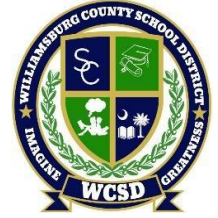
Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- 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 2025 as determined by SC READY from <u>52.8</u> % to <u>55</u> % in the spring of 2026. This goal supports the 2030 vision of having 75% of students scoring at or above grade level.	- The Leadership team will consistently observe and monitor instruction - Teachers will participate in weekly Professional Learning Communities - Teachers will progress monitoring student progress - Literacy Coach and teachers will analyze multiple data points to plan, alter and adjust classroom instructional strategies - Relevant stakeholders will conduct MTSS meetings to support students in need of additional assistance towards meeting grade level requirements



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<u>Current Goal #2:</u> By the end of May 2026 increase the number of K-5th grade students performing at or above grade level as determined by iReady Diagnostic Data from 46% (Spring 2025) to 48% (Spring 2026).	• Students will receive daily individualized Tier 3 instruction via iReady • Teachers will utilize the HMH curriculum as a resource to teach state standards • Teachers will conduct small groups to support academic achievement
<u>Current Goal #3:</u> By the end of May 2026, decrease the number of students in 5K -5th grade students performing at the Approaching category as determined by iReady Diagnostic data from 38% (Spring 2025) to 36% (Spring 2026)	• Students will receive daily individualized Tier 3 instruction via iReady • Teachers will utilize iReady Personalized Instruction to deliver differentiated lessons based on the needs of students during small group instruction • PLC meetings will address student progress and collaborate to determine the appropriate next steps