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

Burton-Pack Elementary

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? 7
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 3
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 7
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 2

Section A: Describe how reading assessment and instruction for all students in the district 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 Burton-Pack Elementary School, reading assessments and instruction for all PreK-5th grade students include the following components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. All these areas are pertinent in proving students' understanding of grade-level English/Language Arts standards. We use a variety of assessments tools to obtain baseline student data (i.e. Phonological Assessment Screening Test (PAST), STAR Reading, Benchmark Assessment System (BAS), and anecdotal notes) to monitor, evaluate, and improve instruction. Furthermore, we have implemented Orton Gillingham (O.G.), Language Essentials for Teachers of Reading and Spelling (LETRS), and the Wonders reading curriculum and resources to enhance the reading skills and proficiency of every student. Lastly, embedded within our district and school's scope and sequence, the Science of Reading, is evident and adhered to by our teachers.

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.

Word recognition is a necessary skill for all students to have to be successful in reading fluency and comprehension. To ensure that this occurs, Burton-Pack Elementary School uses word recognition assessments and instruction for all of its students that are further aligned to the science of reading, structured literacy, and foundational literacy skills. The assessments we use are as follows: SC READY, Renaissance STAR Reading and Early Literacy, District provided Mastery View Predictive Assessment (MVPA), O.G., and Wonder assessments. Each assessment allows the teachers to identify students who may need additional support in this area, provide specific-tailored instruction, and track individual student progress over time. Additionally, we use these assessments for screening, diagnostic, and placement which encompass structured literacy and foundational literary skills. Science of Reading research shows that students who struggle with word recognition may also struggle with reading comprehension.

Section C: Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

The universal screener that is used at Burton-Pack Elementary School is Renaissance STAR. We administer both the STAR Reading and STAR Early Literacy assessment three times a year (fall, winter, spring). The results of the data are then analyzed during grade-level professional learning communities (PLC) data meetings, guided planning, and reviewed in monthly PLOs and PD. By careful review and analysis of assessment data, our teachers can create individualized goals for each student. These goals are shared with each student, developing an environment that is goal-focused and targeted. This goal not only enhances individual teaching practices, but it also strengthens the overall effectiveness of our literary program. And because students are in the know with their results and cognizant of their individual goals, there is a seriousness when it comes to literary achievement from everyone. Students track their data and use it to set personal and classroom goals. Therefore, small groups along with school-wide intervention are scheduled to provide additional time during intervention and core instruction.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

As a title I school, we strive to engage our parents by partnering to support students as readers and writers at home by hosting literacy events such as Fall into Literacy Night, Read to Succeed events for parents and students in Grades 2 – 4, and Title I events that include providing literacy tips and resources. Literacy events expand outreach from Pre-K through 5th grade and are often coupled across content areas to include math and STEAM. We hold a yearly book fair to promote literacy. Our district has a partnership with Richland County Library called ConnectEd. Through this relationship, students receive free library cards which gives them access to the wealth of library resources. Richland County Library staff have also been present at Title I events to share library programming information to support students as readers and writers. We partner with volunteers who distribute books for reading at home as well as programs such as Reading Matters that work with students, many of which provide books for usage at home as well. Parents receive messages and information regarding curriculum nights, workshops, and resources. Lastly, we simply just encourage parents to spend time reading with their students, 20-30 minutes each night. They are also asked simple questions to assure comprehension (e.g. Summarize what you read, what this story was about and provide details to support your claim, etc.) Multiple meetings are held with parents throughout the school year as well as during the summer to include AVID Night to focus on organization, focused note-taking, and critical reading.

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

As aforementioned, in PLCs reading data is reviewed and analyzed. By closely monitoring data gathered through the various assessments administered, we are able to determine the next best steps that will yield growth in reading at both the classroom and school level for all grades. This is done on a weekly basis. Data is analyzed using an Assessment Analysis form and is reviewed during PLCs, guided planning, and weekly meetings,

PLOs, and PD. To be specific, Burton-Pack Elementary School reading progress is monitored through My Lexia, STAR, Freckle, iReady reading for students with special needs, OG, Wonders, teacher created assessments, common formative assessments (CFA), and district pre and post assessments. The data is also used to create groups for intervention and during small group instruction during reading classes. In these intervention groups, all faculty and staff play a major role in aiding our students in becoming better readers and writers. To add to this, teachers will monitor reading achievement through running record utilization and monthly STAR assessments. Weekly, teachers are required to hold reading conferences with their students for the purpose of increasing reading achievement. Lastly, we have academic interventionists, tutors, and additional staff that support small group instruction and assist with co-teaching for reading and other content areas to support literacy.

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

To enhance literacy instruction across PreK-5th grade, the Instructional Leadership Team (ILT) will facilitate teacher training based on the science of reading, structured literacy, and foundational literacy skills. The team will provide professional development to teachers based on analysis of student assessment and use data to differentiate instruction. In addition, the reading coach will model effective instructional strategies for teachers, facilitate LETRS study groups, and engage in coaching and mentoring cycles with colleagues. This will provide teachers with personalized support, allowing them to refine their practices and ultimately enhance student achievement. The district curriculum consultant and support staff along with the ILT will provide additional assistance as needed. The district provides training during the day, summer, and after school as needed to include LETRS, OG, Wonders, and interventions.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Implementation of the new SCCCR Standards K-5 • Teachers use district scope and sequence to explicitly teach SCCCR ELA Standards • All eligible Kindergarten through Third grade ELA teachers is enrolled in LETRS Volume One course • Teachers have an allocated time to collaborate during PLCs and guided planning	• Use data from formal and informal assessments to drive instruction in tier 1 and tier 2 • Use ongoing progress monitoring to tailor small group instruction • Establish and enhance daily reading and writing routines through the Richland One Comprehensive Literacy Framework Model • Provide direct instruction and modeling during writing

Strengths	Possibilities for Growth
• Parent Engagement Specialist, administration, ILT, faculty, and staff collaborate with community partners, parents, volunteers, and district staff to promote student literacy • Most teachers have received at least one OG training • Daily to weekly intervention for reading • Increased gains on district and state assessments in ELA/reading • Data is being used, and small groups and intervention has started throughout the school • Several staff members have been trained in AVID, and it is being implemented to focus on organization, note-taking, and critical reading • Students are in the Least Restrictive Environment and going out for intervention, academics, and other areas based on data	• Provide authentic differentiated reading and writing instruction • Teachers will receive training in Visible Learning from the principal, assistant principals, and CRT and the principal and assistant principal will receive training in Visible Learning at the upcoming conference • Teachers will receive training in Orton-Gillingham and LETRS • Tiered support will be provided based on data, observations, and coaching cycles from school, district staff, and external consultants as needed • Intensive intervention and scheduling are being done to aid with all students including those with special needs for intervention in reading and other areas

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

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

Goals	Progress
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SCREADY from 50.9 % to 40 % in the spring of 2024.	During the 2024-2025 school year, the students who were Does Not Meet for 3rd grade decreased from 52.4% to 38.5% as measured by SC READY. This was a 13.9% decrease. We exceeded our goal.

Goals	Progress
Goal #2: By May 2025, 40% of parents/guardians will participate in a family literary activity or community engagement event. Evidence measured by attendance and participation rosters at each event.	During the 2024-2025 school year, more than 60% of parents/guardians participated in a family literary activity or community engagement event. This is a gain of more than 20% as measured by the attendance and participation rosters at each event. We exceeded our goal.
Goal #3: During the 2024-2025 school year, 100% of PreK-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literary best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.	During the 2024-2025 school year, 100% of the PreK-5th grade teachers did receive ongoing Professional Learning Opportunities focused on literary best practices and utilize formative assessment data to plan, execute, and reflect on daily instructional practices. We met our goal.

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

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 38.4 to 40 % in the spring of 2026.	• Adhere to the Richland One Comprehensive Literary Framework • Consistently conduct and analyze running records and use that data to determine necessary interventions for students • Plan and implement instruction in alignment with state standards and district scope and sequence • Implement small group and learning stations to consistently cover all standards • Enable students to set and maintain personal reading goals • Encourage teachers to seek and pursue professional development opportunities aside from the ones provided by the school • Require teachers to participate in professional development opportunities monthly to improve teaching pedagogy • Use a wealth of data result to inform and steer instruction (i.e. running records, STAR Reading, STAR Early Literacy, Lexia, CFAs, OG, Wonders, iReady, district benchmarks, etc.) • Ensure all teachers understand the ELA standards through deconstruction of standards and correct implementation • Provide after school 3 days a week • Provide school-wide intervention and small groups during intervention and core instruction
Goal #2: By June 2026, BPES will increase the use of AVID best instructional practices using Focused Notetaking, Organization, and critical reading to meet individual growth targets of 63.7% on STAR Reading as measured by AVID Binder Checks, use of notetaking, organization checklists, observations, surveys, AVID Teacher of the Month, STAR CBMS, and STAR Reading. The baseline for fall 2025 is 58.7%.	• Proficiently and effectively ensure teachers have the AVID implementation training • Ensure students consistently use the AVID binders to stay organized • Record and secure reading notes using AVID strategies • Complete surveys • Use STAR data and progress monitoring to analyze data, and use the Assessment Analysis form in PLCs, guided planning, PD, and PLOs

Goals	Action Steps
Goal #3: By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.	• Teach explicitly the SC ELA standards for literacy to include reading and writing • Use last year's writing data as a baseline for direction for this year's writing direction • Adhere to the components of the writing rope • Expose all grade levels to different types of writing: narrative, informational, and opinion • Administer PLOs on writing and writing improvement for our students • Provide coaching cycles that specifically focus on writing • Have students complete summative writing assessment for analyzing in preparation for standardized writing assessment • Complete monthly school-wide writing assessments for AVID and based on multiple types of writing/purposes • Implement district writing prompts and resources including Empowering Writing