

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

Bethune-Bowman Elementary School
Lakekia J. Lewis, Principal

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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 0
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- How many 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? 0

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 Bethune-Bowman Elementary School our students are exposed to a variety of instructional strategies to help foster a comprehensive foundation in grade level texts. Teachers will work with students on oral language by emphasizing the key components which includes making sure the students have a firm foundation in phonology, morphology, semantics, syntax, and vocabulary. There will be a focus on phonological awareness. Here students will be exposed to identifying rhyming words, especially with words that have the same ending sound. Students will work on recognizing repeated beginning sounds, segmenting words, chunking words into parts, putting sounds together to make words, and changing sounds in words.

Students will also be exposed to reading passages that will help to build their fluency when reading. Students will work on understanding the relationship between the sounds of spoken language and the letters of written language. Vocabulary will help students understand the meaning of familiar and unfamiliar words. These skills, when combined, will help students better understand and comprehend texts.

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.

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PreK – 5th grade students are assessed throughout the year. PreK and Kindergarten students are assessed on letter and sound recognition. They are also assessed on their ability to hear and manipulate sounds in spoken words. Kindergarten students are also assessed on their ability to recognize sight words. First grade students are also assessed on their ability to identify sight words. First and second grade students are assessed on their ability to decode words. Third through fifth grade students are assessed on their ability to read, understand, identify, and know the meaning of known and unknown words based on their word parts.

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.

Bethune-Bowman Elementary uses multiple data sources to identify, monitor, and support students who have not demonstrated grade-level reading proficiency. The process combines universal screener data, diagnostic assessments, and teacher knowledge from LETRS training to determine whether a student’s difficulty stems primarily from word recognition or language comprehension. These pathways then guide the selection of tiered interventions, resources, and progress-monitoring tools within the school day and the Save the Children After-School Program.

Teachers here at Bethune-Bowman Elementary School use iReady diagnostic data along with the PAST assessment, as well as the Indicator Aligned Inventory for Word Recognition. Teachers in first and second grade also use the diagnostic assessment from the Letterland curriculum as another screener to help identify targeted areas for intervention through small group instruction. Kindergarten students are assessed using KRA. Our Pre-K students are assessed three times per year using myIgDIs. Students will also be assessed using LETRS Phonics and Word-Reading Survey as well as DRC Beacon for Kindergarten – Fifth grade.

Teachers have received LETRS training, which provides the theoretical foundation for identifying the “why” behind reading difficulties. Teachers use their LETRS knowledge to analyze subskill data and match instruction to the Simple View of Reading (decoding × language comprehension = reading comprehension). LETRS emphasizes explicit, systematic instruction in phonological awareness, phonics, and the speech-to-print connection—principles embedded in both core instruction and intervention groups. Teachers apply LETRS routines for phoneme segmentation, blending, and manipulation, and use sound walls as visual, auditory, and articulatory reference tools.

Students identified as needing additional support are invited to participate in the Save the Children After-School Program, which complements the school-day intervention pathways by:

- Providing small-group tutoring focused on foundational reading skills or comprehension.
- Reinforcing phonics, fluency, and vocabulary through structured literacy activities.

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- Embedding home-school connections with family literacy activities.
- Maintaining communication with classroom teachers for alignment of instructional focus.

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.

Bethune-Bowman Elementary School has quarterly Parent Nights, which allows our teachers to share different strategies as well as resources with our parents. Parents receive weekly homework sheets which document the skills and standards being taught for the week. Our teachers also use ClassDojo as another means of communication with our parents.

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.

Bethune-Bowman Elementary has data meetings with teachers comparing weekly data to identify the weaknesses of their students. This data is then used to help teachers group their students according to their needs and plan small group instruction (reteaching, remediation, or enrichment) to meet those needs. For those students who require intensive intervention, the school has identified individuals who will provide additional support through pull-out sessions with certified staff.

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.

In addition to LETRS training, teachers have weekly sessions with the administrative team, the Reading Coach, and the Transformation Coach. Teachers also receive training from the State Department of Education Literacy Specialist along with the Stated Department of Education Transformation Coach assigned to our school. We also have weekly PLCs geared towards improving structured literacy, foundational literacy skills following the basis of the science of reading. Teachers also receive support with lesson planning and development, small group instruction, student success criteria, improving rigor, and student engagement.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
Relaying and facilitating content instruction to students. - Using data to drive instruction - Providing parents with ample opportunities to be a part student learning - Using technology as one cornerstone for learning - Using a variety of resources to drive instruction.	- Continue training teachers in identifying targeted reading behaviors and to utilize effective research-based reading strategies. - Continue training teachers how to monitor student engagement in reading and writing, and conferencing with students as another tool to drive instruction. - Continue using small group instruction as a means of providing intervention or enrichment to students in areas of weaknesses and strengths.

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 ___31.58___ % to ___20.52___ % in the spring of 2025. By May 2025, Bethune-Bowman Elementary School will reduce the percentage of third graders scoring Does Not meet on the spring 2025 SC Ready Assessment from 31.58% to 20.52%.	- Analyze iReady data and universal screeners to drive classroom instruction - Teachers and administrators will participate in PLOs' to support teachers in being able to read, analyze and interpret student's data in making instructional decisions. - Begin using research-based strategies and interventions for identified students based on data. - Incorporate MTSS with fidelity in order to meet the whole child's needs; an early intervention for students struggling to perform on

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	grade level by using best instructional practice within an evidence based instructional model.
<u>Previous Goal #2:</u>	
<u>Previous Goal #3:</u>	

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
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Current 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 ___34.2___ % to ___45.0___ % in the spring of 2026.

Data-Driven Instruction

- Conduct beginning-of-year diagnostic assessments (iReady, MAP, DIBELS, classroom assessments).
- Analyze Fall/Winter/Spring benchmark data to identify gaps in oral language, phonics, fluency, vocabulary, and comprehension.
- Create individual and class data profiles to track progress quarterly.
- Use weekly PLCs to analyze formative assessment data and plan reteaching/intervention.

MTSS/Targeted Interventions

- Implement MTSS Tier 2 and Tier 3 interventions for identified students (small group, push-in/pull-out).
- Schedule 30 minutes daily for targeted skill-based small group rotations.
- Use research-based programs (Letterland, Foundations, iReady Reading/Math, Heggerty) consistently.
- Progress monitor biweekly and adjust groups based on data.

Professional Learning & Teacher Support

- Provide ongoing PD on:
 - Teaching comprehension strategies.
 - Differentiated instruction for struggling learners.
 - Using SC Ready TDW rubric and exemplars.
- Conduct classroom walkthroughs with feedback focused on standards alignment, rigor, and engagement.
- Model effective small-group instruction during coaching cycles.

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	Student Engagement & Ownership • Implement student goal-setting conferences each quarter (students track growth in fluency, comprehension, math facts). • Display class data walls (growth focus, not just proficiency). • Provide incentives for growth (certificates, recognition, celebrations). • Increase cross-curricular reading and writing opportunities (science/social studies literacy integration).
	Family & Community Involvement • Host literacy/math family nights with SC Ready practice strategies. • Provide monthly take-home strategy sheets (phonics games, comprehension questions, math fact fluency). • Send home progress updates that include “next steps” for parents. • Partner with community volunteers for mentoring/reading buddies. Monitoring & Accountability • Leadership team reviews progress monthly. • Teachers submit intervention logs and progress monitoring data. • Adjust instructional pacing based on formative and benchmark data. • Celebrate milestones (class reaching fluency targets, % growth on benchmarks).

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<u>Current Goal #2:</u>	
<u>Current Goal #3:</u>	