

Black Creek Elementary
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? **13 teachers**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **31 teachers**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **1 Teacher**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **13 Teachers**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **2 teachers**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school 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.

At Black Creek Elementary, reading instruction in PreK–5 focuses on the six components of reading—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is aligned with the Science of Reading, South Carolina ELA Standards, and our HQIM. Our goal is to provide strong grade-level instruction while giving students the additional support they need to develop the foundational skills, vocabulary, fluency, and comprehension necessary to successfully read and understand grade-level text.

- ***Instruction & Integration***

Oral language is developed through student discourse, partner talk, retelling, and opportunities for students to explain their thinking. **Phonological awareness and phonics** are explicitly taught in the primary grades. K–2 teachers use **UFLI Foundations** for blending, segmenting, decoding, encoding, and connected-text practice, along with sound walls to connect phonemes and graphemes. **Fluency** is developed through teacher modeling, repeated reading, choral reading, partner reading, and opportunities to read grade-level text. **Vocabulary** is explicitly taught through SAVVAS my View and reinforced as students use new words in speaking, reading, and writing. **Comprehension** is taught through grade-level SAVVAS texts with students identifying and analyzing important ideas, making inferences, examining text structure and author’s purpose, using text evidence, and writing about reading. Teachers use **I Do → We Do → You Do** so students have modeled practice before showing what they can do independently.

- ***Assessment & Use of Data***

We use UFLI assessments, SAVVAS progress checks and unit assessments, i-Ready Reading diagnostics, classroom formative assessments, and **district assessments** to monitor students’ development in the components of reading. Teachers review data during PLCs and intervention meetings to determine what students know, where gaps exist, and what needs to be retaught or accelerated. This data is used to plan **Tier 1 teacher-led small groups and Tier 2 and Tier 3 interventions**, with progress monitoring used to determine next steps.

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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 Instruction**

*At Black Creek Elementary, word recognition instruction is explicit and systematic and follows the Science of Reading and structured literacy. In **PreK**, HighScope builds early foundational literacy skills through oral language, rhyming, syllables, sounds, and letter knowledge. In **K–2**, **UFLI Foundations** is used daily for phonological awareness, phonics, blending, segmenting, decoding, and encoding. Teachers use sound walls and add graphemes as they are taught to help students make the connection between sounds and letters. In **grades 3–5**, **SAVVAS myView Literacy** continues word recognition instruction through word study, spelling patterns, morphology, and decoding multisyllabic words. Across grade levels, teachers use explicit modeling and **I Do → We Do → You Do**, giving students plenty of guided practice before independent work. Skills are reviewed and practiced in both reading and writing so students can apply what they have learned to connected text.*

- **Word Recognition Assessment & Use of Data**

*We use **UFLI assessments, SAVVAS assessments, i-Ready Reading diagnostics, classroom assessments, and progress monitoring** to determine students' strengths and specific gaps in foundational and word recognition skills. Teachers review this data during PLCs and intervention meetings to plan Tier 1 teacher-led small groups and Tier 2 and Tier 3 intervention. Progress monitoring helps us determine if students are responding to the instruction or if we need to adjust the support being provided.*

- **Teacher Support**

*Teachers continue to build their understanding of the Science of Reading and structured literacy through **LETRS, PLCs, coaching, planning, and modeling**. We continue to focus on consistent implementation of UFLI in **K–2**, including blending and segmenting routines, sound walls, and connecting phonemes to graphemes. In **grades 3–5**, teachers continue to strengthen word study, morphology, and multisyllabic decoding within SAVVAS. This helps provide consistent word recognition instruction from PreK through 5th grade.*

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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.

- **Universal Screening & Assessment Data**

*At Black Creek Elementary, we use multiple sources of data to identify students who are not demonstrating grade-level reading proficiency. In **PreK**, **myIGDIs** is administered three times a year (fall, winter, and spring) to monitor early literacy development. HighScope assessments and teacher observations provide additional information about student progress. In **K-5**, **i-Ready Inform** is used for Tier 1 and Tier 2 to identify student strengths and areas of need. **i-Ready Standards Mastery** is also used throughout the year to monitor progress toward grade-level standards. Once a student is identified as needing additional support, we look deeper at the data to determine whether the primary need is in **word recognition, language comprehension, or both**. UFLI assessments and foundational skill data help identify needs in phonological awareness, phonics, decoding, and word recognition. SAVVAS assessments, i-Ready Inform, Standards Mastery, classroom assessments, and student work help identify needs in vocabulary and comprehension.*

- **Using Data to Determine the Intervention Pathway**

*Teachers, interventionists, coaches, and support staff review student data during **PLCs, data meetings, and MTSS/intervention meetings**. We look at what students know, where the gaps are, and what instruction has already been provided before determining next steps. Students with **word recognition needs** receive targeted support in phonological awareness, phonics, decoding, encoding, and fluency. Students with **language comprehension needs** receive targeted support in vocabulary, background knowledge, comprehension of grade-level text, making inferences, using text evidence, and writing about reading. Some students may need support in both areas.*

- *All students continue to receive strong **Tier 1 grade-level instruction and teacher-led small groups** based on current student data. Students needing additional **Tier 2 intervention** receive targeted instruction matched to their identified skill needs using resources such as **Core Phonics, i-Ready Literacy Tasks, Magnetic Reading, and Acadience Reading**. Students with more significant needs may receive **Tier 3 intensive intervention** with an interventionist using **Project Read** and other targeted resources. Progress is monitored regularly to determine student response to intervention and whether instruction or intervention needs to be adjusted.*
- *Our goal is to use the data to identify why a student is struggling and match the intervention to the specific skill need. Data should help us determine whether the need is in **word recognition, language comprehension, or both**, and guide decisions about regrouping, adjusting instruction, and providing additional support when needed.*

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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.

Communication with Families

*At Black Creek Elementary, we work to keep parents informed about how their child is progressing in reading and writing and what they can do to help at home. Families receive information through **progress reports, report cards, parent conferences, teacher communication, assessment reports, and intervention updates**. When students receive additional reading support, parents are provided information about the student's areas of need and the interventions being provided.*

Parent Meetings & Support

*BCE provides **Read to Succeed parent meetings** to help families understand reading expectations, assessment results, interventions, and the requirements of the South Carolina Read to Succeed law. Parents of students in the primary grades receive information about building strong foundational reading skills, while third-grade families receive additional information about reading proficiency, retention requirements, and Good Cause Exemptions. Teachers and intervention staff also work with families throughout the year when additional support is needed.*

Supporting Reading & Writing at Home

Families are provided practical ways to support the same skills students are learning at school. This may include reading books together, practicing phonics and word reading, rereading text to build fluency, discussing new vocabulary, asking questions about what was read, retelling or summarizing a story, and writing about reading. Teachers may also send home reading passages, decodable text, vocabulary practice, writing activities, or other resources based on student needs.

*Our goal is for parents to understand **what their child needs to work on, what we are doing at school, and what they can do at home to help**. Keeping communication open between families, teachers, interventionists, and support staff helps us work together to support each student as a reader and writer.*

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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.

Monitoring Reading Achievement & Growth

*At Black Creek Elementary, we use several sources of data to monitor reading achievement and growth throughout the year. In **PreK**, myIGDIs is given three times a year, along with HighScope assessments and teacher observations. In **K–5**, **i-Ready Inform** and **i-Ready Standards Mastery** are used to monitor student performance and progress toward grade-level standards. Teachers also use **SAVVAS progress checks** and **unit assessments**, **UFLI assessments in K–2**, **classroom assessments**, **student work**, and **teacher observations** to monitor student learning.*

Classroom & Grade-Level Data Review

*Teachers regularly review their data to determine **what students know, what they still need to learn, and what needs to be retaught or accelerated**. During PLCs, teachers and coaches look at classroom and grade-level data and use the results to plan Tier 1 teacher-led small groups, reteaching, and next steps for instruction. Data from weekly progress checks and other classroom assessments allows us to make adjustments without waiting until the end of a unit.*

Intervention Decisions & Progress Monitoring

*Students who are not demonstrating grade-level proficiency receive additional support based on their specific needs. **Tier 2 and Tier 3 decisions are based on all available data**, not one assessment. Intervention data is reviewed by teachers, interventionists, the MTSS facilitator, coaches, and other support staff to determine whether students are making progress.*

*Students receiving intervention are progress monitored regularly. If a student is not responding to the intervention, the team looks at the data and determines what needs to change. This may include changing the skill being targeted, adjusting the group, increasing the intensity of instruction, or providing a different intervention. Resources such as **Core Phonics**, **i-Ready Literacy Tasks**, **Magnetic Reading**, **Project Read**, **UFLI**, and other **targeted materials** are selected based on the student's identified needs.*

School-Level Monitoring

*At the school level, **leadership, MTSS, teachers, coaches, and interventionists** review grade-level and school-wide reading data to identify trends, monitor growth, and determine where additional support is needed. This allows us to look beyond an individual student and identify needs within classrooms or across grade levels.*

*Our goal is to use **all of the data we have available to make instructional decisions**, monitor whether those decisions are working, and make changes when needed to move students toward grade-level reading proficiency.*

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 Black Creek Elementary, teachers continue to receive professional learning in the **Science of Reading, structured literacy, and foundational literacy skills**. **LETRS training** continues for teachers and staff who are completing their required training. LETRS strengthens teachers' understanding of how students learn to read and provides a strong foundation in phonological awareness, phonics, fluency, vocabulary, and comprehension.

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*Teachers also receive training and support with our HQIM and literacy programs. In **K–2**, a focus is the consistent implementation of **UFLI Foundations**, including blending and segmenting routines, decoding and encoding, sound walls, and connecting phonemes to graphemes. In **K–5**, **SAVVAS myView Literacy** is supported through PLCs and planning to strengthen grade-level reading, vocabulary, comprehension, fluency, and writing about reading.*

Job-Embedded Support

*Professional learning continues throughout the year through **weekly PLCs, lesson and assessment internalization, coaching, modeling, co-planning, co-teaching, classroom observations, and feedback**. Teachers work together to look at standards, assessments, student work, and data to determine what students need to know and show and how instruction may need to be adjusted.*

*The literacy coach works alongside teachers to support explicit instruction, **I Do → We Do → You Do**, student discourse, teacher-led small groups, and intervention based on student needs. Interventionists also receive support with **Project Read and other intervention resources** to provide explicit and targeted instruction for students who need additional support.*

Walkthroughs & Monitoring

*Our leadership team also conducts regular **classroom walkthroughs with support from iLeader**. These walkthroughs allow us to look for the instructional areas we have identified as school-wide priorities and that teachers are working on through PLCs, coaching, and professional learning. Walkthrough information is used to celebrate what is working, identify areas where teachers may need additional support, and plan next steps for coaching and professional learning.*

*We also use **UFLI, SAVVAS, i-Ready Inform, Standards Mastery, classroom data, and intervention data** to look at the impact instruction is having on student learning. This gives us both sides of the picture—**what we are seeing in classrooms and what we are seeing in student data**—so we can determine where additional support or training is needed.*

*Our goal is for professional learning to be something teachers can **take back to the classroom and use with students**, with continued support from leadership, coaching, PLCs, and our school-wide walkthrough process.*

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Section G: Analysis of Data

Black Creek Elementary reviewed spring 2026 SC READY and i-Ready data, along with fall 2026 i-Ready Inform data, to identify strengths and possibilities for growth in reading and writing instruction. We reviewed the data by grade level and skill area to determine where students are showing success and where additional support is needed.

Spring data showed areas of success to build upon, while beginning-of-year i-Ready Inform data provide a starting point for this school year. Current data show a continued need to strengthen foundational reading skills in K–2, particularly phonics and decoding. In the upper grades, data show a need to strengthen vocabulary and comprehension, especially informational text comprehension. We will continue to use multiple data sources throughout the year to monitor progress, adjust Tier 1 instruction, plan teacher-led small groups, and provide targeted intervention based on student need.

Fall i-Ready Inform percentages below represent students who were not proficient/did not meet the standard in the identified area.

Strengths	Possibilities for Growth
● Student Achievement – Spring 2026 data showed 63% of K–2 students met or exceeded expectations on i-Ready and 57% of students in grades 3–5 scored Meets or Exceeds on SC READY ELA. These results provide a foundation to build upon as we work toward our long-term goal of 75%. ● Foundational Skill Strengths – Fall i-Ready Inform data also identify areas to build upon. In second grade, 38% of students were not proficient in phonological awareness, making this a relative strength compared with other areas of the second-grade data. Upper-grade data also show stronger performance in some foundational word-reading skills than in comprehension. ● Strong Intervention and MTSS Teams – BCE has strong interventionist and MTSS teams that work collaboratively with teachers to review data, identify student needs, provide targeted support, monitor progress, and determine next steps.	● Foundational Skills in K–2 – Fall i-Ready Inform data show phonics as an area for continued growth. 83% of kindergarten, 90% of first-grade, and 82% of second-grade students were not proficient in phonics at the beginning of the year. We will continue strengthening explicit phonics, decoding, encoding, and word-reading instruction through UFLI, teacher-led small groups, and targeted intervention. ● Vocabulary and Comprehension – Fall i-Ready Inform data identify vocabulary and comprehension as areas for continued growth. In the current third grade, 60% were not proficient in vocabulary and 63% in informational comprehension. In the fourth grade, 75% were not proficient in informational comprehension. In fifth grade, 72% were not proficient in vocabulary and 70% in informational

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- **PLC Data Review and Collaborative Planning** – Regular PLCs provide time to review student data and work, identify skills and standards needing additional support, regroup students, and plan next steps for instruction.
- **Professional Learning and Coaching** – Teachers receive ongoing support through LETRS, coaching, collaborative planning, and professional learning focused on the science of reading and strong literacy instruction.

comprehension. This supports a continued focus on vocabulary development and comprehension of increasingly complex informational text.

- **Using Data to Strengthen Instruction** – Continue strengthening the use of universal screening, diagnostic assessments, progress monitoring, and classroom data to identify specific skill gaps, plan teacher-led small groups, adjust instruction, and match interventions to student needs.
- **Student Transfer of Learning** – Continue providing opportunities for students to independently apply taught skills to unfamiliar grade-level texts, writing tasks, and assessments.
- **Consistency of Implementation** – Continue strengthening consistent implementation of core literacy instruction and routines, including pacing, lesson components, UFLI in K–2, Savvas myView, teacher-led small groups, and intervention programs.
- **Sustained Professional Learning** – Continue supporting teachers through LETRS, coaching, collaborative planning, classroom observations, and follow-up support to ensure professional learning is carried into daily instruction.

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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 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 [previous school year 2025] as determined by SC READY from 50 % to 55 % in the spring of [previous school year].</u> Baseline data were from St. John's Elementary Data: SC Ready 24-25 Third grade was 50.5% meets and exceeds.	- In Spring 2026, 54.3% of third-grade students scored Meets or Exceeds on SC READY ELA. While the school did not fully meet the 55% goal, third-grade performance increased by 3.8 percentage points from the previous baseline and came within 0.7 percentage points of meeting the goal. - This growth demonstrates progress in third-grade literacy achievement while also showing the need to continue strengthening grade-level instruction, targeted small-group support, and the use of student data to address specific reading needs.
<u>Previous Goal #2:</u> <u>Increase the percentage of third through fifth graders scoring Meets and Exceeds in the spring of 2026, as determined by SC Ready results, from 47.8% to 53.4%</u> Baseline data were from St. John's Elementary Data: SC Ready 24-25 3-5	- In Spring 2026, 57% of students in grades 3–5 scored Meets or Exceeds, exceeding our goal by 3.6 percentage points and representing an overall increase of 9.2 percentage points from the baseline. - This growth is something to celebrate and reflects the continued work of our teachers and students. At the same time, we know our work is not finished. As we continue working toward the 75% Meets or Exceeds goal by 2030, our instructional focus will remain on strengthening Tier 1 grade-level instruction, purposeful teacher-led small groups, student engagement and discourse, and opportunities for students to apply and transfer their learning independently. We will continue using assessment and progress-monitoring data to identify specific student needs, adjust instruction, and provide targeted support while maintaining high expectations for all students.

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Previous Goal #3:

Increase the percentage of kindergarten through second graders scoring Meets and Exceeds in the spring of 2026, as determined by Iready, from 28.2% to 43.8%, as determined by Black Creek Elementary's School Improvement Plan, based on NWEA end-of-year results

Baseline data were from St. John's Elementary

Data: NWEA Map

- In Spring 2026, **63% of K–2 students scored Meets or Exceeds as determined by i-Ready**, exceeding our established goal of 43.8% by **19.2 percentage points**. Our kindergarten students had the most significant growth with 80% meets and exceeds.
- This is significant progress and an area to celebrate. As we move forward, a key area of focus will be our **current second-grade cohort**, as this group had the lowest performance within K–2 last spring when they were in first grade. We will provide intentional support through **strong Tier 1 instruction, fidelity to UFLI, purposeful teacher-led small groups, and targeted instruction based on student data**. Progress will be monitored closely so instruction and intervention can be adjusted quickly based on student needs.
- Our goal is to continue the strong overall K–2 growth while **accelerating the progress of this second-grade cohort and ensuring they are prepared for the increased reading demands of third grade**.

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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 [2026] as determined by SC READY from <u>54.3</u> % to <u>60</u>% in the spring of [2027].	• Strengthen Tier 1 Instruction – Provide consistent, grade-level Savvas myView instruction aligned to South Carolina ELA standards, with an emphasis on explicit modeling, guided practice, independent application, and student discourse. • Use Weekly Data to Drive Instruction – Review Savvas Progress Checks, classroom assessments, and i-Ready Inform data during PLCs to identify standards and skills students have not mastered and determine next instructional steps. • Increase Student Transfer and SC READY Rigor – Provide regular opportunities for students to apply previously taught skills to unfamiliar grade-level texts, explain their thinking using text evidence, and complete written responses independently. • Monitor Students Approaching Meets – Identify students who are close to the Meets performance level and closely monitor their progress, providing targeted instruction to address specific skill gaps while continuing support for all students. • Provide Tier 2 and Tier 3 Intervention – Use diagnostic data to identify the reason a student is struggling and match intervention to the specific need. Monitor progress regularly and adjust intervention when students are not demonstrating adequate growth. • PLC Planning and Instructional Support – Use PLCs to internalize upcoming instruction, examine student work, review assessment results, and plan for reteaching, acceleration, and increased rigor. Provide coaching, modeling, and co-planning as needed.

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<u>Current Goal #2:</u> <u>Increase the percentage of third through fifth graders scoring Meets and Exceeds in the spring of 2027, as determined by SC Ready results, from 57% to 62%</u>	● Strengthen Tier 1 Grade-Level Instruction – Consistently implement Savvas myView HQIM aligned to South Carolina ELA standards, ensuring students receive explicit instruction, guided practice, and independent application with grade-level text. ● Increase SC READY Rigor and Transfer – Provide students with regular opportunities to apply taught skills to unfamiliar grade-level texts. Students will move beyond identifying answers to explaining, analyzing, synthesizing, and supporting responses with text evidence ● Use Assessment Data to Plan Next Steps – Review Savvas Progress Checks, Unit Assessments, i-Ready Inform, Standards Mastery, and student work during PLCs to identify standards and skills needing reteaching, additional practice, or acceleration. ● Provide Targeted Teacher-Led Small Groups – Use current data to form flexible small groups that address specific comprehension, vocabulary, fluency, and word-reading needs while maintaining access to grade-level instruction. ● Strengthen Reading-to-Writing Connections – Increase opportunities for students to write about grade-level texts, use text evidence, explain their thinking, and independently complete constructed responses. ● Monitor Students Approaching Meets – Identify students who are close to the Meets performance level and monitor their progress throughout the year. Use specific skill data to provide targeted support while continuing appropriate instruction and intervention for all students.
<u>Current Goal #3:</u> Kindergarten–Second Grade): Increase the percentage of kindergarten through second-grade students scoring Meets and Exceeds on i-Ready from 63% in spring 2026 to 66% in spring 2027, as measured by the spring i-Ready assessment.	● Strengthen Tier 1 Foundational Skills Instruction – Consistently implement daily UFLI instruction in K–2 with fidelity, including phonemic awareness, decoding, encoding, blending, segmenting, and application through connected text. ● Respond to Beginning-of-Year Data – Use the fall i-Ready Inform data as a starting point to identify broad areas of need, while using additional classroom and diagnostic data to determine specific skill gaps and plan instruction.

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| | <ul style="list-style-type: none">● Prioritize Second-Grade Growth – Provide intentional support for the current second-grade cohort based on spring and fall data, with a strong focus on phonics, decoding, accurate word reading, and closing unfinished foundational skill gaps.● Provide Daily Teacher-Led Small Groups – Use flexible, data-driven small groups to provide targeted foundational skills and comprehension instruction. Regroup students as they demonstrate mastery rather than keeping groups fixed.● Use Progress Monitoring to Adjust Instruction – Review UFLI assessments, Savvas Progress Checks, i-Ready data, student work, and intervention progress-monitoring data regularly to determine whether students are responding to instruction and make timely adjustments.● Strengthen Tier 2 and Tier 3 Intervention – Match intervention to the identified student need and use the interventionist and MTSS teams to monitor progress, adjust supports, and determine when students need increased or decreased levels of intervention. |
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