

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? 0
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 47
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- How many teachers in your school are beginning Volume 2 of LETRS this year? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 4
- How many CERDEP PreK teachers and CERDEP Teaching Assistants 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.

McGraw Hill's World of Wonders (prekindergarten) and Wonders (kindergarten through grade 3) curriculum is used for high quality literacy instruction that is both explicit and systematic. It utilizes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension components within its weekly lessons which are correlated to the SCCCR English Language Arts Standards. Additional focus on phonological awareness is prioritized through the use of Heggerty in our pre-kindergarten through first grade classes daily. Barnwell Primary has developed weekly pacing guides that are driven by the scope and sequence of Wonders to include all of the South Carolina College and Career Ready English/Language Arts Standards for each grade level. Pacing guides help teachers plan for instruction using weekly oral language opportunities, vocabulary instruction, fluency and rereading, phonemic awareness and phonics instruction, high frequency words, and comprehension strategies directly from Wonders. Weekly common assessments created using these standards and resources from Wonders are administered in grades K-3.

We also use I-Ready Diagnostic Assessments to initially assess reading skills three times per year from kindergarten to grade three. These assessments provide diagnostic information on phonological awareness, phonics, high frequency words, vocabulary, and comprehension of both literature and informational texts. Decodable and leveled text are available to students and teachers to be used in instruction and intervention. UFLI is available K-2 for intervention and I-Ready Phonics for Reading is used in third grade intervention if additional phonics and phonemic awareness instruction is required. Our prekindergarten students are assessed using myIGDIs to measure early literacy skills and identify students in need of additional intervention or small group remediation.

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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 involves phonological awareness, decoding, and sight recognition. These are assessed through I-Ready diagnostic assessments for students in kindergarten through grade three, and students continue to work on their My Path lessons in I-Ready to improve literacy skills. Barnwell County's Curriculum Frameworks emphasizes phonological awareness and phonics components through weekly Structured Literacy lessons. These lessons are taken from our HQIM, McGraw Hill's World of Wonders for prekindergarten and Wonders for grades K-3. Heggerty's Phonemic Awareness curriculum employs these foundational skills and is implemented in prekindergarten, kindergarten, and first grade classes. Students are explicitly taught phonics skills following the sequence designed by our HQIM so they may decode phonetic words and high frequency words that are embedded within interactive read-alouds, shared reads, and independent reading assignments. The weekly common assessments schoolwide measure student achievement in these areas, along with I-Ready three times per year. Students in need of remediation or intervention in any of the diagnostic or summative assessments are pulled for small group reteaching.

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 screener and diagnostic assessment data from iReady and myIGDIs is used to help identify which students need intervention. This information, along with classroom-based data and student work, is analyzed to see where the major concern is. If students are struggling and are not grade level proficient with phonological processing, phonics, decoding, and recognizing sight words, then students receive intervention focusing on word recognition. If a student is not grade level proficient with language comprehension, then interventions in vocabulary, fluency, and literary and informational comprehension are put in place. Weekly PLC's with teachers, administrators, instructional coaches, and relevant support staff focus on Tier 1 and 2 instruction and data analysis. Suggested lessons from diagnostic assessments as well as intervention curriculums are used to address the deficits.

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.

Parent engagement events are conducted several times throughout the school year that provide both information and materials to parents on how to support the student at home. Literacy tips are offered on weekly newsletters from teachers to parents in addition to information about the week's skills/standards being addressed. Quarterly parent conferences are conducted to update parents on student achievement and growth and how parents can encourage and assist at home. Parents are also given instructions on how to monitor student progress and grades through Parent Portal and communicate through Parent Square.

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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.

Weekly PLC's are conducted with all grade levels to plan Tier 1 instruction using the SCCCR standards and our HQIM from McGraw Hill. Administrators, the reading coach, and relevant support staff attend to provide support to teachers in analyzing data from weekly common assessments and diagnostic (I-Ready) data. Students who are not meeting expectations are identified and Tier 2 interventions are discussed and implemented.

Quarterly data meetings allow teachers to bring in data from whole and small group observations and lessons, weekly formative and/or summative assessments, and diagnostic assessments to monitor student achievement and progress. The school data wall is updated to reflect student achievement from each diagnostic assessment in fall, winter, and spring. Students are identified that may need to begin the MTSS process.

Students who are already a part of MTSS are monitored by teachers to see effectiveness of interventions by keeping weekly intervention records to track their progress. A Barnwell Primary School MTSS Team analyzes all diagnostic, formative, and summative data to work with the teacher to implement interventions to increase proficiency.

I-Ready Diagnostic Assessment is administered three times per year to progress monitor all students K-3, with data being crucial in the development of small group intervention and personalized learning lessons. Prekindergarten students are assessed using myIGDIs, and that data also drives interventions to promote a strong literacy foundation. Student portfolios are also utilized to keep work samples and assessment data to monitor student progress.

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 are either enrolled in or have completed LETRS or EC LETRS training. Weekly PLC's allow for professional discussion about SCCCR standards, curriculum, and assessments with colleagues, administrators, support staff, and the reading coach. Professional development opportunities are available to further knowledge in science of reading and structured literacy through coaching and PLC discussions. Other professional development opportunities and webinars are encouraged. Weekly observations from administrators allow for follow-up coaching opportunities to address teacher needs. Coaching cycles with the reading coach are implemented and are focused on teaching foundational literacy skills for better student outcomes.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• Barnwell Primary School uses various forms of diagnostic and formative assessments to screen and progress monitor students' academic needs. Interventions are implemented for students not performing on grade level. • PLC's have become more data focused to identify student outcomes and how they can be improved. A new data wall displays student progress to allow for celebrations. • The majority of our teachers are already LETRS and EC LETRS certified. Teachers are using the Science of Reading and have an increased focus on phonological awareness and language comprehension. High quality instruction materials are the basis for daily literacy instruction.	• Inviting resource teachers to collaborate with teachers during PLC's when possible would lead to stronger, more targeted interventions and increase teacher efficacy. • Continuing to document Tier 2 and Tier 3 interventions using research and evidence-based practices. • Continue professional development centering upon using our HQIM materials with fidelity.

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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 2024-2025 as determined by SC READY from 55% to 60 % in the spring of 2025-2026.	In the spring of 2026, 57% of third graders scored Meets and Exceeds.
<u>Previous Goal #2:</u> Increase the percentage of students K-3 scoring on grade level according to iReady from 54% in 2024-2025 to 60% in 2025-2026.	At the end of the 2025-2026 school year, 56% of students K-3 scored on grade level.
<u>Previous Goal #3:</u>	

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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 57 % to 60 % in the spring of 2027.	--Weekly PLC's within grade levels and with reading coach, administrators, and support staff will continue. Focus will shift dedicating more time towards diagnostic and progress monitoring data to drive both Tier 1 and Tier 2 instruction. --Professional development and/or teacher collaboration that focuses on data analysis and reflection of instructional practices will be conducted. Methods, materials, and techniques will be reviewed and refined. --Reading coach continues to plan with teachers to improve Tier 1 and Tier 2 instruction within the literacy block. --MTSS team from BPS will work with teachers to target students not on grade level and implement appropriate interventions.

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<u>Current Goal #2:</u> Increase the percentage of students K-3 scoring on grade level according to iReady from 56% in 2025-2026 to 60% in 2026-2027.	--Analysis of data from iReady diagnostics will be used to create small instructional groupings of students. Intervention lessons will be utilized from iReady to address students with deficits identified in the diagnostic data. Lessons from MyPath in iReady will be used by all students weekly to improve performance and scores.
<u>Current Goal #3:</u>	