SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-27 Primary and Elementary Reading Plan

District Name	Barnwell
School Name	Barnwell Elementary School
Principal Name	Mark Carson
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.	When i-Ready assessment and classroom data shows that students are below benchmark in decoding or fluency, teachers provide targeted, small-group intervention in these foundational skills - either directly or in coordination with intervention staff. These educators focus on morphology, break down multisyllabic words, continue instruction in syllable types and spelling patterns, and integrate decoding during word study or small group instruction. For students who need help reading with accuracy, rate, and expression to support comprehension, teachers conduct read-alouds, model fluent reading, and include partner readings and fluency passages tied to grade-level content.

Section B: Foundational Literacy Skills

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.	At our school, we use a research-based approach to teaching reading that is directly aligned with the Science of Reading. Our word recognition instruction and assessment practices from 4th-6th grade are grounded in Structured Literacy principles and systematically develop foundational literacy skills. Our instruction follows a clearly defined, cumulative scope and sequence that ensures students master each foundational skill before moving on. We explicitly teach multisyllabic word reading, morphology, and advanced decoding. We assess word recognition skills using tools that screen for risk, diagnose specific needs, and monitor progress. These assessments help us determine which students need more support with phonological awareness, phonics, or fluency; what specific patterns or skills to reteach, and how to group students for targeted instruction.

Section C: Intervention

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.	At Barnwell Elementary, we use i-Ready's Universal Screener and Diagnostic Assessments to identify students who are not meeting grade-level expectations in reading. These assessments give us a clear, research-aligned view of each student's reading strengths and gaps across the key domains of literacy. After analyzing i-Ready data, we form targeted small groups based on students' specific skill gaps and use progress monitoring tools to track improvement. We also regularly adjust instruction and groupings based on updated diagnostic and progress data. This process is embedded within our MTSS (Multi-Tiered System of Supports). Intervention decisions are: team-based (teachers, specialists, guidance, admin), data-driven (using i-Ready and other assessments), and responsive to student progress. We also communicate results and plans with families to ensure everyone understands the nature of the intervention and how it addresses the root cause of the reading difficulty.

Section D: Supporting Literacy at Home

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.	There are several systems in place that provide opportunities that help parents in our school understand how they can support their child at home as a reader and writer. Our school provides opportunities for parent involvement with events like Literacy Night and STEM Night. Our school builds consistent two-way communication through ParentSquare and weekly teacher Newsletters. Parents are given at-a-glance breakdowns of their child's progress and ways to practice activities and habits that turn into routines at home.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.	After analyzing i-Ready data, we form targeted small groups based on students' specific skill gaps and use progress monitoring tools to track improvement. We also regularly adjust instruction and groupings based on updated diagnostic and progress data. This process is embedded within our MTSS (Multi-Tiered System of Supports). Intervention decisions are: team-based (teachers, specialists, guidance, admin), data-driven (using i-Ready and other assessments), and responsive to student progress. We also communicate results and plans with families to ensure everyone understands the nature of the intervention and how it addresses the root cause of the reading difficulty.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	To support reading achievement for all students, our school is investing in teacher training grounded in the Science of Reading, Structured Literacy, and the development of foundational literacy skills. This professional learning will ensure that every educator is equipped to deliver effective, data-driven reading instruction that meets the diverse needs of our learners. Teacher training is not a one-time event-it's part of a multi-year commitment. School leaders will provide regular follow-up through coaching and data reviews; monitor fidelity of implementation during walkthroughs and collaborative planning; and celebrate progress and share evidence of student growth.

Section G: District Analysis of Data

Strengths	We decreased the amount of DNM in 5th grade (in 4th grade, these students were 23.2% DNM; in 5th grade, these students were 20.9% DNM) We increased the percentage of 5th graders in Approaches (in 4th grade, these students were 20.3% approaches; in 5th grade, these students were 25.4% approaches) 2025-2026 4th graders (our current 5th graders) increased in Meets/Exceeds from 3rd to 4th grade
Possibilities for Growth	We were not able to maintain or increase the percentage of students in Meets or Exceeds as they moved from 4th to 5th and 5th to 6th on SC READY (however, the State's Meets/Exceeds also went down overall for the same population of students)
Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	1
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	4
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	1
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	1
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?	0

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

Goals

Previous Goal #1	By May 2026, reduce the percentage of students scoring Does Not Meet in Reading during the spring of 2025 as determined by SC READY from 20% to 18% in the spring of 2026.
Goal #1 Progress	We reduced the percentage of students scoring Does Not Meet in the spring of 2025 as determined by SC READY from 20% to 18.8% in the spring of 2026.
Previous Goal #2	By 2026, continue to implement and improve the workshop model to increase the volume of authentic reading and writing in 100% of ELA classes.
Goal #2 Progress	The school's master schedule prioritized time for delivering high quality, uninterrupted instruction, which led to students having more opportunities for authentic engagement in reading and writing workshops.
Previous Goal #3	By May 2026, 100% of students will set measurable reading and writing goals.
Goal #3 Progress	Teachers implemented goal-setting conferences with students every quarter and embedded goal reflection into ELA routines. Students' writings were submitted every quarter to the Reading Coach for writing awards that were given at each Quarterly Awards Day.

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

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	By May 2027, reduce the percentage of students scoring Does Not Meet in ELA during the spring of 2026 as determined by SC READY from 43.6% to 38.6% (move 9 students total) in the spring of 2027.
Goal #1 Action Steps	1. Strengthen Targeted Intervention through WIN/MTSS 2. Increase Fidelity of Core Reading Instruction 3. Prioritize Writing Workshops to strengthen overall literacy instruction

Current Goal #2	Increase the percentage of students scoring Meets and Exceeds on ELA in the spring of 2026 as determined by SC READY from 56.3% to 61.3% in the spring of 2027, which would be closer to the State's percentage of Meets and Exceeds from 2026 for grades 3-5. (We will be looking at our current students who were in 3rd, 4th, and 5th grade for the Spring 2026 SC READY.)
Goal #2 Action Steps	Prioritize focus on targeted use of High Quality Instructional Materials for Tier 1 instruction, intentional planning of small group (Tier 2) instruction, and effective, targeted 3 instruction by interventionists and resource teachers. Utilize PLC sessions for collaboration and targeted planning.

File Upload (optional)