

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? 2
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- 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? N/A
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? N/A

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 our school, reading assessment and instruction for students in grades 3–5 address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to support students in accessing increasingly complex texts and meeting grade-level South Carolina English/Language Arts standards. Teachers use multiple sources of data, including the i-Ready Diagnostic, classroom and standards-based assessments, student work, observations, fluency checks, and formative assessments, to identify individual strengths and areas for growth. i-Ready provides individualized diagnostic information and personalized instructional pathways that teachers use, along with classroom evidence, to plan targeted instruction and differentiation. Assessment data are reviewed collaboratively during PLCs to identify trends, plan interventions, and adjust instruction.

Teachers provide explicit, systematic instruction in these areas through whole-group instruction, small-group and targeted instruction, modeling, guided practice, collaborative discussion, independent application, and intervention. Oral language is developed through academic discussions, questioning, presentations, and text-based conversations. Phonological awareness and phonics skills are monitored and addressed when students demonstrate gaps, with instruction emphasizing word analysis, multisyllabic words, syllable patterns, and morphology. Fluency is developed through teacher modeling, repeated reading, partner reading, and opportunities to read grade-level texts with accuracy, appropriate rate, and expression. Vocabulary is explicitly taught and reinforced through reading, writing, discussion, morphology, and content-area instruction. Comprehension instruction emphasizes strategies such as determining main idea, summarizing, making inferences, analyzing text structure and author's purpose, comparing texts, and citing textual evidence. Across grades 3–5, instruction progresses from addressing foundational skill needs toward increasing independence, analysis, synthesis, and application of reading skills with complex literary and informational texts.

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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.

Teachers use formative and summative assessments as well as SC state standards to support foundational literacy skills and structured literacy that aligns with the science of reading research. In grades 3–5, teachers use i-Ready Diagnostic data, standards-based assessments, classroom observations, student work, and targeted decoding and word-analysis checks to monitor students' continued mastery of foundational reading skills. Assessment data are used to identify individual needs and guide differentiated instruction.

When needed, teachers provide explicit, systematic instruction in phonological awareness, phonics, decoding, word analysis, syllable patterns, morphology, and multisyllabic words through modeling, guided practice, review, and corrective feedback. Students who have mastered foundational skills apply word-recognition strategies within increasingly complex texts while developing vocabulary, fluency, comprehension, and higher-level analysis.

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.

The universal screener, i-Ready, provides and builds an individual pathway to student reading growth. Using this data, teachers work together to collect and analyze data to make instructional decisions for individual and small groups of students. They create action plans and monitor how student learning is progressing. Using best teaching practices and progress monitoring, i-Ready assists teachers in making data driven decisions regarding pathways of intervention.

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.

Teachers provide opportunities for parent involvement in literacy development through parent workshops, parent conferences, and through class/grade/school-wide newsletters. The student-led, school morning news show encourages/promotes reading and writing by creating incentives, celebrating literacy successes, and promoting engaging competitions. This school uses a student portfolio system where students utilize their artifacts to demonstrate their growth in all content areas. These portfolios are used as a springboard to spark discussion with their parents, in student-led conferences.

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.

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Systems are in place to provide learners with feedback on their progress. Some examples are student-teacher conferences, student data chats, data driven growth incentives/celebrations, regularly scheduled data dives, individual and small group monitoring and the MTSS process.

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.

Our school provides teacher training through district initiatives, focused personalized professional growth opportunities, and grade level/content area professional learning communities. Teachers also focus and implement the science of reading research into on-going job-embedded instructional practices. The science of reading research is increased through a myriad of professional learning opportunities based on data through collaborative planning, collaboration with the school coach, study groups, book clubs, and the study of state standards.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● <i>Strong reading and writing program that connects to real world applications</i> ● <i>Strong analysis of student reading data</i> ● <i>Strong planning to ensure students meet their stretch growth goals</i> ● <i>Positive gains on student stretch growth goals</i>	● <i>Continued teacher development around the science of reading</i> ● <i>Continued teacher development in completing LETRS</i> ● <i>Transdisciplinary comprehension of content and vocabulary</i>

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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> The percentage of all students at Buist in grade 3 scoring exceeds on SC READY ELA will increase from 98.7% in June 2025 to 99.1% by June 2026.	Third grade students did not meet this goal with 94.7% scoring exceeds on SC Ready ELA. Four third grade students, or 5.3%, scored met, for a total of 100% scoring meets or exceeds. Teachers will have a continued focus on providing opportunities for students to deepen comprehension, analysis, and application of grade-level texts in order to support movement from meets to exceeds.
<u>Previous Goal #2:</u> The percentage of all students at Buist in grade 5 scoring exceeds on SC READY ELA will increase from 70.9% in June 2025 to 76.9% by June 2026.	Fifth grade students met this goal with 90.8% scoring exceeds on SC Ready ELA. This represents a 19.9 percentage-point increase from 70.9% in June 2025 and exceeded the goal of 76.9% by 13.9 percentage points. The results demonstrate significant growth in the percentage of fifth grade students performing at the highest achievement level in ELA. Instructional practices supporting this growth included continued emphasis on close reading, text-based evidence, vocabulary development, written response, and opportunities for students to analyze and apply their understanding of increasingly complex texts.

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<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 Exceeds in the spring of 2026 as determined by SC READY from 94.7 to 96.2% in the spring of 2027.	-Teachers will continue to deepen and extend standards-based teaching using resources from SC State Standards, IB, science of reading research, and other resources. -Teachers will engage in PLCs to make learner-driven decisions. -Enable students to reflect on their data and the use of reading strategies through regular student-teacher conferences and student-led conferences to engage in goal-setting conversations. -Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).

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<u>Current Goal #2:</u> The percentage of all students at Buist in grades 3-5 scoring exceeds on SC Ready ELA will increase from 92% in June 2026 to 94.6% by June 2027.	-Enable students to reflect on their data and the use of reading strategies through regular student-teacher conferences and student-led conferences to engage in goal-setting conversations. -Increase collaborative conversations on how teachers integrate content specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers, readers, writers, and thinkers. -Teachers will continue to deepen and extend standards-based teaching using resources from IB, EL, SC State Standards, and other resources. - Use that data to conference with students which in turn helps to build student-led conferences with all stakeholders.
<u>Current Goal #3:</u>	