South Carolina Department of Education
Read to Succeed **Primary** and **Elementary** Reading Plan
2026-2027

Burton-Pack Elementary

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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 10
- How many teachers in your school are beginning Volume 1 of LETRS this year? 7
- How many 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? 3
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 2

Section A: Describe how reading assessment and instruction for all students in the district 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 Burton-Pack Elementary School, reading assessments and instruction for all PreK-5th grade scholars include the following components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. All these areas are pertinent in proving scholars' understanding of grade-level English/Language Arts standards. We use a variety of assessment tools to obtain baseline student data (i.e. Phonological Assessment Screening Test (PAST), i-Ready Reading Inform, Benchmark Assessment System (BAS), and anecdotal notes) to monitor, evaluate, and improve instruction. Furthermore, we have implemented Orton Gillingham (O.G.), Language Essentials for Teachers of Reading and Spelling (LETRS), and the Wonders reading curriculum and resources to enhance the reading skills and proficiency of every scholar. Lastly, embedded within our district and school's scope and sequence, the Science of Reading is evident and adhered to by our teachers.

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 is a necessary skill for all scholars to be successful in reading fluency and comprehension. To ensure that this occurs, Burton-Pack Elementary School uses word recognition assessments and instruction for all scholars that are further aligned to the science of reading, structured literacy, and foundational literacy skills. The assessments we use are as follows: SC READY, i-Ready Inform and Literacy Tasks, District provided Mastery View Predictive Assessment (MVPA), Mastery Connect District Formative Assessments (DCFA), O.G., and Wonder assessments. Each

assessment allows the teachers to identify scholars who may need additional support in this area, provide specific-tailored instruction, and track individual scholars' progress over time. Additionally, we use these assessments for screening, diagnostic, and placement which encompass structured literacy and foundational literary skills. Science of Reading research shows that scholars who struggle with word recognition may also struggle with reading comprehension.

Section C: Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

At Burton-Pack Elementary School, universal screening, interim assessments, and diagnostic assessment data are used to identify scholars' reading strengths, instructional needs, and appropriate intervention pathways. The school's universal screener, i-Ready Reading Inform, is administered three times annually (fall, winter, and spring). Additional assessment data are collected through i-Ready Literacy Tasks, the Phonological Assessment Screening Test (PAST), Benchmark Assessment System (BAS), Wonders assessments, Orton-Gillingham assessments, teacher observations, and other district-approved assessment tools.

Teachers, the reading coach, academic interventionist, and instructional support staff analyze assessment results during grade-level Professional Learning Communities (PLCs), guided planning, monthly Professional Learning Opportunities (PLOs), professional development sessions, and Multi-Tiered System of Supports (MTSS) meetings. Multiple data points are used to identify scholars performing below grade level and determine specific instructional needs in oral language, phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension.

All PreK–5 scholars identified as performing below grade level through universal screening will receive additional skill-specific diagnostic assessments, as appropriate, to determine the underlying causes of reading difficulties. Diagnostic results will be used to develop individualized, targeted intervention pathways that include measurable reading goals, evidence-based instructional strategies, intervention schedules, and progress-monitoring procedures.

Targeted interventions will be provided through small-group instruction, core instructional support, daily B.A.R.K. intervention time, and before-school or after-school academic support opportunities. Teachers and intervention staff will utilize district-approved resources, including Orton-Gillingham, Wonders, Lexia, Reading A-Z, and RISE intervention materials, based on individual scholar needs.

Scholars receiving Tier 2 interventions will be monitored at least monthly, while scholars receiving Tier 3 interventions will be monitored at least biweekly. Scholars performing at or above grade level will also be monitored through benchmark assessments, classroom assessments, and ongoing instructional data to maintain academic growth and provide appropriate enrichment.

Individual reading goals will be shared with scholars to promote ownership of learning. Scholars will track their progress and establish personal and classroom reading goals. Parents will be included in the development and review of intervention plans and provided with assessment results, targeted reading goals, and strategies to support literacy development at home.

Assessment and progress-monitoring data will be reviewed regularly during PLCs and MTSS meetings to determine intervention effectiveness and make necessary instructional adjustments. This comprehensive process will ensure that all PreK–5 scholars receive appropriate, data-driven reading instruction and intervention support aligned with their individual learning needs.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

As a Title I school, we strive to engage our parents by partnering to support scholars as readers and writers at home by hosting literacy events such as Fall into Literacy Night, Read to Succeed events for parents and scholars in Grades 1-3, and Title I events that include providing literacy tips and resources. Literacy events expand outreach from Pre-K through 5th grade and are often coupled across content areas to include math and STEAM. We hold a yearly book fair to promote literacy. Our district has a partnership with Richland County Library called ConnectEd. Through this relationship, scholars receive free library cards which gives them access to the wealth of library resources. Richland County Library staff have also been present at Title I events to share library programming information to support students as readers and writers. We partner with volunteers and community partners (ie. Links, Thrive, Texas Roadhouse, Nothing Bundt Cake, Sigma Gamma Rho Sorority, Incorporated, etc.) who distribute books for reading at home as well as programs such as Reading Matters that work with students, many of which provide books for usage at home as well. Parents receive messages and information regarding curriculum nights, workshops, and resources. Lastly, we simply just encourage parents to spend time reading with their students, 20-30 minutes each night. They are also asked simple questions to assure comprehension (e.g. Summarize what you read, what this story was about and provide details to support your claim, etc.) Multiple meetings are held with parents throughout the school year as well as during the summer to include AVID Night to focus on organization, focused note-taking, and critical reading.

In addition to schoolwide literacy engagement opportunities, Burton-Pack Elementary will strengthen family partnerships by involving parents in the development and review of individualized reading intervention plans for scholars performing below grade level. Parents will receive information regarding screening and diagnostic assessment results, identified reading deficiencies, targeted instructional goals, and recommended home literacy activities. Teachers and intervention staff will communicate scholar progress regularly through parent conferences, progress reports, and other communication methods. Parent feedback will be considered when reviewing intervention goals and determining additional support needed to improve reading achievement.

Section E: Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

Burton-Pack Elementary School will implement a comprehensive, schoolwide progress-monitoring system to ensure that all PreK–5 scholars receive ongoing assessment and instructional support based on their individual reading needs. Reading achievement and growth will be monitored through multiple assessment measures, including i-Ready Reading Inform, i-Ready Literacy Tasks, My Lexia, Orton-Gillingham assessments, Wonders assessments, teacher-created assessments, common formative assessments (CFAs), district pre- and post-assessments, running records, and other district-approved diagnostic and progress-monitoring tools.

Assessment data will be collected and analyzed during weekly PLCs, guided planning sessions, grade-level meetings, PLOs, and professional development opportunities. Teachers will use the school's Assessment Analysis Form to examine scholar performance, identify reading deficiencies, determine instructional priorities, and develop targeted small-group instruction and intervention plans.

Progress monitoring will be differentiated according to individual scholar needs and MTSS tier placement. Scholars receiving Tier 2 interventions will be monitored at least monthly using skill-specific assessments aligned with identified reading deficiencies. Scholars receiving Tier 3 interventions will be monitored at least biweekly to evaluate their response to intensive instructional support. Scholars performing at or above grade level will continue to be monitored through benchmark assessments, classroom assessments, reading conferences, and formative assessments to ensure continued academic growth.

All scholars performing below benchmark will receive daily targeted reading interventions during B.A.R.K. intervention time and other designated instructional periods. Interventions will address specific needs in phonological awareness, phonics, decoding, fluency, vocabulary, comprehension, and writing. Instruction will be differentiated through flexible small groups, individualized learning opportunities, and evidence-based literacy strategies.

Teachers will conduct weekly reading conferences with scholars to review reading achievement, provide feedback, and support individual goal setting. Scholars will be encouraged to monitor their own reading progress and take ownership of their learning.

The reading coach, academic interventionist, tutors, classroom teachers, and additional instructional staff will collaborate to provide small-group instruction, co-teaching, modeling, and targeted interventions. All faculty and staff will contribute to strengthening reading and writing achievement across grade levels.

The MTSS team will regularly review universal screening results, diagnostic assessments, progress-monitoring data, classroom performance, and intervention records to evaluate scholar growth and intervention effectiveness. When scholars demonstrate insufficient progress, the team will make documented adjustments to instructional strategies, intervention intensity, group placement, frequency, or duration of support. Scholars demonstrating consistent growth will continue to receive instruction aligned with their developing needs.

*Parents will receive regular updates regarding reading achievement, intervention progress, and recommended home literacy strategies. Through consistent assessment, collaborative data analysis, and individualized instructional adjustments, Burton-Pack Elementary School will maintain a comprehensive progress-monitorin*g system designed to support reading proficiency and continued growth for every PreK–5 scholar.

Section F: Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

To enhance literacy instruction across PreK-5th grade, the Instructional Leadership Team (ILT) will facilitate teacher training based on the science of reading, structured literacy, and foundational literacy skills. The team will provide professional development to teachers based on analysis of student assessment and use data to differentiate instruction. In addition, the reading coach will model effective instructional strategies for teachers, facilitate LETRS study groups, and engage in coaching and mentoring cycles with colleagues. This will provide teachers with personalized support, allowing them to refine their practices and ultimately enhance scholar achievement. The district curriculum consultant and support staff along with the ILT will provide additional assistance as needed. The district provides training during the day, summer, and afterschool as needed to include LETRS, OG, Wonders, and interventions.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Implementation of the new SCCCR Standards K-5. • Teachers use district scope and sequence to explicitly teach SCCCR ELA Standards. • All eligible Kindergarten through Third grade ELA teachers are enrolled or have completed in LETRS Volume One course.	• Use data from formal and informal assessments to drive instruction in tier 1 and tier 2. • Use ongoing progress monitoring to tailor small group instructions. • Establish and enhance daily reading and writing routines through the Richland One Comprehensive Literacy Framework Model.

Strengths	Possibilities for Growth
• Teachers have an allocated time to collaborate during PLCs and guided planning. • Parent Engagement Specialist, administration, ILT, faculty, and staff collaborate with community partners, parents, volunteers, and district staff to promote student literacy. • Most teachers have received at least one OG training session. • Increased gains on district and state assessments in ELA/reading. • Data is being used to inform small group instructions. • Interventions for reading take place daily (to include before school, during intervention (B.A.R.K. time), and after school. • Most staff members have been trained in AVID, and it is being implemented to focus on organization, note-taking, WICOR, and critical reading. • We are strategically aligning our House System, PBIS, Visible Learning, and AVID practices to create a cohesive school-wide approach that strengthens reading and writing proficiency for all scholars.	• Provide direct instruction and modeling during writing. • Provide authentic, differentiated reading and writing instructions. • Teachers will receive training in Visible Learning from the principal, assistant principals, and CRT. • Teachers will receive training in Orton-Gillingham and LETRS. • Tiered support will be provided based on data, observations, and coaching cycles from school, district staff, and external consultants as needed. • Intensive interventions and strategic scheduling are being implemented to provide targeted support for all scholars, including scholars with special needs. • • Strengthen the consistent use of universal screeners and reliable diagnostic assessments to identify specific reading deficiencies for all PreK–5 scholars performing below grade level. • Develop and implement individualized, data-driven intervention pathways for every scholar identified as needing additional reading support. • Establish consistent progress-monitoring procedures based on individual scholar needs and intervention intensity.

Strengths	Possibilities for Growth
	• Increase parent participation in developing, reviewing, and supporting individualized reading intervention plans. • Strengthen collaboration among classroom teachers, the reading coach, academic interventionist, tutors, and MTSS teams to monitor intervention effectiveness and adjust instruction.

Section H: **Previous** School Year SMART Goals and Progress Toward Those Goals

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal(s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
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 38.4 to 40 % in the spring of 2026.	Third grade proficiency was approximately 39% in 2025 and decreased slightly to approximately 37%. It has been noted that these scholars did not have a consistent teacher until January of 2026, which at that time the number of children reading below grade level decreased significantly, according to STAR reading. In addition, the school-wide SC Ready ELA scores for grades 3-5 increased by approximately 10%.
Goal #2: By June 2026, BPES will increase the use of AVID best instructional practices using Focused Notetaking, Organization, and critical reading to meet individual growth targets of 63.7% on STAR Reading as measured by AVID Binder Checks, use of notetaking, organization checklists, observations, surveys, AVID Teacher of the Month, STAR CBMS, and STAR Reading. The baseline for fall 2025 is 58.7%.	By June 2026, BPES successfully met its goal of increasing the implementation of AVID best instructional practices, with a focus on Focused Note-Taking, Organization, and Critical Reading. Through consistent implementation and monitoring of these strategies, the school demonstrated measurable progress toward improving student achievement. Evidence of successful implementation was reflected through AVID binder checks, note-taking practices, organization checklists, classroom observations, stakeholder surveys, AVID Teacher of the Month recognition, STAR CBMs, and STAR Reading data. Beginning with a Fall 2025 baseline of 58.7%, BPES increased student performance to meet the established individual growth target of 63.7% on STAR Reading, demonstrating the positive impact of school-wide AVID instructional practices on literacy achievement.

Goal #3: By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.	By the end of the 2025–2026 school year, BPES successfully met its school-wide writing goal. 100% of Pre-K–5th grade teachers participated in monthly Professional Learning Opportunities (PLOs) designed to strengthen writing instruction through the implementation of the Writing Rope framework, narrative, informational, and opinion writing, and Visible Learning strategies. Teachers consistently incorporated clear learning intentions, success criteria, and effective feedback into writing instruction. As a result of these focused professional learning efforts and consistent instructional practices, student writing proficiency increased by at least 10%, as measured by school-wide writing assessments. This growth demonstrates the positive impact of sustained professional learning, intentional instructional practices, and a school-wide commitment to improving writing outcomes for all scholars.

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

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from approximately 37% to 40 % in the spring of 2027.	• Adhere to the Richland One Comprehensive Literary Framework. • Consistently conduct and analyze running records and use that data to determine necessary interventions for scholars. • Plan and implement instruction in alignment with state standards and district scope and sequence.

Goals	Action Steps
	• Implement small group and learning stations to consistently cover all standards. • Enable scholars to set and maintain personal reading goals. • Encourage teachers to seek and pursue professional development opportunities aside from the ones provided by the school. • Require teachers to participate in professional development opportunities monthly to improve teaching pedagogy. • Use a wealth of data result to inform and steer instruction (i.e. running records, Lexia, CFAs, OG, Wonders, i-Ready, district benchmarks, etc.) • Ensure all teachers understand the ELA standards through deconstruction of standards and correct implementation. • Provide after school 3 days a week. • Provide school-wide intervention and small groups during intervention and core instruction. • Administer universal reading screeners to all PreK–5 scholars using developmentally appropriate, district-approved assessment tools. • Provide additional diagnostic assessments for 100% of scholars identified as performing below grade level to determine specific reading deficiencies and instructional needs.

Goals	Action Steps
	• Develop individualized, data-driven reading intervention pathways for 100% of identified scholars, including targeted goals, instructional strategies, intervention schedules, and progress-monitoring procedures. • Collaborate with parents to develop and review intervention plans and provide targeted literacy resources for home support. • Implement evidence-based reading interventions during B.A.R.K. time, small-group instruction, and additional academic support opportunities. • Monitor scholar progress weekly or biweekly, based on individual needs, and adjust intervention pathways using diagnostic and progress-monitoring results. • Review intervention effectiveness during PLC and MTSS meetings to ensure that all scholars performing below grade level receive appropriate instructional support.
Goal #2: 48% of scholars in grades three through five will meet their individual growth targets on I-Ready Reading Inform and or SC Ready reading through the consistent use of AVID instructional practices including WICOR and the Critical Reading Process by May 2027.	• AVID site coordinators, the AVID site administrator, AVID site team, and district AVID leads will provide teachers and instructional support staff with information and training on AVID implementation, the Critical Reading Process, chants, celebrations, organization, resources, and tools. • The AVID site team and district leaders will provide classroom teachers and instructional support staff with training, classroom support, and observations focused on the Critical Reading Process, rigor, and WICOR strategies. • The Instructional Leadership Team and district leaders will provide classroom support, PLCs, professional development, and

Goals	Action Steps
	PLOs focused on the Critical Reading Process, WICOR, rigor, and organization. • Certified staff will participate in conferences, PLCs, professional development, and PLOs focused on strengthening the implementation of AVID instructional strategies. • The Instructional Leadership Team, district staff, and i-Ready consultants will provide professional learning on i-Ready, data analysis, learning intentions, success criteria, Visible Learning and AVID alignment, standards, literacy, small-group instruction, assessments, and interventions based on individual and school-wide needs. • Scholars, families, and staff will participate in family events, games, ELA Day, field studies, and other activities designed to strengthen engagement and support learning.
Goal #3: By June 2027, Burton-Pack Elementary School will reduce school-wide chronic absenteeism to 35% or lower while increasing scholars' consistent access to high-quality reading instruction, as measured by PowerSchool attendance data, AARE reports, reading assessment data, and intervention progress-monitoring data.	• Monitor attendance and reading achievement data regularly to identify scholars who are chronically absent or at risk of becoming chronically absent. • Provide targeted reading interventions for scholars whose absences have resulted in gaps in phonics, fluency, vocabulary, comprehension, or writing. • Use progress-monitoring data to adjust reading instruction and interventions based on individual scholar needs. • Develop a system for providing literacy catch-up support when scholars return from extended or repeated absences. • Incorporate PBIS and HOUSE incentives to recognize scholars for improved attendance, reading growth, and consistent participation in literacy instruction. • Engage families through attendance and literacy meetings that explain the connection between regular school attendance and reading achievement.

Goals	Action Steps
	• Provide families with at-home literacy activities and resources to support reading development when scholars miss instructional time. • Collaborate through PLCs, MTSS meetings, and attendance teams to identify scholars needing additional academic and attendance support. • Celebrate attendance improvement and reading growth through monthly school-wide recognitions, incentives, and celebrations. • Ensure scholars with significant attendance-related reading gaps receive additional small-group or individualized instruction aligned with their specific literacy needs. • Increase family and community engagement by providing literacy-focused activities such as family reading nights, take-home literacy resources, community reading events, workshops, and partnerships with local organizations to help families understand the connection between consistent attendance and reading achievement while building families' capacity to support reading at home.