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.**
**School Grade Configuration:**

## LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 5
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 12
- How many teachers in your school are beginning Volume 1 of LETRS this year? 9
- How many teachers in your school are beginning Volume 2 of LETRS this year? 5
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS?
  **N/A BEMS does not serve PreK.**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?
  **N/A BEMS does not serve PreK.**

**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.

BEMS Response (Grades 3–5):

Oral language is developed daily through purposeful turn-and-talks, partner and small-group discussion, oral rehearsal before writing, retelling, explanation of reasoning, and text-based conversations. Teachers explicitly model academic language and complete-sentence responses and use observation, questioning, discussion rubrics/checklists, and student explanations as formative evidence. Phonological awareness and phonics remain part of the Grades 3–5 continuum through responsive review and advanced word study. Core lessons emphasize accurate decoding of multisyllabic words, syllable patterns, prefixes, suffixes, roots, and morphemes; students with underdeveloped foundational skills receive additional explicit practice in phoneme-grapheme relationships, blending/segmenting as needed, syllable analysis, and connected-text application.

Fluency instruction is embedded through teacher modeling, supported and repeated reading, partner reading, attention to accuracy, automaticity, phrasing, expression, and purposeful rereading of grade-level text. Teachers use oral reading samples, accuracy and phrasing observations, and intervention progress-monitoring measures to determine when additional fluency support is needed. Vocabulary is taught explicitly and in context, with attention to Tier II academic vocabulary, content-specific Tier III terms, morphology, context clues, and multiple-meaning words. Vocabulary learning is checked through discussion, quick writes, Savvas assessments, application in speaking and writing, and common formative assessments.

Comprehension instruction is built around sustained work with appropriately complex literary and informational texts. Students are explicitly taught to determine meaning, analyze text structures and features, make inferences, determine central ideas/themes, analyze character and author choices, cite evidence, and communicate understanding in speaking and writing. Comprehension is assessed through Savvas progress checks and

unit assessments, school-developed baseline/end-of-skill assessments, exit tickets, written responses, and standards-aligned constructed-response tasks. i-Ready Inform data administered in the fall, winter, and spring provide an additional schoolwide measure of reading performance and growth. Grade-level PLCs triangulate these data sources to identify standards mastered, unfinished learning, students needing acceleration or enrichment, and next instructional steps. This integrated system ensures that each component of literacy is both taught and assessed and that instruction remains aligned to grade-level expectations.

**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.

BEMS Response (Grades 3–5):

Brockington Elementary uses various literacy assessments to make word-recognition instruction diagnostic and responsive rather than assuming that students have fully mastered foundational skills. i-Ready Inform is administered three times each year and provides domain-level information that helps identify students whose reading performance may be negatively impacted by phonics/word-analysis needs. SAVVAS weekly progress checks, word-analysis work completed via Savvas Word Study tasks, and teacher observation at the classroom level provide ongoing evidence. When data indicates significant foundational-skills gap, the Core Phonics and/or HMH Phonics for Reading Pretest is used to identify the specific lesson entry point and skill sequence for intervention. Students are then placed in targeted, explicit instruction using HMH Phonics for Reading and iReady Literacy tasks conducted by the reading interventionist.

Instruction for students with word-recognition needs follows a systematic sequence and includes direct explanation, teacher modeling, frequent opportunities to respond, immediate corrective feedback, blending and segmenting when appropriate, syllable and morpheme analysis, cumulative review, and transfer to connected reading and writing. These actions are implemented through the implementation of Savvas Reading Bridge lessons. Progress is reviewed through the school's MTSS/data process. Tier 2 students are progress-monitored at least monthly and Tier 3 students at least every two weeks, with instructional intensity adjusted based on rate of improvement and demonstrated mastery. This approach ensures that all students receive grade-level word-study instruction while students with poor foundational skills receive the additional structured literacy support needed to improve accuracy, automaticity, and access to grade-level text.

**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.

When data suggest a word-recognition weakness, the school reading interventionist and classroom teachers administer the Core Phonics Survey and/or IReady Growth monitoring assessment and analyze decoding, multisyllabic word reading, morphology, accuracy, and fluency evidence to pinpoint the instructional starting point. Students are assigned a structured-literacy intervention sequence matched to the identified skill need.

When word recognition is adequate but language comprehension is weak, teachers analyze i-Ready vocabulary/comprehension domains, performance on grade-level literary and informational text, vocabulary, background-knowledge demands, inference and central-idea work, and

written responses to identify the comprehension skill or knowledge needs. Students then receive targeted instruction in the identified area while continuing to participate in core instruction. Students demonstrating both needs receive a coordinated plan that addresses foundational word recognition and language comprehension.

For every student identified below benchmark, the school develops an intervention plan using multiple data points, communicates the identified need and instructional pathway to the parent/caregiver, and invites family input and partnership. Intervention is provided in addition to Tier 1 core instruction. Students below benchmark receive daily targeted support through classroom small groups, interventionist services, and/or other MTSS structures as appropriate. Tier 2 progress is reviewed at least monthly and Tier 3 progress at least every two weeks. The MTSS team reviews current data regularly and uses response to instruction to determine whether to continue, intensify, change, or fade support. Students whose progress remains inadequate receive increased intensity, a smaller group, additional time, a more explicit sequence, or a revised intervention matched to the diagnostic evidence.

**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.
BEMS Response (Grades 3–5):

Families receive information regarding students' literacy progress from multiple sources. i-Ready Inform reports are shared following fall, winter, and spring administrations, and teachers communicate results from common assessments, SAVVAS progress checks/unit assessments, writing tasks, and intervention progress monitoring when applicable. Communication is designed to provide parents with information regarding what the student can currently do, what the next instructional priority is, and what can be practiced at home. For students receiving intervention, parents/caregivers are informed of the identified reading need, the intervention pathway, progress-monitoring results, and any recommended intervention needs and strategies.

At-home support emphasizes high-impact, manageable practices. Families are encouraged to read and discuss grade-appropriate texts, ask students to explain ideas using evidence, practice oral reading for accuracy and expression when fluency support is needed, explore word parts and vocabulary, and provide regular opportunities for students to write about reading and everyday experiences. Family Literacy Nights and literacy-based workshops are scheduled during the school year to provide demonstrations and take-home resources so families can see what effective support looks like. Resources are offered in accessible formats, and the school uses available language/communication supports so families can participate meaningfully. Schoolwide literacy goals and progress toward them are also shared with families and other stakeholders so the broader community understands the school's reading priorities and how it can support student growth.

**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-5$^{th}$ grade intervention based on all available data to ensure grade-level proficiency in reading.
BEMS Response (Grades 3–5):

Grade-level PLCs use these multiple data points to identify patterns by standard, determine which students need reteaching, targeted small-group instruction, intervention, acceleration, or enrichment, and plan the next instructional response. Instructional supports for students who continue to perform below benchmark are discussed and implemented. Tier 2 students are formally progress-monitored at least monthly; Tier 3 students are monitored at least every two weeks. Students performing above grade level are also monitored through grade-level/advanced tasks, common assessments, and diagnostic growth data to ensure they maintain or exceed expected growth rather than receiving less attention because they are already proficient.

When two or more recent data points show an inadequate rate of improvement, the in-house MTSS team examines the student's attendance, learning opportunities accessible to the student, alignment between the diagnosed need and intervention, and student error patterns before increasing intensity or changing the intervention. When a student demonstrates sustained mastery and grade-level performance across multiple measures, support may be phased out and literacy progress continues to be monitored. The MTSS team meets regularly to review the current progress monitoring data and make decisions. School leaders and the literacy coach review schoolwide trends across i-Ready, SC READY, common assessments, and intervention data to identify grade-level needs, allocate intervention resources, plan professional learning, and monitor whether instructional changes are producing improved outcomes.

**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.

BEMS Response (Grades 3–5):

Priority training strands for 2026–27 include: (1) advanced structured-literacy practices for Grades 3–5, including multisyllabic decoding, morphology, fluency, and intervention for unfinished foundational skills; (2) explicit comprehension instruction with complex text, including modeling the thinking required by SC CCR indicators and gradually releasing responsibility to students; (3) vocabulary and knowledge building; (4) standards-aligned writing about reading and text-dependent writing; (5) administration and interpretation of i-Ready, SAVVAS/common assessments, and intervention measures; and (6) data-to-instruction routines that use assessment results to plan small groups, reteaching plans, intervention, and enrichment. Teachers who have participated, and continue to participate in, LETRS connect LETRS learning to classroom practices.

The literacy coach provides frequent grade-level support through planning conversations, modeled lessons/think-alouds, feedback on instructional materials and assessments, observation/coaching cycles, and facilitated data analysis. Professional learning responds to student evidence: when common data reveal a recurring misconception or weak standard, PLC learning and coaching address the instructional response rather than treating professional development as separate from student outcomes. School and district leaders participate in professional learning, conduct learning walks using shared literacy look-fors, review implementation evidence, and follow up through coaching and feedback. Evidence of impact includes lesson plans/slides, observation data, coaching logs, teacher reflection, common-assessment trends, intervention progress, i-Ready growth, and SC READY outcomes. This continuous learning cycle supports both implementation fidelity and teacher ownership of increasingly effective literacy. practice.

## Section G: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| • 100% of teachers demonstrated proficiency in explicit literacy instruction to include modeling, guided practice, independent practice, and feedback, in at least 80% of observed lessons. This provides a strong foundation for continuing explicit, systematic instruction in 2026–2027.<br>• Increase was noted in students reaching higher performance categories across grade levels, including gains in Meets and/or Exceeds. SC READY ELA data show an overall upward trend in student achievement, with the most consistent growth occurring as students move from third to fourth grade. Across cohorts, fourth-grade performance increased between 6 and 18 percentage points; however, growth from fourth to fifth grade has been less consistent, with some cohorts maintaining or increasing achievement and others declining. These data indicate that BEMS is successfully accelerating reading achievement, but continued emphasis is needed on vertical alignment and instructional consistency to ensure that gains made in fourth grade are sustained and extended through fifth grade.<br>• Administration of i-Ready three times per year and common/SAVVAS formative assessments between diagnostic windows. Grade-level PLCs analyze performance, identify students by need, and use results for reteaching, flexible S<br>• District adoption of Savvas myView HQIM, implementation of common standards-aligned instructional expectations, literacy coaching, and intervention resources that can be used to align Tier 1, targeted small-group instruction, and intervention. | • Third-grade SC READY reading proficiency remains a required school priority.In third grade, 113 students were tested on SC READY ELA. Of those students, 13 will not be included in the school's accountability results, leaving 100 students who will count as of the 45th day. Among the students included in accountability, 8% did not meet expectations, 41% approached expectations, 33% met expectations, and 18% exceeded expectations. Overall, 51% of third-grade students met or exceeded grade-level expectations in ELA, with vocabulary identified as the weakest area in literacy.<br>• Strengthen the consistency of diagnostic follow-up and ensure Tier 2 progress monitoring occurs at least monthly and Tier 3 at least every two weeks, with documented MTSS decisions based on student response.<br>• Continue increasing the percentage of students who can independently apply taught comprehension and written-response skills on end-of-skill/common assessments, particularly students who remain in the Urgent category even when their raw scores improve.<br>• Foundational gaps exist across grades 3-5: Use word-recognition diagnostics more systematically for Grades 3–5 students whose reading data suggest decoding, multisyllabic word reading, morphology, or fluency weaknesses so intervention addresses the actual source of difficulty.<br>• Monitor students already at/above benchmark to ensure they maintain or exceed expected growth through complex text, deeper analysis, writing, and enrichment and not just remediation for students below benchmark. |

**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 |
|---|---|
| **Previous Goal #1 (Third Grade Goal):**<br>**Increase the percentage of third graders scoring Meets and Exceeds as determined by SC READY from 51% to 55% by spring 2026.** | The 2026 third grade ELA goal was partially achieved.<br>51% of third-grade students met or exceeded grade-level expectations in ELA<br>Qualitative evidence: Summarize the grade-level standards/skills that improved and those that remained areas for growth, using PLC/common-assessment trends and classroom evidence. Connect the result to the instructional actions implemented during 2025–26. |
| **Previous Goal #2: [25-26]**<br>**By the spring 2026 administration of the i-Ready Diagnostic, at least 75% of students in Grades 3–5 will make at least 50% progress toward their individual Stretch Growth goal.** | The spring 2026 goal was partially achieved.<br>Grade 3 had 60% of students meeting 60–100% of their Stretch Growth goal, with an additional 12% meeting 40–59%. Grade 4 had 64% meeting 60–100% of Stretch Growth and an additional 15% meeting 40–59%. Grade 5 had 60% meeting 60–100% of Stretch Growth, with an additional 8% meeting 40–59%. |
| **Previous Goal #3:[25-26]**<br>**By spring 2026, 100% of new teachers in Grades 3–5 will receive consistent literacy coaching and professional support designed to improve standards-based instructional delivery and student performance.** | Goal was achieved.<br>During the 2025-26 school year, there were a total of 8 ELA teachers.100% of BEMS ELA teachers received support by the school's literacy coach throughout the year. PLCs were held twice a week. The literacy coach was able to provide explicit modeling as well as assistance in standards alignment, development of formative assessments. |

**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 | McElveen's Proposed Action Steps |
|---|---|
| **Current Goal #1 (Third Grade Goal):** Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025–2026, as determined by SC READY, from 51% to 60% in the spring of 2026–2027. | • Analyze 2026 Grade 3 SC READY results by performance level, standard/indicator, item type, and student group; triangulate with fall i-Ready and beginning-of-skill data to identify the highest-leverage reading needs.<br>• Use SAVVAS myView HQIM and the SC CCR ELA Standards to plan explicit, grade-level instruction that includes teacher modeling/think-alouds, guided practice, frequent checks for understanding, independent application, and feedback.<br>• Provide daily additional intervention for students below benchmark. Use diagnostic evidence to identify word-recognition vs. language-comprehension needs; use HMH Phonics for Reading for identified word-recognition needs and targeted comprehension instruction for language-comprehension needs.<br>• Progress-monitor Tier 2 students at least monthly and Tier 3 students at least every two weeks; review data through MTSS and adjust intensity when students do not demonstrate an adequate response.<br>• Use grade-level PLCs to review common-assessment results, plan reteaching/enrichment, analyze student work, and monitor third-grade students most at risk of remaining below proficiency.<br>• Communicate progress with families following diagnostic/common assessment cycles and provide specific at-home reading/writing strategies tied to each student's current need.<br>• Review progress at fall, winter, and spring checkpoints and document movement toward the spring 2027 SC READY target. |

| Goals | McElveen's Proposed Action Steps |
|---|---|
| **Current Goal #2** By May 2027, 85% (at least 7 of 8) of Grade 3–5 ELA teachers will consistently implement descriptors of the Presenting Instructional Content domain of the SC 4.0 rubric to include explicit modeling/think-alouds, checks for understanding, and the use of visual supports to make concepts visible as measured by as measured by monthly walkthrough data.. | • Provide monthly professional learning on Presenting Instructional Content of the SC 4.0 rubric.<br>• Use PLCs to plan lessons that include clear learning targets, modeling, CFUs, and independent practice.<br>• Conduct monthly walkthroughs using a common instructional look-for tool.<br>• Provide timely coaching and feedback based on walkthrough data.<br>• Review implementation data regularly and provide targeted support to teachers needing additional assistance. |

| Goals | McElveen's Proposed Action Steps |
|---|---|
| **Current Goal #3 (Grades 3–5 Reading Growth):** By the spring 2027 i-Ready Diagnostic, at least 75% of students in Grades 3–5 will meet or exceed their individual Typical Growth target, while students already at/above grade level will maintain or exceed expected growth. | • Establish individual fall i-Ready Typical Growth targets for all Grade 3–5 students and review domain profiles to identify strengths and priority needs.<br>• Use i-Ready as one data source and triangulate diagnostic results with SAVVAS/common assessments, writing, oral reading, and classroom performance.<br>• Provide targeted small-group instruction based on diagnosed needs; ensure students below benchmark receive additional daily support while students at/above benchmark receive grade-level enrichment, deeper text analysis, and extended writing opportunities.<br>• Review growth data at winter diagnostic meetings and identify students off trajectory; adjust groupings, intervention intensity, instructional focus, or enrichment plans based on the most current evidence.<br>• Use monthly/biweekly intervention progress monitoring as required for Tier 2 and Tier 3 students and track whether intervention growth is transferring to grade-level reading tasks.<br>• Use PLC/coaching cycles to strengthen teacher skill in interpreting i-Ready domain data, connecting data to SC CCR standards, and selecting an instructional response that addresses the cause of difficulty.<br>• Evaluate spring 2027 results by grade level and student group and use the findings to determine 2027–28 priorities. |