

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? 8
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 23
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 8
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- 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.

Bookman Road teachers utilize multiple forms of assessments to include Easy CBM, UFLI Placement, District approved phonemic awareness and comprehension, KRA, and MAP (Measurement of Academic Progress). Easy CBM assesses multiple components of literacy to include letter names/sounds, phoneme segmentation, word reading fluency, vocabulary, and comprehension depending on a students' level. Typically kindergarten through second grade students will demonstrate their knowledge of oral language, phonological awareness, fluency, vocabulary, and passage fluency. Students who struggle to demonstrate proficiency will be closely monitored and data collected using the forementioned assessments. Once students are in third through fifth grade, they are assessed with vocabulary and comprehension. If a student shows deficits far below their grade level, they will be assessed at their ability level. The teacher will continue to assess until they match the student's academic level and progress monitor to show growth. KRA is used to determine students' knowledge of the same components of phonological awareness, phonics, and fluency. MAP assessments focus specifically on comprehension and vocabulary. Teachers consistently assess student progress through daily, weekly, and monthly informal conferences as they listen to students blend, segment, substitute, and manipulate phonemes. All teachers utilize an explicit and systematic reading curriculum that aligns with The Science of Reading to provide Tier 1 instruction. Teachers also pull students into small groups during Tier 1 intervention for remediation and enrichment.

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 includes phonemic and phonological awareness, phonics, and automatic word recognition. Students in the early grades receive explicit and systematic instruction in word recognition daily through our core curriculum of Open Court. Other forms of instruction through small group and Tier 2 interventions both inside and outside of the classroom include UFLI (Tier 1) and Brainsprings (Tier 2-3) instruction. Students are

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assessed on word recognition in multiple forms. Teachers use Easy CBM to assess phonological awareness and phonics. They also informally assess through small group instruction.

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.

Students who fail to demonstrate grade-level reading proficiency will be monitored in multiple ways. To begin with, students receive benchmark and progress monitoring using Easy CBM. Both the interventionists and classroom teacher work to provide instruction that will increase student achievement. The UFLI placement test is also used as a means for student progress monitoring. Teachers assess students at their level and continue to monitor their progress after sufficient small group differentiated instruction within the Tier 1 classroom. Teachers also use report card assessments (K-1) and indicator assessments (2-5) to determine students' grade level proficiency and provide ongoing remediation as needed.

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 meet quarterly with parents of students who either have or need a Literacy Assessment Portfolio. They discuss each student's progress and areas of growth while providing specific strategies parents can utilize at home. The reading coach also provides monthly support through the school's newsletter. In the newsletter, parents have access to tips and strategies to help students at home with literacy instruction. Finally, parents can participate in schoolwide events such as Open House, Curriculum Night, and Literacy Night to receive additional support in helping students at home. All parents are invited to participate in academic conferences and several teachers are using student-led conferences as a means of providing understanding for parents. Each teacher shares a weekly newsletter to keep parents abreast of the skills being taught and assessed each week. Finally, parents can monitor their student's progress through PowerSchool.

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.

Bookman Road consistently monitors reading achievement in multiple formats. Considering Tier 1 instruction, teachers conference with students in both reading and writing to ensure instruction is differentiated. Teachers meet every 6 weeks with the reading coach and Response to Intervention teachers to discuss students who are making good progress, as well as students who may need to be referred for intervention. During these meetings, they discuss students' strengths and areas of growth in all components of structured literacy and Scarborough's reading rope. Finally, teachers meet monthly and as needed with the reading coach to discuss student progress towards their Literacy Assessment Portfolio data and work together to design a plan for individual students' needs. Teachers are also completing the LETRS coursework to learn about The Science of Reading and how students can benefit from explicit and systematic instruction in reading and writing. Teachers routinely analyze benchmark data such as MAP and Easy CBM to monitor students' intervention needs.

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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.

Teachers receive training through LETRS, a 2-year program that teaches the science of reading and instructs on how students' understanding of literacy builds upon each component of literacy. In other words, students in lower grades typically receive instruction in phonics and phonemic awareness while students in the upper grades receive instruction on comprehension, vocabulary, and language. While each of these components are necessary for skilled readers, students focus heavily on what they need at their grade level. Teachers also receive training through monthly professional development opportunities with the reading coach. These trainings include how to deconstruct standards, how to interpret and effectively instruct with curriculum, and how to differentiate student learning. Additionally, teachers receive job-embedded professional development designed specifically for the teacher's goals through coaching and modeling with the reading coach. Finally, teachers work with administrators and coaches to analyze student data to inform their instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers ensure that instruction follows a systematic scope and sequence to ensure students practice using authentic reading and writing text through research-based curriculum. - Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through coaching cycles in collaboration with coaches, collaborative planning within the grade level, coaches' connection, and peer coaching/observations. - Teachers use a comprehensive formative assessment system to address student deficiencies.	- Teachers consistently collaborate with students using student data binders to set measurable SMART goals for academic growth. - Teachers utilize MAP (Measurement of Academic Progress) data to differentiate small group instruction according to student needs. - Teachers consistently meet within the grade level analyzing data to plan instruction that directly aligns with the South Carolina English Language Arts indicators.

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

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- 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 2025-2026 as determined by SC READY from 64.7 % to 68.0 % in the spring of 2025-2026.	Goal #1 was met. The number of students who Met or Exceeded in 2025-2026 as determined by SC Ready increased from 64.7% to 74.6%, a 10 point increase.
<u>Previous Goal #2:</u> During the 2025-2026 school year, all students in grades three through five will increase reading achievement by 3% from 65.5% (2025) to 68.5% (2026) as determined by the spring 2026 SC Ready data.	Goal #2 was not met. While the amount of students in grades three through five increased in reading achievement from 65.5% to 66.7%, it was not a 3% increase of 68.5%.
<u>Previous Goal #3:</u> By 2026, the percent of 1st and 2nd grade students meeting their MAP Growth goal in Reading will increase from 62.4% (2025) to 64.4% (2026).	Goal #3 was not met. Students in 1st and 2nd grade meeting their MAP Growth goal in reading was 55%, a decrease of 7.4%.

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.

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- 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 74.6 % to 77.6 % in the spring of 2027.	-Use individual student data to target instruction. -Design lessons that explicitly teach indicators. -Use Progress Learning to collect formative assessment data to guide instruction. -Continue professional development on using data to form and execute small group instruction. -Teachers will consistently utilize small group instruction for intervention and enrichment. -Monitor short term goals for mastery, and revise, as needed. -Continue the use of student data binders to monitor student achievement. -Teachers will utilize goal setting sheets with students, and establish a structure for conferring, progress monitoring, and adjusting goals as needed.
<u>Current Goal #2:</u> During the 2026-2027 school year, all students in grades three through five will increase reading achievement by 4% from 66.7% (2026) to 70.7% (2027) as determined by the spring 2027 SC Ready data.	-Teachers will work together in grade level teams and vertically (grades above and below) to collect and analyze data to make instructional decisions for groups of students and individual needs. -Teachers and students will collaborate to set measurable short-term goals aimed at growing students in reading behaviors and make strategic plans outlining how these goals will be accomplished. -Use AVID strategies to increase rigor and Costa's Levels of Thinking during lessons. -Monitor short term goals for mastery, and revise as needed. -Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.

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<u>Current Goal #3:</u> By 2027, the percent of 1st and 2nd grade students meeting their MAP Growth goal in Reading will increase from 55.0% (2026) to 60% (2027).	-Teachers will use UFLI during Tier 1 interventions to bridge gaps and provide enrichment for students where needed. -Teachers will utilize the MAP (Measurement of Academic Progress) learning continuum to determine specific strengths and deficits for students. -Teachers and students will collaborate to set measurable short-term goals aimed at increasing their content knowledge. -Teachers will conference with students on their progress in the MAP aligned program MyPath. -Teachers will customize groups in MyPath based on students' MAP Learning Continuum. -Design lessons that explicitly teach indicators. -Continue professional development on using data to form and execute small group instruction.