

2026-27 Primary and Elementary Reading Plan

District Name	Cherokee
School Name	Blacksburg Primary School
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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.

At Blacksburg Primary, reading instruction is grounded in the science of reading and integrates the six essential components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

- * Oral Language: Developed through collaborative discussions, interactive read-alouds, and small-group learning.
- * Phonological Awareness: Explicitly taught in grades 4K-1 using the OG and Heggerty curriculum.
- * Phonics: Delivered through Orton-Gillingham (OG) in kindergarten-third grade, providing systematic, explicit, and multisensory instruction.
- * Fluency: Supported through oral reading fluency assessments, rereading strategies, and small-group practice with grade-level texts.
- * Vocabulary & Comprehension: Built through exposure to complex texts, structured read-alouds, and scaffolding strategies to ensure mastery of grade-level ELA standards.

Students are assessed with iReady, Phonological Awareness Screening Test (PAST), and LETRS assessments, which provide comprehensive data across all domains. Teachers analyze results to guide instructional decisions and ensure alignment with state standards and student needs.

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.

Foundational literacy skills at BPS are aligned with the science of reading and structured literacy practices. Instruction and assessment are data-driven.

- * Orton-Gillingham strategies build foundational skills and comprehension.

- * Decodable readers, aligned to explicitly taught phonics skills, allow students to practice and apply knowledge.

- * Instruction integrates word recognition and comprehension, emphasizing cohesive skill development.

Teachers administer LETRS and PAST three times per year, along with OG inventories and classroom-based formative assessments. Instruction is targeted to strengthen decoding, fluency, and comprehension.

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.

Universal screeners, diagnostic assessments, and the SCDE Decision Tree are used to identify students who need intervention and ensure they receive targeted support.

- * Tier 2 instruction is provided for students not demonstrating grade-level proficiency, with pathways tailored to word recognition or language comprehension.

- * 4K: DIAL-4 screener is administered.

- * Kindergarten: KRA is administered within the first 45 days.

- * Grades K-2: iReady diagnostics, PAST LETRS assessments, and classroom benchmarks are administered three times annually. The MTSS team analyzes all available data to determine individualized intervention pathways. Students receive Tier 2 or Tier 3 interventions targeted to address specific learning gaps.

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.

Family engagement is prioritized in supporting literacy through the MTSS process, consistent communication, and regular progress updates through the year and at parent-teacher conferences.

- * Families are invited to Literacy Nights, where they learn practical strategies for helping their students grow in phonics, fluency, and comprehension.

- * Parents are equipped with tools to reinforce reading at home, strengthening the home-school connection.

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.

Reading achievement and growth are systematically monitored through benchmark assessments (iReady, PAST, LETRS) three times per year, in addition to ongoing classroom assessments.

- * Data is analyzed at classroom, grade, and school levels.
- * The CCSD Decision Tree ensures evidence-based decisions for interventions.
- * Regular data meetings allow staff to monitor progress, adjust support, and refine instructional practices.

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.

BPS is committed to building teacher expertise in the science of reading, structured literacy, and foundational literacy skills. Teachers engage in professional learning through:

- * School-and district-based professional development sessions
- * Annual participation in the SC State Literacy Conference
- * Comprehensive LETRS training (All faculty members are in various stages of completion.)
- * Orton-Gillingham training (All faculty, except one new teacher, have completed the training.)

Professional learning communities (PLCs) are data-driven, connecting professional learning to daily instruction and promoting the sharing of best practices. This training equips teachers to deliver strong Tier 1 instruction and implement evidence-based literacy practices with fidelity.

Section G: District Analysis of Data

Strengths

- * Instruction is consistently data-driven to guide instruction and intervention.
 - * Teachers utilize comprehensive assessments and adjust instruction responsively.
 - * Classroom routines, texts, and materials are well-organized and accessible, with opportunities for student choice.
 - * Intentional Tier 1 instruction (teacher clarity, learning intentions, and success criteria) supports growth.
 - * Teachers and students collaborate to set measurable goals and track progress.
 - * PLCs focus on standards-based learning progressions and collective data analysis.
 - * Student engagement in reading and writing is consistently monitored.
 - * Overall increase in the percentage of K-2 students reading on or above grade level.
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Possibilities for Growth	* Increase the percentage of students meeting stretch goals on iReady. * Continue strengthening Tier 1 instruction to reduce reliance on interventions. * Expand opportunities for parents to engage in supporting literacy at home.
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Description Area	*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants
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How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	1
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How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	153
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How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	0
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How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	1
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How many CERDEP PreK teachers in your school have completed EC LETRS?	3
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How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0
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Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	By May 2026, at least 35% of students in grades K-2 will meet or exceed their iReady Reading stretch goals.
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Goal #1 Progress	* 27% of students met their iReady reading stretch growth goal in grades K-2. *Kindergarten students exceeded the goal with 36% of students achieving their iReady reading stretch growth goal.
Previous Goal #2	By May 2026, 100% of teachers will implement Learning Intentions and Success Criteria with fidelity in daily reading instruction, as evidenced by lesson plans, classroom observations, and PLC discussions.
Goal #2 Progress	*100% of teachers worked in PLCs to create learning intentions and success criteria.
Previous Goal #3	By May 2026, at least 75% of BPS families will participate in at least one-literacy-focused event or engagement opportunity (e.g., Literacy Night, parent workshops, classroom-based conferences).
Goal #3 Progress	* There were five family participation opportunities offered during the 2025-2026 school year specific to sharing students' literacy progress along with ways to support students in the home. The November parent conference saw the largest percentage of family attendance with 48% of students represented.

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, at least 35% of students in grades K-2 will meet or exceed their iReady Reading stretch growth goals.
Goal #1 Action Steps	* Students will set quarterly iReady Growth goals, reviewed during data conferences. * Teachers will monitor "lessons passed: to track progress toward stretch growth. * Teachers will review student data in PLC and adjust instruction and interventions responsively.
Current Goal #2	By May 2027, 100% of teachers will implement intervention groups with fidelity in daily reading instruction, as evidenced by classroom observations, PLC discussions, and lesson plans.

Goal #2 Action Steps

- * Teachers will utilize intervention lesson plans to provide targeted interventions in the areas of phonics, phonological awareness and letter sound correspondence, and phonemic awareness and phonics.
- *Coaching cycles will provide feedback and support to ensure fidelity.
- * Administrators and coaches will conduct weekly classroom walkthroughs to monitor implementation.
- *PLCs will provide the platform for data review and planning/preparation of instructional changes.

Current Goal #3

By May 2027, at least 75% of BPS families will participate in at least one-literacy-focused event or engagement opportunity (e.g., Literacy Night, parent workshops, classroom-based conferences).

Goal #3 Action Steps

- *Host two literacy nights - fall and spring with take-home resources.
- * Provide parent communication on literacy progress three times per year along with strategies for at-home support.
- * Track family participation through sign-in and surveys.

File Upload (optional)
