

Port Royal Elementary School Literacy Plan 2025-2026

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.:

During the 2025-2026 school year, teachers will enter their second year of implementing the HMH Into Reading Curriculum, which aligns with the Science of Reading principles. Instruction follows the 2023 ELA Standards and emphasizes the foundational components of phonemic awareness, phonics, vocabulary development, and reading comprehension.

Assessment and Progress Monitoring (Grades K–5)

Teachers administer HMH summative module assessments every three weeks to monitor student progress across comprehension, phonics, vocabulary, and writing. Weekly formative assessments provide ongoing data to track growth, inform instructional decisions, and establish targeted small groups for differentiated support.

Port Royal Elementary conducts the iReady Reading Diagnostic three times annually, providing comprehensive data across all five pillars of reading instruction. Teachers utilize these results to establish student goals, guide instructional planning, and monitor academic progress.

Tiered Support System

Students scoring one to two grade levels below in phonics complete the Oral Reading Fluency assessment. Those scoring below the 50th percentile on this measure then complete the Phonological Awareness Screening Test (PAST). This systematic screening process identifies students requiring intensive phonics or phonemic awareness interventions and informs the development of targeted learning objectives designed to accelerate growth.

The child study team ensures that students scoring above the 50th percentile on Oral Reading Fluency receive focused small-group instruction in vocabulary and comprehension.

PreK Programming

PreK screening and instruction are delivered through HATCH, Creative Curriculum, and Teaching Strategies Gold platforms. Teachers implement research-based Purposeful Play strategies integrated throughout the instructional day in both PreK and kindergarten classrooms. PreK students complete the DIAL-4 screening to determine program eligibility and identify necessary interventions to support their academic success.

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.:

Professional Development and Training

All 14 teachers and support staff in grades K–3 have completed LETRS Volume 1, with four having already completed both Volumes 1 and 2. One fifth-grade teacher is currently enrolled in Volume 1. Nine teachers are actively engaged in Volume 2 and are expected to complete the training by Spring 2026. During Professional Learning Community (PLC) meetings, K–3 teachers discuss their professional learning and apply it directly to curriculum and instruction. This ongoing professional development informs their implementation of HMH Into Reading: Structured Literacy, which aligns with the 2023 state literacy standards and provides explicit, systematic instruction in foundational literacy skills.

Grade-Level Curriculum Implementation

In kindergarten, the curriculum emphasizes phonemic awareness and alphabet introduction. First grade builds upon this foundation with intensified phonics instruction, including blending routines and sound wall implementation. Students in grades K–2 engage with decodable texts to reinforce developing skills.

For grades 3–5, foundational skills instruction continues with focused attention on blending and decoding multisyllabic words, vocabulary development, and high-frequency word recognition.

Targeted Intervention Support

Student progress is continuously monitored, and those scoring two or more grade levels below expectations receive targeted support through SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), delivered by a Read to Succeed Literacy Teacher-endorsed instructor.

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.:

School-Level Progress Monitoring

Reading achievement and growth monitoring at Port Royal Elementary follows a collaborative, data-driven approach. Teachers meet monthly with interventionists and the reading coach to review progress for students receiving Tier 2 and Tier 3 interventions through the MTSS framework. Weekly iReady reports are analyzed during Professional Learning Community (PLC) meetings, providing actionable data to guide small-group instruction. Teachers also bring student work samples to these meetings for in-depth analysis focused on advancing grade-level reading proficiency.

Data Review and Documentation

During weekly PLC meetings, teachers systematically review formative and summative assessment data collected on weekly, monthly, and quarterly cycles. This comprehensive data is documented and maintained in a shared PLC folder to support continuous instructional planning and decision-making. Third-grade students receive heightened attention, with their progress monitored closely to ensure they achieve reading proficiency benchmarks by year's end.

PreK Progress Monitoring

In PreK, teachers utilize HATCH for screening and instruction. Student growth is documented continuously throughout the year using Teaching Strategies Gold, with progress formally reported to parents three times annually.

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 Communication and Engagement

Port Royal Elementary maintains strong family connections through multiple communication channels. All families receive a weekly newsletter via School Messenger, while teachers provide regular updates through Class Dojo, phone calls, weekly classroom newsletters, progress reports, and report cards. Every 3–4 weeks, teachers send home instructional newsletters highlighting upcoming learning objectives and providing practical strategies for supporting reading at home—a key component of the HMM curriculum.

Collaborative Partnership in Student Support

Parents serve as vital members of the MTSS team and actively participate in MTSS meetings. Parent-teacher conferences are scheduled at the end of the first quarter to discuss student strengths and growth areas, with additional conferences arranged throughout the year as needed. The bilingual liaison supports families by translating written communications and providing interpretation services during conferences.

Family Engagement Programming

Monthly family nights are hosted throughout the year, featuring STEM and literacy activities designed to engage families as partners in their children's learning.

Home Reading Support Program

Port Royal Elementary offers the RED (Read Every Day) at-home reading program, which provides students with books matched to their individual reading levels along with a two-way conferring and reading log. This interactive system allows students to record their reading experiences, enables teachers to provide personalized suggestions for parental support, and offers parents a direct channel to communicate questions or feedback to their child's teacher.

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.

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School-Level Progress Monitoring

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Learning Community (PLC) meetings, providing actionable data to guide small-group instruction. Teachers also bring student work samples to these meetings for in-depth analysis focused on advancing grade-level reading proficiency.

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PreK Progress Monitoring

In PreK, teachers utilize HATCH for screening and instruction. Student growth is documented continuously throughout the year using Teaching Strategies Gold, with progress formally reported to parents three times annually.

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. :

Ongoing Professional Development

This year, all teachers are actively engaged in comprehensive professional development initiatives. All eligible teachers are completing LETRS Volume 2, while one fifth-grade teacher is currently engaged in Volume 1. Additionally, all teachers will participate in professional development centered on Robert Marzano's work utilizing The New Art and Science of Teaching, focusing on integrating research-based strategies into instructional planning and delivery.

Teachers collaborate regularly during Professional Learning Communities (PLCs) to share evidence-based strategies and support student growth. Support staff—including the multilingual learner teacher, reading interventionists, and special education personnel—are also participating in LETRS training to deepen their foundational literacy knowledge. Fourth and fifth-grade teachers receive targeted professional development and PLC support specifically designed to expand their understanding of Science of Reading principles and implementation.

PreK Professional Learning

Our PreK teacher has completed training in HATCH implementation for screening and

instruction and continues to receive ongoing professional development in Creative Curriculum, Purposeful Play, and Teaching Strategies Gold. Literacy coaches are scheduled for upcoming training in Creative Curriculum and will participate in Purposeful Play professional development to enhance their support capacity.

Strengths:

- 3rd grade students scored Meets or Exceeds in Reading and ELA on the Spring 2025 SCREADY assessment.
- 45.2% of grade 4 students scored Meets or Exceeds on the 2024 ELA SC Ready. In 2025 55.6% scored Meets or Exceeds.
- 41.9% of grade 5 students scored Meets or Exceeds on the 2024 ELA SC Ready. In 2025 46.2% scored Meets or Exceeds.
- In 2025 the grade 4 Mean score on ELA SC Ready increased from 497.8 (2024) to 511.1 (2025).
- 29% of grade 5 students scored Does Not Meet on the 2024 ELA SC Ready assessment. This number decreased to 25.6% in 2025.
- In the Spring of 2025 63% of students in grades K-5 met typical growth and 35% met stretch growth on the iReady Reading Diagnostic.
- 10 of 13 Multilingual students met target growth on ACCESS testing in Winter 2025.
- Academic achievement on the SC School Report Card increased from 15.37 in 2024 to 19.66 in 2025.
- Student progress on SC School Report Card increased from 5.78 in 2024 to 22.69 in 2025.
- Overall report card rating advanced from 34 (below average) in 2024 to 61 (excellent).
- 55% of students in grade 3 are projected to score meets or exceeds on the 2025 SC Ready based on the projected proficiency report from iReady. If they meet their stretch growth 76% are projected meets and exceeds.

Possibilities for Growth:

- At the end of February 2025, the chronic absence rating was reported at 12.4%. This is an increase over the spring 2024 data that indicated that 11.76% of students in grades 1 to 5 had an average daily attendance rate of less than 91%..
- In 2024 the Mean score for grade 5 in ELA was 528 and decreased slightly to 525.5 in 2025.
- 25.8% of students in grade 4 scored Does Not Meet on the 2024 Fall ELA SC Ready Assessment and that number increased to 33.3 in 2025.
- 30% of students in grades K-5 scored at or above grade level on the Fall 2025 Reading iReady Diagnostic.
- 53% of students in grades K-5 scored at or above 50% on Fall 2025 Reading iReady diagnostic.

- 493 Office Referrals were made in K-5 in 2025. 275 of those referrals were for the same 6 students.
- Teachers in grades K-5 are in the second year utilizing HMH Into Reading. There continues to be a learning curve in the effective implementation of the program.
- PreK is in year two utilizing the updated version of Creative Curriculum. The learning curve of effective implementation continues in the 2025-2026 school year.
- South Carolina is in year two of the new ELA standards which involve shifts in teaching and learning.
- 12 students in grades 3-5 are identified as Gifted and Talented.
- 70% of teachers felt that they had autonomy in their planning and instruction on the Upbeat Survey administered in the Spring of 2025 which is below the Beaufort County School District average.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:	14
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:	4
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?:	1
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?:	9
How many CERDEP PreK teachers in your school have completed EC LETRS?:	0
How many CERDEP PreK teachers in your school	0

are beginning EC LETRS
this year?:

Previous Goal #1:

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC Ready from 40% to 20% in the spring of 2025.

Goal #1 Progress:

We did not meet this goal. 24% of students in grade 3 scored Does Not Meet in the spring of 2025.

Previous Goal #2:

By May 2025, 80% of students in grades K-5 will meet typical growth as measured by the iReady Diagnostic.

Goal #2 Progress:

We did not meet this goal. 63% of students in K-5 met typical growth in the Spring of 2025 as measured by the iReady Diagnostic.

Previous Goal #3:

By May 2025, 60% of students in grades K-5 will meet stretch growth as measured by the iReady Diagnostic.

Goal #3 Progress:

We did not meet this goal. 35% of students in K-5 met stretch growth in the Spring of 2025 as measured by the iReady Diagnostic.

Current Goal #1:

Current Goal #1 (Third Grade Goal):
By the end of the 2025-2026 SY, Port Royal Elementary school will increase the number of Grade 3 students scoring meets or exceeds expectations from 47% to 52% meets or exceeds expectations on the SCREADY ELA Assessment.

Look at notes in the state document. It states to go back 2 years. Check and make sure that is correct.

2023: Meets and Exceeds 62% to 67% in spring of 2025

2024: Meets and Exceeds 50%

Goal #1 Action Steps:

- Implement the state-approved literacy materials that provide explicit, systematic instruction aligned with foundational literacy standards.
- Ensure students take home appropriately leveled "just right" books daily to promote independent reading at home.
- Teachers, in collaboration with the Instructional Interventionist, MTSS Coordinator, literacy coach, and school administration, will closely monitor student performance using iReady data and classroom assessments. This collaborative team will identify students who are struggling and develop targeted action plans to support those performing below grade level.
- The Instructional Interventionist will deliver SIPPS intervention to address identified gaps in students' word recognition skills. Teachers and coaches will engage in Professional Learning Communities (PLCs) to analyze standard indicators and create instructional plans that incorporate student engagement, higher-order questioning, and explicit teaching strategies.
- Staff will participate in a book study and professional development centered on Robert Marzano's *The New Art and Science of Teaching*, integrating research-based strategies into instructional planning and delivery.
- Teachers will analyze iReady benchmark assessment data and collaborate with students to establish individualized learning goals.
- The instructional leadership team will conduct regular classroom walkthroughs, providing timely and actionable feedback to support instructional improvement.
- The Beaufort County School District Instructional Support Team will conduct monthly walkthroughs, delivering actionable feedback to support the school-based literacy team in planning targeted professional growth.
- The Reading Coach will implement coaching cycles designed to build teacher capacity and enhance student achievement.
- Port Royal Elementary School will implement LETRS training for all K-3 educators, ensuring instruction is grounded in the latest research on the Science of Reading.
- Students will engage with their individualized iReady instructional pathways for 45 minutes weekly, with a goal of completing two lessons per session to ensure consistent progress.

**Current
Goal #2:**

By May 2026, 73% of students in grades K-5 will meet typical growth as measured by the iReady Diagnostic.

Goal #2 Action Steps:

- Implement the state-approved literacy materials that provide explicit, systematic instruction aligned with foundational literacy standards.
- Ensure students take home appropriately leveled "just right" books daily to promote independent reading at home.
- Teachers, in collaboration with the Instructional Interventionist, MTSS Coordinator, literacy coach, and school administration, will closely monitor student performance using iReady data and classroom assessments. This collaborative team will identify students who are struggling and develop targeted action plans to support those performing below grade level.
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Goal #3:**

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