SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 13, 2026 2:01 pm

2026-27 Primary and Elementary Reading Plan

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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 Port Royal Elementary, reading instruction and assessment cover all six critical components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. We use the HMH Into Reading curriculum, which we are now in our third year of implementing. This Science of Reading-aligned program provides explicit, systematic instruction in foundational skills while building strong comprehension strategies for students in pre-K through 5th grade. Our approach includes whole-group lessons, small-group instruction tailored to student needs, and targeted interventions for those who need additional support. Teachers use multiple assessment tools such as, module assessments, performance tasks, and daily formative checks to guide instructional decisions and adjust student groupings as needed. Through this framework, we ensure all students develop the skills to decode words accurately, read fluently, understand vocabulary, and comprehend complex texts at their grade level. The following sections describe how each component is assessed and taught to support student growth in reading.

Oral language development is integrated throughout daily lessons in all grade levels. Vocabulary introduction, text discussions, and Turn and Talk routines provide students with multiple opportunities to practice academic language in meaningful contexts. Weekly module vocabulary discussions further develop oral language proficiency by encouraging students to use new words in conversation and explain their understanding to peers.

Phonological awareness is assessed through formative assessments embedded within Tier 1 instruction in grades K-1. Instruction focuses on explicit phonological awareness skills including rhyming, segmenting, blending, and manipulating sounds. Teachers use multi-sensory activities integrated into whole-group and small-group lessons, including Sound Boxes. Differentiated practice is delivered through Tabletop Minilessons for targeted skill work.

Phonics instruction follows a systematic, explicit scope and sequence aligned to the Science of Reading, with assessment occurring through weekly module assessments that track phonics pattern mastery. Daily Foundational Skills lessons provide 15-20 minutes of direct instruction, guided practice, and application of phonics skills. Students read Decodable Readers carefully matched to weekly phonics patterns, allowing them to practice newly learned skills in connected text. Word Work activities include sound-spelling cards, word sorts, and word building, while Blend-It, Read-It routines provide systematic decoding practice. High-Frequency Words instruction is integrated weekly.

Instruction includes Fluency lessons embedded in each module featuring modeled, echo, and choral reading to demonstrate fluent reading behaviors. Paired reading and partner fluency practice provide peer support and accountability, while Reader's Theater scripts included in the modules offer engaging, purposeful practice with expression and phrasing.

Instruction features explicit vocabulary instruction with 8-10 Critical Vocabulary words per module taught through Vocabulary in Context routines that follow a clear sequence: Introduce, Define, Example, and Apply. Power Words (academic vocabulary) are taught systematically across grade levels to build students' academic language proficiency. Generative Vocabulary instruction teaches students to analyze prefixes, suffixes, roots, and Greek and Latin word parts, empowering them to unlock the meaning of unfamiliar words independently. Students learn context clues, word relationships, and how to use reference materials as strategies for word learning.

Comprehension is assessed through SC Ready state assessments (grades 3-5), module assessments with selected response and constructed response items, performance tasks including written responses to text-dependent questions, collaborative discussions. Instruction features explicit comprehension strategy instruction using the Comprehension Toolkit approach embedded in the modules. Close Reading instruction with annotation using myBook teaches students to read carefully and critically. The Reading Workshop model incorporates mini-lessons, independent reading, conferring, and sharing, and text-dependent questions paired with academic discussions build deep comprehension of grade-level texts.
This comprehensive HMH Into Reading implementation ensures that all students receive systematic, explicit, Science of Reading-aligned instruction in the foundational skills and comprehension strategies necessary to meet and exceed grade-level ELA standards from Pre-K through 5th grade.

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.

Word recognition assessment and instruction for PreK-5th grade students are aligned to the Science of Reading, structured literacy, and foundational literacy skills through systematic curriculum implementation and evidence-based intervention programs. All teachers have completed or are currently engaged in LETRS training to support implementation of these evidence-based practices. This alignment ensures that all students receive explicit instruction in phonological awareness, phonics, and decoding strategies necessary for proficient reading.

Word recognition skills are assessed systematically across all grade levels. In grades K-2, teachers use Module Inventory assessments and summative module assessments to monitor mastery of phonics patterns, high-frequency words, and decoding accuracy. In grades 3-5, assessments focus on multisyllabic word decoding, and morphological awareness. Students scoring below grade-level expectations receive progress monitoring every 4-6 weeks to track response to intervention.

PreK: Students engage in foundational pre-reading activities that develop phonological awareness, letter knowledge, and print concepts through a play- and project-based approach. Teachers assess letter recognition, environmental print awareness, and early phonological skills informally through observation and play-based tasks documenting in Teaching Strategies Gold.
Kindergarten: Students receive explicit, systematic lessons in letter-sound correspondences, phoneme blending, and phoneme segmentation. Teachers use multisensory approaches and manipulatives. Students utilize decodable texts that match the sound-spelling patterns being taught.
First Grade: First grade builds on the kindergarten foundation with intensified phonics instruction, including blending routines and sound wall implementation. The sound wall helps students connect speech sounds to print patterns. Students work extensively with decodable texts controlled to match the phonics patterns being taught. High-frequency word instruction is integrated systematically, addressing both regular and irregular word patterns.
Grades K-2: Students in grades K-2 engage with decodable texts to reinforce developing skills. Teachers utilize the Module Inventory or summative module assessments to monitor progress to the tier one instruction.
Grades 3-5: Foundational skills instruction continues with focused attention on blending and decoding multisyllabic words, vocabulary development, and high-frequency word recognition. Instruction includes morphology to support both decoding and vocabulary. Teachers ensure that students who need continued foundational skills support receive explicit instruction while also

working with comprehension strategies and complex texts.

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 Endorsed Literacy Teacher. This program provides explicit, systematic, and intensive intervention with a carefully sequenced scope that addresses phonemic awareness, phonics, and sight word recognition. Progress monitoring occurs regularly to ensure students are responding to intervention and to adjust instruction as needed.

Alignment to Structured Literacy Principles

Our word recognition instruction embodies structured literacy principles: instruction is systematic and sequential, moving from simple to complex skills in a logical order; explicit, with teachers directly teaching phonemic awareness, phonics patterns, and decoding strategies rather than expecting discovery learning; cumulative, with continuous review and integration of previously taught skills; and diagnostic and prescriptive, using assessment data to inform flexible grouping and targeted instruction.

Through HMH Into Reading's Science of Reading-aligned curriculum, sound wall implementation, systematic use of decodable texts, ongoing assessment, and targeted SIPPS intervention, our PreK-5th grade word recognition instruction ensures all students develop the foundational skills necessary for reading success.

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.

Reading achievement and growth monitoring at Port Royal Elementary follows a collaborative, data-driven approach. The school utilizes iReady Inform has the school wide screener three times a year (August, November, and April) to determine where students are performing and aid us in matching students to the instruction needed to meet their needs to include identification students who need intensive support outside of Tier One instruction. The Oral Reading Fluency assessment, the Phonological Awareness Screening Test (PAST), and the SIPPS assessment each serve as options for diagnostic support. 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.

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, student growth is documented continuously throughout the year using Teaching Strategies Gold, with progress formally reported to parents three times annually.

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.	Port Royal Elementary maintains strong family connections through multiple communication channels. All families receive a weekly newsletter from the principal via ParentSquare. The literacy coach includes information within this newsletter to support parents and students at home with literacy skills, providing families with practical strategies to reinforce foundational reading skills. Teachers also communicate through weekly classroom newsletters, phone calls, progress reports, and report cards. 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. Monthly family nights are hosted throughout the year, featuring STEM and literacy activities designed to engage families as partners in their children's learning. Port Royal Elementary implements the RED (Read Every Day) at-home reading program, which establishes the expectation that students read each night and always have a book within their readability level in their bookbag. Teachers provide books matched to individual reading levels and use classroom logs to track at-home reading. This system ensures students engage in daily reading practice while allowing teachers to monitor progress and adjust book selections as needed.

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 at Port Royal Elementary are monitored through a collaborative, data-driven system. Teachers meet monthly with interventionists and the reading coach to review progress for students receiving Tier 2 and Tier 3 interventions within the MTSS framework. Students are identified for Tier 2 intervention when assessment data indicates performance below grade-level benchmarks. Tier 3 intervention is assigned when students score two or more grade levels below expectations or show insufficient progress in Tier 2 support. Students receiving interventions are progress monitored every 2-4 weeks to evaluate response to instruction and make necessary adjustments.

Teachers systematically review multiple data sources during weekly PLC meetings, including HMH Module Inventories, running records, iReady diagnostic reports, and universal screening results collected on weekly, monthly, and quarterly cycles. Weekly iReady reports guide small-group instruction and differentiation within core literacy instruction. Teachers bring student work samples to PLC meetings for analysis focused on moving students toward grade-level reading proficiency. Data review informs decisions about flexible grouping, instructional focus, and when students should enter or exit intervention services. All data is documented and stored in a shared PLC folder to support ongoing instructional planning. Third-grade students receive particular attention, with close progress monitoring to ensure achievement of reading proficiency benchmarks by year's end as measured by SC Ready assessments and HMH summative assessments.

The PreK teacher documents growth continuously throughout the year using Teaching Strategies Gold, with formal progress reports shared with parents three times annually. PreK data informs kindergarten readiness planning and early identification of students who may need additional foundational literacy support.

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.	Port Royal Elementary provides comprehensive, ongoing professional development grounded in the Science of Reading, structured literacy, and foundational literacy skills. Eleven out of fourteen teachers and support staff have completed LETRS Volumes 1 and 2 and continue to apply this deep knowledge of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension instruction in their daily practice. Two teachers have completed Volume 1 and are currently engaged in Volume 2. One third-grade teacher, who previously completed Early Childhood LETRS, is beginning Volume 1 for elementary teachers to align her instruction with the developmental needs of older students. The PreK teacher will begin the Early Childhood LETRS course in fall 2026. Support staff, including the multilingual learner teacher, reading interventionist, and special education personnel, have participated in LETRS training to ensure consistent, evidence-based literacy instruction across all settings. Teachers collaborate regularly during Professional Learning Communities (PLCs) to analyze student data, share evidence-based instructional strategies aligned to the Science of Reading, and support continuous improvement in literacy instruction. Fourth and fifth-grade teachers receive targeted professional development focused on student engagement utilizing Robert Marzano's research-based strategies. The literacy coach supports staff through professional development and focused planning to embed these engagement strategies within HMH Into Reading lessons. The literacy coach also provides embedded coaching support, modeling lessons, co-teaching, and facilitating data analysis to strengthen teacher implementation of structured literacy practices. The PreK teacher continues to receive ongoing professional development in Creative Curriculum, Purposeful Play, and Teaching Strategies Gold to support early literacy development through play-based learning. The PreK teacher will begin LETRS certification for early childhood teachers in fall 2026 to deepen understanding of foundational literacy skills and Science of Reading principles in early childhood settings.

Section G: District Analysis of Data

Strengths

- The Spring 2026 i-Ready Reading data suggest that Tier 1 instruction is effectively meeting the needs of the majority of students. With 61.2% of students performing at or above grade level, most learners are successfully accessing and responding to core classroom instruction without requiring intensive intervention.
- Kindergarten achieved 91.2% at or above grade level on the 2026 i-Ready Reading diagnostic, indicating exceptionally strong foundational literacy instruction utilizing HMH Structured Literacy as our HQIM.
- 68.8% of third-grade students scored at or above grade levelon the 2026 i-Ready Reading diagnostic thereby indicated that students appear to be successfully transitioning from learning to read to reading to learn.
- The largest group of students performing below grade level at the end of the 2025-2026 school year were those who were just one grade level below expectations, suggesting that targeted intervention and acceleration efforts have the potential to move many students to proficiency.
- According to the beginning of the 2026-2027 school year i-Ready Inform, 16% of our kindergarten students are at or above grade level and 84% are only one grade level below, with no students two or more grade levels below. This suggests a strong foundation of early literacy skills and indicates that most students are within reach of grade-level expectations.

The school's strong implementation of MTSS provides targeted Tier 2 and Tier 3 support, ensuring that students receive appropriate interventions to address learning needs and accelerate achievement.

- The school benefits from strong staff retention, with 92% of homeroom teachers returning this year. This continuity fosters consistency in school goals, values, curriculum implementation, and knowledge of student needs, contributing to a stable and effective learning environment.
- The school benefits from strong instructional resources across all levels of support. High-quality instructional materials, including HMH for Tier 1 instruction and SIPPS for Tier 3 intervention, provide a consistent, research-based framework for literacy instruction and student achievement.

Possibilities for Growth	- The percentage of students performing at or above grade level decreases from 67.8% in grades K-2 to 53.8% in grades 3-5as measured by the end Spring 2026 i-Ready Diagnostic, indicating a need to strengthen literacy instruction and support as text complexity increases across the upper elementary grades. - Based upon the end of 2025-2026 school year i-Ready Diagnostic data, First grade represents an important opportunity for growth, as fewer than half of students are currently performing at or above grade level. Strengthening foundational literacy skills and providing timely targeted support will be critical to ensuring more students reach grade-level expectations. - While many students are achieving at or above grade level, nearly four out of every ten students remain below benchmark expectations as measured by the Spring 2026 i-Ready Diagnostic. Continued implementation of data-driven interventions and differentiated instruction will be essential to accelerating growth and closing achievement gaps. - An ongoing area for growth is maximizing the master schedule to balance the instructional demands of all content areas while protecting sufficient time for high-quality literacy instruction and student engagement. -

Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	2
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	11
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?	2

How many CERDEP PreK teachers in your school have completed EC LETRS?	0
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	1

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

Previous Goal #1	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.
Goal #1 Progress	The goal was exceeded. 69% of third grade students scored meets or exceeds on the SC READY ELA Assessment at the end of the 2025-2026 school year.
Previous Goal #2	By May 2026, 73% of students in grades K-5 will meet typical growth as measured by the iReady Diagnostic.
Goal #2 Progress	The goal was not met as 64% of students in grades K-5 met typical growth as measured by the iReady Diagnostic in May 2026.
Previous Goal #3	By May 2026, 73% of students in grades K-5 will meet typical growth as measured by the iReady Diagnostic.
Goal #3 Progress	The goal was not met as 64% of students in grades K-5 met typical growth as measured by the iReady Diagnostic in May 2026.

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 the end of the 2026-2027 SY, Port Royal Elementary school will increase the number of Grade 3 students scoring meets or exceeds expectations from 69% to 72% meets or exceeds expectations on the SCREADY ELA Assessment.

Goal #1 Action Steps	- Teachers will use the district-adopted Reading curriculum, Into Reading (HMH) to provide standards-based instruction to all students. The curriculum is based on research in the essential elements of literacy: phonemic awareness, phonics, fluency vocabulary, comprehension, writing, language, and knowledge building. - Instructional coaches will review curriculum materials and strategies with teachers during regular professional learning community sessions (PLC). - Administrators and instructional coaches will conduct classroom observations of lessons to ensure fidelity of practice using the curriculum resources. -Teachers will monitor i-Ready Personalized instruction for frequency and accuracy of lesson engagement. - Teachers analyze student assessment data to identify students who are in need of targeted intervention support. - Teachers will create individualized plans specific to their identified needs while providing specific instructional strategies. They will monitor their progress regularly to determine growth and to determine the next steps needed in instruction. -Teachers will analyze lesson/unit assessment to determine standard alignment, rigor, instructional strategies, and key vocabulary. Data chats will focus on identifying strengths and weaknesses through the use of question item-analysis to determine reteaching focus and groups. -The school will build partnerships with parents and guardians. The school will plan and facilitate opportunities for parents to learn about the state standards for math and ELA at each grade level and also learn about strategies and practices that can be used at home to support student achievement. This will be especially important to support economically disadvantaged students who may lack resources. Opportunities to create these partnerships between schools and families may include Family Night events, providing materials to support learning at home and providing texts to build home libraries and tools for communication between school and home.
Current Goal #2	By the end of the 2026-2027 SY, Port Royal Elementary school will increase the number of Kindergarten to 2nd grade students scoring AT or above 50th percentile from 57% (Spring 2025) to 61.25% scoring AT or above 50th percentile on the i-Ready Inform Assessment at the end of the year administration.

Goal #2 Action Steps	- Teachers will use the district-adopted Reading curriculum, Into Reading (HMH) to provide standards-based instruction to all students. The curriculum is based on research in the essential elements of literacy: phonemic awareness, phonics, fluency vocabulary, comprehension, writing, language, and knowledge building. - Instructional coaches will review curriculum materials and strategies with teachers during regular professional learning community sessions (PLC). - Administrators and instructional coaches will conduct classroom observations of lessons to ensure fidelity of practice using the curriculum resources. -Teachers will monitor i-Ready Personalized instruction for frequency and accuracy of lesson engagement. - Teachers analyze student assessment data to identify students who are in need of targeted intervention support. - Teachers will create individualized plans specific to their identified needs while providing specific instructional strategies. They will monitor their progress regularly to determine growth and to determine the next steps needed in instruction. -Teachers will analyze lesson/unit assessment to determine standard alignment, rigor, instructional strategies, and key vocabulary. Data chats will focus on identifying strengths and weaknesses through the use of question item-analysis to determine reteaching focus and groups. -The school will build partnerships with parents and guardians. The school will plan and facilitate opportunities for parents to learn about the state standards for math and ELA at each grade level and also learn about strategies and practices that can be used at home to support student achievement. This will be especially important to support economically disadvantaged students who may lack resources. Opportunities to create these partnerships between schools and families may include Family Night events, providing materials to support learning at home and providing texts to build home libraries and tools for communication between school and home.
Current Goal #3	By May 2027, 69% of students in grades K-5 will meet typical growth as measured by the Spring 2027 iReady Inform Assessment.

Goal #3 Action Steps	- Teachers will use the district-adopted Reading curriculum, Into Reading (HMH) to provide standards-based instruction to all students. The curriculum is based on research in the essential elements of literacy: phonemic awareness, phonics, fluency vocabulary, comprehension, writing, language, and knowledge building. - Instructional coaches will review curriculum materials and strategies with teachers during regular professional learning community sessions (PLC). - Administrators and instructional coaches will conduct classroom observations of lessons to ensure fidelity of practice using the curriculum resources. -Teachers will monitor i-Ready Personalized instruction for frequency and accuracy of lesson engagement. - Teachers analyze student assessment data to identify students who are in need of targeted intervention support. - Teachers will create individualized plans specific to their identified needs while providing specific instructional strategies. They will monitor their progress regularly to determine growth and to determine the next steps needed in instruction. -Teachers will analyze lesson/unit assessment to determine standard alignment, rigor, instructional strategies, and key vocabulary. Data chats will focus on identifying strengths and weaknesses through the use of question item-analysis to determine reteaching focus and groups. -The school will build partnerships with parents and guardians. The school will plan and facilitate opportunities for parents to learn about the state standards for math and ELA at each grade level and also learn about strategies and practices that can be used at home to support student achievement. This will be especially important to support economically disadvantaged students who may lack resources. Opportunities to create these partnerships between schools and families may include Family Night events, providing materials to support learning at home and providing texts to build home libraries and tools for communication between school and home.

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