SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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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.

Reading assessment and instruction at Pelion Elementary School are designed to address all essential components of literacy, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These interconnected components support students in developing the skills necessary to comprehend increasingly complex texts and meet grade-level South Carolina College- and Career-Ready English Language Arts Standards.

Students in kindergarten through fifth grade are assessed three times per year using i-Ready to identify strengths, areas of need, and progress in key reading domains. Teachers also administer the LETRS Spelling Inventory to assess students' understanding of phonics, spelling patterns, and word recognition skills. Students who score below the 25th percentile receive additional diagnostic assessment using easyCBM and the Orton-Gillingham screener. These assessments provide teachers with more specific information about students' foundational reading skills and help identify the precise areas in which additional instruction or intervention may be needed. Assessment results are reviewed collaboratively and used to plan core instruction, differentiated small-group instruction, and intervention.

In PreK, instruction intentionally builds the oral language, vocabulary, listening comprehension, phonological awareness, and early literacy skills that provide the foundation for later reading development. Across kindergarten through fifth grade, teachers provide explicit, systematic instruction using district-vetted and approved evidence-based resources, including Heggerty, UFLI Foundations, and HMH Into Reading. Instruction addresses phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, oral language, and comprehension while providing students with opportunities to apply these skills when reading and responding to grade-level texts.

Assessment and instruction are intentionally connected. Teachers use screening, diagnostic, and classroom assessment data to determine students' specific needs, adjust instruction, provide targeted support, and monitor progress. Students requiring additional support receive increasingly targeted instruction and progress monitoring within the school's MTSS framework. Through this comprehensive approach, Pelion Elementary ensures that all PreK-5 students receive instruction in the essential components of literacy necessary to build proficient readers who can comprehend texts and successfully meet grade-level English Language Arts standards.

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.

In PreK and kindergarten, instruction builds the foundational skills necessary for later word recognition, including oral language, phonological and phonemic awareness, alphabet knowledge, letter-sound correspondence, and early decoding skills. In kindergarten through second grade, teachers utilize UFLI Foundations assessments, including weekly and unit assessments, to monitor students' development of phonemic awareness, phonics, decoding, encoding, and automatic word recognition. Assessment results provide actionable data that teachers use to adjust whole-group instruction and provide targeted small-group support within the school's Multi-Tiered System of Supports (MTSS) framework.

For students demonstrating additional needs in foundational reading skills, Orton-Gillingham screening and instructional practices are used to further identify and address gaps in phonological awareness, phonics, decoding, and encoding. Students scoring below the 25th percentile are provided additional diagnostic assessment using the Orton-Gillingham screener and easyCBM. These data help teachers determine the specific foundational skills requiring additional explicit instruction and progress monitoring.

As students progress through the grades, word recognition instruction expands from foundational phonics skills to increasingly sophisticated word analysis. In second and third grades, Morphemes for Little Ones supports students in developing morphological awareness and understanding how meaningful word parts, including prefixes, suffixes, roots, and base words, contribute to word recognition, spelling, vocabulary, and meaning. In fourth and fifth grades, Vocabulary Surge extends this work through explicit instruction in morphology and word analysis, supporting students as they encounter increasingly complex multisyllabic and morphologically complex words in grade-level texts.

In grades three through five, i-Ready diagnostic assessments, administered three times per year, provide additional information about students' reading performance and foundational skill needs. When assessment data indicate gaps in word recognition, teachers provide targeted structured literacy instruction rather than assuming that students have mastered foundational skills based on grade level alone.

Across PreK-5, these coordinated assessment and instructional practices reflect the principles of structured literacy by providing instruction that is explicit, systematic, cumulative, diagnostic, and responsive to student performance. Students progress from phonological and phonemic awareness and sound-symbol

relationships to decoding, encoding, automatic word recognition, multisyllabic word reading, and morphological analysis. This continuum ensures that students develop the increasingly sophisticated word-recognition skills necessary for fluent reading and successful comprehension of grade-level text.

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.

At Pelion Elementary School (PES), universal screening and diagnostic assessment data are used within the Multi-Tiered System of Supports (MTSS) framework to identify PreK-5 students who have not demonstrated grade-level reading proficiency and to determine whether their primary intervention needs are related to word recognition, language comprehension, or a combination of both.

PES utilizes easyCBM as its universal reading screener to identify students who may be at risk for reading difficulties. Universal screening data, along with i-Ready Diagnostic data administered three times per year and other classroom and common assessment data, are reviewed to identify students requiring additional support. Particular attention is given to students performing below the 25th percentile. These students receive additional diagnostic assessment, including the Orton-Gillingham screener when appropriate, to more precisely identify the underlying skills contributing to reading difficulty.

Assessment data are triangulated to determine each student's targeted pathway for intervention. When data indicate deficits in phonological or phonemic awareness, phonics, decoding, encoding, or automatic word recognition, students receive targeted intervention within the word recognition pathway. When data indicate that a student can adequately read words but demonstrates difficulty with oral language, vocabulary, background knowledge, or understanding and responding to text, intervention is targeted within the language comprehension pathway. Students demonstrating needs in both areas receive intervention that addresses both pathways.

Following identification of the appropriate pathway, interventionists and instructional teams conduct a detailed review of student data to identify specific skill deficits, establish targeted intervention goals, select evidence-based instructional strategies and resources, and determine appropriate methods for progress monitoring. Intervention intensity and instructional groupings are adjusted based on students' responses to instruction and ongoing progress-monitoring data.

Through this systematic process of universal screening, diagnostic assessment, targeted intervention, and progress monitoring, PES moves beyond identifying that a student is experiencing reading difficulty to determining why the student is struggling and which component of reading requires intervention. This approach supports timely, individualized intervention and helps students develop the word recognition and language comprehension skills necessary to achieve grade-level reading proficiency and successfully access grade-level text.

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.	Pelion Elementary School (PES) employs a multifaceted system to help parents and families understand how to support their children as readers and writers at home. Following each of the three benchmark assessment periods, i-Ready Diagnostic results are shared with families, accompanied by guidance and resources that explain student performance and outline practical strategies for at-home support. Teachers reinforce this partnership by regularly communicating grade-level learning expectations and home support strategies through weekly newsletters and ParentSquare messages. In addition, as a Title I school, PES allocates a portion of its federal funds to family engagement activities and events designed to strengthen home-school connections. These events provide parents and caregivers with hands-on opportunities to learn about literacy development, explore effective reading and writing practices, and gain confidence in supporting their children's growth as readers and writers.

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.	Pelion Elementary School (PES) utilizes i-Ready Growth Monitoring to regularly assess the progress of students receiving tiered reading interventions. This assessment is administered monthly to monitor student growth toward grade-level reading standards. For students performing two or more grade levels below expectations, EasyCBM progress monitoring is conducted on a bi-weekly basis to provide more frequent data points and inform instructional adjustments. In addition, Orton-Gillingham assessments are administered weekly following each instructional lesson to evaluate mastery of specific phonics and decoding skills. Data from all progress monitoring tools are systematically reviewed to inform instructional decisions, adjust intervention intensity, and ensure that each student receives targeted, evidence-based support aligned with their individual learning needs.

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.

Pelion Elementary School provides ongoing, job-embedded professional learning to ensure that PreK-5 teachers have the knowledge and instructional skills necessary to implement evidence-based literacy practices grounded in the science of reading, structured literacy, and foundational literacy skills.

The majority of Pelion Elementary teachers completed LETRS training during the 2025-2026 school year. This extensive professional learning strengthened teachers' understanding of how students learn to read and provided training in oral language, phonological and phonemic awareness, phonics, decoding and encoding, fluency, vocabulary, morphology, and comprehension. Teachers who have not yet completed LETRS continue to participate in district-supported cohorts as appropriate. The school's current focus is on sustaining and strengthening the transfer of this professional learning into daily classroom instruction.

Professional learning is reinforced through ongoing coaching, collaborative planning, and classroom implementation. Teachers meet bi-weekly with the Literacy Coach to deepen their application of evidence-based literacy practices and receive support based on identified instructional needs. A continued focus is Teacher Clarity, including the development and implementation of learning intentions and success criteria aligned with grade-level standards and desired literacy outcomes. The Literacy Coach formatively assesses teacher understanding and implementation and uses this information to provide differentiated support with curriculum alignment, instructional planning, and the application of science-of-reading and structured literacy practices.

Professional learning also emphasizes Teaching with Intent. Teachers are expected to deliberately select instructional practices based on the standard, learning intention, assessment data, and specific needs of students. This includes providing explicit modeling, using the gradual release of responsibility, planning purposeful guided and independent practice, checking for understanding throughout instruction, and using formative assessment to determine instructional next steps. This work helps ensure that evidence-based literacy practices are implemented intentionally rather than as isolated strategies or activities.

Through sustained LETRS implementation, literacy coaching, collaborative professional learning, Teacher Clarity, and Teaching with Intent, Pelion Elementary continues to build teacher capacity to provide explicit, systematic, cumulative, and responsive literacy instruction. This ongoing professional learning supports consistent implementation of foundational literacy and language comprehension practices so that all PreK-5 students have access

to high-quality instruction designed to develop proficient readers.

Section G: District Analysis of Data

Strengths

Student achievement continues to demonstrate strong growth. Third, fourth, and fifth grades each had more than 55% of students score Meets or Exceeds on the 2026 SC READY ELA assessment, with fourth grade exceeding 62% Meets or Exceeds. These results build upon the significant gains demonstrated on the 2025 SC READY administration and reflect continued progress in students' reading achievement.

Teachers continue to strengthen their implementation of Visible Learning practices. Building upon the schoolwide focus on Teacher Clarity, teachers are aligning Learning Intentions and Success Criteria with grade-level standards to help students understand what they are learning and what success looks like. The school is extending this work through a focus on Teaching with Intent, particularly strengthening explicit I Do modeling and think-alouds to make the thinking and processes of proficient readers visible to students.

The Instructional Leadership Team uses Learning Walks and classroom observation data to continuously improve literacy instruction. Walkthrough data are analyzed to identify schoolwide strengths and areas for additional professional learning, coaching, and support. Particular attention is given to standards alignment, Teacher Clarity, Teaching with Intent, gradual release of responsibility, and the implementation of explicit, structured literacy practices grounded in the science of reading.

Possibilities for Growth	Accelerate literacy achievement for students with disabilities. In response to our ATSI identification, strengthen collaboration among general education teachers, special education teachers, interventionists, and instructional coaches to provide rigorous, targeted literacy instruction and close achievement gaps. Strengthen Teaching with Intent across Tier 1 literacy instruction. Continue building teacher capacity to move intentionally through the gradual release of responsibility, with particular emphasis on strong I Do modeling and think-alouds. Teachers will work to make the thinking and processes of proficient readers visible before moving students into guided and independent practice. Continue developing collaborative team leadership and collective responsibility for student learning. Strengthen team leaders' capacity to facilitate effective Professional Learning Teams (PLTs) that use data to answer the four critical PLC questions, identify students requiring additional time and support, and develop collective instructional responses when students have not yet demonstrated proficiency.
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?	31
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	30
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?	4
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

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

Previous Goal #1	Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 47.3% to 49.3% in the spring of 2026.
Goal #1 Progress	The third grade goal was exceeded as evidenced by their performance on the 2026 administration of SC Ready. The percentage of third grade students scoring Meets and Exceeds increased from 47.3% in the spring of 2025 to 54.7% in the spring of 2026.
Previous Goal #2	Previous Goal #2: By Spring 2026, Pelion Elementary School will increase the percentage of 1st grade students reading on or above grade level (Tier 1) as measured by the i-Ready Reading Diagnostic from 7% to 25% through the implementation of structured literacy practices, targeted interventions, and strengthened Tier 1 core instruction.
Goal #2 Progress	The percentage of 1st grade students reading on or above grade level (Tier 1) as measured by the i-Ready Reading Diagnostic increased from 7% to 42%, exciting the established goal.

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	Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026, as determined by SC READY from 54.7% to 56.7 % in the spring of 2027.

Goal #1 Action Steps

Action Step #1: Strengthen Literacy Instruction Through Teaching with Intent

Description: Strengthen evidence-based literacy instruction by developing teachers' use of Teaching with Intent, with particular emphasis on the I Do phase of gradual release. Teachers will intentionally model literacy skills and strategies through explicit instruction and purposeful think-alouds that make the thinking of a proficient reader visible to students.

Implementation: The Literacy Coach, Reading Interventionists, and Administration will provide ongoing, job-embedded professional learning, coaching, and collaborative planning focused on effective modeling and think-alouds. Teachers will plan and implement clear I Do models aligned to grade-level standards, learning intentions, and success criteria before moving students into guided and independent practice. Professional learning will emphasize how teachers can verbalize their thinking during reading to demonstrate processes such as decoding, word analysis, vocabulary development, fluency, and comprehension.

Monitoring: Lesson plans, classroom observations, walkthrough data, and collaborative team notes will be reviewed for evidence of intentional I Do modeling and think-alouds. Administrators and the Literacy Coach will monitor whether modeling is aligned to the learning intention and success criteria, makes the targeted thinking or process visible to students, and effectively prepares students to transition into the We Do and You Do phases of gradual release. Observation data will be used to determine additional coaching and professional learning needs.

Action Step #2: Utilize Data-Driven Instruction and Progress Monitoring to Address Skill Gaps

Description: Implement systematic data analysis after each i-Ready diagnostic and growth monitoring cycle to identify students below proficiency and develop targeted small-group instructional plans.

Implementation: Teachers and interventionists will collaborate in PLCs to analyze data, adjust instruction, and document interventions within the MTSS framework using i-Ready, EasyCBM, and Orton-Gillingham data.

Monitoring: Data team minutes, tier movement documentation, and student progress monitoring reports will be reviewed quarterly by administration.

Action Step #3: Increase Family Engagement in Literacy Support

at Home

Description: Host family literacy events and provide resources aligned with classroom instruction to build parent capacity in supporting reading at home.

Implementation: Title I funds will support workshops, take-home literacy kits, and communication through ParentSquare that reinforce foundational reading skills and comprehension strategies.

Monitoring: Attendance at family events, distribution logs, and family feedback surveys will be reviewed each semester to assess impact.

Current Goal #2	Current Goal #2: By Spring 2027, Pelion Elementary School will increase the percentage of 1st grade students reading on or above grade level (Tier 1) as measured by the i-Ready Reading Diagnostic from 5% to 25%.

Goal #2 Action Steps

Action Step 1: Strengthen Core Literacy Instruction (Tier 1) Through Teaching with Intent

Description: Ensure all first-grade teachers provide daily, systematic, and explicit literacy instruction using Heggerty, UFLI Foundations, and HMH Into Reading aligned with the Science of Reading, structured literacy practices, and the South Carolina College- and Career-Ready Standards. Strengthen Teaching with Intent by ensuring teachers deliberately model literacy skills and strategies before expecting students to apply them independently.

Implementation: Provide ongoing, job-embedded professional learning and coaching focused on high-quality implementation of UFLI Foundations and evidence-based instruction in phonemic awareness, phonics, decoding and encoding, fluency, vocabulary, and comprehension. Coaching will emphasize Teaching with Intent, particularly purposeful I Do modeling and think-alouds, followed by intentional We Do and You Do opportunities. Teachers will use assessment data to identify student needs and adjust whole-group and small-group instruction accordingly.

Monitoring: Lesson plans, classroom observations, walkthrough data, and PLC notes will be reviewed for consistent and effective implementation of UFLI and other evidence-based literacy practices. Monitoring will specifically examine the quality of I Do modeling and think-alouds, appropriate use of gradual release, alignment between instruction and learning intentions/success criteria, and evidence that assessment data are being used to inform instructional decisions.

Action Step 2: Intensify Tiered Interventions through Data-Driven Decision-Making

Description: Use i-Ready, EasyCBM, and Orton-Gillingham assessments to identify specific student needs, track progress, and adjust instruction within the MTSS framework.

Implementation: Conduct data meetings after each benchmark window and bi-weekly PLCs to monitor Tier 2 and Tier 3 student progress and refine intervention plans.

Monitoring: Progress-monitoring data, tier movement records, and intervention logs will be reviewed monthly by the Literacy Coach and administration.

Action Step 3: Strengthen Family Engagement in Early Literacy

Description: Equip families with strategies and resources to

support reading at home through literacy nights, take-home materials, and ParentSquare communication aligned to classroom learning.

Implementation: Host three Title I-funded family literacy events during the school year emphasizing foundational reading skills and comprehension strategies.

Monitoring: Family participation data, feedback surveys, and follow-up communication will be analyzed to determine impact on student reading
growth.

File Upload (optional)