SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-27 Primary and Elementary Reading Plan

District Name	Sumter
School Name	Pocalla Springs Elementary 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.	Pocalla Springs Elementary provides PreK-5 reading instruction through a systematic, explicit, research-based scope and sequence aligned to the South Carolina College- and Career-Ready ELA Standards and grounded in the Science of Reading. PreK instruction uses Frog Street to develop oral language, phonological awareness, vocabulary, comprehension, and early literacy through purposeful routines, thematic learning, discussion, and print-rich experiences. In grades K-5, McGraw-Hill Wonders serves as the school's high-quality instructional material (HQIM) and provides coherent instruction in oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and knowledge building with complex literary and informational text. UFLI Foundations serves as the core phonics instructional program in K-2, while ONCE provides intensive, individualized reading instruction for identified Kindergarten and first-grade students. Teachers also use decodable text, oral language activities, explicit vocabulary instruction, fluency practice, knowledge building, text discussion, and writing in response to reading. Assessment is embedded within this instructional system so teachers can determine whether students are mastering grade-level standards and the component skills that support comprehension. Pocalla Springs uses Wonders weekly and unit assessments, common formative assessments, NWEA MAP Reading Growth three times annually in K-5, MAP Reading Fluency and related progress-monitoring measures for foundational reading skills, and diagnostic tools such as the EasyCBM, LETRS Phonics and Word Reading Assessment when additional information is needed. For Kindergarten and first-grade students requiring intensive early-literacy support, ONCE learning specialists use student assessment data to provide daily, one-on-one instruction targeted to individual foundational reading needs. Teachers analyze screening, formative, diagnostic, common-assessment, and student-work evidence in PLCs to identify strengths and unfinished learning, form flexible groups, provide differentiated small-group instruction, and adjust explicit instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension so all students can access and understand grade-level text.

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 align with the Science of Reading, structured literacy, and the development of accurate, automatic reading. In the primary grades, MAP Reading Fluency data, UFLI skill data, high-frequency-word inventories, classroom performance, and the LETRS Phonics and Word Reading Assessment are used to identify student performance in phonological awareness, phonics, decoding, encoding, and word recognition; students in grades 4-5 who demonstrate risk may receive the same diagnostic assessments as needed. These valid and reliable screening and diagnostic measures help teachers distinguish a word-recognition weakness from a language-comprehension weakness and provide the evidence needed to plan instruction at the appropriate level of intensity. Foundational instruction follows an explicit, cumulative, and systematic sequence rather than isolated skill practice. Wonders provides grade-aligned phonics, decoding, spelling, morphology, high-frequency-word, fluency, and connected-text practice, while UFLI Foundations is used in K-2 to provide a consistent daily routine for phonemic awareness, visual and auditory drills, blending, new concepts, word work, irregular words, and connected text. Students practice previously taught sound-spelling patterns to achieve automaticity and immediately apply new learning in reading and writing. In upper elementary grades, teachers extend word recognition through multisyllabic decoding, morphology, vocabulary, and fluency work so students can efficiently recognize increasingly complex words and devote greater cognitive attention to meaning.

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.	Pocalla Springs uses universal screening and diagnostic assessment data to establish targeted PreK-5 intervention pathways for students who have not yet demonstrated grade-level reading proficiency. MAP Reading Growth is administered three times annually in K-5 and is reviewed alongside MAP Reading Fluency, Wonders assessment data, classroom performance, common formative assessments, student work, and diagnostic measures such as the EasyCBM and LETRS Phonics and Word Reading Assessment. These multiple data sources help determine whether a student's primary need is word recognition, language comprehension, oral reading fluency, or a combination of areas. When students perform below benchmark, staff provide additional diagnostic assessment as appropriate. The MTSS and grade-level teams then use this triangulated evidence, rather than a single score, to determine Tier 2 or Tier 3 placement, instructional focus, group size, frequency, and duration. In Kindergarten and first grade, students with significant early-literacy needs may also be identified for ONCE, a daily, in-person, one-on-one reading intervention delivered by trained learning specialists. Selection for ONCE is based on multiple data sources, including MAP Reading Growth, MAP Reading Fluency, classroom performance, and other diagnostic evidence, with priority given to students demonstrating the greatest need in foundational literacy skills. Intervention matches the identified area of need and is provided in addition to core Tier 1 instruction. Students with word-recognition needs receive explicit instruction in phonological awareness, phonics, decoding, encoding, irregular words, and fluency through resources such as UFLI, Wonders, ONCE for identified K-1 students, and other school-approved intervention materials. Students with language-comprehension needs receive explicit support in oral language, vocabulary, background knowledge, text structure, comprehension, discussion, and written response. Students performing below benchmark receive daily intervention opportunities, and groups remain flexible as progress-monitoring data are reviewed. For students participating in ONCE, individualized instructional data are used to adjust daily one-on-one lessons based on student response and emerging skill needs. Families are kept informed of identified reading difficulties, intervention goals, student progress, and ways to support reading and writing at home. Students who do not make adequate progress are reviewed through the MTSS process to determine whether greater intensity, additional diagnostic assessment, or further problem-solving is needed.

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.	Pocalla Springs maintains a schoolwide system for helping families understand how to support students as readers and writers at home. Teachers communicate literacy expectations and practical strategies through weekly classroom communication, monthly school newsletters, parent conferences, workshops, Title I family sessions, and family literacy/data events such as Data and Literacy Nights. Families receive resources such as decodable text, reading logs, agendas, sight-word or word-practice materials, vocabulary and comprehension support, and guidance for discussing and writing about text. Family sessions also explain grade-level ELA expectations and demonstrate how adults can support reading accuracy, fluency, vocabulary, comprehension, and writing without replacing the student's own thinking. The school strengthens two-way communication by connecting family support to current assessment evidence. During conferences, data nights, and individual contacts, teachers and the parent facilitator explain student performance in family-friendly language, share intervention or enrichment goals, and provide specific next steps for home practice. Parents and guardians are also formally notified of their child's academic progress through Interim Reports and Report Cards, which provide regular updates on student performance and progress toward grade-level expectations. Progress updates are communicated throughout the year through these formal reporting periods as well as ongoing teacher-family communication. Families are invited to ask questions, provide feedback, and access school or community resources when additional support is needed. School literacy goals and family engagement opportunities are also communicated to stakeholders so the home-school-community partnership reinforces the expectation that every student will make measurable progress toward grade-level reading proficiency.

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.

Pocalla Springs monitors reading achievement and growth through a coordinated classroom, grade-level, and schoolwide data cycle. MAP Reading Growth is administered in the fall, winter, and spring in K-5, while MAP Reading Fluency and other foundational-skills measures are used to screen and monitor students in the grades and student groups for which those assessments are appropriate. Teachers also use Wonders assessments, common formative assessments, diagnostic measures, student work, and observational evidence to develop a comprehensive picture of student performance. PLCs analyze standards and strand data, identify priority skills, create flexible instructional groups, and plan reteaching, acceleration, or enrichment. In Kindergarten and first grade, students identified with significant early-literacy needs may receive daily, in-person, one-on-one instruction through the ONCE program with trained learning specialists. ONCE instructional and student-performance data are reviewed along with MAP Reading Growth, MAP Reading Fluency, and classroom evidence to monitor progress and adjust individualized instruction. Students at or above grade level continue to receive standards-based instruction and opportunities for increased text complexity, knowledge building, vocabulary development, discussion, and writing to maintain and extend strong performance.

The MTSS process is fluid and responsive to student progress and intervention data. Students performing below benchmark receive daily targeted intervention in addition to Tier 1 instruction; Tier 2 students are formally reviewed at least monthly, and Tier 3 students are progress-monitored at least every two weeks, with more frequent monitoring when the targeted skill or intervention plan requires it. For Kindergarten and first-grade students participating in ONCE, ongoing individualized data are used to determine student response to the daily one-on-one intervention and to make timely instructional adjustments. The MTSS team, Literacy and Curriculum Coach, ONCE learning specialists, classroom teachers, and administrators review fidelity of implementation, rate of improvement, attendance, diagnostic information, work samples, and progress-monitoring results to determine whether to maintain, intensify, fade, or change support. When students meet established goals, groups and supports are adjusted rather than remaining fixed; when students demonstrate insufficient progress, the team increases instructional intensity, conducts additional diagnostic assessment as needed, and refines the intervention plan.

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.	Teacher professional learning is ongoing, job-embedded, grade-specific, and aligned to the Science of Reading, structured literacy, foundational literacy skills, HQIM implementation, and the South Carolina ELA Standards. Pocalla Springs has a strong foundation in LETRS, with the prior school plan documenting 30 eligible teachers who had completed Volumes 1 and 2, four who had completed Volume 1 only, and seven beginning or not yet having completed Volume 1 at that time. Professional learning continues through LETRS completion, Wonders implementation support, K-2 UFLI training, standards-focused PLCs, explicit-instruction training, assessment literacy, and data analysis so teachers understand both the research base and how to translate it into daily instruction. The literacy coach and school leadership provide coaching cycles that move from identifying a student-centered goal to planning, modeling or co-teaching, teacher implementation, observation/data collection, and reflection/response. K-2 coaching emphasizes fidelity to the UFLI lesson routine and accurate response to foundational-skills data, while grades 3-5 coaching emphasizes vocabulary, fluency, knowledge building, comprehension of literary and informational text, text-dependent writing, and standards-aligned use of Wonders. Leadership participates in learning walks, PLCs, fidelity checks, and data reviews to ensure professional development is implemented in classrooms, and coaching support is differentiated according to teacher need so professional learning results in measurable improvements in instructional practice and student outcomes.

Section G: District Analysis of Data

Strengths	• 3rd Grade SC READY ELA: 46.1% of students scored Meets or Exceeds in Spring 2026. • 4th Grade SC READY ELA: 49.5% of students scored Meets or Exceeds, the highest percentage among grades 3-5. • 4th Grade Growth: Does Not Meet decreased from 27.8% in 2025 to 21.6% in 2026. • 4th Grade MAP: The Fall 2026 mean RIT of 194.4 exceeded the district grade-level mean of 193.4; only 20% of students were in the Low performance band • 1st Grade MAP: The Fall 2026 mean RIT of 153 exceeded the district mean of 151.7. • Instructional Strengths: Grade 1 demonstrated strength in applications of reading; Grades 2-3 demonstrated relative strength in literary text; Grade 4 showed comparatively balanced performance across vocabulary, informational text, and literary text. • 5th Grade SC READY Growth: Meets or Exceeds increased from 43.1% in 2025 to 46.8% in 2026.
Possibilities for Growth	• Kindergarten MAP: 59% of students scored in the Low overall performance band, identifying an immediate need for intensive foundational literacy support. • 2nd Grade MAP: 37% of students scored in the Low overall band, with vocabulary and informational text identified as primary areas for growth. • 3rd Grade MAP: 31% of students scored in the Low overall band, with vocabulary and informational text weaker than literary text. • 5th Grade: Although overall MAP performance was near the district mean, vocabulary and informational-text comprehension remain areas requiring continued emphasis. • Schoolwide MAP Performance: Of 496 students with valid Fall 2026 scores, 29.4% were Low and 23.8% were Low Average, indicating that over half of students require continued acceleration toward grade-level 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?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	27
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	6
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	4
How many CERDEP PreK teachers in your school have completed EC LETRS?	3
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	Increase the percentage of third-grade students scoring Meets and Exceeds on SC READY ELA from 44.9% in Spring 2025 to 47.5% in Spring 2026.
Goal #1 Progress	• In Spring 2026, 46.1% of third-grade students scored Meets or Exceeds, an increase of 1.2 percentage points from the 2025 baseline. The goal showed progress but did not fully meet the 47.5% target. • Third-grade Does Not Meet was 12.4% in 2026, compared with 11.4% in 2025 and 32.1% in 2024, demonstrating substantial long-term reduction in the lowest performance level. • Teachers used MTSS, MAP Reading, MAP Reading Fluency, PLC data analysis, student work, Wonders resources, and standards-focused professional development to guide instructional decisions and intervention.
Previous Goal #2	By the end of the 2025-2026 school year, 48% of students in grades 3-5 will score Meets or Exceeds on the SC READY ELA assessment.

Goal #2 Progress	• Spring 2026 SC READY Meets/Exceeds results were 46.1% in Grade 3, 49.5% in Grade 4, and 46.8% in Grade 5. Grade 4 exceeded the 48% target, while Grades 3 and 5 remained slightly below it. • Grade 5 demonstrated continued growth, increasing from 39.8% in 2024 to 43.1% in 2025 and 46.8% in 2026. • Grade 4 reduced Does Not Meet from 27.8% in 2025 to 21.6% in 2026, demonstrating improvement among students performing at the lowest achievement level. • Continued improvement will focus on K-2 foundational literacy and vocabulary/informational-text comprehension across grades, based on Fall 2026 MAP data.

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	Increase the percentage of third-grade students scoring Meets or Exceeds on SC READY ELA from 46.1% in Spring 2026 to at least 49.0% in the Spring of 2027.

Goal #1 Action Steps	• Conduct quarterly standards and item analysis and review Fall, Winter, and Spring MAP Reading data to identify priority standards and student needs. • Provide explicit, standards-aligned Wonders Tier 1 instruction with targeted small-group instruction in vocabulary, informational text, fluency, comprehension, and text-dependent writing. • Provide daily intervention for students below benchmark using MAP Reading Fluency, diagnostic assessments, and other progress-monitoring data to determine instructional pathways. • The Literacy Coach will provide modeling, coaching cycles, and instructional support to strengthen explicit instruction and use of student data. • The MTSS team will review Tier 2 students monthly and monitor Tier 3 students at least biweekly, adjusting interventions when students do not demonstrate adequate growth. • School leadership will conduct fidelity checks, learning walks, and data reviews. Evidence will include SC READY, MAP Growth, MAP Fluency, Wonders/common assessments, student work, intervention records, and observation data.
Current Goal #2	By Spring 2027, Pocalla Springs Elementary will increase the percentage of K-5 students performing in the Average, High Average, or High bands on NWEA MAP Reading from 46.8% to at least 50%.
Goal #2 Action Steps	• Use Wonders as the core HQIM in K-5 while strengthening vocabulary, knowledge building, informational-text comprehension, discussion, and writing in Grades 2-5. • Use coaching cycles, PLCs, learning walks, and MTSS reviews to monitor instructional implementation and student response. • Review progress at Winter and Spring MAP checkpoints, communicate student progress and home-support strategies to families, and revise action steps when data indicate insufficient growth.
Current Goal #3	By Spring 2027, Pocalla Springs Elementary will reduce the percentage of students in the Low band from 29.4% to 26% or less.

Goal #3 Action Steps	• Protect a daily intervention/enrichment block for all K-5 students based on identified needs. • Provide daily, one-on-one ONCE instruction for identified Kindergarten and first-grade students demonstrating intensive foundational-literacy needs, with student selection and instructional adjustments informed by MAP Reading Growth, MAP Reading Fluency, and other diagnostic data. • Conduct grade-level PLC data cycles following MAP benchmarks and common assessments to regroup students and adjust instruction. • Maintain enrichment and acceleration for students performing at or above benchmark.

File Upload (optional)