

2026-27 Primary and Elementary Reading Plan

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School Name	Grassy Pond Elementary
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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 Grassy Pond Elementary, PreK-5 reading assessment and instruction are designed around oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension so students can access grade-level texts and standards. Oral language is developed through interactive read-alouds, purposeful discussion, questioning, and collaborative talk. In the primary grades, phonological and phonemic awareness and phonics are taught explicitly and systematically using district-adopted high-quality instructional materials and evidence-based routines, including Heggerty, Orton-Gillingham (OG) practices, and LETRS-informed strategies as appropriate. Fluency is developed through teacher modeling, supported and repeated reading, and regular opportunities to read connected text. Vocabulary and comprehension are taught through explicit instruction, knowledge building, text-dependent questioning, discussion, and writing about reading. Teachers use i-Ready, Mastery Connect/common assessments, LETRS-aligned assessments, PAST, classroom performance, and student work to identify strengths and needs. Daily instruction follows the CCSD Literacy Model, including gradual release of responsibility, standards-based instruction, small-group support, and just-in-time scaffolds while maintaining access to grade-level expectations.

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 are aligned to the science of reading, structured literacy, and foundational literacy skills. Teachers provide explicit, systematic, cumulative instruction in phonemic awareness, phonics, decoding, encoding, spelling patterns, and automatic word recognition. Heggerty, OG routines, LETRS-informed practices, and district high-quality instructional materials are used according to grade-level and student need. Students are assessed through classroom foundational-skills measures, LETRS-aligned assessments, Heggerty (K-2), PAST(Grade 3), i-Ready diagnostic information, and common/formative assessments. Results are used to identify specific skill gaps and to form flexible groups. Students who have not mastered prerequisite word-recognition skills receive additional targeted instruction and practice beyond core Tier 1 instruction, while teachers continue to connect foundational skills to authentic reading and writing.

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.

Grassy Pond uses multiple data sources to determine whether a student needs a targeted word-recognition pathway, a language-comprehension pathway, or support in both areas. Universal screening and diagnostic information includes developmentally appropriate early-childhood screeners, i-Ready diagnostics for K-5, Mastery Connect/common assessments, PAST and LETRS-aligned foundational-skills assessments, classroom performance, and student work. Grade-level teams and the MTSS team review patterns in decoding/phonics, fluency, vocabulary, oral language, and comprehension rather than relying on a single score. Students below benchmark receive daily intervention in addition to Tier 1 instruction. Word-recognition interventions target phonemic awareness, phonics, decoding, encoding, and fluency; language-comprehension interventions target vocabulary, background knowledge, syntax, oral language, and comprehension. Groups and interventions are adjusted based on progress-monitoring evidence. This is especially important in 2026-27 because fall i-Ready data show sizable groups below grade level in grades 1-5, including students two or more grade levels below in grades 2-5.

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.

Grassy Pond partners with families so parents understand student reading progress and practical ways to support reading and writing at home. Teachers communicate through school and classroom communication platforms, conferences, progress reports, and family events. Families receive information about assessment results, grade-level expectations, areas of strength and need, and suggested home routines such as reading aloud, listening to the child read, discussing text, practicing appropriate foundational skills, building vocabulary through conversation, and encouraging writing. Literacy/family nights provide hands-on demonstrations and take-home resources. When a student receives intervention, families are informed of the concern, the support being provided, and progress over time. Communication is designed to be clear, actionable, and connected to the same skills students are learning at school.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

Reading achievement and growth are monitored at the classroom, grade-level, and school levels through a continuous data cycle. Teachers use daily checks for understanding, common formative assessments, student work, i-Ready, Mastery Connect/benchmark data, Heggerty, PAST, LETRS-aligned measures, and intervention progress-monitoring data. PLCs review results to identify standards and skill gaps, regroup students, plan reteaching and enrichment, and determine just-in-time supports. Within MTSS, Tier 2 students are progress-monitored at least monthly and Tier 3 students at least every two weeks, with more frequent monitoring when warranted by the intervention. The MTSS team reviews fidelity, rate of improvement, and multiple sources of evidence before continuing, intensifying, changing, or fading an intervention. School leaders and coaches also review cohort and subgroup trends, conduct learning walks, and use data meetings/coaching cycles to support consistent implementation of the CCSD Literacy Model. The goal is to accelerate students below benchmark while ensuring all students continue progressing toward grade-level proficiency.

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.	Professional learning is job-embedded and focused on transferring science-of-reading, structured-literacy, and foundational-literacy knowledge into daily classroom practice. Eligible staff continue LETRS learning, while teachers also receive support in OG/Heggerty routines, use of high-quality instructional materials, the CCSD Literacy Model, gradual release of responsibility, teacher clarity, small-group instruction, and use of assessment data. The literacy/instructional coach and administrators support implementation through PLC planning, modeling, co-planning, coaching cycles, classroom observations/learning walks, feedback, and analysis of student work. Professional learning is differentiated by grade band and student need: primary teachers receive deeper support in phonological awareness, phonics, decoding, and early fluency, while upper-elementary teachers strengthen fluency, morphology/word study, vocabulary, knowledge building, comprehension, and writing from sources. PLCs provide recurring opportunities to apply professional learning, examine impact, and refine instruction based on student outcomes.
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Section G: District Analysis of Data

Strengths	• Overall SC READY ELA performance increased from 58.6% Meets/Exceeds in 2024 to 61.9% in 2025. • Pupils in Poverty improved from 49.3% in 2023 to 54.0% in 2025. • The 2025-26 third-grade cohort exceeded its ELA goal, reaching 67% Meets/Exceeds. • The current fifth-grade cohort improved on SC READY ELA from 50% in grade 3 to 61% in grade 4; math improved from 39% to 68%. • The current fourth-grade cohort reached 70% on/above grade level in ELA in spring of grade 3, above the district's 53%. • Schoolwide systems include standards-based Tier 1 instruction, common/formative assessment, PLC data analysis, small-group instruction, MTSS, and teacher clarity through Learning Intentions and Success Criteria.
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Possibilities for Growth

- Fall 2026 i-Ready ELA on/above-grade-level rates are 36% (grade 1), 21% (grade 2), 27% (grade 3), 30% (grade 4), and 30% (grade 5).
- Students 2+ grade levels below in fall ELA are especially concerning in grade 2 (43%), grade 3 (40%), grade 4 (24%), and grade 5 (39%).
- A gender gap remains in 2025 ELA: 67.0% of females versus 57.5% of males met/exceeded.
- Pupils in Poverty reached 54.0% Meets/Exceeds in 2025, below the 61.9% schoolwide rate.
- Priority: accelerate below-grade-level students through stronger Tier 1 instruction, daily targeted intervention, frequent progress monitoring, and responsive PLC/MTSS decisions.

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

5

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

15

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?

5

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

Previous Goal #1 (Third Grade Goal): Increase the percentage of third-grade students scoring Meets and Exceeds on SC READY ELA from 38% in spring 2025 to 43% in spring 2026.

Goal #1 Progress

Goal exceeded. Spring 2026 results show 67% of third-grade students scored Meets or Exceeds, surpassing the 43% target by 24 percentage points. This result supports continued use of standards-based Tier 1 instruction, targeted small-group/intervention support, PLC data analysis, and MTSS monitoring.

Previous Goal #2

Previous Goal #2 (Standards-Based Instruction): Teachers will design and deliver standards-based reading instruction, using HMH and other resources as supports, with progress measured through common/formative assessments, i-Ready, Mastery Connect, and student work.

Goal #2 Progress

Progress was evident in cohort outcomes and instructional systems. The current fifth-grade cohort increased SC READY ELA Meets/Exceeds from 50% in grade 3 to 61% in grade 4. The current fourth-grade cohort reached 70% on/above grade level in ELA in spring of grade 3. PLCs, common assessment analysis, teacher clarity, small-group instruction, and the CCSD Literacy Model remain priorities. Fall 2026 diagnostic data, however, show substantial unfinished learning, so the work must continue with greater emphasis on acceleration.

Previous Goal #3

Previous Goal #3 (Professional Learning - LETRS): All K-3 teachers and eligible interventionists will complete Volume 1 or 2 of LETRS by spring 2026, with at least 50% progressing into or completing Volume 2.

Goal #3 Progress

During the 2026-27 school year, Grassy Pond Elementary continues to demonstrate progress in building staff capacity in evidence-based literacy instruction. Currently, 5 teachers have completed LETRS Volume 1 only, and 15 teachers have completed both Volumes 1 and 2. In addition, 1 teacher is beginning Volume 1 and 5 teachers are beginning Volume 2. Within CERDEP PreK, 3 teachers and/or teaching assistants have completed EC LETRS, and 1 staff member is participating in the EC LETRS Extension. Staff continue to transfer LETRS learning into classroom practice through coaching, PLC collaboration, OG/Heggerty routines, targeted foundational skills instruction, and implementation of science-of-reading practices.

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-grade students scoring Meets and Exceeds on SC READY ELA from 67% in spring 2026 to 75% in spring 2027, aligning with the state's 2030 vision.
Goal #1 Action Steps	• Deliver daily standards-based literacy instruction through the CCSD Literacy Model and gradual release. • Prioritize teacher clarity by consistently posting and referencing Learning Intentions and Success Criteria. • Use fall/winter i-Ready, common formative assessments, Mastery Connect, PAST/LETRS-aligned measures, and student work to identify specific gaps. • Provide daily targeted small-group/intervention support in addition to Tier 1 instruction for students below benchmark. • Progress-monitor Tier 2 at least monthly and Tier 3 at least every two weeks; adjust intervention based on response. • Review third-grade data in PLC/MTSS meetings and coaching cycles; use student work to plan reteaching and just-in-time support.
Current Goal #2	Current Goal #2 (K-2 Foundational Literacy): By May 2027, 80% of students in grades K-2 will demonstrate mastery of grade-level ELA standards as measured by i-Ready Diagnostic and common/unit assessments, with a reduction in the percentage of students performing two or more grade levels below.

Goal #2 Action Steps

- Provide explicit, systematic instruction in phonological/phonemic awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension.
- Use Heggerty, OG/LETRS-informed routines, and district high-quality instructional materials according to student need.
- Use diagnostic data to distinguish word-recognition from language-comprehension needs and form flexible groups.
- Provide daily intervention beyond core instruction for students below benchmark.
- Conduct regular PLC data reviews and use coaching/modeling to strengthen small-group instruction and transfer LETRS learning into practice.
- Communicate progress and practical home-literacy strategies to families.

Current Goal #3

Current Goal #3 (Grades 3-5 Literacy Achievement): By May 2027, students in grades 3-5 will demonstrate measurable growth in grade-level ELA proficiency from 2026-27 baselines, with grade-level benchmarks aligned to school improvement targets, including 72% Meets/Exceeds for grade 4 and 65% Meets/Exceeds for grade 5 on SC READY ELA.

Goal #3 Action Steps

- Align instruction and common assessments to grade-level SC ELA standards and the CCSD Literacy Model.
- Use high-quality instructional materials as the core resource while maintaining standards-based expectations and appropriate scaffolds.
- Strengthen fluency, morphology/word study, vocabulary, knowledge building, comprehension, and evidence-based writing.
- Analyze i-Ready, Mastery Connect/common assessment, SC READY, intervention, and student-work data in PLCs to identify priority standards and students.
- Provide targeted small-group instruction and just-in-time supports; intensify MTSS interventions when progress is insufficient.
- Monitor subgroup/cohort performance, including male students and Pupils in Poverty, and adjust supports to reduce achievement gaps.

File Upload (optional)
