

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	York 03
School Name	Richmond Drive Elementary
Principal Name	Robert Hamm
Principal Email	RHamm@rhmail.org
Optional: Reading Coach Email	clamonds@rhmail.org
Optional: Submitter Email	clamonds@rhmail.org

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 Richmond Drive Elementary, reading assessment and instruction across PreK-5 are grounded in the science of reading and aligned with South Carolina ELA standards. Instruction addresses oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension while ensuring students have access to grade-level literacy instruction.

In PreK, Heggerty is used to provide explicit instruction in phonological and phonemic awareness and support the development of early foundational literacy skills. In grades K-2, HMH Into Reading and HMH Structured Literacy serve as the HQIM, providing systematic and explicit instruction in foundational skills while connecting those skills to oral language, vocabulary, fluency, comprehension, and grade-level texts. In grades 3-5, HMH Into Reading serves as the HQIM for grade-level literacy instruction in fluency, vocabulary, and comprehension, with additional foundational skills instruction provided as needed.

Student learning is assessed through multiple measures, including FAST/FastBridge, NWEA MAP Reading, district Common Summative Assessments (CSAs), foundational literacy assessments, formative assessments, and classroom evidence. When assessment or classroom evidence identifies continued foundational skill needs in grades 3-5, teachers have opportunities to use HQIM Word Study Studio and Foundational Skills resources to address those needs during Tiger Time/intervention block.

Across grade levels, teachers use assessment evidence to plan whole-group and responsive small-group instruction and determine when additional support or intervention is needed. Foundational literacy support supplements rather than replaces rigorous, grade-level Tier 1 instruction so students continue to engage with the texts, standards, and level of thinking expected at their grade level.

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.

Richmond Drive Elementary prioritizes explicit, systematic foundational literacy instruction aligned with the science of reading and structured literacy across PreK-5. In PreK, Heggerty provides explicit instruction in phonological and phonemic awareness to build early foundational literacy skills. In grades K-2, HMH Structured Literacy provides daily Tier 1 instruction in phonological awareness, phonics, decoding, encoding, word recognition, and fluency. Teachers follow the instructional progression of the HQIM while using formative evidence to determine when students need additional modeling, guided practice, or targeted small-group support.

FAST/FastBridge and other foundational literacy assessments are used to identify student strengths and areas of need. UFLI Foundations provides additional targeted foundational literacy support based on identified student needs and is also used as part of Richmond Drive's schoolwide focus on foundational literacy growth through the schoolwide WIG. Students in grades 1-2 use Amira to provide additional reading practice and immediate feedback, and selected third-grade students scoring below 186 on NWEA MAP Reading also have access to Amira.

In grades 3-5, teachers use assessment and classroom evidence to identify students with continued word recognition or foundational literacy needs and have opportunities to use HQIM Word Study Studio and Foundational Skills resources to address those needs during Tiger Time/intervention block.

Across PreK-5, foundational literacy support is responsive to identified student needs and supplements rather than replaces rigorous, grade-level Tier 1 instruction, ensuring students continue to have access to the texts, standards, and level of thinking expected at their grade level.

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.

Richmond Drive Elementary uses universal, interim, diagnostic, and classroom assessment data together to identify students who have not yet demonstrated grade-level reading proficiency and determine the most appropriate instructional response. FAST/FastBridge, NWEA MAP Reading, district Common Summative Assessments (CSAs), foundational literacy assessments, formative assessments, and student work provide multiple sources of evidence rather than relying on a single assessment.

When data indicate a concern, teachers examine additional diagnostic and classroom evidence to determine whether the student's primary need is related to word recognition, language comprehension, or a combination of the two. Teachers first consider how the identified need can be addressed through strong Tier 1 instruction, including additional modeling, guided practice, and responsive Tier 1 small-group instruction using HQIM resources.

When students require support beyond Tier 1, assessment and diagnostic evidence are used to determine targeted intervention. Richmond Drive provides a daily 30-minute Tiger Time/intervention block and has three interventionists to support identified student needs. UFLI and other district-supported intervention resources are selected based on the specific skill need rather than grade level alone. In grades 3-5, HQIM Word Study Studio and Foundational Skills resources may also be used to address identified foundational literacy needs.

Student progress is monitored regularly to determine whether the selected instructional response is effective. Student grouping, instructional focus, and intervention intensity are adjusted based on evidence of student growth. This ensures intervention remains connected to identified needs and supports students in accessing rigorous, grade-level Tier 1 instruction.

This mirrors the district's layered approach of using universal/interim information first and then diagnostic evidence to determine the specific reason a student is not demonstrating proficiency.

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.

Richmond Drive Elementary provides families with multiple opportunities to understand their child's literacy progress and learn ways to support reading and writing at home. Student progress is communicated through parent-teacher conferences, progress reports, assessment reports, MTSS communication and meetings, classroom and school communication, and Title I family events.

Families receive information about student performance on assessments such as NWEA MAP and other grade-level literacy measures. Teachers help families understand student strengths, areas for growth, and specific skills students are developing and provide practical ways those skills can be supported at home.

Through Title I family events and other school-based family engagement opportunities, families receive strategies and resources that strengthen the connection between literacy learning at school and at home. Richmond Drive also uses student goal setting to build student ownership and provide opportunities for students to understand and communicate their learning and progress with their families.

Additionally, through the district's Just Right Reader (JRR) initiative, students receive personalized decodable books selected based on their literacy needs and Fall MAP data. These books support classroom and small-group instruction before being sent home as resources for continued reading practice with families. Richmond Drive will also provide a Just Right Reader Family Literacy Night, offering parents practical strategies for using decodable texts to strengthen foundational reading skills and support literacy development at home.

These structures allow families to remain informed partners in students' reading and writing development throughout the school year.

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.

Richmond Drive Elementary monitors reading achievement and growth through multiple sources of data, including NWEA MAP Reading, FAST/FastBridge, district Common Summative Assessments (CSAs), foundational literacy assessments, formative classroom assessments, student work, and intervention progress-monitoring data.

Teachers collaboratively analyze student performance through weekly ELA support PLCs and biweekly coach-led ELA PLCs. These structures provide opportunities to examine assessment results and student work, identify trends and individual needs, and determine appropriate instructional responses. Teachers use this evidence to make decisions about whole-group Tier 1 instruction, responsive Tier 1 small groups, and the need for additional intervention.

When Tier 1 support is not sufficient, students may receive targeted instruction during Tiger Time/intervention block based on identified needs. Students receive interventions using the following programs (RISE, SPIRE, SPIRE Foundations: Sounds Sensible, UFLI, and Fast Bridge). Progress-monitoring data (Fast Bridge) are used to determine whether students are responding to the selected support and whether the instructional focus, grouping, frequency, or intensity should be adjusted.

School leaders and the Literacy Coach also use assessment data, classroom observations, PLCs, and coaching cycles to monitor implementation and identify instructional needs. By triangulating multiple sources of evidence, Richmond Drive can distinguish between needs that should be addressed through strengthened Tier 1 instruction and those requiring additional targeted intervention.

This follows the district's expectation that formative, interim, diagnostic, and summative information be considered together rather than using one data point to determine intervention.

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.

Richmond Drive Elementary provides ongoing professional learning to strengthen teacher knowledge and implementation of the science of reading, structured literacy, foundational literacy skills, grade-level standards, and HQIM. Professional learning occurs through district and school-based professional development, LETRS participation, weekly ELA support PLCs, biweekly coach-led ELA PLCs, and individualized literacy coaching cycles.

In grades K-2, professional learning supports implementation of HMH Structured Literacy and explicit, systematic foundational skills instruction. Across grades, teachers receive support in using assessment evidence to identify student needs, planning responsive instruction, and maintaining access to rigorous grade-level literacy instruction.

A continued area of professional learning is strengthening teachers' intentional planning with HMH Into Reading as the HQIM. Teachers are supported in understanding the purpose and progression of lessons rather than simply following a script and in identifying where explicit teacher modeling, guided practice, and independent application should occur. Particular attention is given to intentionally planning the I Do, We Do, You Do progression and ensuring the We Do provides meaningful supported practice before students work independently.

Professional learning also incorporates the district Theory of Action, Hess Cognitive Rigor Matrix, and 4.0 Scale to help teachers examine the cognitive demand of student tasks and strengthen alignment among standards, instruction, assessment, and student thinking. PLCs and coaching provide ongoing opportunities for teachers to apply professional learning directly to upcoming instruction and student needs.

The district similarly identifies LETRS, HQIM implementation, standards, assessment/data analysis, PLC support, and job-embedded coaching as components of its professional-learning approach.

Section G: District Analysis of Data

Strengths

Growth in Third-Grade Reading Achievement

Richmond Drive demonstrated measurable growth in third-grade reading achievement on the Spring 2026 SC READY ELA assessment. 38.6% of third-grade students scored Meets or Exceeds, surpassing the school's goal of 35.1%. This represents an 8.5 percentage-point increase from the Spring 2025 baseline of 30.1% and provides evidence of progress while reinforcing the need to continue strengthening grade-level literacy instruction.

Collaborative Professional Learning and Instructional Support

Richmond Drive has established structures for ongoing professional learning through weekly ELA support PLCs, biweekly coach-led ELA PLCs, literacy coaching cycles, and district and school-based professional development. These structures provide teachers with regular opportunities to strengthen content knowledge, collaboratively plan instruction, analyze student learning, and determine instructional next steps.

Established Foundational Literacy and Intervention Systems

Richmond Drive has systems in place to identify and address foundational literacy needs through HMH Structured Literacy in K-2, FAST/FastBridge and MAP data, UFLI, Amira, Tiger Time/intervention block, and three interventionists. In grades 3-5, teachers also have opportunities to use HQIM Word Study Studio and Foundational Skills resources to address continued foundational literacy needs. These structures provide targeted support while maintaining rigorous, grade-level Tier 1 instruction as the foundation of literacy learning.

Possibilities for Growth

Deepen Intentional Planning and Implementation of HQIM
Richmond Drive will strengthen teachers' use of HMH Into Reading as the HQIM by moving beyond following the lesson script to deeply understanding the purpose, rigor, and progression of each lesson. Teachers will use the district Theory of Action, Hess Cognitive Rigor Matrix, and 4.0 Scale to examine the cognitive demand of student tasks and intentionally plan the I Do, We Do, You Do progression. Particular attention will be given to meaningful We Do opportunities so students receive sufficient modeling and supported practice before independent application.

Strengthen Tier 1 Instruction and Responsive Tier 1 Small Groups
Richmond Drive will strengthen the amount and quality of time students spend engaged in rigorous, grade-level Tier 1 literacy instruction before relying on Tier 2 or Tier 3 support. Approximately 25% of the ELA block will provide opportunities for responsive Tier 1 small-group instruction. Teachers will use HQIM resources and evidence gathered during whole-group instruction and formative assessment to provide targeted support, additional practice, or extension while maintaining grade-level expectations.

Strengthen Data-Informed Instructional Decision Making
Richmond Drive will continue developing teachers' ability to triangulate formative assessments, district CSAs, MAP, FAST/FastBridge, student work, and other available literacy evidence to identify specific student needs and determine the appropriate instructional response. PLC and coaching support will emphasize moving from data analysis to timely instructional action within Tier 1 whole-group and small-group instruction and determining when additional intervention is warranted.

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?	18
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?	0
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 as determined by SC READY from 30.1% in Spring 2025 to 35.1% in Spring 2026.
Goal #1 Progress	Richmond Drive exceeded this goal. In Spring 2026, 38.6% of third-grade students scored Meets or Exceeds on SC READY ELA, exceeding the goal of 35.1%. This represents an 8.5 percentage-point increase from the Spring 2025 baseline. The growth demonstrates progress in third-grade reading achievement and reinforces the continued focus on rigorous grade-level Tier 1 instruction, intentional use of HQIM, and instructional decisions based on evidence of student learning.
Previous Goal #2	Previous Goal #2: Decrease the percentage of first-grade students scoring LOW on NWEA MAP Reading from 35% in Fall 2025 to 30% in Spring 2026.

Goal #2 Progress

Richmond Drive exceeded this goal. The percentage of first-grade students scoring LOW on NWEA MAP Reading decreased from 35% in Fall 2025 to 18% in Spring 2026, a 17 percentage-point decrease. Spring data also showed 54% of first-grade students scoring above the 40th percentile, including 27% in the 41st-60th percentile, 14% in the 61st-80th percentile, and 13% above the 80th percentile. This growth reflects continued emphasis on explicit, systematic foundational literacy instruction, targeted small-group support, and using student data to respond to individual reading needs.

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 38.6% to 42.6% in the spring of 2027.

Goal #1 Action Steps

Students will receive consistent, rigorous, grade-level Tier 1 literacy instruction using HMH Into Reading as the HQIM and aligned to South Carolina ELA standards.

Teachers will intentionally plan the I Do, We Do, You Do progression, ensuring students receive explicit modeling, meaningful guided practice, and opportunities for independent application.

Students will engage in tasks aligned to grade-level standards and appropriate cognitive demand, with teachers using the district Theory of Action, Hess Cognitive Rigor Matrix, and 4.0 Scale to support instructional planning.

Students will be assessed through formative checks and district Common Summative Assessments (CSAs) so teachers can identify specific strengths and needs and make timely instructional decisions.

Approximately 25% of the ELA block will provide opportunities for responsive Tier 1 small-group instruction using HQIM resources and evidence gathered during whole-group instruction and assessment.

Students with identified foundational literacy needs will have opportunities for targeted support using HQIM Word Study Studio and Foundational Skills resources during Tiger Time/intervention block, while continuing to receive rigorous grade-level Tier 1 instruction.

Student progress will be analyzed through PLCs, assessment data, student work, classroom observations, and coaching cycles to determine instructional next steps and the need for additional intervention.

Current Goal #2

Current Goal #2: By Spring 2027, the number of first graders scoring in the 41st-60th percentile on the NWEA MAP Reading assessment will increase from 24% to 28%.

Goal #2 Action Steps

Students will receive daily, explicit and systematic instruction in phonological awareness, phonics, decoding, encoding, word recognition, and fluency through HMH Structured Literacy as part of Tier 1 instruction.

Students will receive grade-level vocabulary and comprehension instruction through HMH Into Reading, ensuring foundational skill development remains connected to meaningful grade-level literacy experiences.

Students will use Amira for additional reading practice and immediate, targeted feedback.

Students will be assessed through FAST/FastBridge, foundational literacy assessments, NWEA MAP Reading, formative assessment, and classroom evidence to identify current strengths and specific areas requiring additional instruction.

Students will receive responsive Tier 1 small-group instruction using HQIM resources matched to identified needs and informed by evidence gathered during whole-group instruction and assessment.

Students requiring support beyond Tier 1 will receive targeted instruction during Tiger Time/intervention block, including UFLI or other appropriate district-supported resources based on identified needs.

Student progress will be monitored regularly through skill-specific measures so that instruction, grouping, and intensity can be adjusted when students are not demonstrating expected growth. Teachers will use PLCs and coaching support to analyze student evidence, plan instructional responses, and ensure foundational skills instruction builds toward increasingly independent, grade-level reading.

Current Goal #3

Current Goal #3: By Spring 2027, the number of second graders scoring in the 41st - 60th percentile on the NWEA MAP Reading assessment will increase from 19% to 24%.

Goal #3 Action Steps

Students will receive daily, explicit, systematic foundational literacy instruction through HMH Structured Literacy, alongside grade-level vocabulary and comprehension instruction through HMH Into Reading as the HQIM.

Teachers will intentionally plan the I Do, We Do, You Do progression, providing explicit modeling, meaningful guided practice, and opportunities for independent application of literacy skills.

Teachers will use FAST/FastBridge, NWEA MAP Reading, district Common Summative Assessments (CSAs), foundational literacy assessments, and formative classroom evidence to identify student needs and determine instructional next steps.

Approximately 25% of the ELA block will provide opportunities for responsive Tier 1 small-group instruction using HQIM resources to address identified needs, provide additional practice, and extend student learning.

Students will use Amira to strengthen reading fluency and foundational skills through individualized reading practice and immediate feedback.

Students requiring additional foundational literacy support beyond Tier 1 will receive targeted instruction during Tiger Time/intervention block, including UFLI Foundations or other appropriate district-supported intervention resources.

Teachers will regularly analyze student performance through weekly ELA support PLCs and biweekly coach-led ELA PLCs, using assessment results and student work to adjust instruction, grouping, and intervention based on demonstrated needs.

Student progress will be monitored throughout the year to evaluate the effectiveness of instructional responses and support continued growth toward the Spring 2027 MAP Reading goal.

File Upload (optional)
