

Submission Time:

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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.

Mount Holly uses early literacy through the state-required KRA readiness assessment in Kindergarten and the FAST Assessment as a district-wide universal screener in kindergarten, first, and as needed in second grade to measure foundational reading skills in the areas of phonological awareness, phonics, and fluency. We also assess students in Kindergarten through 5th Grade using NWEA MAP as our interim assessment three times a year (BOY, MOY, and EOY) to monitor growth in vocabulary and comprehension and to identify students who need additional support. Across grades K-5, students take common summative assessments grounded in our HQIM that evaluate both foundational skills and more advanced reading comprehension aligned with grade-level ELA standards. Students in K-2 will receive instruction and practice in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension every day during their dedicated ELA block. Instruction follows our Tier 1 guidelines and is explicit and systematic. Teachers model a skill, students practice it with teacher support, and students then apply it independently in connected text, so every student has multiple opportunities to build and show mastery of grade-level standards. Mount Holly's master schedule was approved this summer after feedback was given to all schools in order to ensure all pillars of reading instruction will be accounted for in ELA instructional minutes. This allows teachers to have the dedicated time needed for full implementation of our HQIM and ensures students receive consistent, protected time for each pillar of reading instruction every day, regardless of which classroom they are in. Mount Holly uses HMM Into Reading for whole group, grade-level ELA instruction, along with Amira, a component of HMM Into Reading, so that students get individualized, adaptive practice in order to help all students practice and access grade-level standards. HMM Into Reading is grounded in reading research and provides rigorous, targeted instruction in the essential areas of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, giving every student, at every grade level, direct instruction and practice in each of these areas as part of their regular school day.

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.

Science of Reading At Mount Holly, Literacy instruction and assessment for all students in K-5th grade are strongly aligned to the science of reading. Our literacy instruction and approach is grounded in Scarborough's Reading Rope, which explains that skilled reading is the product of two braided strands: Word Recognition (phonological awareness, decoding, and sight recognition) and Language Comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). All MHES students receive daily instruction that strengthens both strands, so that once students read words accurately and automatically, they can focus their energy on understanding and thinking critically about grade-level text. Our school implements HMH Into Reading for Tier 1 grade-level ELA instruction. This program delivers explicit instruction across the core areas of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension giving every student direct, daily practice in each strand of the Reading Rope. In K-2, students build automatic word recognition through systematic phonics and encoding practice, and in grades 3-5, this work extends to multisyllabic decoding and morphology so students can tackle increasingly complex text. Structured Literacy At Mount Holly, we put this research into practice through a Structured Literacy approach. Our instruction is explicit and systematic, Students are taught each skill directly and in a logical order that builds on what they already know. In K-2, Mount Holly teachers use HMH Into Reading: Structured Literacy with fidelity to develop and assess word recognition skills, including phonemic awareness, phonics, and sight word recognition. Each day, students receive explicit, teacher-led lessons in these skills that they practice in small groups designed around their specific needs and apply what they have learned in decodable and connected text. In grades 3-5, Mount Holly students continue to strengthen word recognition through the foundational lessons in HMH Into Reading, while more instructional time shifts toward the language comprehension strands of the Reading Rope. Teachers use the HMH Spelling Inventory to identify students who need additional word recognition support. Based on these results, teachers provide targeted instruction through the Word Study Studio lessons in HMH Into Reading. This ensures that every Mount Holly student, whether working below or above grade level in word recognition, continues to receive the explicit, systematic instruction the science of reading calls for. Foundational Literacy Skills At Mount Holly, K-2 teachers give standards aligned common foundational assessments that measure phonics, phonemic awareness, and sight word recognition. Teachers use these results to plan whole-group and small-group instruction. In grades 3-5, students take HMH Into Reading standard aligned common assessments. These assessments aligned to the district's quarterly curriculum

map. On these assessments, students apply decoding, fluency, and vocabulary skills to comprehend grade-level text. Mount Holly uses FAST as a universal screener in Kindergarten and first grade, and as needed in second grade. Students in all grades also take MAP three times a year. Together with HMH Common Summative Assessments (CSAs), these tools give teachers multiple data points for tailoring explicit, systematic instruction to each student. Students showing at-risk indicators on multiple assessments receive additional support through Amira. Amira listens as students read aloud, corrects misread words in real time, and gives teachers next steps that connect to core instruction.

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.

Mount Holly serves students in grades K-5 and uses layered assessment data to determine each student's current and next level of work. KRA and FAST serve as universal screeners in Kindergarten and first grade, with FAST used as needed in second grade. MAP is given three times a year in grades K-5 to monitor growth, and HMH Common Summative Assessments (CSAs) measure mastery of grade-level SC ELA standards. Teachers check these data points against each other before making intervention decisions. When a student is not yet reading on grade level, diagnostic data shows why. FAST results, Amira, and the HMH Spelling Inventory (grades 3-5) pinpoint the specific skill gap. Students struggling with phonemic awareness, decoding, or fluency are placed in a word recognition pathway. Students who decode accurately but struggle with vocabulary, background knowledge, or meaning are placed in a language comprehension pathway. Intervention targets the exact skill needed, and the Hess Cognitive Rigor Matrix keeps tasks moving toward grade level rigor. Intervention at Mount Holly extends Tier 1 rather than replacing it. Teachers and interventionists plan from the same district curriculum maps and multiple data points so students practice target skills with grade-level content. Our MTSS team meets regularly to review data and adjust pathways, and families are included through MTSS meetings, parent-friendly reports, and conferences. A daily intervention block guarantees time for targeted support and extension. Teachers also meet in grade levels to have data dives with their peers, Reading Coach and Interventionist to plan next targeted Instructional steps.

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.

Mount Holly provides families with consistent tools, information, and opportunities to support their child as a reader at home. Each fall, families of K-2 students receive the district School to Home Letter, which explains our ELA curriculum, assessments, and ways to support learning at home. Mount Holly hosts family events throughout the year. These events model practical strategies for reading with children, including practicing phonics and sight words, working through tricky words, and talking about books to build comprehension. Families often leave with handouts and books to grow their home libraries. This year, Mount Holly will host a Just Right Readers Parent Night to show families of first and second graders how to use the district-provided decodable books at home, including how to choose a book, prompt through tricky words, and discuss the text. Mount Holly also benefits from district literacy partnerships. This includes our MHES Reading Buddies Program that has been expanded to include community leaders, parents, and Delta Sigma Theta Sorority chapter members along with Church Partnership members. This allows our R2S third grade students to receive extra reading support and practice along with other first and second students that need extra support. Our school literacy goals and reading plan are posted on the Mount Holly website and shared in school newsletters. Families receive regular updates on student progress through: ● Parent conferences and MTSS meetings ● Progress reports, supported by the district's parent-friendly guide to K-2 standards-based reporting ● MAP Family Reports after each testing window, which explain in plain language whether a child is meeting, approaching, or exceeding expected growth During conferences and MTSS meetings, Mount Holly teachers walk families through these reports, explain the difference between growth and achievement, and share specific next steps families can practice at home.

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.

Mount Holly monitors reading achievement and growth on the district's set cadence. MAP is given three times a year (BOY, MOY, EOY) to track growth against national norms, and HMH Common Summative Assessments are given each quarter to measure proficiency on the standards taught. Together, these give Mount Holly an idea on standards proficiency for every student. Our literacy coach is being trained to use Oral Reading Fluency (ORF) measures, which are brief, timed passages scored for accuracy and rate. She will work to support educating teachers on the Oral Reading Fluency measures and how those can impact targeted small group instruction. At data dive meetings, Mount Holly teachers and coaches triangulate MAP, CSA and classroom data for each student. They look for patterns across measures to determine whether a student has a skill gap, a rigor gap, or an engagement gap before deciding on next steps. When core instruction alone is not enough, the Mount Holly MTSS team places students in tiered intervention matched to their specific need. Interventions include UFLI and for phonics gaps and FastBridge-informed practice for fluency. Our school literacy coach works alongside classroom teachers, using the Hess Cognitive Rigor Matrix to keep Tier 1 and intervention tasks moving toward grade-level thinking. Tier 2 and Tier 3 students receive intervention 3, 4, or 5 days a week, based on how far they are from grade-level proficiency. Progress is monitored every 2-3 weeks with skill-specific probes, so a student who is not growing is moved to a different intervention or intensity before the quarter ends. Families stay informed through progress reports, report cards, and MTSS meetings. Parents are also given specific strategies to use at home to meet their students' skill specific needs at MTSS meetings and Parent Nights.

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.

Mount Holly teachers are grounded in the science of reading through LETRS. 25 Mount Holly teachers have completed LETRS coursework and are applying that training in their classrooms this year, and 6 teachers are currently in Year 1 or Year 2 of coursework. Beyond LETRS, Mount Holly teachers receive ongoing, job-embedded professional development. Our literacy coach, supported by the District Literacy Specialist, leads school-level PD on HMH Into Reading, SC ELA Standards, assessment, and data analysis. This learning happens primarily within grade-level PLCs. There, teachers analyze their own student data and build a shared understanding of the rigor expected in instruction and assessment. Our interventionist uses research-based programs, such as UFLI and Fastbridge, to deliver small-group instruction matched to student needs. Each Mount Holly teacher uses FAST or MAP baseline data to set a student achievement goal grounded in structured literacy practices, reviews progress with the principal at BOY, MOY, and EOY, and measures growth using the same assessment. This keeps our investment in teacher learning connected to measurable student outcomes.

Section G: District Analysis of Data

Strengths

- When reviewing SC READY data, Mount Holly shows growth in the percentage of students scoring Meets or Exceeds in third grade, increasing from (69.3 %) to (77.8 %).
 - Mount Holly teachers use district-developed HMH Curriculum-Based Measure Assessments in grades K-5 that align with SC ELA standards. These give our teachers consistent, reliable data to monitor progress toward grade level proficiency and plan instruction in PLCs. Our PLC's meet to discuss item analysis of standards for intentional and targeted teaching.
 - Our literacy coach and grade-level PLCs use the district CSA tracker to analyze Mount Holly's assessment trends and identify focus areas for school-based professional development.
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Possibilities for Growth

- Mount Holly teachers will build stronger skills in interpreting MAP data to plan targeted core instruction aligned to HMH Into Reading. This includes examining student tasks and the rigor of the work students are asked to complete. Our MAP and SC READY results show the need for consistently strong, high-quality core instruction across all grade levels.
- SC READY results identify Informational Texts as a key area of focus for Mount Holly third graders.
- Our literacy coach will work with this grade-level PLC using the district's Theory of Action and the Hess Cognitive Rigor Matrix to raise the level of rigor in daily instruction.

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?

4

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

25

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

2

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?

1

How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

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

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 69.3% to 72.3% in the spring of 2026
Goal #1 Progress	Mount Holly exceeded its target of 72.3%, with 77.8% of third graders scoring Meets or Exceeds on the Spring SC READY assessment. At Mount Holly, strong core instruction and targeted support worked together so that every student, regardless of starting point, had a clear path to grade-level proficiency. To support this goal: ● Students received consistent, grade-level whole group instruction using HMH Into Reading, giving every student access to the same rigorous standards as their peers districtwide. ● Students received targeted, differentiated small group instruction, guided by regular formative assessment, that addressed the specific skill and level of thinking (DOK) they needed next, using the Hess Cognitive Rigor Matrix. ● Students took common summative assessments that showed their growth over time and guided next steps in both whole group and small group learning. ● Students at risk of Read to Succeed retention, based on MAP results, received consistent, targeted intervention from an interventionist or their classroom teacher
Previous Goal #2	Decrease the percentage of FIRST GRADERS scoring LOW in the Fall of 2025 as evidenced on NWEA MAP from 9.6% to 6.6 % in the Spring of 2026.
Goal #2 Progress	Although Mount Holly did not reach its target of 6.6%, we reduced the percentage of first graders scoring Low from 9.6% to 9.0%. ● First graders received daily, explicit foundational skills instruction through HMH Into Reading, with additional adaptive practice in decoding and fluency through Amira. ● First graders identified as at risk by FAST and MAP received targeted small group intervention matched to their specific skill gaps, with progress monitored every 2-3 weeks to make sure they were growing.

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].
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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 77.8 % to 80.8 % in the spring of 2027.

Goal #1 Action Steps

- Mount Holly third graders will receive consistent, grade-level whole group instruction through HMH Into Reading, giving them access to the same rigorous standards as their peers districtwide.
 - Mount Holly third graders will be assessed regularly through formative checks and common summative assessments, which our grade-level PLC will use to plan small group instruction targeting the specific skill and level of thinking (DOK) each student needs next.
 - Mount Holly third graders will complete grade-level classroom tasks that our school leaders and literacy coach regularly observe and analyze, ensuring the work reflects the rigor of the SC ELA standards.
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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 28% to 33%.

Goal #2 Action Steps

- Mount Holly students will receive daily, explicit phonics, phonemic awareness, and word recognition instruction through HMH Into Reading: Structured Literacy, building the foundational skills needed to move out of the Low range.
 - Mount Holly students will practice reading aloud with Amira, which gives real-time support when a word is misread, so they stay engaged in the text while building the exact skill they need.
 - Mount Holly students will take quarterly common foundational assessments to keep instruction matched to each student's current phonics, phonemic awareness, and sight word skills.
 - Mount Holly students will receive small group instruction from their classroom teacher or our interventionist, based on diagnostic data, with progress monitoring to make sure they are moving toward grade-level proficiency.
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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 20% to 25%.

Goal #3 Action Steps

- Mount Holly second graders will receive daily, explicit instruction in phonics, fluency, and vocabulary through HMH Into Reading: Structured Literacy, with additional real-time practice through Amira.
- Mount Holly second graders will take quarterly common foundational assessments, with FAST used as needed. Our second grade PLC will use the results to plan small group instruction from the classroom teacher or our interventionist, and progress will be monitored every 2-3 weeks so instruction is adjusted early.
- Mount Holly second graders will engage in classroom tasks that build toward grade-level comprehension, with our school leaders and literacy coach using the Hess Cognitive Rigor Matrix to move instruction beyond recall toward strategic thinking.

File Upload (optional)
