

Submission Time:

October 13, 2026 2:10 pm

2026-27 Primary and Elementary Reading Plan

District Name	York 03
School Name	Mt. Gallant 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.

Reading assessment and instruction at Mt. Gallant Elementary is designed to develop the essential components of literacy, oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, so that all PreK-5 students can successfully comprehend grade-level text and meet ELA standards. In the early grades, students are assessed using the Kindergarten Readiness Assessment (KRA) and FASTbridge in K-2 to identify strengths and needs in foundational reading skills, including phonological awareness, phonics, and fluency. Students in K-5 take NWEA MAP three times each year to monitor reading achievement and growth and identify students requiring additional support. Students also complete HMH common summative assessments throughout the year to measure mastery of foundational skills and reading comprehension aligned with grade-level ELA standards. Daily Tier 1 instruction is explicit, systematic, and aligned to the district's HQIM, HMH Into Reading. In K-2, students receive daily instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. As students progress through grades 3-5, instruction continues to strengthen fluency, vocabulary, and comprehension while providing targeted foundational-skills instruction when assessment data indicate a need. Teachers use a Gradual Release of Responsibility model, moving from explicit teacher modeling to guided practice and independent application of skills in grade-level text. Classroom schedules protect the instructional time necessary for consistent implementation of the ELA curriculum. Our master schedule was approved by the district this summer to ensure all pillars of reading instruction are accounted for in ELA instructional minutes. In addition, Amira is used in grades 1-3, along with targeted small-group instruction and other supports, to address individual reading needs. Assessment data are used continuously to differentiate instruction and ensure students receive the foundational and comprehension instruction necessary to progress toward grade-level reading proficiency and mastery of ELA 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.

Science of Reading

Word Recognition assessment and instruction for PreK-5 students in Rock Hill Schools are aligned with the Science of Reading and Scarborough's Reading Rope. Instruction develops the three components of Word Recognition (phonological awareness, decoding, and automatic recognition of familiar words) while simultaneously developing language comprehension.

In PreK, Frog Street provides developmentally appropriate instruction in oral language, phonological awareness, alphabet knowledge, and print concepts through explicit instruction and purposeful, play-based learning. In K-5, HMH Into Reading provides systematic instruction in foundational literacy skills. In the primary grades, students receive daily instruction in phonological awareness, phonics, decoding, and fluency to build increasingly accurate and automatic word recognition. As students progress through grades 3-5, instruction continues to reinforce these skills as needed while increasing emphasis on the language-comprehension strands necessary for understanding increasingly complex grade-level text.

Structured Literacy

Word Recognition instruction follows a Structured Literacy approach that is explicit, systematic, cumulative, and responsive to student data. In K-2, HMH Into Reading: Structured Literacy provides a clearly sequenced progression of phonemic awareness, phonics, decoding, encoding, and automatic word-recognition skills. Students receive explicit teacher modeling, guided and independent practice, targeted small-group instruction, and opportunities to apply skills in decodable and connected text. In grades 3-5, teachers continue to address Word Recognition skills for students who have not yet achieved automaticity. The HMH Spelling Inventory and other assessment data help identify specific skill gaps. Teachers then use HMH Word Study Studio lessons and targeted small-group instruction to provide explicit instruction matched to students' identified needs.

Foundational Literacy Skills

Assessment of foundational literacy skills is used to identify students' Word Recognition strengths and needs and to guide instruction. In K-2, students complete common foundational assessments measuring phonemic awareness, phonics, decoding, and automatic word recognition. FASTbridge serves as the universal screener in K-2, providing additional data to identify students who may need targeted support.

In grades 3-5, MAP, HMH assessments, the HMH Spelling Inventory, and Common Summative Assessments provide additional information about students' application of foundational skills when reading increasingly complex text. Teachers triangulate data from multiple assessments to determine instructional needs and provide appropriate whole-group, small-group, and intervention support.

Students demonstrating at-risk indicators receive additional targeted support, including Amira when appropriate. Through oral reading, Amira identifies difficulties with word recognition and provides immediate practice and feedback while generating data that teachers can use to plan targeted instruction. This assessment-to-instruction process ensures that students who have not yet mastered foundational Word Recognition skills continue to receive explicit, systematic support as they work toward fluent, independent reading 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.

Mt. Gallant Elementary uses multiple sources of universal, diagnostic, and standards-based assessment data to identify students who have not demonstrated grade-level reading proficiency and determine targeted pathways for intervention. Universal screening begins with the Kindergarten Readiness Assessment (KRA) and FASTbridge in grades K-2. NWEA MAP is administered in grades K-5 at the beginning, middle, and end of the year to measure achievement and growth and identify areas requiring additional support. HMH Common Summative Assessments (CSAs) provide standards-specific proficiency data and indicate how well students are mastering grade-level skills taught during Tier 1 instruction.

Teachers and intervention teams triangulate these data to identify specific reading needs and determine the appropriate level and focus of support. Students who do not demonstrate proficiency receive targeted small-group instruction based on identified skill deficits, which may include phonological awareness, phonics/decoding, fluency, vocabulary, or comprehension. Diagnostic and classroom assessment data are used to select the specific skills and interventions needed rather than providing generalized reading support. FastBridge screening identifies which foundational skills are strong and which need support, and Amira provides ongoing diagnostic insight for students showing risk across multiple measures.

Student progress is monitored regularly to determine the effectiveness of intervention. Progress-monitoring data, classroom performance, and subsequent assessment results are reviewed to determine whether students should continue the intervention, receive increased intensity or frequency of support, or transition to a different level of intervention. This ongoing assessment-instruction-progress monitoring cycle ensures that intervention pathways are responsive to each student's specific reading needs and progress toward grade-level proficiency. The MTSS team meets regularly to review this combined data, families are included through MTSS meetings and parent-friendly reports from FAST, MAP, and KRA, and a designated daily intervention block guarantees time for this support.

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.

Mt. Gallant Elementary uses ongoing communication, parent education, and family engagement opportunities to help parents understand their child's literacy progress and how they can support reading and writing at home.

At the beginning of the school year, families of K-2 students receive the district School-to-Home Letter, which explains the ELA curriculum, literacy assessments, and strategies families can use to reinforce learning at home. Throughout the year, teachers maintain regular communication with families and conduct parent-teacher conferences and other informational meetings to review student progress, explain assessment results such as MAP, and provide specific strategies for supporting identified reading and writing needs. Additional communication and support are provided through Read to Succeed conferences, MTSS meetings, and other individualized student conferences when appropriate. Parents also receive parent-friendly MAP Family Reports and teachers walk families through how to read the report during conferences and MTSS meetings.

The school also provides families with ongoing literacy information and opportunities through weekly school communications, the school website, and family engagement activities. The school's reading plan is available to families and community members, and the School Improvement Council receives regular updates regarding literacy initiatives, student needs, and opportunities for family involvement.

School-wide literacy events further strengthen the connection between school and home. Read Across America activities engage students, families, and community members in celebrating reading and sharing diverse texts. Activities such as Poem in Your Pocket Day during National Poetry Month encourage students to take literacy beyond the classroom by reading and sharing poems with their families and others. This year, the district purchased Just Right Readers for first grade and Mt. Gallant will host a Just Right Readers Parent Session Night to show parents how to use the decodable books at home, including how to select a book, how to prompt their child through tricky words, and how to talk about the text to build comprehension.

Together, these practices create an ongoing school-to-home partnership in which families receive information about student progress, understand literacy expectations, and are provided with practical ways to support reading and writing development 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.

Mt. Gallant Elementary uses a school-wide system of assessment, data review, intervention, and progress monitoring to ensure PreK-5 students are making appropriate growth toward grade-level reading proficiency.

At the classroom level, teachers continuously monitor reading achievement through formative assessments, HQIM Common Summative Assessments (CSAs), reading diagnostics, and student performance during daily instruction. In K-5, NWEA MAP Growth is administered three times each year (beginning, middle, and end of year) to monitor individual achievement and growth. CSAs are administered throughout each quarter to measure proficiency on specific grade-level standards. Together, these measures allow teachers to monitor both a student's growth trajectory and mastery of grade-level expectations.

At the school level, assessment results are reviewed across classrooms and grade levels to identify trends, determine students requiring additional support, and evaluate the effectiveness of Tier 1 instruction and interventions. Available data, including classroom formative assessments, MAP achievement and growth data, foundational reading diagnostics, CSAs, and progress-monitoring measures, are triangulated to develop a comprehensive picture of each student's reading performance. In grades 3-5, Oral Reading Fluency measures provide an additional short-cycle measure of accuracy, rate, and fluency for students requiring support in foundational reading skills.

When data indicate a student is not progressing toward grade-level proficiency through Tier 1 instruction alone, the school's MTSS team reviews all available data to identify the student's specific area of need and determine an appropriate intervention pathway. Tier 2 and Tier 3 interventions are matched to identified skill deficits and provided by classroom teachers and/or academic interventionists. Progress-monitoring measures are administered at established intervals to determine whether the intervention is effective.

The MTSS team uses progress-monitoring data to make ongoing decisions about continuing, adjusting, intensifying, or fading intervention support. Student achievement and growth are also communicated to families through conferences, progress reports, report cards, and other school-to-home communication. This continuous cycle of assessment, intervention, progress monitoring, and data-based decision-making ensures instructional support remains responsive to each student's needs and focused on achieving grade-level reading 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.

Mt. Gallant Elementary provides ongoing, job-embedded professional learning to ensure PreK-5 teachers have the knowledge and instructional practices necessary to implement the Science of Reading, Structured Literacy, and foundational literacy skills effectively.

LETRS training serves as a key component of this professional learning. Currently, 26 teachers have completed LETRS coursework and are in their first full year of applying that learning in classroom instruction. Four additional teachers are completing Year 2 of LETRS, and two teachers are beginning Year 1. This training strengthens teachers' understanding of evidence-based reading instruction, including oral language, phonological and phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension.

Professional learning extends beyond LETRS through ongoing support from the district literacy specialist, school-based literacy coach, and Instructional Leadership Team (ILT). During PLCs and other professional learning opportunities, teachers receive training and coaching focused on South Carolina ELA standards, effective implementation of HMM Into Reading and Structured Literacy resources, assessment and data analysis, instructional rigor, and the use of student data to plan differentiated instruction and intervention. This work reflects the district's Theory of Action and Leadership Actions framework, including use of the Hess Cognitive Rigor Matrix to build shared language for observing and analyzing instruction. Coaching and PLC structures provide opportunities for teachers to apply new learning, examine student outcomes, and adjust instruction based on identified needs.

The school's academic interventionist also supports the implementation of evidence-based intervention practices using resources such as UFLI, FASTbridge, and RISE. Together, LETRS, ongoing coaching, PLC collaboration, and intervention support create a continuous professional learning system designed to strengthen teacher practice and ensure all PreK-5 students receive explicit, systematic, and evidence-based literacy instruction.

Section G: District Analysis of Data

Strengths	-Strong overall grade-level performance, particularly in grades 4 and 5. -A large percentage of students are performing at the highest achievement level. -Relatively few students are in the lowest performance category.
Possibilities for Growth	-Increase the percentage of students reaching grade-level proficiency in Grade 3. -Target students in the Approaches Expectations category for acceleration. -Prioritize targeted support for GT students to increase year over year reading growth.
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?	30
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?	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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 school year as determined by SC READY from 86.1% to 89% in the spring of 2026.
Goal #1 Progress	The goal was not met, with performance 12.2 percentage points below the 89% target and 9.3 percentage points below the 86.1% baseline.
Previous Goal #2	Decrease the percentage of first graders scoring LOW in the Fall of 2025 as evidenced on NWEA MAP ELA from 18% to 13% in the Spring of 2026.
Goal #2 Progress	In Spring 2026, 11% of students scored LOW, exceeding the goal by 2 percentage points and demonstrating an overall 7 percentage point reduction from all to spring.

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 graders scoring Meets and Exceeds in the spring of 2026-2027 as determined by SC READY from 76.7% to 79.7% in the spring of 2026-2027.

Goal #1 Action Steps

1. Students will receive explicit, grade-level Tier 1 instruction through HMH Into Reading, with regular checks for understanding.
2. Students will receive differentiated small-group instruction that targets their specific skill gaps, based on MAP, HMH assessments, classroom data, and progress-monitoring results.
3. Students who are not yet demonstrating grade-level proficiency will receive timely, targeted intervention, with frequent progress monitoring to adjust the intensity and focus of their support.
4. Students will engage in classroom tasks that school leaders regularly observe and analyze using the Hess Cognitive Rigor Matrix, ensuring the work reflects grade-level expectations.

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 29%.

Goal #2 Action Steps

1. Students will receive targeted small-group reading instruction that addresses their individual skill gaps in phonics, fluency, vocabulary, and comprehension.
2. Students will have their growth monitored regularly through formative assessments and progress-monitoring data, so instruction is adjusted and additional support is provided when they are not on track.
3. Students will receive explicit, systematic Tier 1 literacy instruction through HMH Into Reading and Structured Literacy practices, with opportunities to apply skills in connected text.
4. Students will practice reading with Amira, receiving real-time, targeted support when a word is misread.
5. Students will engage in classroom tasks that school leaders regularly observe and analyze using the Hess Cognitive Rigor Matrix, ensuring the work reflects grade-level expectations.

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 15% to 20%.

Goal #3 Action Steps

1. Students will receive targeted small-group reading instruction that addresses their individual skill gaps in phonics, fluency, vocabulary, and comprehension.
2. Students will have their growth monitored regularly through formative assessments and progress-monitoring data, so instruction is adjusted and additional support is provided when they are not on track.
3. Students will receive explicit, systematic Tier 1 literacy instruction through HMH Into Reading and Structured Literacy practices, with opportunities to apply skills in connected text.
4. Students will practice reading with Amira, receiving real-time, targeted support when a word is misread.
Students will engage in classroom tasks that school leaders regularly observe and analyze using the Hess Cognitive Rigor Matrix, ensuring the work reflects grade-level expectations.

File Upload (optional)
