

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	York 03
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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.

Independence Elementary School assesses early literacy through the state-required Kindergarten Readiness Assessment (KRA) in Kindergarten and the FAST Assessment as a universal screener in Kindergarten and First Grade, with additional screening in Second Grade as needed. FAST measures foundational reading skills in the areas of phonological awareness, phonics, and fluency. We also assess students in Kindergarten through Fifth Grade using NWEA MAP as our interim assessment three times a year (BOY, MOY, and EOY) to monitor student growth in vocabulary and comprehension and to identify students who may need additional support. Across grades K-5, students participate in common summative assessments grounded in our high-quality instructional materials (HQIM) that evaluate foundational skills and more advanced reading comprehension aligned with grade-level ELA standards.

Students in Kindergarten through Second Grade receive daily, explicit, and systematic instruction in the essential areas of literacy, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension during the dedicated ELA instructional block.

Our Tier 1 foundational skills instruction in PreK-2 is supported by UFLI, Heggerty and Frogstreet. These programs provide students with systematic practice in phonological awareness, phonics, decoding, and word recognition. Teachers explicitly model skills, provide guided practice, and give students opportunities to apply their learning independently in connected text. In grades 3-5, foundational skills instruction continues beyond the primary grades. HMH provides opportunities to strengthen word recognition, decoding, spelling, fluency, and vocabulary so students can successfully access increasingly rigorous grade-level texts. Students who demonstrate significant skill gaps receive additional targeted instruction and progress monitoring to determine whether more intensive intervention is needed.

At Independence Elementary School, our ELA instruction is designed to ensure that students receive consistent, protected instructional time for all essential pillars of reading. Our master schedule provides a dedicated ELA block that allows teachers to fully implement our HQIM while providing students with daily opportunities to develop and demonstrate mastery of grade-level standards.

Independence Elementary School has a dedicated 30-minute intervention block called LEAD Time. During LEAD Time, students receive targeted Tier 2 or Tier 3 instruction based on their individual literacy needs and assessment data.

Intervention may be provided by one of our four dedicated interventionists or by a certified classroom teacher. This protected intervention time allows us to provide additional, targeted instruction while maintaining students' access to their daily Tier 1 ELA instruction.

Our First, Second, and Third Grade R2S students receive additional individualized literacy practice through AMIRA, a component of HMH Into Reading. AMIRA provides adaptive, individualized practice designed to support students in developing foundational reading skills and increasing their access to grade-level standards.

Independence Elementary School uses HMH Into Reading as our core ELA instructional resource. HMH Into Reading is grounded in reading research and provides rigorous, targeted instruction in the essential areas of literacy, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Together, our core instruction through HMH Into Reading, foundational skills instruction through UFLI and Heggerty, individualized practice through AMIRA, and targeted intervention through LEAD Time provide a comprehensive literacy framework designed to meet the needs of all students.

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

Literacy instruction and assessment for all students in PreK-5th grade at Independence Elementary School are strongly aligned to the science of reading. Instruction is grounded in the principles of Scarborough's Reading Rope, which demonstrates that skilled reading develops through the integration of Word Recognition-phonological awareness, decoding, and sight recognition-and Language Comprehension-background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge.

Students receive daily instruction designed to strengthen both strands of the Reading Rope. In Kindergarten through Second Grade, our Tier 1 literacy instruction combines HMH Into Reading, Heggerty, and UFLI to provide explicit, systematic instruction in phonological awareness, phonics, decoding, word recognition, fluency, vocabulary, and comprehension. Heggerty provides daily oral language and phonological awareness practice, while UFLI provides systematic foundational skills instruction in phonics and decoding. HMH Into Reading provides the comprehensive core ELA instruction that develops both word recognition and language comprehension.

Teachers explicitly model skills, provide guided practice, and give students opportunities to apply their learning independently in connected and grade-level text. This approach ensures that students receive direct instruction and repeated opportunities to practice and apply foundational literacy skills while simultaneously developing vocabulary, background knowledge, comprehension, and language.

Structured Literacy

At Independence Elementary School, the science of reading is reflected through a Structured Literacy approach in which instruction is explicit, systematic, cumulative, diagnostic, and responsive to student needs.

In K-2, students receive explicit instruction in phonological awareness, phonemic awareness, phonics, decoding, word recognition, and high-frequency words through the coordinated use of Heggerty, UFLI, and HMH Into Reading. Skills are taught in a logical progression, modeled by the teacher, practiced with teacher support, and applied by students in connected text. Assessment data are used to identify specific skill needs and guide small-group instruction. Students receive additional opportunities to practice skills during small-group instruction and intervention based on their individual needs.

In grades 3-5, students continue to receive foundational skills instruction through HMH Into Reading while increasingly emphasizing the language comprehension strands of the Reading Rope, including vocabulary, background knowledge, language structures, verbal reasoning, and comprehension. Students who demonstrate continued foundational skill needs receive targeted

instruction and additional practice based on assessment data. Students receiving special education services may receive additional, specialized literacy instruction through i-Ready and Magnetic Reading, allowing instruction to be matched to individual student needs and IEP goals.

Foundational Literacy Skills and Assessment

Independence Elementary School uses multiple sources of assessment data to monitor foundational literacy development and determine appropriate instructional support.

In Kindergarten and First Grade, FAST is used as a universal screener to assess foundational reading skills, including phonological awareness, phonics, and fluency. Students may also be assessed in Second Grade as needed. The Kindergarten Readiness Assessment (KRA) provides additional information regarding students' early literacy readiness.

Students in Kindergarten through Fifth Grade participate in NWEA MAP assessments three times each year-BOY, MOY, and EOY-to monitor growth in reading, vocabulary, and comprehension and to identify students who may require additional support. Common summative assessments aligned to HMH Into Reading and grade-level SC ELA standards provide additional information about student mastery and application of literacy skills.

Assessment data are used to triangulate student performance across multiple measures and inform whole-group, small-group, and intervention instruction. Teachers use this information to identify specific foundational skill gaps and provide explicit, systematic instruction targeted to individual student needs.

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.

At Independence Elementary School, universal, interim, and diagnostic assessment data are used together to identify students who are not yet demonstrating grade-level reading proficiency and to determine the most appropriate pathway for intervention. Rather than relying on a single assessment, teachers and interventionists examine multiple sources of data to determine both what a student needs to learn and the specific skill or area requiring additional support.

Our assessment pathway begins with universal screening and continues with ongoing progress monitoring. The Kindergarten Readiness Assessment (KRA) provides information about students' early literacy readiness, while FAST serves as our universal screener in Kindergarten and First Grade, with additional screening in Second Grade as needed. FAST provides information about foundational skills such as phonological awareness, phonics, and fluency. NWEA MAP is administered three times each year (BOY, MOY, and EOY) in grades K-5 to monitor student growth and identify students who may require additional support in reading, vocabulary, and comprehension. HMH Common Summative Assessments provide additional information regarding student mastery of grade-level SC ELA standards and the skills taught through our core HMH Into Reading curriculum.

Teachers use these multiple data points to identify students who may need closer examination. Universal screening data help identify students who may be at risk, MAP data help teachers monitor growth and trends over time, and common summative assessment data help determine whether students are demonstrating mastery of the specific grade-level standards taught through Tier 1 instruction.

When assessment data indicate that a student is not demonstrating grade-level proficiency, diagnostic assessment and additional skill-level data are used to determine the reason for the difficulty. Teachers and interventionists examine foundational skills, including phonological awareness, phonics, decoding, word recognition, and fluency, as well as vocabulary and comprehension. Diagnostic information helps the instructional team determine whether the student needs additional support with a specific foundational skill, language comprehension, fluency, or application of grade-level reading skills.

Independence Elementary School provides a dedicated 30-minute LEAD intervention block each day. This protected time allows students to receive targeted Tier 2 or Tier 3 instruction based on their individual assessment data and identified areas of need.

Our intervention team consists of three certified interventionists and one floating assistant who also provides intervention support. These staff members work collaboratively with classroom teachers to review student data, identify specific skill deficits, select appropriate instructional strategies, and monitor student response to intervention.

Interventionists utilize a variety of evidence-based resources and approaches based on individual student needs, including RISE, UFLI, Orton-Gillingham-based instruction, FAST/FASTBridge interventions, and SPIRE. These resources allow interventionists to provide explicit, systematic, and cumulative instruction in foundational literacy skills when students require additional support beyond Tier 1 instruction.

Students do not simply receive a different reading program because they are below grade level. Instead, assessment data are used to identify the specific skill that requires intervention. For example, a student demonstrating difficulty with phonemic awareness may receive targeted phonological awareness instruction, while a student experiencing difficulty with decoding may receive explicit phonics and decoding instruction through UFLI, RISE, Orton-Gillingham, or SPIRE. Students demonstrating fluency needs receive opportunities for repeated and supported reading practice, while students experiencing comprehension or vocabulary difficulties receive targeted instruction connected to grade-level text and standards.

Intervention at Independence Elementary School is designed to complement, rather than replace, Tier 1 instruction. Students continue to receive their daily core ELA instruction through HMH Into Reading, while LEAD Time provides additional explicit instruction and practice based on individual needs.

Our K-2 Tier 1 foundational skills instruction incorporates Heggerty and UFLI alongside HMH Into Reading. This provides students with systematic instruction in phonological awareness, phonics, decoding, and word recognition before and while additional intervention is provided. Interventionists collaborate with classroom teachers to ensure that intervention targets complement the skills and standards being addressed in the classroom.

This approach allows students to receive additional intensity, explicit instruction, practice, and scaffolding without being disconnected from grade-level learning.

Student response to intervention is continuously monitored. Interventionists and classroom teachers review progress-monitoring data to determine whether a student is responding to the current intervention, requires additional intensity or frequency, or needs a change in instructional approach.

The school's MTSS team uses the combined assessment information to make decisions regarding continued Tier 2 support, movement to more intensive Tier 3 intervention, or a return to less intensive support when students demonstrate sufficient progress. When students do not respond as expected, the team revisits the diagnostic information and instructional approach rather than simply continuing the same intervention.

This cycle of screening → diagnostic assessment → targeted

intervention → progress monitoring → instructional adjustment ensures that intervention decisions at Independence Elementary School are data-driven and responsive to individual student needs.

Parents and families are included throughout the process. Teachers and intervention staff communicate assessment results, intervention plans, and student progress with families through conferences, progress reports, and MTSS communication. This ensures that families understand their child's areas of strength, areas requiring additional support, and the instructional plan being implemented.

Through the coordinated use of KRA, FAST, NWEA MAP, HMH Common Summative Assessments, diagnostic assessment, classroom performance data, and progress-monitoring data, Independence Elementary School is able to identify students who need additional support, determine the specific skills requiring intervention, provide targeted Tier 2 and Tier 3 instruction, and monitor whether that intervention is producing the desired growth.

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.

At Independence Elementary School, we view families as important partners in developing strong readers and writers. We provide families with ongoing communication, resources, and opportunities to understand what their child is learning and how they can support literacy development at home.

Grade levels provide weekly newsletters that communicate the skills, standards, and content students will be learning that week. These newsletters give parents a clear understanding of what is happening in the classroom and provide suggestions for how they can reinforce learning at home. Homework is provided as an optional support, and newsletters include directions and guidance to help families understand how to complete or support the activities.

Students in grades 3-5 may also receive study guides to help families support their children in preparing for assessments in Science, Social Studies, Math, and ELA. These resources give parents a clearer picture of the content and skills their child is expected to understand and provide an additional opportunity for students to practice at home.

First-semester parent conferences provide another opportunity for teachers and families to discuss student progress, areas of strength, and areas where additional support may be beneficial. Teachers use these conferences to share specific strategies families can use to encourage reading, writing, vocabulary development, and comprehension at home.

For students participating in R2S, parent communication is especially intentional. R2S parents meet in person with school staff to discuss the R2S process, explain what the legislation means for their child, review the student's assessment data and areas of need, and explain the interventions and supports being provided at school. Families are also provided with reading strategies and practical tips they can use at home to reinforce the skills their child is developing through classroom and intervention instruction.

To encourage daily reading, our Kindergarten, First, Second, Third, Fourth and Fifth grade students will receive Just Right Readers to take home. These books provide students with opportunities to practice reading at an appropriate level while building accuracy, fluency, confidence, and comprehension. Families are encouraged to listen to their children read, discuss the text, ask questions, talk about new vocabulary, and encourage children to make connections to their own experiences and prior knowledge.

Through these practices, Independence Elementary School provides families with consistent information about what students are learning, how students are progressing, and specific ways parents can support reading and writing at home. Our goal is to make literacy support at home manageable and meaningful while creating a strong connection between classroom instruction and

the home environment.

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.

At Independence Elementary School, reading achievement and growth are monitored through a comprehensive system that combines classroom-based assessments, universal screeners, interim assessments, common assessments, diagnostic data, and progress-monitoring data. These multiple measures are used at both the classroom and school levels to identify students who are meeting grade-level expectations, students who are making progress but need additional support, and students who require more intensive intervention.

Teachers continuously monitor reading achievement through daily classroom instruction, student work, observations, small-group performance, foundational skills assessments, HMH Into Reading assessments, and common summative assessments. Teachers use this information to adjust Tier 1 instruction, form flexible small groups, reteach skills, and provide additional opportunities for students to practice and demonstrate mastery.

In K-2, particular attention is given to foundational literacy skills, including phonological awareness, phonics, decoding, word recognition, and fluency. Teachers use data from Heggerty, UFLI, HMH Into Reading, FAST, and classroom assessments to monitor student progress and identify specific skills requiring additional instruction.

In grades 3-5, teachers monitor foundational skills as needed while placing increasing emphasis on vocabulary, comprehension, fluency, and application of grade-level reading standards. HMH Into Reading assessments, common assessments, NWEA MAP, classroom performance, and other available data are used to monitor student growth and determine instructional needs.

Grade-level teams regularly examine student data to identify trends, discuss individual student needs, and determine whether students are responding to Tier 1 instruction. This collaborative process allows teachers to adjust instruction rather than waiting until a student demonstrates significant difficulty.

At the school level, Independence Elementary School uses a combination of KRA, FAST, NWEA MAP, HMH Common Summative Assessments, classroom data, diagnostic assessments, and intervention progress-monitoring data to monitor reading achievement and growth across grades PreK-5.

NWEA MAP is administered three times annually-BOY, MOY, and EOY-to monitor student growth and identify students who may need additional support. FAST serves as a universal screener in Kindergarten and First Grade, with additional screening in Second Grade as needed. These data are reviewed alongside classroom and common assessment data to provide a more complete picture of student achievement.

School leaders, instructional coaches, interventionists, and teachers use assessment data to examine grade-level and individual student trends. Data reviews help identify students who may need additional support, determine whether instructional

practices are producing expected growth, and identify areas where additional professional learning or instructional support may be needed.

Independence Elementary School has a protected 30-minute LEAD intervention block each day for targeted Tier 2 and Tier 3 instruction. Intervention decisions are based on the totality of available data, rather than a single assessment score.

Our intervention team includes three certified interventionists and one floating assistant who also provides intervention support. Interventionists collaborate with classroom teachers to review assessment and progress-monitoring data, identify specific areas of need, and select an appropriate intervention.

Tier 2 and Tier 3 interventions may include RISE, UFLI, Orton-Gillingham-based instruction, FAST/FASTBridge interventions, and SPIRE, depending on the student's identified needs. Students receiving special education services may also receive targeted literacy support through i-Ready and Magnetic Reading.

The goal is to match the intervention to the identified skill deficit. For example, students experiencing difficulty with phonological awareness or decoding may receive explicit foundational skills instruction, while students with fluency, vocabulary, or comprehension needs receive intervention targeted to those areas.

Students receiving intervention are monitored regularly to determine their response to instruction. Interventionists collect progress-monitoring data and collaborate with classroom teachers to determine whether students are making adequate progress toward grade-level expectations.

When a student demonstrates sufficient growth, the team may reduce the intensity of intervention or transition the student back to receiving additional support primarily through Tier 1 instruction. When a student does not make expected progress, the team reviews the available data, considers the effectiveness and intensity of the current intervention, and determines whether a change in instructional approach or increased level of support is needed.

Although formal reading assessment practices vary by grade level, Independence Elementary School uses developmentally appropriate data and instructional observations beginning in PreK to monitor early language, literacy, and foundational skills. As students move into Kindergarten and the primary grades, universal screening and foundational skills data provide increasingly specific information about reading development. In grades 3-5, interim, common assessment, classroom, and diagnostic data are used to monitor students' ability to apply foundational skills to increasingly complex grade-level texts. Across PreK-5, the purpose of this monitoring system remains consistent: to identify students' strengths and areas of need early,

provide timely and appropriately intensive instruction, and continually evaluate whether students are progressing toward grade-level reading proficiency.

Through the coordinated efforts of classroom teachers, interventionists, special education teachers, instructional leadership, and families, Independence Elementary School uses available data to ensure that intervention decisions are timely, targeted, and responsive to student growth, while maintaining access to strong, grade-level Tier 1 instruction for every student.

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.

At Independence Elementary School, ongoing professional learning is provided to ensure teachers have the knowledge, skills, and instructional support needed to implement evidence-based literacy practices grounded in the science of reading, structured literacy, and foundational literacy development across PreK-5th grade.

Independence Elementary School has a dedicated building-level Reading Coach who provides ongoing professional learning and instructional support. The Reading Coach meets with each grade level weekly through Professional Learning Communities (PLCs). These meetings provide teachers with opportunities to analyze student data, plan instruction, examine student work, discuss instructional practices, and identify strategies to address specific student literacy needs.

PLCs provide an ongoing connection between professional learning and classroom practice. Teachers are able to discuss how research-based literacy practices are being implemented and collaboratively problem-solve around students who may need additional support.

Teachers also participate in monthly Coaches' Corner professional learning sessions facilitated by the school Reading Coach. These sessions focus on strengthening teacher knowledge and application of the science of reading, structured literacy, foundational skills, assessment, and effective instructional practices.

Professional learning is designed to be practical and connected to the work teachers are doing in their classrooms. Topics may include phonological awareness, phonics, decoding, fluency, vocabulary, comprehension, explicit instruction, assessment practices, small-group instruction, and using student data to adjust instruction.

Teachers currently participating in LETRS training receive additional building-level support from the Reading Coach. LETRS participants meet with the coach three times each nine weeks to discuss their learning, reflect on how the content connects to classroom instruction, and engage in professional discourse with colleagues.

These sessions provide an opportunity for teachers to move beyond completing LETRS coursework and actively consider how the science of reading principles apply to their daily instructional practices. Teachers discuss new learning, share classroom applications, examine challenges, and collaborate on ways to strengthen literacy instruction.

Independence Elementary School also receives ongoing support from a district literacy coach, who works alongside the building-level Reading Coach. The district literacy coach meets with grade levels two to three times each month to provide additional professional learning, modeling, collaboration, and instructional support. Teachers will participate in professional

development during Coach's Corner focused on the Hess Cognitive Rigor Matrix to strengthen their understanding of cognitive complexity and Depth of Knowledge (DOK). The session will explore strategies for aligning questions and instructional tasks with grade-level standards while increasing opportunities for higher-order thinking, critical analysis, and evidence-based responses. Teachers will learn how to incorporate more rigorous questioning into daily instruction to prepare students for the demands of SC READY and grade-level assessments.

The partnership between the district literacy coach and building Reading Coach creates a consistent system of support while allowing professional learning to be responsive to the specific needs of each grade level and student population.

Professional learning at Independence Elementary School is designed to translate directly into classroom practice. Teachers receive support in implementing our literacy resources, including HMH Into Reading, Heggerty, and UFLI, and in using assessment data to identify and respond to student needs.

Through coaching, PLCs, LETRS discussions, Coaches' Corner sessions, and district literacy support, teachers continually strengthen their ability to provide explicit, systematic, cumulative, and responsive literacy instruction. This ongoing professional learning ensures that teachers across PreK-5 share a common understanding of literacy development and are equipped to support students in developing foundational reading skills as well as vocabulary, language comprehension, fluency, and grade-level reading proficiency.

This layered professional learning model-weekly PLCs, monthly professional learning, ongoing LETRS support, and frequent district literacy coaching-provides teachers with sustained opportunities to learn, collaborate, apply new practices, reflect on their effectiveness, and refine instruction based on student needs.

Section G: District Analysis of Data

Strengths

Strong Summer Reading Camp Results
Only two students were required to attend Summer Reading Camp based on a DNM score on SC READY. Both students demonstrated growth and passed the MAP assessment at the conclusion of the program, showing a positive response to targeted summer intervention.

Strong Classroom-Level Achievement
Six classrooms achieved 60% or higher of students scoring Meets or Exceeds on SC READY, demonstrating strong grade-level instruction and student achievement across multiple classrooms.

Intentional Tiered Literacy Support
Independence provided intentional Tier 1 instruction along with targeted Tier 2 and Tier 3 intervention through LEAD Time. Students received additional support based on assessment data, allowing interventionists and teachers to address specific literacy needs and support student growth.

Possibilities for Growth

Increase Reading and Writing Stamina-
Build students' ability to sustain attention and effort while reading increasingly complex texts and responding in writing. Provide consistent opportunities for students to read independently for longer periods and explain their thinking through written responses.

Increase the Rigor of Daily Questioning-
Strengthen daily questioning to move students beyond recall and basic comprehension toward higher levels of thinking, analysis, and evidence-based responses. Use the Hess Cognitive Rigor Matrix to intentionally increase the Depth of Knowledge of questions and tasks, particularly in third grade.

Improve Attendance and Instructional Consistency-
Address the impact of student absences on reading achievement by monitoring attendance closely and providing targeted support for students who miss instructional time. Consistent attendance is especially important for maintaining continuity in Tier 1 instruction, small-group instruction, and LEAD intervention.

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?

6

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

23

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

3

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?

6

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?

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 in 2025-2026 as determined by SC READY from ___54.3 % to ___60 % in the spring of 2025-2026.

Goal #1 Progress

While we did not reach our target of 60%, Rock Hill Schools grew the percentage of third graders scoring Meets and Exceeds on the 2026 SC READY ELA assessment from 54.3% to 58.2%.

This growth has helped Independence Elementary School identify a clear next step in our Instructional Core: increasing the rigor of instruction and student engagement. Based on last year's data, leaders are using the Hess Cognitive Rigor Matrix in 2026-27 to ensure third-grade tasks move beyond recall and basic skills and provide the level of thinking expected on SC READY.

Previous Goal #2

Previous Goal #2: Decrease the number of 1st graders scoring LOW in the Fall of 2025 on NWEA MAP from 30% to 25% in the Spring of 2026.

Goal #2 Progress

Independence Elementary reached this goal by decreasing the percentage of first graders scoring LOW on Spring NWEA MAP to 13%. This continued decrease reflects intentional, systematic instruction in structured literacy and foundational reading skills, delivered through a clear scope and sequence across grade levels. By ensuring teachers taught these skills in a consistent, sequential order rather than in isolation, students built the foundational knowledge needed to access grade-level texts and standards.

Previous Goal #3

Previous Goal #3: By the end of May 2026, IDES will increase the number of students in the top 2 quintiles from 33% to 38%.

Goal #3 Progress

Independence Elementary School reached this goal by increasing the percentage of all students scoring in the top two quintiles on Spring NWEA MAP to 43%. This continued growth reflects intentional, systematic Tier 1 instruction in structured literacy and foundational reading skills, delivered through a clear scope and sequence across grade levels. We were also intentional in providing targeted Tier 2 and Tier 3 instruction based on student data and individual needs. By ensuring students received consistent, sequential instruction and targeted intervention, students built the foundational knowledge and skills needed to access grade-level texts and standards.

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 60 % to 64 % in the spring of 2027.
Goal #1 Action Steps	Strengthen Tier 1 literacy instruction by ensuring consistent implementation of HMH Into Reading with explicit instruction in foundational skills, vocabulary, fluency, and comprehension. Use assessment data to drive instruction by analyzing NWEA MAP, HMH assessments, common assessments, classroom data, as appropriate to identify specific standards and skills requiring reteaching or enrichment. Provide targeted Tier 2 and Tier 3 instruction during the daily 30-minute LEAD block. Monitor progress of identified students through regular data reviews and progress monitoring. Adjust small groups and interventions based on student response to instruction. Provide ongoing professional learning and coaching focused on the science of reading, structured literacy, cognitive rigor, and effective comprehension instruction. . Increase student ownership of learning by helping students understand grade-level learning targets, analyze their own progress, and set goals for reading achievement.
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 25% to 30%

Goal #2 Action Steps

Strengthen Tier 1 instruction through consistent implementation of HMH Into Reading, Heggerty, and UFLI, with an emphasis on explicit phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension instruction.

Use BOY and MOY MAP data along with FAST, HMH assessment data, and classroom performance to identify specific skill gaps and strengths for individual students and flexible instructional groups.

Increase reading stamina and independence by providing daily opportunities for students to read Just Right Readers and connected texts, gradually increasing the amount of time students read independently.

Increase the rigor of questioning and student responses by intentionally incorporating questions that require students to explain their thinking, make connections, use text evidence, and apply skills to increasingly complex texts.

Provide targeted Tier 2 and Tier 3 instruction during LEAD Time for students who demonstrate foundational reading needs. Interventionists will use data to provide explicit instruction through resources such as UFLI, RISE, Orton-Gillingham, FAST/FASTBridge interventions, and SPIRE, as appropriate.

Use weekly first-grade PLCs with the Reading Coach to review student work and assessment data, adjust flexible groups, plan reteaching, and share effective instructional practices.

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 15% to 20%.

Goal #3 Action Steps

1. Use MAP Reading data to identify student needs. Analyze BOY and MOY MAP data, along with FAST assessments, HMH assessments, and classroom observations, to identify students performing below or within the 41st-60th percentile range and determine specific areas for growth.
2. Strengthen Tier 1 literacy instruction. Ensure consistent implementation of HMH Into Reading, explicit phonics and word study instruction, vocabulary development, fluency practice, and comprehension strategies aligned with grade-level standards.
3. Provide targeted small-group instruction. Use MAP strand data and ongoing formative assessments to create flexible small groups that address individual student needs in foundational skills, fluency, vocabulary, and reading comprehension.
4. Monitor student progress regularly. Review classroom assessment results, FAST data, HMH assessments, and student work samples to evaluate growth, adjust instructional groups, and provide additional support when needed.
5. Increase student engagement and reading practice. Provide daily opportunities for students to read appropriately challenging texts, build stamina, develop comprehension skills, and respond to reading through discussion and written responses.

File Upload (optional)
