

Submission Time:

October 15, 2026 11:54 am

2026-27 Primary and Elementary Reading Plan

District Name	York 03
----------------------	---------

School Name	Old Pointe Elementary School
--------------------	------------------------------

Principal Name	Bianca Chivers-White
-----------------------	----------------------

Principal Email	bchivers@rhmail.org
------------------------	---------------------

Optional: Reading Coach Email	ahwaldrop@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 Old Pointe Elementary School, reading assessment and instruction are designed to ensure all students receive explicit, systematic, and research-based literacy instruction aligned with South Carolina's grade-level English Language Arts standards. Early literacy development is assessed through the state-required Kindergarten Readiness Assessment (KRA) and the FAST universal screener in kindergarten and first grade, and as needed in second grade, to identify and monitor foundational reading skills in phonological awareness, phonics, and fluency. Students in grades K-5 also participate in NWEA MAP assessments three times annually (BOY, MOY, and EOY) to monitor growth in vocabulary and comprehension and identify students needing additional instructional support. Additionally, common summative assessments grounded in our High-Quality Instructional Materials (HQIM) are administered throughout the year to measure mastery of foundational skills and reading comprehension aligned with grade-level ELA standards.

Old Pointe Elementary utilizes HMH Into Reading as its core Tier 1 instructional resource across grades K-5. Our dedicated ELA instructional blocks provide consistent, protected time for instruction in all six essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Our master schedule was reviewed and approved by the district this summer to ensure all pillars of reading instruction are accounted for in ELA instructional minutes, and daily instruction follows the district's Tier 1 guidelines. Instruction follows an explicit and systematic approach in which teachers model skills, provide guided practice, and offer opportunities for students to independently apply their learning through connected text. This ensures students receive multiple opportunities to develop and demonstrate mastery of grade-level standards.

During the 2026-2027 school year, Old Pointe is also implementing HMH Amira to provide individualized, adaptive reading practice for students in first and second grades, as well as targeted third-grade students identified through Read to Succeed. Amira supplements core instruction by providing additional opportunities to strengthen foundational reading skills and fluency based on individual student needs.

To address varying instructional needs, Old Pointe provides additional targeted support through our Multi-Tiered System of Supports (MTSS). Students receiving Tier 2 interventions utilize evidence-based resources such as UFLI for foundational skill reinforcement, Rise/Rise Up, and Fast Bridge interventions for targeted reading instruction. Tier 3 interventions incorporate Sound Sensible or SPIRE based on identified student needs. Our self-contained special education classrooms utilize i-Ready and Magnetic Reading as primary reading instructional resources, supplemented by HMH Into Reading instruction for students in

grades K-5 participating in Unique Pathways 1.

Through consistent implementation of HQIM, ongoing assessment, differentiated instruction, and targeted intervention, Old Pointe Elementary School is committed to developing proficient readers who can successfully access, comprehend, and engage with grade-level texts.

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.

At Old Pointe Elementary School, literacy assessment and instruction in grades K-5 are aligned with the science of reading and grounded in Scarborough's Reading Rope, which emphasizes the interconnected development of Word Recognition (phonological awareness, decoding, and sight recognition) and Language Comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). In grades K-5, HMH Into Reading serves as our core Tier 1 instructional resource, providing explicit, systematic instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Old Pointe implements a Structured Literacy approach that is explicit, systematic, cumulative, and responsive to student needs. In grades K-2, teachers utilize HMH Into Reading Structured Literacy lessons to provide daily instruction in phonemic awareness, phonics, decoding, encoding, and automatic word recognition. Students receive direct, teacher-led instruction, participate in differentiated small-group lessons, and apply their developing skills through decodable and connected texts. Common foundational assessments, along with FAST screening data, guide instructional decisions and help teachers identify specific skills requiring additional support.

In grades 3-5, students continue developing word recognition and fluency while expanding their vocabulary and comprehension skills. Teachers utilize the HMH Spelling Inventory to identify individual word recognition needs and provide targeted instruction through HMH Word Study Studio and foundational skills lessons. Based on an analysis of assessment data from the previous school year, Old Pointe has incorporated UFLI instruction into third-grade foundational skills lessons to address identified skill gaps and strengthen students' decoding and word recognition abilities. Quarterly Common Summative Assessments (CSAs), aligned with South Carolina ELA Standards and HMH Into Reading, measure students' ability to apply foundational literacy skills when reading and comprehending grade-level texts. Assessment data from FAST, NWEA MAP (administered three times annually), HMH foundational skills assessments, and CSAs are analyzed to guide whole-group instruction, differentiated small-group lessons, and targeted interventions. During the 2026-2027 school year, Old Pointe is also implementing HMH Amira for students in grades 1-2 and identified third-grade students receiving Read to Succeed support. Amira provides individualized, adaptive oral reading practice with immediate feedback to strengthen foundational skills, word recognition, and fluency. Amira also generates instructional next steps for teachers, connecting each student's practice directly to their core reading instruction.

Additionally, Old Pointe teachers apply evidence-based instructional practices gained through LETRS professional learning

to strengthen the implementation of structured literacy across classrooms. Through ongoing assessment, explicit instruction, differentiated support, and intentional application of science of reading practices, Old Pointe ensures students receive the foundational literacy instruction necessary to develop automatic word recognition and successfully comprehend increasingly complex grade-level texts.

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 Old Pointe Elementary School, multiple assessment tools are utilized to monitor student achievement, identify instructional needs, and determine appropriate intervention pathways for students in grades K-5. The Kindergarten Readiness Assessment (KRA) provides initial readiness data, while FAST serves as the universal screener in kindergarten and first grade, and as needed in second grade, to monitor foundational reading skills. Students in grades 3-5 receiving MTSS support continue to participate in FastBridge assessments for curriculum-based measurement (CBM) and decoding. Additionally, NWEA MAP is administered three times annually (BOY, MOY, and EOY) to monitor achievement and growth. HMH foundational skills assessments, module assessments, and quarterly Common Summative Assessments (CSAs) provide additional data aligned with South Carolina ELA Standards and our core instructional resource, HMH Into Reading.

When assessment data indicates that a student is not demonstrating grade-level reading proficiency, teachers and interventionists analyze multiple data points to identify specific areas of need. Additional diagnostic assessments, including LETRS assessments and targeted FastBridge measures, help determine whether a student's primary instructional needs are related to word recognition (phonological awareness, phonics, decoding, and fluency) or language comprehension (vocabulary, background knowledge, language structures, and reading comprehension). Amira provides additional diagnostic insight through individualized oral reading practice for participating students in grades 1-2 and identified third-grade students. These data sources help teachers pinpoint specific skill gaps and select interventions that address individual student needs rather than relying solely on overall reading performance.

Old Pointe's school-based MTSS team collaborates with classroom teachers, intervention team, the literacy coach, and school administration to analyze assessment results, identify appropriate intervention pathways, and monitor student progress. Students identified with word recognition deficits receive explicit, systematic instruction through evidence-based resources such as UFLI, Fast Bridge interventions, SPIRE, or Sound Sensible, based on their individual needs and level of support required. Students demonstrating needs in language comprehension receive targeted instruction in vocabulary, background knowledge, and comprehension strategies aligned with grade-level South Carolina ELA Standards and HMH Into Reading. Intervention planning is intentionally aligned with Tier 1 instruction to provide additional scaffolding and targeted practice while ensuring students maintain access to grade-level content and expectations. Interventionists and classroom teachers plan intervention from the same district curriculum maps and use the Hess Cognitive Rigor Matrix to ensure intervention work matches the appropriate

DOK level, moving students toward the strategic thinking required by grade-level standards.

A designated daily intervention block provides protected time for targeted small-group instruction, individualized interventions, and enrichment opportunities. Student progress is monitored regularly through curriculum-based measures, formative assessments, and ongoing review of instructional data. Intervention plans are adjusted based on student response and demonstrated growth. Families are included in the MTSS process through parent conferences, assessment reports, and communication regarding student progress and instructional goals.

Through this collaborative, data-driven approach, Old Pointe Elementary ensures that intervention decisions are based on identified skill needs, aligned with core instruction, and designed to support students in developing the foundational and comprehension skills necessary to achieve grade-level reading 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.

At Old Pointe Elementary School, we recognize the importance of strong school-home partnerships in developing confident, proficient readers and writers. Teachers maintain regular communication with families and provide resources and practical strategies to support literacy development at home. Our weekly Panther Pointes newsletter includes parent-friendly literacy tips focused on building strong reading habits, supporting children with decoding and irregular word recognition, and strengthening foundational skills, vocabulary, and comprehension through both literary and informational texts. Our MTSS team also provides a family resource hub with additional tools and strategies to support students' individual learning needs. Old Pointe's current reading plan is posted on our school website for all community members to view, and our school literacy goals are shared with families through Panther Pointes.

During the 2026-2027 school year, Old Pointe is excited to introduce Just Right Readers for students in first and second grades. This program provides personalized decodable books based on students' NWEA MAP assessment data to support reading development both at school and at home. Students will receive up to 10 rounds of personalized book packs throughout the school year. Approximately every three weeks, new books will arrive for classroom instruction, with previous book packs sent home to encourage continued reading practice with families. Just Right Readers will also provide a parent information night to demonstrate effective strategies for supporting reading at home, including helping children navigate unfamiliar words and discussing texts to strengthen comprehension. Teachers will receive professional development to support effective classroom implementation of these resources.

Old Pointe also provides additional literacy resources for students requiring targeted support. Supplemental practice materials are distributed to third-grade students identified through Read to Succeed during the second through fourth quarters. These resources provide families with opportunities to reinforce foundational reading skills and support continued reading growth at home.

Parent-teacher conferences, MTSS meetings, and ongoing progress reports provide opportunities for teachers to communicate students' reading achievement, strengths, and areas for growth. Families receive parent-friendly NWEA MAP Family Reports following each assessment window (BOY, MOY, and EOY). Teachers use these reports to help parents understand their child's achievement and growth, explain grade-level expectations, and recommend individualized strategies for supporting reading and writing at home. The district's K-2 School-to-Home Letter and parent-friendly reporting guides further assist families in understanding the ELA curriculum, assessment practices, and grade-level literacy expectations.

Old Pointe also promotes a positive culture of literacy through schoolwide celebrations and community partnerships. Our annual Read Across America activities invite community members to share their love of reading, highlight diverse children's literature, and encourage families to celebrate reading together. We also benefit from districtwide literacy initiatives and partnerships that connect students with community readers and provide additional opportunities to foster enthusiasm for literacy.

Through consistent communication, accessible resources, family engagement opportunities, and individualized guidance, Old Pointe Elementary School strives to equip parents with the knowledge and tools needed to actively support their children's growth as readers and writers.

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 Old Pointe Elementary School, reading achievement and growth are monitored through a comprehensive, data-driven assessment system designed to ensure students in grades K-5 are progressing toward grade-level reading proficiency. NWEA MAP Growth is administered three times annually (BOY, MOY, and EOY) to measure individual student achievement and growth, while district Common Summative Assessments (CSAs), grounded in HMH Into Reading and aligned with South Carolina ELA Standards, are administered throughout each quarter to monitor mastery of grade-level expectations. FAST screening data, HMH foundational skills and module assessments, classroom formative assessments, and targeted reading diagnostics provide additional information regarding students' strengths and areas of need. In grades 3-5, teachers and the literacy coach are also receiving training in Oral Reading Fluency (ORF) progress monitoring to provide more frequent measures of students' reading accuracy, rate, and overall fluency development.

At the classroom and school levels, teachers, the literacy coach, intervention team, and administration collaborate through grade-level PLCs, data meetings, and the school-based MTSS process to analyze multiple sources of assessment data. Rather than relying on a single assessment, teams triangulate MAP growth and achievement data, CSA results, classroom performance, and diagnostic assessments to identify patterns in student learning, evaluate the effectiveness of Tier 1 instruction, and determine appropriate instructional next steps. This collaborative process supports adjustments to whole-group instruction, differentiated small-group lessons, and targeted interventions based on demonstrated student needs.

When students are not demonstrating expected growth or grade-level proficiency, Old Pointe's MTSS team reviews available assessment data to determine the appropriate level and focus of intervention. Students receive targeted instruction through evidence-based resources such as HMH Into Reading/Word Study Studio, UFLI, SPIRE, Sound Sensible, and LETRS-aligned instructional practices, based on identified needs in foundational skills, word recognition, fluency, vocabulary, or comprehension. Our self-contained special education classrooms also utilize i-Ready and Magnetic Reading, supplemented by HMH Into Reading for students participating in Unique Pathways 1. Intervention schedules are individualized based on the intensity of student need, with Tier 2 and Tier 3 support provided by classroom teachers and/or school-based interventionists during our designated daily intervention block. Intervention frequency is set by severity of need and is reviewed and adjusted throughout the year.

Progress monitoring is embedded within each intervention pathway, with skill-specific measures administered regularly, typically every week, to evaluate student response and

instructional effectiveness. Teachers and interventionists review these results to determine whether students are making adequate progress, require adjustments in instructional strategies or intervention intensity, or are ready to transition to a different level of support. Student achievement and growth are also communicated to families through parent conferences, MTSS meetings, progress reports, report cards, and MAP Family Reports.

Through ongoing assessment, collaborative data analysis, and responsive intervention planning, Old Pointe Elementary School ensures that instructional decisions are based on multiple sources of evidence and that students receive the targeted support necessary to achieve grade-level reading proficiency.

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 Old Pointe Elementary School, ongoing professional learning is a priority to ensure teachers have the knowledge and instructional practices necessary to provide effective, research-based literacy instruction for all students in grades K-5. The majority of our teachers have completed both Year 1 and Year 2 of Language Essentials for Teachers of Reading and Spelling (LETRS) training and are actively applying their knowledge of the science of reading and structured literacy in daily classroom instruction. Teachers who have not yet completed LETRS continue participating in district-supported Year 1 or Year 2 cohorts to strengthen their understanding of foundational literacy development and evidence-based instructional practices. Beyond LETRS, Old Pointe provides ongoing, job-embedded professional development focused on implementing South Carolina ELA Standards, strengthening Tier 1 instruction through HMH Into Reading, analyzing student assessment data, and applying effective literacy practices. Our literacy coach collaborates with the district ELA specialist to provide school-based professional learning, instructional modeling, co-teaching, collaborative planning, and individualized coaching support. Grade-level PLCs provide regular opportunities for teachers to analyze assessment results, examine student work, align instructional practices with grade-level standards, and plan differentiated instruction. These collaborative learning opportunities support the consistent implementation of High-Quality Instructional Materials (HQIM) while incorporating evidence-based strategies gained through LETRS training. This partnership model is consistent with the district's Theory of Action and reflects the Leadership Actions framework's emphasis on building shared language for observing and analyzing instruction. Our intervention team also receives ongoing support in implementing research-based instructional resources and practices, including UFLI, RISE, SPIRE, Sound Sensible, and FastBridge. Collaboration among classroom teachers, interventionists, and the literacy coach ensures that targeted interventions are aligned with identified student needs and reinforce foundational literacy instruction. Additionally, teachers' Student Learning Objectives (SLOs) are intentionally connected to literacy instruction and measurable student growth. Teachers establish instructional goals using baseline assessment data, including FAST, district foundational skills assessments, or NWEA MAP, and monitor student progress throughout the school year. These goals provide opportunities for teachers to apply structured literacy practices, reflect on instructional effectiveness, and make data-informed adjustments to support student achievement. Through continued LETRS implementation, district and school-based professional development, collaborative PLCs, and individualized instructional coaching, Old Pointe Elementary

School is committed to strengthening teacher expertise and ensuring all students receive explicit, systematic, and research-based literacy instruction.

Section G: District Analysis of Data

Strengths

Increased Third-Grade Reading Proficiency: Third-grade students exceeded the school's SC READY ELA goal, increasing the percentage scoring Meets or Exceeds from 57.1% to 65.7%, surpassing the established target of 62.1%.

Positive Reading Achievement Growth: Kindergarten, third grade, and fifth grade exceeded their NWEA MAP Reading achievement goals for students scoring at or above the 61st percentile. Kindergarten and fifth grade each demonstrated an 18-percentage-point increase, while third grade demonstrated a 14-percentage-point increase.

Protected Instructional and Intervention Time: OPES maintains a master schedule that protects dedicated instructional time for reading, writing, foundational skills, vocabulary, and comprehension, along with a daily PRIDE intervention/enrichment block to address individual student needs.

Collaborative Instructional Planning: Grade-level PLCs, the literacy coach, administration, and the intervention team collaborate to analyze student performance, plan standards-aligned instruction, and identify students requiring additional instructional support.

Implementation of High-Quality Instructional Materials: Teachers utilize HMH Into Reading across grades K-5 to provide consistent, research-based Tier 1 instruction aligned with South Carolina ELA Standards.

Strengthened Teacher Knowledge of Structured Literacy: The majority of OPES teachers have completed both years of LETRS training, establishing a strong foundation for implementing evidence-based reading practices and explicit, systematic literacy instruction.

Possibilities for Growth

Strengthen First-Grade Foundational Literacy Instruction: First grade experienced a decline in students scoring at or above the 61st percentile on NWEA MAP Reading, decreasing from 41% to 32%. Prioritize explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, and automatic word recognition, supported by frequent progress monitoring.

Accelerate Achievement in Second and Fourth Grades: Although both grade levels demonstrated positive growth, neither reached its established MAP achievement target. Utilize diagnostic and formative assessment data to identify specific instructional gaps and provide targeted small-group instruction.

Strengthen Data-Driven Instructional Practices: Increase consistent analysis of NWEA MAP, FAST, HMH formative assessments, and Common Summative Assessments during grade-level PLCs. Use the OPES Assessment Protocol to identify trends, evaluate Tier 1 effectiveness, and determine instructional next steps.

Increase Vocabulary and Language Comprehension Instruction: Strengthen implementation of SC ELA Standard AOR.7.1 in grades 2-5 through explicit vocabulary instruction, context clues, reference materials, and meaningful opportunities to apply new vocabulary in reading, writing, and discussion.

Refine Differentiated Tier 1 Small-Group Instruction: Continue supporting teachers in utilizing HMH Into Reading resources, including Word Study Studio, Tabletop Mini-Lessons, and other HQIM materials, to provide targeted instruction based on demonstrated student needs while maintaining grade-level expectations.

Strengthen Foundational Skills and Intervention Alignment: Implement UFLI foundational skills instruction in third grade to address identified decoding and word recognition gaps. Utilize HMH Amira to provide individualized reading practice for first- and second-grade students and identified third-grade Read to Succeed students.

Continue Job-Embedded Professional Learning: Build upon teachers' LETRS knowledge through instructional modeling, collaborative planning, coaching cycles, and professional development focused on effective HMH implementation, structured literacy, and alignment with South Carolina ELA Standards.

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?	7
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	26
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	5
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	7
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 2024-2025 as determined by SC READY from 57.1% to 62.1% in the spring of 2025-2026 (increase of 5%).
Goal #1 Progress	Old Pointe Elementary School exceeded its third-grade SC READY ELA goal for the 2025-2026 school year. The percentage of third-grade students scoring Meets or Exceeds increased from 57.1% in 2024-2025 to 65.7% in 2025-2026, representing an 8.6 percentage-point increase. This result surpassed the school's target of 62.1% by 3.6 percentage points, demonstrating positive growth in third-grade reading achievement and progress toward grade-level proficiency.

Previous Goal #2

By Spring 2026, teachers at OPES will use data to make student-driven instructional decisions as evidenced by targeted growth on summative assessments and students in the 61st percentile and above on NWEA MAP achievement will reflect a growth of 10 percentile points from Fall 2025 to Spring 2026.

K- from 28% to 38%

1- from 41% to 51%

2- from 19% to 29%

3-from 37% to 47%

4-from 39% to 49%

5-from 29% to 39%

Goal #2 Progress

Old Pointe Elementary School demonstrated varied progress toward its 2025-2026 NWEA MAP Reading achievement goal. Three of the six grade levels. (Kindergarten, third, and fifth) met or exceeded their targeted 10-percentage-point increase in students scoring at or above the 61st percentile. Kindergarten increased from 28% to 46%, third grade increased from 37% to 51%, and fifth grade increased from 29% to 47%. Second grade narrowly missed its target by one percentage point, while fourth grade demonstrated positive growth but did not reach its established goal. First grade experienced a decline from 41% to 32%, indicating a need for additional instructional support and targeted intervention.

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 as determined by SC READY from 65.7 % to 70.7 % in the spring of 2027(increase of 5%).

Goal #1 Action Steps

- Students will receive consistent, grade-level whole group instruction using HMH resources, giving every third grader access to the same rigorous content standards as their peers schoolwide.
- Students will receive 30 minutes of targeted reading intervention or enrichment during their PRIDE time.
- Students will be formatively assessed regularly so that their small group or individualized instruction targets the specific skill and level of thinking (DOK) they need next, guided by the Hess Cognitive Rigor Matrix.
- Students will receive consistent, targeted, and differentiated instruction matched to their individual needs as learners, so every student, regardless of starting point, has a path to grade-level proficiency.
- Students will receive explicit UFLI lessons within their third-grade foundational skills instruction. Old Pointe will incorporate UFLI into third-grade foundational skills instruction to address identified skill gaps and strengthen students' decoding and word recognition abilities.
- Third-grade students identified through Read to Succeed will participate in HMH's Amira AI reading tutor to receive individualized, adaptive reading practice that supports foundational literacy skills and fluency development.
- Students will take common summative assessments that show their growth over time and inform the next instructional moves made in both their whole group and small group learning.
- Students will engage in classroom tasks that school leaders regularly observe and analyze, ensuring the work students are asked to do consistently reflects grade-level expectations, consistent with our Leadership Actions framework.

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 18% to 28%.

Goal #2 Action Steps

- First-grade students will receive daily, explicit, systematic foundational skills instruction through HMH Into Reading: Structured Literacy. Instruction will emphasize phonemic awareness, phonics, decoding, encoding, and automatic word recognition aligned with South Carolina ELA Foundational Skills Standards.
 - First-grade students will participate in HMH Amira AI reading tutor sessions, working toward a goal of 30 minutes weekly. Amira will provide individualized, adaptive reading practice and immediate feedback to strengthen foundational reading skills and fluency.
 - Students will be assessed through quarterly common foundational assessments and FAST screening, so instruction consistently reflects each student's current skill level in phonics, phonemic awareness, and sight word recognition. First-grade teachers have identified South Carolina ELA Foundational Skills Standard F.3.8 as the focus of their Student Learning Objectives (SLOs). They will utilize quarterly district foundational skills assessments, FAST screening data, and HMH Structured Literacy Module Assessments to monitor student progress and mastery of phonics, decoding, encoding, and word recognition skills. Assessment results will inform instructional planning, guide differentiated instruction, and identify students requiring additional support.
 - Students will receive small group instruction matched to their specific area of need. Teachers will provide differentiated small-group instruction using HMH Structured Literacy resources and targeted instructional materials based on identified student needs. The literacy coach will support teachers through collaborative planning, instructional modeling, and analysis of student assessment data during grade-level PLCs.
 - Student progress will be monitored regularly through HMH formative assessments, FAST progress-monitoring measures, and skill-specific checks. Classroom teachers and the intervention team will use these results to adjust instructional groupings, intervention strategies, and instructional intensity rather than waiting for the next MAP assessment window.
 - Students will engage in classroom tasks observed by school leaders using the Hess Cognitive Rigor Matrix, ensuring first-grade instruction is building toward grade-level thinking rather than staying at recall and basic skills. School administration and the literacy coach will support consistent implementation of HQIM through classroom walkthroughs, collaborative planning, and non-evaluative coaching. Instructional tasks will be examined for alignment with grade-level South Carolina ELA Standards, using the Hess Cognitive Rigor Matrix to support appropriate instructional rigor and student engagement.
-

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 18% to 28%.

Goal #3 Action Steps

- Second-grade students will receive daily, explicit instruction through HMH Into Reading, including Structured Literacy lessons focused on phonics, decoding, encoding, fluency, vocabulary, and comprehension aligned with South Carolina ELA Standards.
 - Second-grade students will participate in HMH Amira AI reading tutor sessions, working toward a goal of 30 minutes weekly. Amira will provide individualized, adaptive reading practice and immediate feedback to strengthen foundational reading skills, word recognition, and fluency.
 - Teachers will utilize quarterly district foundational skills assessments, NWEA MAP Reading data, HMH Structured Literacy Module Assessments, and FAST data as needed to monitor student progress and identify specific skill gaps. Assessment results will guide instructional planning and identify students requiring additional support.
 - Students will receive small group instruction matched to their specific area of need. Teachers will provide differentiated small-group instruction using HMH Into Reading resources, including Word Study Studio, Tabletop Mini-Lessons, and other targeted instructional materials. The literacy coach will support teachers through collaborative planning and analysis of student performance during grade-level PLCs.
 - Student progress will be monitored regularly through HMH formative assessments, skill-specific checks, and classroom performance. -Teachers will collaborate with the literacy coach and intervention team to adjust instructional groupings, strategies, and instructional intensity based on demonstrated student growth rather than waiting for the next MAP assessment window.
 - Students will engage in classroom tasks observed by school leaders using the Hess Cognitive Rigor Matrix, ensuring first-grade instruction is building toward grade-level thinking rather than staying at recall and basic skills. Second-grade teachers will intentionally strengthen vocabulary and comprehension instruction aligned with SC ELA Standard 2.AOR.7.1. Students will practice using sentence-level context clues, reference materials, and newly acquired vocabulary through HMH Into Reading lessons and meaningful reading and writing tasks. School administration and the literacy coach will support instructional alignment through classroom walkthroughs, collaborative planning, and non-evaluative coaching, ensuring learning tasks reflect the rigor of grade-level standards.
-

File Upload (optional)
