

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	York 03
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School Name	Cherry Park Elementary School of Language Immersion
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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.

Cherry Park Elementary School of Language Immersion assesses early literacy through the state-required KRA readiness assessment in kindergarten. We utilize the FastBridge Assessment as a district-wide universal screener in kindergarten and first grades. We utilize it in second grade, as needed, to measure 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). This assessment monitors growth in vocabulary and comprehension, and identifies students who need additional support. Across grades K-5, students take common summative assessments grounded in our HQIM that evaluate both foundational skills and reading comprehension that is aligned with our grade-level ELA standards.

Students in kindergarten through second grade receive instruction and practice in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension every day during their dedicated ELA block. Instruction follows our Tier 1 guidelines and is explicit and systematic.

At Cherry Park Elementary we use HMH Into Reading for reading instruction. This year, second and third grade students use Amira, a component of HMH Into Reading, along with targeted support in third grade to provide individualized, adaptive practice aligned to grade-level standards. HMH Into Reading is grounded in reading research and provides rigorous instruction and practice in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Cherry Park Elementary's master schedule provides protected, daily ELA instructional minutes so that each pillar of reading instruction is taught consistently and HMH Into Reading can be implemented in full.

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 K-5th grade at Cherry Park Elementary are aligned to the science of reading. Instruction is grounded in Scarborough's Reading Rope, which shows that skilled reading includes Word Recognition (phonological awareness, decoding, and sight recognition) and Language Comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). Every student at Cherry Park Elementary receives daily instruction that strengthens both strands, so that word recognition becomes more automatic. As outlined in Section A, all schools implement HMH Into Reading for whole-group, grade-level, explicit instruction across the core areas of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension giving every student direct, daily practice in each strand of the Reading Rope.

Structured Literacy

Cherry Park Elementary utilizes a Structured Literacy approach that is explicit, systematic, cumulative, and diagnostic, so students are directly taught skills in a logical sequence. In K-2, literacy instruction and assessment includes skill development in word recognition (phonics, phonemic awareness, and sight word recognition) through the implementation of HMH Into Reading: Structured Literacy or UFLI. Students receive explicit lessons in these skills every day, practice them in small group instruction matched to their needs, and apply them in decodable and connected text. As students move through the Reading Rope in grades 3-5, they continue to strengthen word recognition through the HMH Into Reading foundational lessons where needed, while shifting more instructional time toward the language comprehension strands with targeted support for students who need it, identified through the HMH Spelling Inventory.

Foundational Literacy Skills

For grades K-2, common foundational assessments are administered and used to inform instruction. Students are assessed directly on phonics, phonemic awareness, and sight word recognition using foundational assessments aligned to these skills, creating consistency in assessment of these standards. For grades 3-5, advanced reading comprehension common assessments align to the science of reading and support the foundational literacy skills gained in grades K-2. These assessments require students to draw on decoding, fluency, and vocabulary skills to comprehend grade level text from HMH Into Reading, aligning to the district's quarterly curriculum map for SC ELA Standards. Cherry Park Elementary uses FastBridge as a universal screener in K-2 and MAP for interim assessment three times a year. These assessments, along with district common

summative assessments, allow teachers to triangulate multiple points of reliable data in order to tailor explicit and systematic instruction to every child. In addition, students who are showing at-risk indicators on multiple assessments are supported through the use of Amira. Amira generates instructional next steps for teachers, connecting each student's practice directly to their core reading instruction.

Section C: Intervention

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

Cherry Park Elementary utilizes universal, interim, and diagnostic data that work together to answer the same question: what is the current and next level of work for this student? Universal screening begins with the Kindergarten Readiness Assessment (KRA) and continues through FAST as our K-2 universal screener, while NWEA MAP serves as our formative measure across K-5 three times a year (BOY, MOY, EOY). Our HMH Common Summative Assessments, which are grounded in our HQIM and aligned to grade level SC ELA standards, give teachers consistent proficiency data for their students. Specifically, using the universal screening data to flag students for closer review, interim MAP data to monitor growth trends across the year, and common summative data to confirm whether a student is meeting the specific grade level standard being taught in Tier 1. This gives teachers three pieces of data, before any intervention decision is made.

When these data points flag a student as not yet demonstrating grade level reading proficiency, schools move to diagnostic assessment to determine why. FastBridge screening identifies which foundational skills are strong and which need support, and Amira is used to provide ongoing diagnostic insight for students showing risk across multiple measures. FastBridge and Amira identify specific skill gaps, such as fluency, decoding, or vocabulary, so interventions can target the exact skill students need.

Intervention is not a separate curriculum from Tier 1 instruction. It builds on the same content and skills students learn through HMH Into Reading. Interventionists and classroom teachers use the same curriculum maps and skill progression to plan support. This allows students to practice specific skills, such as multisyllabic decoding or inferencing, using grade-level content and texts. This approach makes intervention a direct extension of Tier 1 instruction. Students receive additional explicit practice and scaffolding while working toward the same learning goals. The MTSS team regularly reviews data to plan and adjust interventions. School leaders also use observation and coaching to ensure intervention connects to grade-level expectations and classroom instruction. Parents are included at every stage: MTSS meetings, parent-friendly reports from FAST, MAP, and KRA. Ongoing conferences ensure families understand both the data and the plan.

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 the beginning of the school year, grade level parent nights were held for all grades, as well as for parents of G/T students. These meetings helped teachers communicate grade level expectations and provide families with practical ways to support their child's learning at home. Required parent teacher conferences each year provide opportunities for families to learn about their child's reading progress, strengths, and areas for growth. Teachers share individualized strategies and resources to help parents support reading development at home and answer questions about classroom learning and expectations. Teachers also send weekly newsletters to keep families informed about current learning, upcoming class and school events, and ways parents can support their child's learning throughout the year. First grade families will learn how to use Just Right Readers decodable books at home during an upcoming Just Right Readers Family Night. Parents also receive a MAP Family Report after each testing window (BOY, MOY, and EOY) that explains their child's reading growth and achievement.

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 the school and classroom level, reading achievement and growth are monitored through NWEA MAP Growth and HQIM Common Summative Assessments. Both are aligned to state standards and the SC READY blueprint. NWEA MAP is administered three times a year (BOY, MOY, and EOY) to track individual student growth against national norms. Common summative assessments are given throughout each quarter to measure student proficiency on the standards taught.

All of this data, formative classroom measures, MAP percentiles, reading diagnostics (phonemic awareness, phonics, vocabulary, comprehension), and summative results, is triangulated to build a complete picture of student progress. This triangulation happens through building-level data meetings, where teachers and coaches bring these data points together for the same student, look for agreement or disagreement across measures, and use that pattern to decide whether the issue is a skill gap, a rigor gap, or an engagement gap before determining next steps.

When intervention within the core is not effective, students are placed into tiered interventions using resources such as UFLI and/or FastBridge, matched to their area of demonstrated need. This placement decision is made by the school's MTSS team, which reviews a student's diagnostic profile and selects the specific program aligned to the deficit. Every school in the district has a dedicated interventionist to lead and support this work, ensuring consistent capacity for tiered support regardless of building. Our interventionist ensures intervention work targets the appropriate Depth of Knowledge level, so students are being moved toward grade-level strategic thinking.

Students in Tier 2 or Tier 3 receive intervention delivered by the classroom teacher and/or school based academic interventionist. The MTSS team works alongside the interventionist, using student data to determine each student's needs. The frequency is set by severity of need: students further from grade level proficiency receive more sessions per week, and that schedule is reviewed and adjusted, not fixed for the year. Progress monitoring cycles are embedded within these interventions to check effectiveness and allow for quick adjustment typically every 2-3 weeks, using a brief skill-specific probe tied to the target intervention, so that a student not showing growth is moved to a different intervention or intensity before an entire quarter passes. Progress is shared with parents through progress reports and report cards, keeping families informed partners in the same instructional core the district is working to strengthen for every student.

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.

Cherry Park Elementary has twenty-one teachers who have completed LETRS coursework and are now in their first full year of LETRS implementation.

Beyond LETRS, teachers continue to receive professional development that supports SC ELA Standards, assessment, and the data analysis process through the district literacy specialist, school-based coach, and support during PLCs. School based training and support around our HMM resources is provided by the Literacy Coach with school level professional development, ensuring consistent, routine learning occurs around state standards and the rigor expected for instruction and assessment. PD to support PLCs with their own data analysis is also provided, as well as other high-quality, job-embedded PD throughout the year.

Our Interventionist instructs small groups using research-based materials and practices through UFLI and/or FastBridge. Kindergarten teachers continue to support our youngest students using effective instructional practices aligned with the science of reading, structured literacy, and foundational literacy skills. Teachers' SLOs are directly connected to this work: each teacher selects baseline data from FastBridge or MAP to set an individual student achievement goal grounded in structured literacy practices, meets with the principal at BOY, MOY, and EOY to check progress toward that goal, and measures growth using the same assessment, FastBridge or MAP ,used to set the baseline, keeping the investment in teacher knowledge and skill directly tied to measurable student outcomes.

Section G: District Analysis of Data

Strengths	83.7% of our 3-5 grade students are meeting or exceeding expectations on SC Ready. Teachers and MTSS team identify students who need Tier 2, and 3 Interventions. They collaborate to ensure that interventions are meaningful and progress monitoring is conducted with fidelity. Implementing WIN time to focus on targeted instruction daily. Fourth and fifth grade GT instruction is provided by grade level teachers.
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Possibilities for Growth	Intentional planning of PLCs based around conversations on student data and instructional practices. Teachers collaborate with the resource and speech teachers to better support ESE students in tier 1 instruction. Teachers collaborate with the ML teacher to better support ML students in tier 1 instruction. Teachers utilize HQIM to provide high quality instruction with fidelity and ensure student tasks reflect grade appropriate academic rigor.
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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
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How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

0

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

21

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

0

How many eligible teachers in your school are beginning Volume 2 of LETRS this year? 0

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 as determined by SC READY (ELA Performance Level) from 90.2% to 91.2% in the spring of 2026.
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Goal #1 Progress	Cherry Park Elementary did not meet this goal as the percentage of third graders scoring Meets and Exceeds in the Spring of 2026 as determined by SC READY (ELA Performance Level) decreased from 90.2% to 85.2%.
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Previous Goal #2	Decrease the percentage of 1st graders scoring below 20% in the Fall of 2025 as determined by MAP and FastBridge from 24% to 20% in Spring of 2026.
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Goal #2 Progress	Cherry Park Elementary met this goal, with both measures below the 20% target. The percentage of first graders who scored below the 20th percentile on Spring NWEA MAP Reading was 6%. According to FastBridge, 16% of first graders were high risk in the Spring.
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Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all schools serving third grade students, goal #1 MUST read: Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
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Current Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 85.2% to 88.2% in the spring of 2027.
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Goal #1 Action Steps

Students will receive daily "WIN time" with targeted small group instruction.

Students will benefit as the PLC teams collaborate regularly to analyze data and guide instruction.

Students will complete rigorous tasks as teachers collaborate using state standards and HQIM to provide high quality instruction and utilize rigorous student tasks according to the Hess Rigor Matrix.

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 22% to 27%.

Goal #2 Action Steps

Students will receive daily WIN time.

Students will be supported by the Interventionist working with students based on the MTSS process.

Students will be supported by a tutor working with students who are high or some risk.

Students will benefit as the MTSS team is progress monitoring and adjusting intervention as needed.

Students will benefit as The MTSS team is working closely with 1st grade teachers to ensure student support and growth.

Students will read Just Right Readers decodable books at school and at home to practice phonics skills.

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 17% to 22%.

Goal #3 Action Steps

Students will receive daily WIN time.

Students will be supported by the Interventionist working with students based on the MTSS process.

Students will be supported by a tutor working with students who are high or some risk.

Students will benefit as the MTSS team is progress monitoring and adjusting intervention as needed.

Students will benefit as the MTSS team is working closely with 2nd grade teachers to ensure student support and growth.

File Upload (optional)
