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2026-27 Primary and Elementary Reading Plan

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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Northside values and optimizes ELA instruction beginning in our 4K classroom. Prior to the start of school, 4K students are screened with the DIAL-4, which assesses students in the areas of gross and fine motor skills, math concepts, oral language development, and other skills. Then, within the first 45 days of school, students are assessed using the myIGDIs assessment, which gauges students' early literacy skills in the area of language, phonological awareness, comprehension, and alphabet knowledge. Using data from the DIAL-4, myIGDIs, and classroom observations, the teacher uses two main curriculums to develop students' early literacy skills. The Preschool Heggerty curriculum aids students' development in phonemic awareness while the Frog Street curriculum focuses on oral language, phonological and phonemic awareness, alphabet knowledge, concepts of print, and emergent writing.

To evaluate early literacy development, Northside Elementary utilized the state-mandated Kindergarten Readiness Assessment (KRA). Additionally, we administered the FAST Assessment as a universal screener for students in kindergarten and first grade-as well as second grade on an as-needed basis-to evaluate core reading competencies like phonological awareness, phonics, and fluency. Growth in vocabulary and reading comprehension are tracked three times per year (at the beginning, middle, and end of the school year) for grades K-5 using the NWEA MAP interim assessment, which also highlights students requiring targeted interventions. Furthermore, students across all elementary grades complete common summative assessments tied to our High-Quality Instructional Materials (HQIM) to gauge their mastery of grade-level ELA standards in both foundational mechanics and advanced comprehension.

Every day during the dedicated ELA instructional block, K-5 students engage in structured practice covering oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This Tier 1 instruction relies on an explicit, systematic approach: educators demonstrate the target skill, guide students through collaborative practice, and then allow learners to apply these concepts independently using connected text. This methodology provides every child with ample opportunities to demonstrate proficiency in grade-level standards on a formative level, so teachers can individualize instruction as needed. Following a collaborative review and feedback process this summer, master schedules for all grade levels were finalized to guarantee that every pillar of literacy is fully integrated into the daily ELA schedule. This strategic planning provides teachers with the protected time required to implement our HQIM effectively, ensuring that equitable and consistent reading instruction is delivered across every grade level.

As a part of Rock Hill Schools, Northside Elementary implements the HMH Into Reading curriculum. To complement this framework,

first and second graders-alongside selected third-grade classrooms-will utilize the adaptive Amira platform this year to receive tailored, individualized practice that supports access to grade-level expectations. The HMH Into Reading program is deeply rooted in scientifically based reading research, delivering comprehensive and rigorous daily instruction across all crucial literacy pillars to ensure every student builds a strong reading foundation.

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

Our literacy instruction and assessment for PreK through 5th grade are deeply rooted in the Science of Reading. Our instructional framework is built upon Scarborough's Reading Rope model, which shows that proficient reading emerges from the integration of two essential domains: Word Recognition (encompassing phonological awareness, decoding, and sight recognition) and Language Comprehension (including background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge).

Students engage in daily lessons designed to reinforce both areas. As word recognition transitions into an automatic skill, learners are increasingly able to focus their mental energy on analyzing, questioning, and extracting meaning from complex, grade-level text. At the Pre-K level, educators deliver direct instruction using the Frog Street curriculum, which cultivates foundational components of the Reading Rope—specifically oral language and print concepts through interactive, play-based experiences. Kindergarten through fifth grade teachers utilize HMH Into Reading for whole-group, grade-level ELA instruction, as detailed in Section A. This research-based program provides explicit daily instruction and practical application across all core literacy domains: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, ensuring every child routinely strengthens each element of the Reading Rope.

Structured Literacy

For students in grades K-2, reading instruction and evaluation place a heavy emphasis on building foundational word recognition skills, specifically phonics, phonemic awareness, and sight word recognition, by utilizing the HMH Into Reading: Structured Literacy curriculum. Children participate in explicit, teacher-directed lessons daily, reinforcing these skills during targeted small-group sessions tailored to their specific needs, and they practice applying them using both decodable and connected texts. As learners advance along the Reading Rope in grades 3-5, they continue to sharpen their word recognition capabilities via foundational HMH Into Reading lessons. However, the instructional focus in these upper elementary grades shifts progressively toward mastering the language comprehension strands. To ensure no student falls behind, teachers use the HMH Spelling Inventory to identify individual needs and deliver targeted interventions. This diagnostic tool enables teachers to personalize support using the curriculum's Word Study Studio or UFLI lessons. Consequently, whether a student is working above or below grade level in word recognition, they still receive the explicit, systematic instruction required by the Science of Reading.

Foundational Literacy Skills

As mentioned previously, our preK teacher uses the myIGDIs assessment at the beginning of the year to serve as a baseline for students' early literacy knowledge. In addition, she uses teacher-made assessments that are aligned to the SC-ELS to inform her instructional decisions for whole and small groups. To guide both whole-class lessons and differentiated small-group support, K-2 educators use district and state provided foundational assessments. These evaluations directly measure student proficiency in phonics, phonemic awareness, and sight word recognition. Utilizing these specialized, skill-aligned tools establishes a standardized and consistent approach to evaluating foundational literacy benchmarks across the entire district.

In grades 3-5, common assessments for advanced reading comprehension are designed around the Science of Reading framework to reinforce the foundational literacy skills mastered during the K-2 years. These evaluations challenge students to simultaneously apply decoding, fluency, and vocabulary proficiencies to understand grade-level texts. Sourced from the HMH Into Reading curriculum, these tools are fully aligned with the district's quarterly pacing guides for the South Carolina ELA Standards.

To closely monitor student progress, Northside implements the FastBridge assessment as a universal screener in grades K-2 and the NWEA MAP as an interim measure three times per year. By combining these metrics with Common Summative Assessments (CSA), educators can triangulate multiple sources of valid, reliable data to design and deliver explicit, systematic instruction tailored to each student's unique needs. Furthermore, 1st-3rd grade students who exhibit at-risk indicators across multiple data points receive intensive support through the Amira platform. As students read aloud, Amira's real-time listening technology provides immediate, targeted intervention the moment a word is misread, ensuring readers remain engaged with the text while building precise foundational skills. Amira also translates this practice into actionable next steps for educators, bridging the gap between independent student practice and core classroom 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.

Northside's comprehensive assessment strategy begins with the DIAL-4 and myIGDIs assessments in PreK. The DIAL-4 is used as a prescreener while the myIGDIs assessment is used within the first and last 45 days of school to track student performance and growth over time. Then, our kindergarten students are assessed using the Kindergarten Readiness Assessment (KRA), which transitions to FastBridge for K-2 universal screening, and utilizes NWEA MAP three times annually (Beginning, Middle, and End of Year) as a K-5 formative benchmark. Additionally, HMH Common Summative Assessments (CSAs), which are anchored in High-Quality Instructional Materials and linked directly to South Carolina ELA standards, are given at least twice a quarter.

This framework ensures educators evaluate student performance from distinct angles before determining intervention paths. Screener data identifies students requiring immediate attention, interim MAP scores track progress over time, and CSA results verify mastery of specific Tier 1 standards.

Systemic support is maintained through regular school-based MTSS team data reviews to structure student pathways, also known as the district Decision Tree. Furthermore, school leaders reinforce this alignment by applying the coaching and observation metrics from our Leadership Actions framework. By centering conversations on what students are producing and how tasks connect to grade-level standards, leadership ensures that intervention stays focused on instructional quality instead of administrative placement.

Additionally, interventionists incorporate the UFLI curriculum and FastBridge intervention resources to provide targeted supplemental instruction as needed. Students are progress-monitored weekly utilizing grade-level normed assessments, allowing teams to track growth trends over time. These growth reports are analyzed during weekly MTSS meetings to evaluate the effectiveness of current intervention strategies and to determine if task rigor requires adjustment.

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.

Northside approaches parent education and involvement on several different levels. As a school, we host one night each semester where we invite families to participate in grade range appropriate activities that reinforce current reading and writing practices. For example, during our Night of Family Literacy in the fall, parents and students will participate in football themed literacy games that promote fluency, comprehension, word and letter identification, and language structures. As families complete these stations, they will leave with tools and ideas to continue the practice at home. These tools include leveled sight word lists, phonics workbook, comprehension question ideas, and ways to promote phonemic awareness in everyday activities. In addition, students will leave with books to build their home libraries.

Not only do we connect to parents on a school level, but also classroom teachers actively keep guardians informed of student achievement using a variety of outreach methods. This ongoing communication includes newsletters, student-led parent conferences, specialized MTSS review meetings, and grade level reading events, such as our Parent Read to Succeed Night. To ensure assessment data is meaningful, teachers send a MAP Family Report after each seasonal testing cycle (BOY, MOY, and EOY). This report clarifies the student's raw RIT score by demonstrating whether they are meeting, approaching, or exceeding expected grade-level development. By explaining this data, the report provides families with actionable insights regarding their child's current reading placement and targeted path toward proficiency. In addition, teachers connect the score to specific, concrete next steps families can practice at home.

This year, our district has introduced Just Right Readers for all first and second-grade students. According to the district plan, we will host Just Right Readers Parent Session Nights. These workshops will be designed to show parents how to use these decodable books at home. They will learn practical strategies for selecting appropriate titles, guiding their child through unfamiliar words, and discussing stories to strengthen deep comprehension alongside basic accuracy.

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.

Northside monitors reading achievement through the use of formative and summative assessments. Our kindergarten, 1st, and 2nd grade students' achievement and growth are monitored with FastBridge and MAP testing at the beginning, middle, and end of the year. Between those dates, student growth is tracked with district CSAs, WIG goals, and teacher selected assessments provided in our HQIM. Our CSAs are directly connected to HQIM and SC state standards. Student performance is recorded and tracked on our schoolwide data tracker, which showcases each classes' data profile and delineates growth, stagnation, or regression.

This same format is used with our 3rd to 5th grade students, as well. The upper-grade students are monitored at the beginning, middle, and end of the year through the use of the MAP test. In addition, we get a yearly glance through SCReady data. Between milestone data like MAP and SCReady, student growth is tracked with district CSAs, WIG goals, and teacher selected assessments provided in our HQIM. As mentioned above, our CSAs are directly connected to HQIM and SC state standards, and student performance is recorded and tracked on our schoolwide data tracker, which showcases each classes' data profile and delineates growth, stagnation, or regression.

Our preschool classroom follows the CERDEP program and is monitored by state and district personnel using the ELLCO evaluation tool. The preschool teacher collaborates with the district's Pre-K PLC, led by the director of the Pre-K Early Childhood Center, and participates in school professional development and PLC meetings as applicable. Student progress is reviewed through our schoolwide data profile during monthly PLC meetings and monitored through classroom observations. School administrators and coaching staff also observe instruction and provide feedback to support teacher growth and student learning.

To truly understand how students are progressing, we combine multiple pieces of evidence rather than relying on a single test score. This matches our Theory of Action by simultaneously improving classroom content, teacher skills, and student interest. We put this into practice during building-level meetings, where teachers, instructional coaches, administrators, and other staff look at all available data for a student at the same time. By looking for patterns across different metrics, the team can figure out if a student is struggling with a specific skill, a lack of academic challenge, or low engagement before deciding how to help.

Then, students are placed in WIN groups according to their growth and development in order to receive leveled, rigorous instruction

that meets them where they are. By applying the Hess Cognitive Rigor Matrix, we verify that our intervention strategies meet the necessary Depth of Knowledge standards. Our goal is to transition students past basic recall and rote skills, actively guiding them toward grade-level strategic reasoning. Students who are placed with an interventionist or need progress monitoring for the MTSS process are progress monitored using grade level normed assessments. Our MTSS team, interventionists, and classroom teachers meet twice a quarter to discuss progress or concerns and make a plan to elevate or remediate instruction. When a student isn't making the expected progress, we quickly pivot to a new intervention or adjust the level of support they receive. In addition, parents receive updates on their child's growth through progress reports and report cards.

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.	This year, we have one teacher completing year one of LETRS, three teachers who are in year two of LETRS, and twenty-two teachers who have completed LETRS training. Our pre-K lead and assistant teachers have also received their certification in EC LETRS. In addition to LETRS, teachers participate in professional learning centered around SC ELA Standards, student assessments, and data-driven instruction. Support is also offered to help school-level PLCs navigate their own data evaluation, while the district specialist and school based coach work hand-in-hand with PLCs to supply rigorous, job-embedded professional development year-round. Teachers' SLOs are directly connected to this work, and PD will be provided routinely to strengthen their tier 1 utilizing the Hess Cognitive Rigor Matrix.
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Section G: District Analysis of Data

Strengths	Over a 3 year trend on SCREADY, 3rd-5th overall student performance increased from 43.8% (2024) to 50.7% (2025) and reached 53.1% in the spring of 2026. All grades were 53% and over in MAP reading growth with 3rd grade having the highest rate at 74%. All grades made growth in MAP Reading Achievement from fall to spring. We have developed a consistent planning cadence with our literacy coach to intentionally integrate standards through literacy instruction and strengthen alignment across classrooms.
Possibilities for Growth	Three Areas of Growth for Our Literacy Plan Strengthen Tier 1 Literacy Instruction Provide consistent, evidence-based Tier 1 instruction that systematically builds reading fluency and improves student outcomes. Increase Rigor and Student Engagement Use the district's Theory of Action and the Hess Rigor Matrix to design focused, appropriately challenging learning tasks that accelerate student growth. Strengthen HQIM Implementation Through PLCs Leverage High-Quality Instructional Materials and the collective efficacy of our PLCs to ensure aligned planning, consistent instructional practices, and improved literacy achievement.

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?	3
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	22
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	1
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	3
How many CERDEP PreK teachers in your school have completed EC LETRS?	2
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 52.1 % to 55 % in the spring of 2025-2026.
Goal #1 Progress	Even though the percentage of meets and exceeds fell from 55% to 47%, it is measuring an entirely different cohort of students. Based on MAP scores, that particular cohort made significant gains in ELA. They went from the 52.1% to 59%.
Previous Goal #2	Previous Goal #2: By May 2026, 95% of students will grow at least one reading level as measured by NWEA MAP foundational percentages on Spring 2025 MAP.

Goal #2 Progress

Our reading growth increased from the 37th to the 51st percentile in MAP reading. This ongoing increase is a direct result of the purposeful, system-wide implementation of structured literacy, foundational skills, vocabulary and core reading strategies. Instead of teaching these concepts in isolation, educators followed a well-defined, sequential scope and sequence across all grades. This unified approach provided students with the essential building blocks required to master grade-level content and standards. In addition, according to HMH data, more than 95% of our students achieved at least one year's growth in reading.

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 47% to 50 % in the spring of 2027.
Goal #1 Action Steps	Provide targeted professional learning during PLCs on high-leverage literacy practices, data analysis, assessments, and foundational reading skills. Establish a consistent planning cadence with the literacy coach to align standards, pacing, HQIM, and instructional practices.
Current Goal #2	Current Goal #2 (First Grade Goal): By Spring 2027, the number of first graders scoring in the 41st - 60th percentile on the NWEA MAP Reading assessment will increase from 15% to 20%.
Goal #2 Action Steps	Implement HMH Foundations with fidelity to strengthen phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. Use the Theory of Action and Hess Rigor Matrix to create rigorous, standards-aligned tasks that increase student engagement and independence.

Current Goal #3

Current Goal #3 (Second Grade Goal):

By Spring 2027, the number of second graders scoring in the 41st - 60th percentile on the NWEA MAP Reading assessment will increase from 28% to 33%.

Goal #3 Action Steps

Use multiple data sources to develop action plans, monitor progress, and adjust instruction.

Provide intentional, data-driven small-group instruction tailored to students' identified literacy needs.

File Upload (optional)
