

Submission Time:

October 12, 2026 2:10 pm

2026-2027 District Reading Plan

District Name York 04

Superintendent Name Grey Young

Superintendent Signature



Completer Name Amanda Griffin

Completer Title ELA Elementary Coordinator

Completer Email griffina@fortmillschools.org

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district 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.

The Fort Mill School District has updated its Assessment Plan to align with the Five Pillars of Reading Instruction.

Grades K-1: Students take the STAR Early Literacy Assessment three times a year as a universal screener.

Grades 1-5: Students take the STAR Reading Assessment three times a year as a universal screener. This data helps identify students who may need further diagnostic assessments for Tier 2 and Tier 3 interventions.

Additional Foundational Skill Assessments Include:

Grades K: Students complete the CORE Phonics and Word Reading Survey three times a year.

Grades K-5: Students complete the LETRS Spelling Screener three times a year.

Grades 1-5: Teachers will administer additional diagnostics based on universal screener and oral reading fluency

Examples might be phonological awareness, phonics screeners including decoding and encoding, concepts about print,

For Comprehension and Oral Reading Fluency:

Grades K-5: Comprehension assessments are created in professional learning teams based on state standards and driven by HMH Curriculum.

Grades 2-5: Students complete the DIBELS Oral Reading Fluency three times a year.

Grade 1: Students take the STAR CBM (Curriculum-Based Measurement) to monitor oral reading fluency three times a year.

Vocabulary: Vocabulary assessments are currently done formatively by teachers at each school. We have included the Vocabulary indicator as an essential standard for grades 3-5.

Teachers will use the data from these assessments to guide instruction using the HMH Into Reading curriculum. During Professional Learning Team (PLT) meetings, teachers will analyze this data

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

All schools in the district have approximately 90 to 120 minutes dedicated to English Language Arts (ELA), which includes reading, writing, and foundational skills. Through our state adopted Curriculum, HMH Into Reading, we use the Reading, Vocabulary, and Writing components for grades K-5. For Foundational Literacy skills, most schools use Heggerty for phonological awareness and UFLI for additional foundational skills. Two schools are using HMH Structured Literacy Curriculum. The assessments from HMH, UFLI, and those listed in Section A align with the science of reading, structured literacy, and foundational literacy skills. They support the components of Scarborough's Rope for Language Comprehension and Word Recognition.

Section C: Intervention

Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

Our district follows a systematic approach to determining student interventions, using universal screeners and additional diagnostics as needed. All students participate in STAR Early Literacy, STAR CBM, and/or STAR Reading assessments. Based on these results, we determine whether further diagnostics are needed to identify Tier 2 or Tier 3 interventions. Our district uses a decision-making tree-adapted from LETRS and the State Department's Decision-Making Tree-to guide the selection of appropriate follow-up diagnostics.

Additional assessments used to guide instructional decisions include Heggerty Bridge the Gap, DIBELS, CORE Phonics Assessments, Writing CBM, and STAR CBM. In certain grade levels, Foundational Skills Assessments are also administered to all students, providing another tool to inform intervention needs. Each school's MTSS (Multi-Tiered System of Supports) team reviews this data to recommend appropriate Tier 2 and Tier 3 interventions. This process is led by the school's Lead Teacher, with support from our district's Director of Academic Intervention. Each school follows a systematic process for analyzing diagnostic data and making decisions about Tier 2 and Tier 3 interventions, including who will provide them. Classroom teachers deliver Tier 2 support, while our literacy interventionists-2-4 per elementary school-provide intensive Tier 3 intervention for students not yet reading on grade level.

Our Director of Academic Intervention meets monthly with Lead Teachers to continue professional development focused on strengthening the MTSS process, and visits professional learning teams throughout the year to coach and support MTSS implementation at each school.

Parents are contacted whenever a student begins participating in Tier 2 or Tier 3 intervention. Documentation is tracked in our district data system, eduCLIMBER, and the interventionist and/or teacher working with the student provides continuous updates on progress.

Section D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

The Elementary ELA Coordinator has developed a bank of literacy tips—for example, guidance on how to ask comprehension questions during read-alouds, tips for building reading stamina at home, or simple strategies for supporting a struggling reader with decoding. Principals have access to these tips and can share them in weekly parent newsletters as needed, and they are also sent home alongside Universal Screener data so families can connect the guidance directly to their child's current reading performance. To reach parents who may be less likely to engage with a newsletter, schools are encouraged to reinforce these tips through multiple channels—such as translated versions for multilingual families, brief video or audio explanations for parents who may not read fluently themselves, and in-person opportunities like literacy nights, parent-teacher conferences, or informal conversations during school events.

In addition, the district has created parent support documents for grades K-2 to help families understand standards-based grading. These documents include quarterly proficiency scales and student work samples for each indicator on the report card. To make this information accessible to parents without an education background or those who may have reading difficulties themselves, the documents use plain, jargon-free language, visual examples of student work, and, where possible, are reviewed during parent-teacher conferences so an educator can walk through them together with the family rather than relying solely on a written handout.

To gauge whether parents understand and are using this information, teachers follow up informally during conferences and can flag families who may need additional support. Schools are also encouraged to build in a brief check, such as a short survey or a follow-up call, for families who do not respond to initial communications, so that no parent is missed simply because they didn't engage with the first outreach attempt.

Finally, district and school literacy goals are communicated to parents and the broader community through the district website, school newsletters, and presentations at events such as Back-to-School Night, PTO/PTA meetings, and School Improvement Council meetings, ensuring that literacy priorities are visible and consistently reinforced across all stakeholder touchpoints.

Section E: Progress Monitoring

Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

The district monitors reading progress and growth through a multi-layered system that ties intervention decisions directly to data.

All schools administer universal screening in the fall, winter, and spring, with results tracked in a shared digital platform. A decision tree guides next steps for students below benchmark, and established benchmarks flag when additional support is needed for grade-level proficiency.

After each screening window, schools analyze results to evaluate Tier 1 instruction and identify students needing more intensive support. Grade-level teams then examine classroom-level data-skill inventories and unit assessments-to identify candidates for Tier 2, while students whose data points to below-grade-level needs may move directly into Tier 3 without first passing through Tier 2.

Schools build guaranteed intervention time into the master schedule through 30-minute blocks. Frequency scales with need: Tier 3 students typically receive intervention three to five days a week, and Tier 2 students three or fewer, with variation based on caseload and targeted skills.

Students in Tier 2 and Tier 3 have academic goals set for each roughly 8-week intervention cycle. Teachers collect baseline, midpoint, and end-of-cycle data aligned to those goals, plus ongoing formative data during lessons. When growth stalls, teachers must adjust the skill focus, strategy, or intensity of intervention; if a disability is suspected, the case moves to the student support team as part of Child Find.

Progress-monitoring tools vary by skill area: foundational skills are often measured with the same inventories used in universal screening, while curriculum-based measures (CBMs) cover reading application and communication skills. Students needing both Tier 2 and Tier 3 support may progress more slowly and remain in Tier 2 longer, though schools aim to layer support without sacrificing Tier 1 instruction.

MTSS and grade-level teams meet at least monthly, or at each cycle's midpoint, to review current data and adjust instruction-many schools meet even more often.

Section F: Teacher Training

Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

The majority of district elementary teachers have completed LETRS training, with approximately 100 elementary teachers still completing Volume 1 or Volume 2. This training continues to build a strong foundation in the science of reading, which literacy coaches reinforce and extend through school-based professional development.

Literacy coaches at each school also provide school-based professional development as needed, based on formal and informal data (SC READY, STAR, and summative and formative assessments). Some of the areas coaches are currently supporting include word study and grammar in the upper grades, teacher clarity with learning intentions and success criteria, explicit instruction and engagement, writing about reading, independent reading, writing in the upper grades, and strong Tier 1 expectations. Literacy coaches provide this professional learning through coaching cycles, support during professional learning team meetings, and additional after-school professional learning sessions.

Based on overall district data and teacher feedback, the district will also provide word study support in grades 3-5, specifically focusing on instructional morphology routines and their transfer into reading and writing. There will also be a focus on maximizing the impact of phonics lessons in grades K-2 to strengthen transfer into reading and writing. These professional development opportunities will be offered at the district level throughout the school year.

Section G: District Analysis of Data

Strengths

Writing is the clear bright spot. About 69% of students scored High, and every grade was at 67% or above. The Middle band is also the smallest here (17.7%), so most students are clearing the bar rather than sitting on the edge of it.

Research skills grow across the grades. High rises from 59.8% in grade 3 to 68.0% in grade 5, which is the only category with a steady upward trend.

Informational text is strong in grades 4-5. Both grades are above 62% High.

Grade 4 is the strongest grade overall. It has the highest results in writing, informational text, vocabulary, and TDW average (2.70).

The Low band is small and stable. Only 10-14% of students are Low in every category. This suggests core instruction is reaching most students. The next step would be to check whether it's largely the same students across categories, which would point toward an intervention need rather than a gap in a particular skill. Lexile levels rise with each grade, from 771 in grade 3 to 890 in grade 4 and 936 in grade 5.

Possibilities for Growth

Literary text is the district's lowest category. Under half of students scored High. The size of the gap is clearest when you compare it with informational text in the same grade. In grade 4, literary text is 21 points lower (43.8% vs. 65.4%). In grade 5, it's 16 points lower. The real opportunity is the roughly 41% of grade 4-5 students in the Middle band. They're close, and focused work on theme, character development, and author's craft could move many of them up. This lines up well with the literary elements progression work. Grade 5 vocabulary is the biggest single dip. Only 39.7% scored High, down from 65.2% in grade 4, and 47% sit in the Middle band. Grade 5 texts lean heavily on academic and domain-specific words, so morphology instruction (prefixes, roots, suffixes) and context-clue strategies are a natural lever here. Grade 3 TDW needs early support. Grade 3 has the lowest TDW average (2.44). It also has the most non-scored responses: 54 of 1,264 students, about 4%. Thirty-six of those responses were coded as copied directions or items, nearly three times the count in grades 4 and 5. Since this is students' first TDW experience, explicitly teaching what the task asks for and practicing it in short, low-stakes rounds could pay off quickly. Grade 3 informational text trails the upper grades. It sits at 52.3% High, compared with about 63-65% in grades 4 and 5. That's worth watching as these students move into grade 4.

Description Area	*Note: The two questions below are required by Act 114 (passed in 2024).
NEW: Please provide the total number of FIRST graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	297

NEW: Please provide the total number of SECOND graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.

270

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 83.5% to 85% in the spring of 2026.
Goal #1 Progress	Goal Not Met. The percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC Ready went from 83.5% to 82.1%

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all districts 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	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 82.5% to 84% in the spring of [current school year].

Goal #1 Action Steps

Continue to provide training and support on interpreting data, and ensure student data is available to Professional Learning Communities (PLCs) through eduCLIMBER.

Hold structured data conversations after each district assessment window (fall, winter, spring). Use common protocols, such as the STAR Reading data protocol and the eduCLIMBER Charting and Data Wall views, so teams look at data the same way across schools.

Literacy coaches will facilitate grade-level PLC data meetings at least monthly. Teams will:

identify students' strengths and needs by domain,
set measurable goals,
plan instructional adjustments, and
revisit the results in the next cycle.

Continue professional learning in research-based foundational literacy skills, through LETRS training and state training, to support students in MTSS.

Connect LETRS content directly to data conversations, so that teachers and interventionists use their knowledge of literacy to interpret diagnostic results and choose interventions.

Provide follow-up coaching and classroom support so practices from professional learning show up in daily instruction. Monitor implementation through walkthroughs and student data.

File Upload (optional)
