

Submission Time:

October 12, 2026 2:29 pm

2026-27 Primary and Elementary Reading Plan

District Name	York 04
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School Name	Flint Hill Elementary
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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.

"Our school is addressing the Five Pillars in the following ways:
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 include 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. 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 to make instructional decisions for Tier 1, and possibly Tier 2 and Tier 3 interventions.

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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.

"Flint Hill Elementary School dedicates approximately 90 to 120 minutes 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, we uses Heggerty for phonological awareness and UFLI for additional foundational skills. 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.

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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.

"Our school 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 school 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.

Our 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 our school's Lead Teacher, with support from our district's Director of Academic Intervention. Our 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 provide intensive Tier 3 intervention for students not yet reading on grade level.

Instruction for Tier 2 and 3 students focuses on word recognition with a focus on decoding and encoding. Students are also instructed in language comprehension to address areas such as vocabulary and literary knowledge.

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.

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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.

"Parents are sent home 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. These tips are shared 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, these tips are communicated through multiple channels-such as translated versions for multilingual families 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. These proficiency scales are distributed to parents at the fall parent-teacher conferences. 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, and visual examples of student work.

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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.

"Flint Hill Elementary School monitors reading progress and growth through a multi-layered system that ties intervention decisions directly to data.

Our school administers 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, our school analyzes 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.

Flint Hill Elementary has a built in guaranteed intervention time in the master schedule through a 30-minute block. 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 our school aims 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.

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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.	"The majority of Flint Hill Elementary School teachers have completed LETRS training with 17 teachers still completing Volume 1 or Volume 2. Our literacy coach reinforces and extend learning through school-based professional development and support during Professional Learning Team meetings. Our literacy coach also provide school-based professional development as needed, based on formal and informal data (SC READY, STAR, and summative and formative assessments). She is currently supporting teams in word study and grammar in the upper grades, teacher clarity with learning intentions and success criteria, explicit instruction and engagement, and strong Tier 1 expectations. This support is provided through professional learning, coaching cycles, support during professional learning team meetings, and additional after-school grade level planning sessions. Currently, a focus is on maximizing the impact of phonics lessons in grades K-2 to strengthen transfer into reading and writing. "
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Section G: District Analysis of Data

Strengths	"At Flint Hill Elementary School, teachers analyze data on a regular basis using universal screeners such as STAR and curriculum assessments from HMH Into Reading curriculum to monitor student progress. Teachers use the South Carolina State ELA Standards as the basis for all instruction. These standards are used to establish learning targets and assessments for lessons. Teachers for K-2 provide foundational skills instruction based on the science of reading through the use of daily UFLI and Heggerty curriculum lessons. Teachers in grades 3-5 use UFLI as a Tier 2 and Tier 3 support for students lacking foundational skills. Teachers analyze progress on these measures to inform instruction."
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Possibilities for Growth

"We have identified spelling as a growth area, particularly in grades 3-5. This is based on results from the LETRS spelling screener administered to all students at the beginning of the year. To address this issue, teachers in grade 3 are using the knowledge from LETRS training to support students. Teachers in grades 4-5 who are not participants in LETRS are receiving support from the literacy coach to instruct students on phonics patterns as needed. Students will be reassessed with this spelling screener mid-year and at the end of the year.

Another area of growth is the achievement of our first graders. Based on STAR Early Literacy data, students in this grade level showed a lower rate of growth than kindergarten. First grade teachers have focused on several areas for improvement including fidelity to the UFLI phonics program, increase communication with parents by sending books home nightly, and more focus on learning intentions and success criteria to make their literacy instruction more effective.

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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

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

15

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

35

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

2

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

15

How many CERDEP PreK teachers 0
in your school have completed EC
LETRS?

How many CERDEP PreK teachers 0
in your school are beginning EC
LETRS this year?

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 from 73.6% to 75% in the spring of 2026." "
Goal #1 Progress	We exceeded our goal with 77.6% of our 3rd graders at meets and exceeds on SC Ready in the spring of 2026. We are working to continue this positive trend with our 3rd graders this year.
Previous Goal #2	"By the Spring 2026 benchmark, 76% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 74.8% of students who scored at or above proficiency on the Fall 2025 benchmark." "
Goal #2 Progress	We did not reach this goal of 76% of kindergarten and first-grade students scoring at or above proficiency on STAR Early Literacy. We had 72.94% of students at this level.

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 2025 as determined by SC Ready ELA from 77.6% to 78%.

Goal #1 Action Steps

We will continue to use UFLI as a Tier 1, 2 and 3 option to close gaps students have in phonics knowledge. We will continue to use high quality instruction materials and use Professional Learning Teams to evaluate and analyze data from HQIM assessments. In addition, we will focus instruction time on building vocabulary through morphology instruction.

Current Goal #2

"By the Spring 2027 benchmark, 76% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 75.29% of students who scored at or above proficiency on the Fall 2026 benchmark."
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Goal #2 Action Steps

Teachers will teach UFLI lessons with fidelity and use a common long range plan. Teachers will bring assessments on phonics skills to PLT to be analyzed. In addition, our teachers are focusing on making sure students understand and know the learning intention and the relevance of what they are learning in lessons daily.

File Upload (optional)
