SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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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.	"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 to make instructional decisions for Tier 1, and possibly Tier 2 and Tier 3 interventions. "

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.	"Our classes have approximately 90 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, our K-1 classes use Heggerty for phonological awareness and K-2 classes use 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. We also have an additional 30 min scheduled for WIN (What I Need Time) daily to provide differentiated 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.	"Our district uses a systematic approach to determine student interventions based on Universal Screeners and additional diagnostics as needed. All students take either the STAR Early Literacy or STAR Reading assessments. Based on these results, we decide if further diagnostics are necessary for Tier 2 or Tier 3 interventions. Some of the assessments we use to inform these instructional decisions include Heggerty Bridge the Gap, DIBELS, Core Reading Phonics, PAST, and STAR CBM. In addition to the Universal Screener, certain grade levels administer Foundational Skills Assessments to all students, providing another tool to guide intervention decisions. Our school's MTSS (Multi-Tiered System of Supports) team analyzes all this data to recommend appropriate Tier 2 and Tier 3 interventions. "

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.	The district will keep parents informed about ways to support literacy at home through our district website. Our teachers regularly communicate with parents on how to help their children with reading at home through newsletters, conferences, and phone calls home. Many teachers invite parents to come in to school to attend a variety of experiences such as writing celebrations. Our interventionists also communicate with the parents of the students they serve to provide feedback and support to the parents. We will also be hosting a Title One Literacy Night this year. During this event, we will include parents in learning experiences that center around reading, writing, and vocabulary. As a district, we aim to improve in this area as we continue learning about our new standards, curriculum, and the Science of Reading through LETRS training.

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.	"As part of our process for identifying students in the MTSS (Multi-Tiered System of Supports) framework, we also implement consistent progress monitoring for students in Tiers 1, 2, and 3. Tier 1 and Tier 2: Teachers will use a combination of tools such as STAR, HMH curriculum assessments, UFLI, district benchmark assessments and other standards-based assessments to monitor progress in grade-appropriate reading skills, supporting overall proficiency. Tier 3: Literacy interventionists have additional tools for progress monitoring, including DIBELS, Heggerty's Bridge the Gap, and STAR. Throughout the year, teams will meet weekly during Professional Learning Team (PLT) and MTSS team meetings to analyze data and make instructional decisions for all students. "

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.	"Most of our teachers have completed LETRS training. This includes K-3 teachers, administrators, interventionists, literacy coaches, lead teachers, and SPED teachers. We currently have 2 fifth grade teachers, 2 fourth grade teachers, and a SPED teacher in their second year of training. We are offering several book study opportunities throughout the year. Teachers meet monthly for discussions and the coach works with the teachers on implementing strategies. We have several teachers taking part in training with Word Origins to further our 3-5 students in their word study knowledge. Throughout the year, opportunities arise for coaching cycles based on teacher interest and need. "

Section G: District Analysis of Data

Strengths	"Teachers are focusing on data and using it to help strengthen Tier 1 instruction Highest area on R2S was Research and Evaluating Ideas All of our K-3 teachers are certified LETRs "
Possibilities for Growth	"Vocabulary Informational Text Engagement"
Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	41
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	37

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?	5
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	Goal 1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC Ready ELA from 70.8% to 75% in the spring of 2026.
Goal #1 Progress	Goal not met 66.67% of students met
Previous Goal #2	Goal 2: By the Spring 2026 benchmark, 70% of kindergarten and first grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 65.85% of students who scored at or above proficiency on the Fall 2025 benchmark.
Goal #2 Progress	Goal Met 70.73% of students met

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 ELA from 66.67 % to 72 % in the spring of 2027 "

Goal #1 Action Steps	"Targeted small groups with teachers across the grade level Intentional reflection on Tier 1 and data from assessments IXL for additional support for students based on assessments Fluency groups Tier 2 groups for essential standards Tier 3 interventions for students who are scoring below the cut score on STAR Engagement Inventories"
Current Goal #2	" By the Spring 2027 benchmark, 80% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 67.6 % of students who scored at or above proficiency on the Fall 2026 benchmark. "
Goal #2 Action Steps	"Targeted small groups with teachers across the grade level Intentional reflection of Tier 1 and data from assessments Tier 2 and Tier 3 groups for students who are not mastering essential foundational standards Time spent on reading/writing linked to foundational standards to increase Increase our decodable library Engagement Inventories"

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