SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 13, 2026 10:46 am

2026-27 Primary and Elementary Reading Plan

District Name	York 04
School Name	Gold Hill Elementary
Principal Name	Josh Burris
Principal Email	Burrisj@fortmillschools.org
Optional: Reading Coach Email	oshieldsl@fortmillschools.org
Optional: Submitter Email	griffina@fortmillschools.org

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.	"With the continued implementation of the new South Carolina College and Career Readiness English Language Arts Standards, HMH Into Reading curriculum, University of Florida Literacy Institute Foundations (UFLI) and Heggerty, teachers at Gold Hill Elementary work diligently to design instruction and administer assessments that align with the Five Pillars of Reading. Students in Grades K-1 take the STAR Early Literacy Assessment three times a year as a universal screener. Kindergarten students will also take Amira Assess two times during the 2026-27 school year. Students in Grades 1-5 take the STAR Reading Assessment three times a year as a universal screener. The results of these assessments help identify students who may need further diagnostic assessments for Tier 2 and Tier 3 interventions. Additionally, students complete the LETRS Spelling Screener at designated times throughout the year based on the district assessment plan. Students in Kindergarten also complete the Core Phonics Assessment and 1st-5th grade teachers are encouraged to administer the CORE Phonics Assessment on an as needed basis to gain additional information about any student's reading progress. For Oral Reading Fluency, students in Grades K-2 are assessed multiple times throughout the year with UFLI Fluency Passages. Students in Grades 2-5 are assessed three times a year using oral reading fluency passages from DIBELS. Students in First Grade also take the STAR CBM (Curriculum-Based Measurement) to monitor oral reading fluency three times a year. Phonemic Awareness is taught in Grades K-2 through Heggerty and/or UFLI daily lessons. Formative assessments are administered by teachers throughout the year to assess this area and either whole group or small group lessons are created to address any gaps in student learning. Interventionists also assess and intervene in this area during T3 instruction as needed. Comprehension and vocabulary instruction are evident throughout HMH Into Reading lessons and assessments are currently done formatively by teachers through weekly and module assessments. Teachers at Gold Hill Elementary School use the data from these assessments in addition to daily classroom observations to guide their daily instruction. During Professional Learning Team (PLT) meetings, teachers analyze this data in order 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.	" Gold Hill Elementary School has designed and implemented a master schedule that designates 90 to 120 minutes dedicated to English Language Arts (ELA), which includes reading, writing, and foundational skills. Teachers at GHES following the district adopted the HMH Into Reading curriculum, using its Reading, Vocabulary, and Writing components for grades K-5. For Foundational Literacy Skills, teachers in Grades K-2 follow the daily lessons in Heggerty for phonological awareness and UFLI for additional foundational skills and explicit, systematic phonics instruction. In Grades 3-5 Foundational Literacy skills are taught through the HMH Into Reading 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 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.	"Following the guidance of our district, our school 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, LETRS Phonics and Word Survey, Core Reading Phonics, and STAR CBM. In addition to the Universal Screener, certain grade levels administer Foundational Skills Assessments to all students. These assessments are another tool used to guide intervention and instructional decisions. Our 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.	"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. In Tier 1 and 2, teachers use a combination of tools such as STAR, HMH curriculum assessments, UFLI, and other standards-based assessments to monitor progress in grade-appropriate reading skills and the district's identified essential standards. In Tier 3, Literacy interventionists progress monitor on their designated goals using tools such as DIBELS,Heggerty's Bridge the Gap, and STAR. Throughout the year, teams will meet regularly during Professional Learning Team (PLT) and MTSS team meetings to analyze data and make instructional decisions for all students. " "

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. In Tier 1 and 2, teachers use a combination of tools such as STAR, HMH curriculum assessments, UFLI, and other standards-based assessments to monitor progress in grade-appropriate reading skills and the district's identified essential standards. In Tier 3, Literacy interventionists progress monitor on their designated goals using tools such as DIBELS,Heggerty's Bridge the Gap, and STAR. Throughout the year, teams will meet regularly 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.	At Gold Hill Elementary School, we strive to stay abreast on current research and instructional practices. Teachers participate in various professional developments at the school, district, and national level. Teachers are encouraged to attend district-wide professional development opportunities as they are offered. School-based professional development is designed and implemented by the Literacy Coach and teacher leaders to various teams and/or grade levels based on schoolwide goals, needs, and teacher interests.

Section G: District Analysis of Data

Strengths	Gold Hill Elementary MET our goal of 75% of kindergarten and first-grade students who scored at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 72.91% of students who scored at or above proficiency on the Fall 2025 benchmark. The results of these assessments can be attributed to the focus on data and team collaboration in ELA PLTs. Through this designated time each week, teachers work diligently to align instruction and assessments to match state standards. Additionally, the MTSS team at Gold Hill Elementary works collaboratively to identify students in need of extra support, and members of the MTSS team work with teachers to design and implement effective Tier 2 and Tier 3 instruction and progress monitoring based on assessments and essential standards. Targeted professional learning opportunities are provided to teachers based on data and classroom observations in order to support teacher growth and student learning.
Possibilities for Growth	" Gold Hill Elementary School faculty and staff will continue to GROW through teaching and learning in order to better serve our students. With the continued implementation of the SC English Language Arts Standards, implementation of strategies and learning from LETRS, and improved implementation of the HMH Into Reading curriculum and school-based and district-wide assessments, we will work to continue to improve our instruction and assessment practices. Additionally, we would like to work to develop literacy-based partnerships within our community that would ideally encourage a deeper love of reading and writing. "

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?	3
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	33
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?	3
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 86.8% to 87% in the spring of 2026.
Goal #1 Progress	Not Met
Previous Goal #2	Goal 2: By the Spring 2026 benchmark, 75% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 72.91% of students who scored at or above proficiency on the Fall 2025 benchmark.
Goal #2 Progress	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 86.49% to 87% in the spring of 2027.
Goal #1 Action Steps	"-Provide training and support on interpreting data and ensure student data is available to Professional Learning Communities. -Provide a comprehensive intervention program and support system for academically struggling and at-risk students based on MTSS (Multi-tiered Systems of support) principles. -Targeted intervention to focus on 3rd grade students below grade level in reading. -Literacy Coach to provide support for all 3rd grade teachers in effective reading and writing instruction to promote individual student growth. - Provide training and support for the successful implementation of UFLI to reinforce foundational reading skills and enhance reading and spelling. -Provide training and support for the successful implementation of Amira (through HMH) to develop reading fluency. "
Current Goal #2	"By the Spring 2027 benchmark, 77% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 76.1% of students who scored at or above proficiency on the Fall 2026 benchmark. "

Goal #2 Action Steps	"--Literacy Coach to provide support for all Kindergarten and 1st grade teachers in effective research and evidence-based reading and writing practices to promote individual student growth. -Provide a comprehensive intervention program and support system for academically struggling and at-risk students based on MTSS (Multi-tiered Systems of support) principles. -Targeted intervention to focus on Kindergarten and 1st grade students below grade level in reading. - Provide training and support on interpreting data and ensure student data is available to Professional Learning Communities. - Provide training and support for the successful implementation of Amira to develop reading fluency. "

File Upload (optional)