SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 12, 2026 12:03 pm

2026-27 Primary and Elementary Reading Plan

District Name	York 04
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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.	"At Orchard Park Elementary, literacy instruction in grades K-5 is aligned to the South Carolina ELA Standards and incorporates oral language, phonological awareness, phonics and word recognition, fluency, vocabulary, and comprehension. Teachers provide explicit, systematic instruction through the HMH Into Reading curriculum, with UFLI and Heggerty used to support foundational literacy skills as appropriate. Instruction includes opportunities for students to engage in meaningful discussion, develop academic vocabulary, build automatic and accurate word recognition, read connected text fluently, and apply comprehension strategies across literary and informational texts. A comprehensive assessment system is used to identify student strengths and needs and guide instruction. Students in grades K-1 complete STAR Early Literacy, and students in grades 1-5 complete STAR Reading three times each year as universal screeners. Foundational literacy skills are further assessed through phonics, word reading, spelling, phonological awareness, and curriculum-based measures. Oral reading fluency, accuracy, retell, summary, and comprehension measures are used across grade levels as developmentally appropriate to monitor students' ability to read and understand connected text. Teachers analyze universal screening, diagnostic, formative, curriculum, and classroom assessment data during PLT meetings to identify trends and determine instructional next steps. Data are used to differentiate Tier I instruction, form flexible small groups, identify students who need additional diagnostic assessment or Tier II/Tier III intervention, and monitor student progress. Instruction and assessment work together to ensure students develop both word recognition and language comprehension skills necessary to independently comprehend increasingly complex grade-level texts."

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.	"At Orchard Park Elementary, word recognition instruction is aligned to the Science of Reading and structured literacy through explicit, systematic instruction in phonological awareness, phonics, decoding, spelling, and word study. Heggerty and UFLI support foundational skills alongside HMH Into Reading. STAR, foundational skills assessments, phonics/word-reading assessments, spelling inventories, and fluency/accuracy measures are used to identify skill gaps and guide differentiated instruction and intervention. Assessment data are analyzed to provide targeted support and monitor students' progress toward accurate, automatic 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.	"At Orchard Park Elementary, universal screener data from STAR Early Literacy and STAR Reading are used to identify students who are not demonstrating grade-level proficiency. Additional diagnostic assessments, including foundational skills, phonics, fluency, and comprehension measures, are used to determine whether students need targeted support in word recognition or language comprehension. PLT and MTSS teams analyze multiple data sources to determine appropriate Tier II and Tier III interventions, monitor student progress, and adjust instruction based on individual student needs."

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.	At Orchard Park Elementary, families are provided with resources and information to support literacy development at home through school and district communication, parent conferences, and shared literacy resources. Teachers communicate student progress and provide strategies families can use to support reading, writing, vocabulary, and foundational skills at home.

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.	At Orchard Park Elementary, student reading progress is monitored through STAR, HMH curriculum assessments, UFLI, DIBELS, and other standards-based assessments. Teachers, interventionists, and the MTSS team regularly analyze progress-monitoring data during PLT and MTSS meetings to determine student growth, adjust instruction, and make decisions regarding Tier II and Tier III interventions to support grade-level reading proficiency.

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 Orchard Park Elementary, teachers will receive ongoing professional learning focused on the Science of Reading, structured literacy, and foundational literacy skills. K-5 teachers, interventionists, and SPED teachers participate in literacy coaching cycles. Professional learning, collaborative PLTs, modeling, and coaching will support consistent implementation of evidence-based literacy practices across K-5.

Section G: District Analysis of Data

Strengths	Beginning-of-year data demonstrate strong literacy performance across K-5. Approximately 75-80% of students are at or above benchmark on STAR Early Literacy/Reading, with strong performance in fluency and accuracy. Many students demonstrate grade-level or above-grade-level comprehension, vocabulary, decoding, and spelling skills. Overall, the data indicate a strong foundation in reading achievement, with a significant group of students already performing above grade-level expectations.
Possibilities for Growth	Areas for continued growth include accuracy, fluency, spelling/word study, and targeted support for students below benchmark. About one-third of students scored below 95% accuracy, and approximately 20-25% are below fluency benchmarks. Spelling data also show gaps in vowel teams, complex phonics patterns, and multisyllabic words. Continued small-group instruction, explicit word study, repeated reading, and progress monitoring will support students in reaching grade-level proficiency.

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?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	48
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	4
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	1
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?	7

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

Previous Goal #1	Increase the percentage of third-grade students scoring Meets and Exceeds on SC READY ELA from 82% to 85%.
Goal #1 Progress	Goal Met. 90.28% of third-grade students scored Meets or Exceeds on SC READY ELA, exceeding the 85% goal.
Previous Goal #2	Increase the percentage of kindergarten and first-grade students scoring at or above proficiency on STAR Early Literacy from 82.4% to 90%.
Goal #2 Progress	Goal Not Met. 87.07% of kindergarten and first-grade students demonstrated proficiency, showing growth from the baseline of 82.4% but falling short of the 90% goal.

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	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 90.28% to 93% in the spring of [current school year].
Goal #1 Action Steps	Provide standards-aligned Tier I literacy instruction with explicit instruction in word recognition, vocabulary, fluency, comprehension, and writing. Teachers will analyze STAR, classroom assessment, progress-monitoring, and formative data during PLTs to identify skill gaps and provide targeted small-group instruction. Students requiring additional support will receive Tier II/III interventions with ongoing progress monitoring. The literacy coach will support implementation through collaborative planning, modeling, coaching cycles, and data analysis.
Current Goal #2	"By the Spring 2027 benchmark, 93% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 90.83% of students who scored at or above proficiency on the Fall 2026 benchmark. "
Goal #2 Action Steps	Provide explicit, systematic instruction in phonological awareness, phonics, word recognition, oral language, vocabulary, and comprehension. Teachers will use STAR, foundational skills assessments, and classroom data to identify needs, differentiate Tier I instruction, and provide targeted Tier II/III support. Progress will be reviewed regularly during PLT and MTSS meetings, with instruction and intervention adjusted based on student growth.

File Upload (optional)