

Submission Time:

October 13, 2026 1:55 pm

2026-27 Primary and Elementary Reading Plan

District Name	York 04
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School Name	Sugar Creek 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.

" The Fort Mill School District has updated its Assessment Plan to align with the Five Pillars of Reading Instruction. Sugar Creek Elementary School is committed to providing the following assessments to the following grade levels:

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:

Grade 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 the 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: Teachers currently assess vocabulary formatively 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.

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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.

Grades K through 5 at Sugar Creek Elementary School have approximately 90 to 120 minutes dedicated to English Language Arts (ELA), including 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, Sugar Creek Elementary School uses the UFLI program. The assessments from HMH, UFLI, and those listed in Section A align with the science of reading 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.

"Sugar Creek Elementary 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. Sugar Creek, under the guidance of 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 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. Sugar Creek's MTSS (Multi-Tiered System of Supports) team reviews this data to recommend appropriate Tier 2 and Tier 3 interventions. The school's Lead Teacher leads this process, with support from our district's Director of Academic Intervention. Sugar Creek Elementary School follows a systematic process for analyzing diagnostic data and deciding on Tier 2 and Tier 3 interventions, including who will provide them. Classroom teachers deliver Tier 2 support, while our literacy interventionists (3 teachers in total) 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. We contact parents whenever a student begins participating in Tier 2 or Tier 3 intervention. We track documentation in our district data system, eduCLIMBER, and the interventionist and/or teacher working with the student provides continuous progress updates."

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 Elementary ELA Coordinator has developed a bank of literacy tips-for example, guidance on asking comprehension questions during read-alouds, tips for building reading stamina at home, or simple strategies for supporting a struggling reader with decoding.

To reach parents who may be less likely to engage with a newsletter, Sugar Creek Elementary School reinforces these tips through multiple channels-such as translated versions for multilingual families, brief video or audio explanations for parents who may not read fluently, and in-person opportunities like literacy nights, parent-teacher conferences, or informal conversations during school events.

In addition, Sugar Creek uses the district-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. Sugar Creek includes a brief check, such as a short survey or a follow-up call, for families who do not respond to initial communications, so no parent is missed simply because they didn't engage with the first outreach attempt.

Finally, the school communicates literacy goals 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 literacy priorities are visible and consistently reinforced across stakeholder touchpoints.

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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.

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

We administer universal screening in the fall, winter, and spring, and track results in a shared digital platform. A decision tree guides next steps for students below benchmark, and established benchmarks flag when students need additional support to reach grade-level proficiency.

After each screening window, teachers and specialists 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. We 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 we aim to layer support without sacrificing Tier 1 instruction.

MTSS and grade-level teams meet weekly, 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.

"Most Sugar Creek Elementary teachers have completed LETRS training. Five of Sugar Creek's teachers are still participating in LETRS training. This training continues to build a strong foundation in the science of reading, which literacy coaches reinforce and extend through school-based professional development.

The Literacy coach at Sugar Creek Elementary School also provides school-based professional development as needed, based on formal and informal data (SC READY, STAR, and summative and formative assessments). Areas our coach currently supports include vocabulary/word study and grammar in the upper grades, explicit instruction and engagement, writing about reading, independent reading, writing in the upper grades, and strong Tier 1 expectations within the ELA block. The Literacy coach provides this professional learning through coaching cycles, support during professional learning team meetings, and additional after-school professional learning sessions.

Based on district-wide data and teacher feedback, the district will also provide word study support in grades 3-5, 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. The district will offer these professional development opportunities throughout the school year.

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Section G: District Analysis of Data

Strengths

"Sugar Creek Elementary School has shown promising results with the Fall 2026 Star Reading (or Early Literacy) results.

Kindergarten Early Literacy: 77% at/Above Benchmark, 10% in the On Watch category, meaning 87% of 1st grade students are beginning the year at or above grade-level expectations or very close to them.

1st Grade Early Literacy: 92% at/Above Benchmark, 5% in the On Watch category, meaning 97% of 1st grade students are beginning the year at or above grade-level expectations or very close to them.

1st Grade Reading Star: 71% at/Above Benchmark, 20% in the On Watch category, meaning 91% of 1st grade students are beginning the year at or above grade-level expectations or very close to them.

2nd Grade: 88% at/Above Benchmark, 7% in the On Watch category, meaning 95% of 2nd grade students are beginning the year at or above grade-level expectations or very close to them.

3rd Grade: 80% at/Above Benchmark, 11% in the On Watch category, meaning 91% of 3rd grade students are beginning the year at or above grade-level expectations or very close to them.

4th Grade: 77% at/Above Benchmark, 10% in the On Watch category, meaning 87% of 4th grade students are beginning the year at or above grade-level expectations or very close to them.

5th Grade: 79% at/Above Benchmark, 13% in the On Watch category, meaning 92% of 5th grade students are beginning the year at or above grade-level expectations or very close to them.

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Possibilities for Growth

"Our students have shown progress in decoding words across a variety of texts, but we need more targeted instruction in encoding. All grades, kindergarten through 2nd grade, teach phonemic awareness and phonics using the UFLI program. This year, the 3rd grade team is also teaching these foundational skills using UFLI to close encoding gaps and help students succeed with spelling in 4th and 5th grade. The 4th and 5th grade teams are also holding additional intervention groups with select students in the area of encoding to support students who did not receive phonemic awareness or phonics instruction through a consistent scope and sequence or with systematic instruction prior to 2026-2027. Additionally, the 4th and 5th grade teams will pilot the UFLI Word Origins program to support instruction in phonological awareness, orthographic mapping, semantics, morphology, syntax, and etymology.

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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?

3

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

28

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

5

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 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	25-26 Goal 1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY ELA from 81.8% to 83% in the spring of 2026.
Goal #1 Progress	"Goal #1 Percentage of students that scored Meets and Exceeds for Spring 2026 73.33% Goal Not Met "
Previous Goal #2	"25-26 Goal 2: By the Spring 2026 benchmark, 85% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 79.29% of students who scored at or above proficiency on the Fall 2025 benchmark. "
Goal #2 Progress	"Goal #2 Percentage of students that showed proficiency from Fall 2026 77.91% Goal Not 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].
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Current Goal #1

Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY ELA from 73.33% to 75 % in the spring of 2027.

Goal #1 Action Steps

"Increasing teacher clarity and solidifying implementation with SCES Tier 1 Expectations, including strong ELA openers/warmups, whole-group instruction, small-group instruction, and strong closures within the ELA block.

Training from the South Carolina Department of Education Upstate Literacy Specialist for third-grade teachers to begin implementation of UFLI Foundational Skills Instruction during whole-group instruction.

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Current Goal #2

"Goal 2: Increase the percentage of fourth-grade students (25-26 third-grade students) scoring Meets and Exceeds in the spring of 2026 on the SC READY ELA from 73.33% to 75% in the spring of 2027.

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Goal #2 Action Steps

"Increasing teacher clarity and solidifying implementation with SCES Tier 1 Expectations, including strong ELA openers/warmups, whole-group instruction, small-group instruction, and strong closures within the ELA block.

Consistent foundational skills instruction using the UFLI Foundational Skills Program in grades K-2 accompanied by refresher training from the South Carolina Department of Education Upstate Literacy Specialist.

Training from the South Carolina Department of Education Upstate Literacy Specialist for third-grade teachers to begin implementation of UFLI Foundational Skills Instruction during whole-group instruction.

Pilot and implementation of the UFLI Word Origins Program to improve explicit, systematic instruction in spelling and word study.

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File Upload (optional)
