

2026-2027 Primary and Elementary Reading Plan

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School Name	Sterling School
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all PreK-5th grade 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.

Daily reading and writing instruction includes

- a daily whole group mini lesson (including read aloud, shared reading and writing and class discussions which foster oral language development)
- guided reading small groups (K-2 small groups for Reading Horizons)
- one on one conferencing (focus on supporting individual students needs and extending the explicit instruction provided in mini lessons)
- independent reading/writing and practice with a variety of text types

Additionally, teachers dedicate time daily for language and word study components, including phonological awareness, phonics, fluency, vocabulary and comprehension using a variety of standards-based materials.

Teachers plan for students using district curriculum resources from the portal, HMH, Reading Horizons (K-2: explicit, systematic, and sequential phonics instruction), Amira (K-5) and Heggerty (4K: systematic and explicit instruction in phonological and phonemic awareness through daily lessons). Literacy instruction in all classrooms is based on the 2024 SCCCR ELA standards. These resources address both sides of Scarborough's Rope (language comprehension and word recognition) and include best practices supported by science of reading research.

Teachers use a variety of reading assessment tools to understand the needs and next steps for their students. In 4K, myIGDIs is administered in fall (Early Literacy), mid-year (Early Literacy and Math) and spring (Early Literacy and Math). 1st grade students complete MAP testing in fall, winter and spring. All students in grades 2-5 complete district Mastery Connect benchmarks in Q1, Q2, and Q3. All students in K-5 complete the Amira benchmarks in fall, winter and spring, which provide an Oral Reading Fluency accuracy score and an Amira Reading Mastery score (both aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary). Additionally, students are assessed through GCS unit assessments as well as common formative assessments developed collectively by teachers during PLCs.

Section B: Foundational Literacy Skills, Continued

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.

Sterling School prioritizes explicit, systematic and sequential instruction for word recognition. Through structured programs like Reading Horizons (in K-2) and Heggerty in K4 teachers ensure that students are building skills in a logical progression starting with the smallest units of sound and advancing to more complex word structures. Teachers assess students using informal assessment during whole group explicit instruction and then support students and further assess in targeted small group instruction. Additionally, teachers use the Amira benchmark assessments which are designed to evaluate students' proficiency in decoding and recognizing words.

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.

Sterling School uses AMIRA as a universal screening tool to determine which students are at high risk and need to be served in our school intervention program. We use word recognition, language comprehension, and phonological awareness in our screening process. In addition, we use Fastbridge to assess students below the 25% on AMIRA to give us more data on students who need additional support. Our instructional team established groups and made decisions for instruction and intervention based on the GCS MTSS framework and matched the level of support based on student need. Additional formative and summative data within the classroom is used to supplement outside the classroom. Instructional support staff use the GCS Tiered Supports document to guide implementation of appropriate instruction support which include, Reading Horizons, LLI, and Amira Interventions.

Our 4k Program makes instructional decisions using formative and summative assessments that are paced in our GCS curriculum maps. MyIGDIs is used to inform whole group, small group, and individual instruction. The DIAL-4 screening tool is used to identify individual students who academic, social emotional, and developmental needs may require further investigation. Our 4K teachers have access to Heggerty Phonemic Awareness assessments. The assessment results can be used to monitor student development and literacy progress.

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.

Sterling School supports families as they support their readers and writers. Amira parent reports are sent home after the benchmark testing with specific information about their child's Amira school. Additionally, our coaches provide additional explanations and contact information for families to reach out with further questions upon receiving the report. Teachers send weekly newsletters to families with information about what is happening in the classroom as well as tips to support children at home. The school principal also sends out a weekly family newsletter with

ways to support children as well. Throughout the year, our school supports families through in person learning experiences. Lunch and learns are hosted once a month on a variety of academic support topics with time for parents to ask questions. During school breaks, Sterling School provides students and families with opportunities to keep reading and writing through reading and writing home challenges, live and recorded read alouds, and community space meet ups for reading and writing time together.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about PreK-5th intervention based on all available data to ensure grade-level proficiency in reading.

School Description of MTSS Progress Monitoring for PreK-5th Grade Students

Our school will use Amira to progress monitor the reading growth of students in order to determine the needs for intervention throughout the year. Expected growth through Amira is an ARM growth of $>.1$ per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile. Our school will document the progress of students in the Intervention Connection System.

Students performing above grade level are also monitored to ensure continued growth beyond proficiency. Teachers use formative assessments, enrichment activities, and extended reading opportunities to challenge these learners and maintain acceleration in literacy development including small group instruction and book clubs.

All students performing below benchmark receive daily interventions in addition to Tier 1 core instruction. Interventionists and classroom teachers collaborate to align intervention goals with classroom reading standards, ensuring continuity and reinforcement across instructional settings

Our RTI process is dynamic and fluid, allowing students to move between tiers based on current performance data rather than fixed timeframes. Students performing below benchmark receive Tier 2 supports designed to target specific skill deficits in areas such as phonemic awareness, fluency, vocabulary, and comprehension. These students are progress-monitored monthly using running records, Reading Horizons checks, or other curriculum-based measures to track growth and inform adjustments

in instruction. In addition, Fastbridge is a progress monitoring tool implemented to assess student progress and growth. This responsiveness ensures instructional time and resources are matched to individual student needs. Teams review common formative assessment data regularly to determine whether students need to continue, intensify, or fade interventions. In addition, summative unit assessments and benchmarks also help determine next steps for student services and supports.

Students who demonstrate more significant reading difficulties participate in Tier 3 interventions, which include smaller group sizes, increased instructional time, and explicit, systematic instruction focused on foundational reading skills. Progress for these students is monitored every two weeks, allowing for timely instructional decisions and adjustments.

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 in PreK-5th grade.

School Description of PLO Opportunities

Sterling School provides opportunities for teachers to grow as professionals and teachers of readers and writers. All teachers in grades K5-3rd, SPED, MLL and intervention are completing the LETRS. Some teachers are completing year 2, while teachers new to the school are completing year 1. Additionally, several 4th and 5th grade teachers are completing LETRS. LETRS includes in person training days, at home modules, conversations during PLCs and coaching support in the classrooms. Our 4K teacher has already completed the LETRS for Early Childhood course and is continuing to receive support through coaching.

Teachers participate in weekly PLCs with the support of both coaches and administration. During these PLCs, teachers analyze data and explore instructional, research based strategies for supporting all readers and writers.

The instructional staff provides ongoing professional development focused on HMH implementation and curriculum unpacking to strengthen teacher clarity and instructional alignment. Through collaborative planning sessions, teachers analyze standards, identify success criteria, and design lessons that ensure students clearly understand learning goals and expectations. The coaches also facilitate coaching

cycles, working side-by-side with teachers to model best practices, observe instruction, and reflect on strategies that enhance student learning. Additionally, our coaches provide support for teachers through these coaching cycles, often integrating professional literature to deepen understanding and refine instructional practice. They also lead in-house professional development focused on strengthening literacy skills and ensuring the effective implementation of instructional supports aligned with the HMH curriculum, empowering teachers to meet the diverse needs of all learners.

Furthermore, Sterling School is doing a study of John Hattie's work on visible learning strategies and teachers are implementing high impact visible learning strategies in the literacy classroom.

Section G: Analysis of Data

Strengths:

Teachers have developed and sustained rich literacy environments that promote ownership of reading growth through explicit direction instruction, small group, and independent learning.

Teachers provide consistent instruction of word study, phonics instruction to build foundational literacy skills, and a logical progression.

Intervention and Special Education work closely with general education teachers to monitor student progress and discuss areas of support on a consistent basis.

Sterling Staff provide consistent communication with families about literacy practices to support families in providing literacy opportunities outside the classroom and at home.

Possibilities for Growth:

Teachers will strengthen their collective efficacy through professional learning communities that focus on progress monitoring of student reading growth using reading horizon data, Amira data, formative and summative assessments within the classroom.

Teachers will continue to strengthen their phonics instruction and clarity through the LETRS professional learning content, and collaborate with peers on implementation of school phonics instruction and programs.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	10
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	20
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	1
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	10
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

Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 70% to 73% in the spring of 2026.	Progress: We met this goal. 75% of students scored meets and exceeds.
Goal #2: 80% of students in grades 3-8 will achieve a year's worth of growth as measured by SC Ready.	Progress: We met this goal. 80% of our students showed a year's worth of growth.

Section I: **Current** School Year SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Note the change in language for the 3rd grade goal to

align with the SCDE's 2030 vision of 75% of students at or above grade level. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. All goals should align with academic growth or achievement. **Schools must provide a minimum of two goals.**

- While the third grade reading proficiency goal is required for schools serving third grade, schools are strongly encouraged to establish additional goals that address literacy achievement and growth in other grade levels. Early literacy and grade-level proficiency goals across grade levels can help schools build a comprehensive approach to ensuring all students become proficient readers.
- The Reading Plan may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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].

Goal #1	Current Goal #1 (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 75% to 77% in the spring of 2027.
Action Steps:	• Implement Word Study and Language instruction weekly • Teachers will participate in coaching cycles and professional development focused on guided reading, word study, and writing • Utilize Intervention in classrooms

Goal #2	80% of students in grades 3-8 will achieve a year's worth of growth as measured by SC Ready.
Action Steps:	• Intentional weekly collaboration among tiers of instruction in grade level PLCs • Implement Word Study and Language instruction weekly • Teachers will participate in coaching cycles and professional

	development focused on guided reading, word study, and writing • Utilize Intervention in classrooms
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