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2025-2026 Primary and Elementary Reading Plan

District Name	York 01
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School Name	York Intermediate School
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Principal Name	Hannah Rescigno
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Principal Email	hrescigno@york.k12.sc.us
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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 5th grade ELA teachers at York Intermediate School utilize the HMH Into Reading curriculum. HMH Into Reading builds on the five pillars of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, the program also integrates background knowledge, writing, and language development.

The core instruction builds foundational reading skills and comprehension, moving from simple to complex through a systematic scope and sequence. Daily lessons are streamlined, aligned to state standards, and paced so that students master skills. Every day students make connections by reading, writing, and talking about module topics and texts. Students engage in direct instruction and guided practice through daily whole group lessons, small group lessons, and independent and collaborative activities using HMH Into Reading.

Each three-week module features cross-curricular texts, each with a knowledge-building learning objective connected to an Essential Question. The first lesson of each module begins with Build Knowledge and Language instruction. Reading instruction begins with a whole group Shared Reading or Read Aloud as students focus on specific skills and strategies. HMH Into Reading's approach teaches comprehension and vocabulary skills in support of the module topic and texts by following a consistent lesson flow. Students continue building foundational skills with a focus on multisyllabic words and morphology.

HMH Into Reading's program weekly and module assessments measure knowledge and skills across reading, writing, grammar, and foundational skills. These formative assessments determine students' mastery of skills and allow teachers to plan for review, reteaching, or differentiation. Module performance tasks show students' knowledge-building progress at the close of a module as well as their ability to synthesize knowledge across texts while crafting a response in writing.

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.

In the intermediate grades, the instructional focus shifts from foundational skills to developing comprehension and vocabulary skills and strategies. The research-based scope and sequence for foundational skills instruction in HMH Into Reading carefully builds upon skills from one lesson to the next, while allowing time for students to continue to practice and apply the skills they've learned.

The Teacher's Guide includes two Decoding lessons each week. In the first lesson, students apply the target decoding element to shorter words and immediately apply it to a Fluency passage. In the second lesson, they apply the target decoding element to multisyllabic words. The Teacher's Guide features a weekly spelling focus that supports the weekly decoding focus, a word list, and an interactive word sort activity to guide students in discovering word features and patterns. The curriculum includes Weekly and Module Assessments aligned to the Foundational Skill instruction in the Into Reading Teacher's Guide and Scope & Sequence.

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.

We administer the NWEA MAP Growth: Reading assessment as our universal reading screener three times each school year to identify students who are not meeting grade-level proficiency. If a student's MAP score falls below the district criteria, an Oral Reading Fluency (ORF) measure is administered. Once the ORF is administered, the SCDE K-5 Intervention Decision Tree is then used to determine a learning path based on literacy universal screening data.

If the student's ORF is below grade level expectations, the PAST and LETRS Phonics and Word Reading Survey are given to identify specific instructional needs for word recognition. If the student's ORF meets grade level expectations, then a comprehension assessment is used to determine a goal. From the SCDE K-5 Intervention Decision Tree screening and diagnostic assessments, an individualized reading plan with each student's targeted pathways of intervention is created for the identified students.

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.	For students demonstrating literacy deficiencies, an individualized reading plan is created, and parents or guardians are informed in writing. The letters to parents or guardians include ways parents/guardians can support their child's reading development at home as well as an opportunity to schedule a conference with the Literacy Coach & Principal. In addition, teachers send home a Family Letter at the beginning of each module to inform families about topics and skills students will learn and to offer practical ideas for reinforcing the skills & topics at home. In addition, HMH's Family Room (accessible from the Student Account) provides resources and videos for engaging families and extending learning at home. Teacher teams also send home weekly or monthly newsletters that offer parents tips and suggestions to encourage reading at home. The school hosts a Family Night during the year. The Literacy Coach offers a session for parents to attend. We have two scheduled days for Parent-Teacher Conferences, where teachers are able to provide information on students' levels and progress as well as give parents tools to help support their child at home.
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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.	We administer the NWEA MAP Growth: Reading assessment as our universal reading screener three times each school year: Fall, Winter, and Spring. Based on this data, teachers are able to determine the level of need of each student. Intervention and enrichment activities are provided daily during an additional designated 35-minute block in addition to core ELA instruction. Students who are identified below grade-level proficiency in reading receive intervention services from either the Literacy Coach, Academic Interventionist, Multilingual Teacher, or Academic Seminar teacher during this time. Students identified as needing interventions are progress-monitored regularly.
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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.	The district offers LETRS training to teachers. The Literacy Coach provides ELA teachers with coaching support on the SC College and Career Ready ELA Standards and high-quality instructional materials. Teaching resources are available on the HMH Ed digital platform and the platform provides on-demand professional learning. Teachers can utilize The Teacher Success Pathway, which is a collection of self-paced professional learning topics on Ed, which includes interactive media, live sessions, recordings, and downloadable content to help teachers prepare for using the HMH Into Reading curriculum.
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Section G: District Analysis of Data

Strengths	Content area grade level collaborative planning Literacy Library with professional resources, book sets, mentor text, content-specific text Print-rich environment Professional learning opportunities and District Professional Collaboration Days Parent communication via monthly parent newsletters, Parent Square, school website, social media Dedicated time to analyze student data for next steps HMH Into Reading Curriculum Grammar and vocabulary instruction using HMH Into Reading curriculum, mentor sentences, Flocabulary Academic Interventionist Literacy Coach Connected as Readers reading program
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Possibilities for Growth

Addition of Literacy Corner/Parent Info on Principal's monthly parent newsletter & teacher newsletters

Small group reading and writing instruction

Short and focused lessons

Goal setting with students

Conferring with students

Professional learning opportunities in reading and writing instruction

Parent workshops supporting literacy development at home

Partnerships with library and community organizations

Description Area

*Note: The three questions below are included this year to gauge school-level LETRS implementation. "Eligible" teachers for state-funded LETRS training: K-3 Classroom Teachers, Reading Coaches, Reading interventionists, K-3 Special Education Teachers, School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

1

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

1

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

10

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?

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

Goals

Previous Goal #1	Reduce the percentage of students projected to score below the level of met on the SCReady Reading Assessment as determined by MAP from 60.8% in the Fall of 2024 to 55.8% in the Spring of 2025.
Goal #1 Progress	Goal #1 was not met as determined by Spring 2025 MAP Reading scores. 66% of students were projected to score below the level of met on the SCReady Reading Assessment.

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	Reduce the percentage of students projected to score below the level of met on the SCReady Reading Assessment as determined by MAP from 63.9% in the Fall of 2025 to 54% in the Spring of 2026.

Goal #1 Action Steps

NWEA MAP Growth: Reading assessment will be administered three times each school year: Fall, Winter, and Spring.

If a student's MAP score falls below the district criteria, an Oral Reading Fluency (ORF) measure will be administered.

Once the ORF is administered, the SCDE K-5 Intervention Decision Tree will then be used to determine a learning path based on literacy universal screening data.

If the student's ORF is below grade level expectations, the PAST and LETRS Phonics and Word Reading Survey will be given to identify specific instructional needs for word recognition.

From the SCDE K-5 Intervention Decision Tree screening and diagnostic assessments, an individualized reading plan with each student's targeted pathways of intervention will be created for the identified students and parents or guardians will be informed in writing.

The letter to parents or guardians will include ways parents/guardians can support their child's reading development at home as well as an opportunity to schedule a conference with the Literacy Coach & Principal.

Intervention activities will be provided daily during an additional designated 35-minute block in addition to core ELA instruction.

Students who are identified below grade-level proficiency in reading will receive intervention services from either the Literacy Coach, Academic Interventionist, Multilingual Teacher, or Academic Seminar teacher during the designated 35-minute block.

Students identified as needing interventions will be progress-monitored regularly.

Student progress will be monitored and re-evaluated after each MAP administration.
