

Form Name: 2025-26 Primary and Elementary Reading Plan
Submission Time: October 3, 2025 12:47 pm
Browser: Chrome 140.0.0.0 / Windows
IP Address: 165.166.14.114
Unique ID: 1386516062
Location:

2025-2026 Primary and Elementary Reading Plan

District Name	York 03
School Name	Lesslie Elementary School
Principal Name	Dr. Jean Dickson
Principal Email	JRDickso@rhmail.org
Optional: Reading Coach Email	Imtaylor@rhmail.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.

Our school uses HMH Into Reading which is a program that provides targeted instruction in the essential areas of literacy: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. All grades K-5 take quarterly common assessments that evaluate foundational skills as well as advanced reading comprehension aligned with grade level standards.

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.

Daily schedules in all grades K-5 include a time for instruction in foundational skills. With our school using HMH Into Reading, K-2 classes are using Structured Literacy for their direct instruction and 3-5 are using foundational skills for their instruction. These programs align with reading research. K-2 also has common assessments for foundational standards quarterly which can be used to guide whole group and small group instruction.

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.

Our school uses several assessment tools to determine where students currently are as well as identifying needs for individual students. PreK students are assessed using my IGDIS. FastBridge is used as a screener for students in Kindergarten and first grade as well as some second grade students flagged during first grade or any new students to our school. Kindergarten also screens their students using the Kindergarten Readiness Assessment during the first 45 days of school. All students in K-5 are assessed using NWEA MAP. Our school has a designated intervention block built in for every grade level/classroom to ensure dedicated time to provide interventions as well as extension activities. Diagnostic assessments are utilized when students are flagged and appear to need intervention based on the data. Two screeners that are often used are the LETRS assessment and FastBridge. These help to determine which foundational skills are strong and which ones need some improvement. This helps to ensure our interventions are very intentional and targeted.

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.

Our school hosts two Family Nights during the school year where parents can visit the classroom to learn about the things that their children are doing and learning in school. Sessions can cover a wide variety of topics around reading and writing instruction. Teachers also engage in parent/teacher conferences each year which allows for parents to learn about ways to support their child at home as well as learning about their child's reading progress, strengths and areas of improvement. In addition, teachers utilize newsletters in order to share what they are currently working on in class as well as offering suggestions for ways parents can help at home. Our school as a whole also uses Class Dojo as a communication tool and information can be shared that way to share opportunities, celebrate successes and offer ways to help their child. For children in MTSS at our school, parents are also a part of the team and we meet regularly with the parent to share progress as well as next steps when it comes to receiving additional interventions.

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.

Student reading achievement and growth is monitored through benchmark assessments, common summative assessments and NWEA MAP. These assessments are aligned to state standards and the SC Ready blueprint to ensure that they are valid and can be used to compare data sources. All data sources (including formative assessments and screeners) are looked at to provide a complete pictures of student progress. Classroom teachers are able to provide targeted small group or individual instruction based on all of these measures as does our school academic interventionist. Interventions are monitored with progress monitoring data points. The MTSS team meets to discuss these interventions and determine next steps.

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.

All of our teachers in grades K-5 (along with other eligible people/teachers in the building) are currently participating in Year 2 of LETRS training. Our PreK teacher completed LETRS EC last year. In addition, teachers will continue to receive training and support around the HMH resources. All of this training aligns with the science of reading, structured literacy and foundational literacy skills to support reading achievement.

Section G: District Analysis of Data

Strengths

- * Overall our school showed an increase from 2024 to 2025 with the number of students scoring Meets or Exceeds on SC Ready (54.97% to 58.2%)
- * Utilizing HMH resources with fidelity
- * Utilizing our thirty minutes intervention block to allow for targeted small group or individual instruction/intervention

Possibilities for Growth

- * Continue to work with PLC's to use and analyze formative and summative data to inform instruction and next steps
 - * Continue to target intentional small groups to address specific areas of need
 - * Continue to make vocabulary instruction a focus area as this is still a struggle for many of our students even though we have definitely seen improvement over the last year
-

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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	21
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?	0
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	21
How many CERDEP PreK teachers in your school have completed EC LETRS?	2
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	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC Ready from 30.6% to 28% in the spring of 2025.
Goal #1 Progress	Goal Met: 13% of third grade students scored Does Not Meet in the Spring of 2025
Previous Goal #2	Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 26.4% to 23% as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.
Goal #2 Progress	Goal Almost Met: 23.8% of students in grades K-5 scored in the LOW range in the vocabulary strand on NWEA MAP in the Spring of 2025

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 2025 as determined by SC Ready from 64.9% to 67% in the spring of 2026.

Goal #1 Action Steps

- * Teachers will continue to use HMH resources with fidelity to teach grade level standards in whole group instruction.
 - * Teachers will explore and begin to use Amira (in HMH) with students.
 - * Teachers will use formative assessments to regularly monitor student progress and guide small group and individualized instruction.
 - * Teachers will provide targeted instruction to meet the needs of students.
 - * Teachers will utilize common summative assessments to track student growth and plan next steps for both whole group and small group settings.
 - * Teachers will participate in Year 2 LETRS.
-

Current Goal #2

Decrease the percentage of first graders scoring LOW in the Fall of 2025 as evidenced on NWEA MAP from 16% to 13% in the Spring of 2026.

Goal #2 Action Steps

- * Teachers will continue to use HMH resources with fidelity to teach grade level standards in whole group instruction.
 - * Teachers will explore and begin to use Amira (in HMH) with students.
 - * Teachers will continue to follow the Structured Literacy scope and sequence to explicitly teach foundational skills daily.
 - * Teachers will provide targeted small group instruction based on student need.
 - * Teachers will monitor students' progress using formative and summative data as well as diagnostic measures.
 - * Teachers will participate in Year 2 LETRS.
-