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2025-2026 Primary and Elementary Reading Plan

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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 our school, all PreK-5th grade students receive comprehensive reading instruction and assessment aligned to grade-level English/Language Arts standards. Instruction intentionally integrates the five essential components of reading-oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension-so that students develop the skills and strategies needed to understand increasingly complex texts.

Oral Language & Vocabulary: Students engage daily in rich discussions, read-alouds, and structured conversations to build academic vocabulary and strengthen oral language.

Phonological Awareness: In PreK-2, students participate in explicit daily lessons using Heggerty to develop listening skills, rhyming, segmenting, blending, and manipulating sounds.

Phonics: Systematic and explicit phonics instruction is provided using UFLI and HMH resources to build strong decoding and encoding skills.

Fluency: Repeated reading, modeled fluent reading, and targeted practice help students build automaticity, accuracy, and prosody at every grade level.

Comprehension: Using HMH modules, students learn and apply comprehension strategies such as questioning, summarizing, inferring, and analyzing text structures with grade-level texts.

Progress Monitoring & Data-Driven Instruction: We use FastBridge to regularly screen and progress monitor students in key reading skills. Teachers analyze data to provide timely interventions, adjust small-group instruction, and ensure all students are on track to meet grade-level expectations.

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.

Our school's word recognition instruction and assessment are intentionally designed to align with the science of reading, structured literacy principles, and the development of foundational literacy skills for all PreK-5th grade students.

Explicit, Systematic Instruction: Using UFLI Foundations, Heggerty, and HMH resources, teachers provide daily, structured lessons in phonological awareness, phonics, and high-frequency word recognition. Instruction follows a clear sequence so students build skills cumulatively and master one set of skills before moving on to the next.

Multisensory Practice: Lessons incorporate visual, auditory, and kinesthetic activities (such as sound boxes, tapping, blending, and manipulation of phonemes) consistent with structured literacy practices to reinforce connections between sounds and print.

Decoding and Encoding: Students learn how to decode (read) and encode (spell) words simultaneously, strengthening orthographic mapping and automatic word recognition.

Differentiated Small Groups: Teachers use assessment data to group students flexibly for targeted instruction in foundational skills, ensuring that instruction matches each student's current level. These groups happen during our LEAD time, a 50 minute block of instruction designated to fill holes daily.

Assessment & Progress Monitoring: FastBridge screening and progress monitoring tools track students' development in phonological awareness, phonics, and decoding. Teachers analyze data regularly to adjust instruction, identify students at risk for reading difficulties, and implement timely interventions.

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 employs a systematic, data-driven process to identify and support students who have not yet demonstrated grade-level reading proficiency.

Universal Screening: All K-2nd grade students are screened multiple times per year using FastBridge to assess key reading components (phonological awareness, phonics, fluency, vocabulary, and comprehension). Screening identifies students at risk for reading difficulties and these students are given individual academic reading plans.

Targeted Instruction: Students receive explicit, small-group or one-on-one intervention using evidence-based resources (UFLI for foundational skills, HMH intervention modules for comprehension and vocabulary, and teacher-designed lessons aligned to grade-level standards).

Progress Monitoring: Student growth is closely tracked with FastBridge progress monitoring at regular intervals. Instruction is adjusted based on data to ensure interventions remain responsive and effective.

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 has a multi-layered system to help parents understand how they can support their child as a reader and writer at home:

Family Literacy Night: Each year we host a Family Literacy Night where parents and students participate in hands-on reading and writing activities, receive take-home materials, and learn simple strategies they can use at home to build oral language, reading fluency, and writing stamina.

Leader in Me Supports: Through our Leader in Me framework, parents are provided with resources and information on goal-setting, student ownership of learning, and leadership habits that reinforce reading and writing routines at home.

Classroom Communication: Teachers use ClassDojo to communicate weekly and daily assignments, reading goals, and tips for home practice. Parents receive reminders about upcoming assessments, book recommendations, and ideas for supporting writing projects.

Take-Home Resources & Tips: Throughout the year, newsletters, website posts, and parent handouts highlight grade-level expectations, vocabulary lists, comprehension strategies, and writing prompts families can practice 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 intervention based on all available data to ensure grade-level proficiency in reading.

Universal Screening: All students in K-52nd grade are screened multiple times per year using FastBridge to assess key foundational and comprehension skills. Screening data provide a baseline for each student's progress and identify those at risk.

Ongoing Classroom Assessment: Teachers regularly use HMH, UFLI, Heggerty, running records, anecdotal notes, and other formative assessments to monitor students' progress in phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers also use Common Summative Assessments that the district uses to monitor the learning of our students in relation to the students within our district.

Data Review and MTSS Meetings: Grade-level teams and the MTSS team meet monthly to review screening results, progress-monitoring data, and classroom assessments. These meetings allow staff to identify trends, evaluate instructional effectiveness, and make real-time decisions about interventions.

Targeted Intervention Decisions: Students who are not meeting grade-level benchmarks are provided with interventions tailored to their specific needs-such as intensive word recognition instruction or language comprehension support. Placement, frequency, and intensity of interventions are determined by the combined data from screeners, diagnostics, and teacher observations. We are fortunate enough to have 4 interventionists in our building that serve the bottom 20% of our students.

Progress Monitoring: Students receiving interventions are progress-monitored through FastBridge and other teacher-designed measures at regular intervals. Data are analyzed to determine whether students are making adequate growth or need adjustments to their instructional plan.

School-Level Oversight: School leadership reviews grade-level and whole-school reading data after each screening period to monitor growth across cohorts and ensure resources and staffing align with areas of greatest need.

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.

Our school provides ongoing, research-based professional learning to ensure that all teachers are equipped to deliver high-quality reading instruction aligned with the science of reading, structured literacy, and foundational literacy skills.

LETRS Training: All instructional staff participate in LETRS professional development. This training focuses on evidence-based reading instruction, including phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension strategies. LETRS equips teachers with the knowledge to systematically teach all components of reading in a structured, explicit manner.

School-Based Professional Development: Our reading coach provides monthly PD sessions for all grade levels. These sessions include hands-on strategies, model lessons, and coaching cycles designed to strengthen teachers' ability to implement structured literacy practices and meet the diverse needs of learners in PreK-5th grade.

Data-Informed Coaching: Teachers receive support in analyzing classroom and assessment data (including FastBridge, HMH, and UFLI results) to differentiate instruction, target interventions, and monitor student growth. Coaching ensures that teachers apply structured literacy methods effectively and consistently.

Ongoing Collaboration: Grade-level teams meet regularly to collaborate on instructional practices, share strategies, and align lessons with research-based approaches, ensuring continuity and fidelity across the school.

Through this combination of LETRS training, monthly coaching, and collaborative professional learning, our teachers develop the expertise necessary to deliver systematic, structured literacy instruction that supports the reading growth and success of all students.

Section G: District Analysis of Data

Strengths

The district-created ELA benchmarks have been instrumental in preparing students for SCREADY-style questions and passages. By mirroring the structure and rigor of the SCREADY assessment, these benchmarks provide students with opportunities to practice analyzing texts, citing evidence, and responding to a variety of question types. For teachers, the benchmarks serve as a diagnostic tool to identify specific standards and skills where students demonstrate deficiencies. This data enables educators to tailor instruction, provide targeted interventions, and monitor progress toward mastery of grade-level standards. Overall, the benchmarks have strengthened instructional alignment, increased familiarity with assessment expectations, and supported student growth in reading comprehension and test readiness.

When comparing data over two consecutive years, we have shown growth in 3rd, 4th, and 5th grades of students achieving Meets or Exceeds on SCReady. 3rd grade increased by 5%. 4th grade increased by 9%. 5th grade increased by 15%.

Possibilities for Growth

Informational Text: Increase instruction and practice with nonfiction texts to strengthen students' ability to identify main ideas, key details, text structures, and author's purpose.

Vocabulary Development: Expand opportunities for explicit vocabulary instruction to build academic language and support comprehension across all content areas.

Test-Taking Strategies: Teach students strategies for analyzing questions, citing textual evidence, and managing time effectively during assessments to improve performance on SCREADY and similar standardized tests.

Reading Stamina: Build students' reading stamina by increasing time devoted to independent reading, allowing them to practice comprehension skills, sustain focus, and engage with complex texts over longer periods.

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?	28
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	2
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	8
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	28
How many CERDEP PreK teachers in your school have completed EC LETRS?	1
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	Previous Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 37 % to 32 % in the spring of [previous school year].
Goal #1 Progress	We surpassed our goal. We decreased the number of 3rd graders scoring DNME to 22.3%. We decreased the percentage by 14.7%.
Previous Goal #2	By the end of May 2025, IDES will decrease the number of students in the bottom quintile according to MAP from 31% to 25%.
Goal #2 Progress	We surpassed our goal. In May of 2025, IDES had 19% of our students scoring in the bottom quintile. We surpassed our goal of 25%. We decreased the percentage by 12%.

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 54.3% to 60 % in the spring of 2026.

Goal #1 Action Steps

Use MTSS to provide small-group or one-on-one interventions for students below grade level.

Assign students to pathways based on diagnostic data: foundational skills (word recognition, fluency) or comprehension/critical thinking in Edmentum reading.

Monitor progress regularly and adjust interventions based on data.

Differentiate instruction to meet students at their level and gradually

increase the complexity of the texts and tasks.

Provide scaffolds like sentence starters, graphic organizers, and vocabulary support to help students build confidence and skills in reading and writing.

Current Goal #2

Decrease the percentage of FIRST GRADERS scoring LOW in the FALL of 2025 as evidenced on NWEA MAP from 30% to 25% in the SPRING of 2026.

Goal #2 Action Steps

Teachers will directly teach grade level standards using HMH consistently and with fidelity.

Teachers will use a systematic scope and sequence to teach daily explicit foundational skills using HMH consistently.

Teachers will provide targeted small group instruction in the areas of foundational skills, phonemic awareness and phonics.

Teachers will monitor students' progress with foundational skills using formative and diagnostic measures.

Current Goal #3

By the end of May 2026, IDES will increase the number of students in the top two quintiles from 33% to 38%.

Goal #3 Action Steps

Use MTSS to provide small-group or one-on-one interventions for students below grade level.

Assign students to pathways based on diagnostic data: foundational skills (word recognition, fluency) or comprehension/critical thinking in Edmentum reading.

Structure LEAD time groups as well as small groups in ELA to meet the needs of the learners based on their lowest strand according to MAP.

Leverage the reading coach's expertise to create focused lessons based on students' needs using the learning continuum in MAP.

Integrate Heggerty phonemic awareness activities (especially for K-2) and LETRs strategies to address foundational skills.
