

Form Name:	2025-26 Primary and Elementary Reading Plan
Submission Time:	September 30, 2025 1:48 pm
Browser:	Chrome 140.0.0.0 / OS X
IP Address:	107.115.147.127
Unique ID:	1385449634
Location:	

2025-2026 Primary and Elementary Reading Plan

District Name	York 03
School Name	Northside Elementary School of the Arts
Principal Name	Lesley Rouse
Principal Email	lrouse@rhmail.org
Optional: Reading Coach Email	lrouse@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.	Northside Elementary School (NSES) uses KRA in Kindergarten and Fast as a Universal Screener in grades first and second to assess foundational reading skills. Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. NSES is all using HMH Into Reading for Whole Group Grade Level ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
---	---

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.	NSES (Grades K-5) has made foundational skills a primary focus. Time is allotted each day for direct instruction of grade level foundational skills as well as time for small group instruction to meet students' individual needs. K-2 has common foundational assessments that will be given each quarter and used to plan both whole group and small group instruction. As stated in section A, NSES is all using HMH Into Reading for Whole Group Grade Level ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
--	--

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.

NSES utilizes several assessment tools to determine the needs of student cohorts as well as individual students. Pre-K students are assessed using my IGDIS. FastBridge is used as a screener for students in Kindergarten and first grade. Second graders are screened on FastBridge if they were flagged at the end of first grade. Kindergarteners are also screened using the Kindergarten Readiness Assessment. All students in Kindergarten through 5th grade are assessed using NWEA MAP.

Diagnostic assessments are utilized when students are flagged and appear to need intervention based on the data points. One screener that is used is the LETRS assessment to determine which foundational skills are strong and which need improvement.

Northside also use quarterly grade level benchmark assessments. These assessments are reviewed and help teams to determine student needs as well as identify any gaps in the curriculum.

Northside has a designated intervention block to ensure dedicated time to provide interventions and extension for 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.

NSES hosts parenting workshops, such as our Night of Family Literacy. Sessions cover topics such as building reading habits at home, understanding reading levels, and specific strategies for supporting early literacy (e.g., phonics, sight words, comprehension strategies). Handouts are oftentimes provided at these workshops as well as books to build home libraries. Our district also funds a Title I Parent Educator that helps parents with strategies, resources, and workshops to more effectively support the bridge between academics at school and at home. We typically connect the workshops to Leader in Me and our Arts focus.

Districtwide literacy events are hosted each year to build a culture of literacy in our community. We partner with Winthrop University and sponsor "Second Grade is a Slam Dunk" and couple a chapter book written by Shaquille O Neal for all 2nd grade students. NSES also partners with Winthrop basketball and soccer players to learn about the importance of learning how to be a team player through literacy standards. The student athletes from Winthrop come to our schools to read to our students. Additionally, our district celebrates Read Across America and highlights community members, book titles that celebrate diversity, and activities that honor reading both at home and at school. We also sponsor an Oratorical Contest with our 3rd grade students centered around a theme, "Changing the World" and encourage students to write a speech and they share their speeches in front of an audience.

Required parent/teacher conferences each year also allow for parents to learn more ways to support their child at home with reading. Teachers use this time to inform parents about their child's specific reading progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth.

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.

As stated above, Grades K-5 use quarterly common assessments that measure both foundational and more advanced reading comprehension skills that align with grade level ELA standards. Classroom teachers provide targeted small group instruction based on these measures as do school interventionists. In addition, we have made formative classroom assessments another key area of focus. HMH Into Reading provides Exit Tickets teachers will be using to monitor students' daily progress. Teachers will also be using more informal data sources such as anecdotal notes from small group instruction and individual conferences to plan next instructional steps. NWEA MAP data is also used as a formative assessment to measure Necessary Achievement based on the SC Ready linking study. This allows us to more effectively determine the number of students that are not meeting grade level proficiency and need further intervention support.

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.

We are participating in Year 2 of LETRS training, with a few staff members opting to participate in Year 1. In addition, teachers will receive year long training and support around the HMH resources. Interventionists have received training in the use of research based materials and practices including ULFI. PreK LETRS began last year to support those teachers that serve our youngest students to better support their knowledge and understanding of effective instructional practices that align with the science of reading, structured literacy, and foundational literacy skills to support reading achievement.

Section G: District Analysis of Data

Strengths

When comparing data over two consecutive years, we have shown growth in 3rd, 4th, and 5th grades of students achieving Meets or Exceeds on SC Ready. We continue to see growth in all 3 grade levels.

Our school focus has been on increasing levels of reading for all students. Last year our focus was on phonics and the spelling inventory. This year we are focused on stamina and vocabulary in the upper grades and phonemic awareness and phonics in the lower grades after desegregating our data.

Possibilities for Growth

Providing teachers with more actionable next steps to understanding their MAP data so that they can more effectively plan targeted core instruction within small groups. The data we receive from MAP still yields the necessity to provide quality core instruction to our students at all grade levels. We have used this data as we begin WIN time this year.

Vocabulary instruction should be another focus area based on SC Ready and MAP data sources that demonstrate many students we serve struggle with vocabulary acquisition. We started Word of the Week Wednesday as a school-wide vocabulary focus as a result of LETRs Unit 5. Our staff is using the bridge to practice from LETRs to create meaningful vocabulary lessons for students.

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?

25

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?

4

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?

22

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 2024 as determined by SC READY from 31.5 % to 29 % in the spring of 2025.
Goal #1 Progress	In the spring of 2025, students scoring Does Not Meet were 20.5%. We exceeded this goal!
Previous Goal #2	Previous Goal #2: By May 2025, 95% of students will grow at least one reading level as measured by F & P.
Goal #2 Progress	In May 2025, at least 95% of students grew at least one reading level as measured by F & P according to teacher assessments. Most students grew at least two reading levels by the end of the year. Students not making progress were referred to the MTSS Team and an actionable plan was developed.

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	Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 52.1% to 55 % in the spring of 2026.
Goal #1 Action Steps	● Provide professional development on high leverage literacy practices, disaggregating data, common and formative assessments at PLC meetings with a focus on stamina, vocabulary and phonics. ● Teachers will focus on providing intentional, personalized small group instruction with a focus on stamina, vocabulary and phonics.
Current Goal #2	Current Goal #2: By May 2026, 95% of students will grow at least one reading level as measured by F & P.

Goal #2 Action Steps

- Literacy Coach will complete at least 2 coaching cycles in the areas of curriculum implementation and effective teaching practices, as part of her professional goal.
 - Literacy teachers will base Student Learning Objective around vocabulary and phonics as measured by reading levels.
-