

2026-27 Primary and Elementary Reading Plan

District Name	York 01
School Name	Harold C. Johnson Elementary School
Principal Name	Crystal Sandfier
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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.

Our school adopted and implements HMH Into Reading as our primary curriculum resource to teach and assess the SC Standard indicators. Daily read alouds, listening and speaking, and collaborative practices address oral language. Students receive direct structured literacy instruction to address phonological awareness, phonics, and fluency. Students read and analyze multiple texts weekly during tier 1 and tier2/3 instruction to address vocabulary and comprehension. Our daily WIN time provides 30 minutes of targeted reading instruction to meet individual student needs. Teachers and interventionists utilize Rigby reading intervention materials, Literacy Footprints, UFLI, Equipped for Reading Success, and Heggerty as additional resources. Teachers use the HMH screening and diagnostic tools, MAP Reading Fluency, the PAST and LETRS Phonics Word Reading Assessment to identify academic needs and develop lessons to address them.

Section B: Foundational Literacy Skills

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.

Word recognition assessments and instruction for PreK-4th grade students is primarily from HMH Into Reading resources which are aligned with the science of reading. Teachers use structured literacy lessons to support the whole group reading instruction from these materials. Heggerty and UFLI are additional resources used to support foundational skills instruction aligned with the science of reading in phonemic awareness and phonics. Teachers participate in extended plannings to unpack state standards to ensure instruction, resources, and assessments are all aligned.

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.

MAP Reading Fluency is used as a Universal screener for K-2nd grade students to determine their level of foundational reading skills. Universal Assessments are administered to all students and then screeners are given to students who are not reading at grade level to determine specific areas of weakness and to plan targeted Tier II and Tier III reading interventions. Each student who is reading below grade level is on a targeted pathway with goals in phonemic awareness and phonics or language comprehension. Frequent progress monitoring data is used to determine when students are ready to move to the next goal in the progression of skills.

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.

Teachers are required to send graded paper home weekly in the students' daily communication folders. Teachers have conferences with all parents in October to discuss student progress and to go over testing results to ensure parents understand their student's level of reading proficiency. Teachers send home the Family-Friendly Standards for English Language Arts to provide valuable information for them to understand what level their student's academic progress. These standards are also linked in our weekly newsletter. Teachers meet quarterly with parents of students in first, second and third grade who fall below projected proficiency to review the student's Literacy Intervention Student Learning Pathways. Our One Book/One School Campaign includes an at home reading calendar, as well as daily activities to encourage comprehension at home. Our School Improvement Council developed a Read to Succeed informational video with strategies and tips to help your child become a proficient reader. This video is featured at the bottom of our weekly newsletter and on our website. Weekly homework assignments are designed to help parents help their children with reading at home. We use Beanstack to encourage at-home reading. This service logs reading minutes, and classes work to set and reach reading goals. Our district's York Book Awards Program also encourages students to read 12 award winning books and take assessments on them to earn a field trip at the end of the school year.

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.

The school provides for progress monitoring through MAP and MAP Reading Fluency three times a year. Students identified as having reading difficulties are progress monitored biweekly with appropriate assessments, such as grade level fluency assessments, letter identification, and grade level word recognition assessments. Interventionists, Classroom teachers, and Administration meet routinely to discuss the progress monitoring data to determine next steps in intervention. A targeted Literacy Intervention Student Learning Pathway is developed for any student in need of intervention. This pathway includes specific, measurable goals, which are progress monitored frequently, and goals are updated as skills are mastered.

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 teachers were trained on the new SC ELA standards during the 2023-2024 school year. Teachers continue to attend on-going state and district level ELA Standards Implementation Trainings, such as training on Sound Walls and instructional practices aligned to the science of reading. All eligible teachers are either enrolled in or have already completed LETRS training. Teachers participate in on-going HMH professional development in order to best understand how to implement all components of the curriculum. The Literacy Coach and administration provide on-site support in professional development sessions, PLCs and weekly grade level planning sessions. Our school's literacy coach has been trained as a LETRS Trainer. Our district instructional design specialist has worked with teachers on implementation of the Profile of the SC Graduate Competencies.

Section G: District Analysis of Data

Strengths

Significant increase from 3rd to 4th grade SC Ready scores, 55.7% to 63.6% meets or exceeds.

From Fall to Spring 25-26 students grew at the 61st percentile. Achievement for the school began at the 55th percentile and ended at the 66th percentile.

Reading projected proficiency for 2nd-4th grade began at 54.7 and grew to 65.3% in the 2025-26 school year.

Student achievement was rated as good on the SCReady Reading for the 2025-2026 school year.

Possibilities for Growth

Increase 3rd to 4th grade SC Ready scores from 63.6% meets or exceeds to 70%.

Student achievement rated as excellent on the SCReady Reading for the 2026-2027 school year.

Increase parent participation in reading initiatives.

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

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

3

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?

4

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

3

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?

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

Previous Goal #1

Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 56.7 % to 60% in the spring of 2025-2026.

Goal #1 Progress

Our goal was to increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 56.7 % to 60% in the spring of 2025-2026, we increased to 66.7%. This exceeded our goal.

Previous Goal #2

Previous Goal #2: Increase projected proficiency in ELA from 44.3% in fall of 2025 to 48% in spring of 2025.

Goal #2 Progress

We increased projected proficiency in ELA from 44.3% in the fall of 2025 to 65.3% in the spring of 2025. (A new linking study was conducted and the starting percentile changed to 54.7%)

Previous Goal #3

Previous Goal #3: Increase projected proficiency in ELA from 71% to 75% in first grade.

Goal #3 Progress

Projected proficiency in first grade ELA remained the same at 71%, but growth was at the 80%

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 2025-2026 as determined by SC READY from 66.7 % to 70 % in the spring of 2026-2027.

Goal #1 Action Steps

- TLT's focused on data analysis to guide instructional planning.
- Targeted intervention and extension implementation based on screener data.
- Partner with parents of students who are not performing at the proficient level by inviting them in for conferences each quarter to discuss progress and develop a plan for intervention.

Current Goal #2

Current Goal #2: Increase the percentage of third and fourth graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 63.6% to 66% in the spring of 2026-2027.

Goal #2 Action Steps

- Student goal setting and data tracking.
- Provide ongoing support through PLCs, coaching, and collaborative planning sessions to help teachers apply LETRS learning to classroom instruction.
- Conduct classroom observations to monitor implementation of LETRS-aligned instructional practices.

File Upload (optional)
