



Formstack Submission For: 2026-27 Primary and Elementary Reading Plan

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District Name: York 01

If other, please provide your district:

School Name: Jefferson Elementary School

Principal Name: Lindsey Lawson

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Optional: Reading Coach Email: clabbe@york.k12.sc.us

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 Jefferson Elementary School, reading instruction is grounded in the science of reading and incorporates the essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Students engage daily with high-quality instructional materials through whole-group, small-group, and individualized instruction. Instruction is delivered through resources including HMH Into Reading, Heggerty, Amira, and teacher-designed lessons aligned to the South Carolina College- and Career-Ready ELA Standards. Teachers provide explicit and systematic instruction in foundational skills while also engaging students in meaningful reading, writing, speaking, and listening experiences. Assessment data from classroom, benchmark, and diagnostic measures are used to differentiate instruction and ensure all students develop the skills necessary to comprehend increasingly complex grade-level texts.

Document how Word Recognition assessment

Jefferson Elementary School aligns word recognition assessment and instruction with the

and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.:

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.:

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.:

science of reading and structured literacy principles. Students receive explicit, systematic, cumulative instruction in phonological awareness, phonics, decoding, encoding, and automatic word recognition. MAP (NWEA) as the universal screening tool, Amira reading diagnostics, classroom assessments, and progress-monitoring tools are used to identify student strengths and areas of need. Teachers provide targeted instruction based on assessment results through Tier I, Tier II, and Tier III supports. Structured literacy practices ensure students develop strong foundational literacy skills that support reading fluency and comprehension across all grade levels.

At Jefferson Elementary School, we use a comprehensive data-driven decision-making process to identify students requiring additional literacy support. Universal screening data from MAP is analyzed to determine students performing below grade-level expectations. We use EasyCBM Oral Reading Fluency Assessment to determine whether further diagnostic assessments are needed. Diagnostic assessments (PAST and LETRs Phonics and Word Reading Survey) and classroom performance data are then used to identify specific skill deficits. Using the South Carolina Decision Tree, we determine whether students require interventions focused on word recognition or language comprehension. Students receive targeted interventions through MTSS, and progress is monitored regularly to evaluate response to instruction and adjust supports as needed.

Jefferson Elementary School values strong family partnerships in literacy development. Families receive regular communication regarding student progress through conferences, progress reports, individual reading plans, newsletters, and school events. Teachers provide parents with practical literacy activities, reading strategies, and resources such as phonemic awareness activities, reading tips from teachers, materials from HMH Into Reading, access to AMIRA and Edmentum which can be used at home. Family literacy events and informational sessions help parents better understand reading development and effective ways to support their children as readers and writers. Ongoing communication ensures families remain informed partners in their child's educational success.

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. :

Jefferson Elementary School monitors reading achievement and growth through multiple data sources, including MAP, MAP Reading Fluency, PAST and LETRs Phonics and Word Reading Survey, Amira, classroom assessments, benchmark assessments, progress-monitoring tools, and teacher observations. Grade-level teams, interventionists, administrators, and the literacy coach regularly review student data during Professional Learning Teams (PLT) and MTSS meetings. Students receiving intervention services are monitored frequently to evaluate growth and instructional effectiveness. Data sources are used to make informed decisions regarding intervention placement, instructional adjustments, and enrichment opportunities. This systematic process helps ensure all students receive the necessary support to achieve grade-level reading proficiency.

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. :

Jefferson Elementary School provides ongoing professional learning grounded in the science of reading, structured literacy, and evidence-based literacy practices. Teachers participate in LETRs training, district and school-based literacy professional development, coaching cycles, PLT collaboration, and instructional walkthrough feedback. Professional learning focuses on foundational literacy skills, data-driven instructional decision making, intervention practices, and effective implementation of high-quality instructional materials. The literacy coach works alongside teachers to support classroom implementation and strengthen instructional practices that lead to improved reading outcomes for all students.

Strengths:

All Prek -4th general ed, special ed, intervention teachers are either in LETRS or have had LETRS training.

Strong implementation of Science of Reading practices in all grade levels.

All classroom teachers participate in weekly PLT meetings.

Regular MTSS Meetings are focused on student outcomes

Analyze MAP, AMIRA, benchmark

Planned routines, collaboration and assessment data review among grade levels

Established intervention/enrichment block

Dedicated behavior interventionist for SEL support

Dedicated literacy coach support and collaborative planning opportunities

Dedicated academic interventionists that provide Tier III intervention

Continue to participate in professional development for intervention teachers around science of reading.

Continue to strengthen core/Tier 1 instruction and teams through the PLT process.

Refine Tier 1 structures to support SEL and behaviors in the classroom.

Possibilities for Growth:

Improve MTSS for SEL and behavior.

Increase opportunities for parent and community involvement.

Pre and Post assessment data to drive instruction and goal setting

Flexible grouping for students across the grade level and across the building

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

0

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

15

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

0

How many eligible teachers in your school

3

are beginning Volume 2 of LETRS this year?:

How many CERDEP PreK teachers in your school have completed EC LETRS?:

4

How many CERDEP PreK teachers in your school are beginning EC LETRS this year?:

0

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 63% to 70% in the spring of 2025-2026.

Goal #1 Progress:

In the Spring of 2026, the percentage of 3rd graders scoring Meets and Exceeds increased from 63%, in 2025, to 65.3% as determined by SC READY. We did not meet our goal.

Previous Goal #2:

Increase the percentage of 2nd graders projected Meets and Exceeds from 37.7% in the Fall of 2025 to 60% in the spring of 2026 using MAP Projected Proficiency.

Goal #2 Progress:

In the Spring of 2026, the number of 2nd grade students that scored projected Meets and Exceeds went from 37.7%, fall 2025, to 58.7% as determined by MAP Projected Proficiency. We did not meet our goal.

Previous Goal #3:

Increase the percentage of 1st graders projected Meets and Exceeds from 42% in the Fall of 2025 to 65% in the spring of 2026 using MAP Projected Proficiency.

Goal #3 Progress:

In the Spring of 2026, the number of 1st grade students that scored projected Meets and Exceeds went from 42%, fall 2025, to 62% as determined by MAP Projected Proficiency. We did not meet our goal.

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 60 % to 65 % in the spring of [current school year].

Teachers work in Professional Learning Teams to target ELA standards, analyze data and plan instruction, teach, assess and remediate or enrich as needed toward grade level reading goals

Teachers work together to plan intervention for small groups based on remediation skills identified through MAP data and other formative assessments.

Interventions for Tier 2 and Tier 3 will be planned according to the specific needs of students in the bottom 30%

Goal #1 Action Steps:

Routine progress monitoring.

Teachers will participate in professional learning and coaching with the school level literacy coach

Unpacking ELA indicators, ensuring High Quality Instructional Materials are being used in tier 1 to the appropriate depth and rigor

Utilize Amira and Edmentum for opportunity of individualized practice

Increasing parent involvement to help them support their child's education

Current Goal #2:

Increase the percentage of second through fourth graders projected to score meets/exceeds as determined by NWEA MAP from 62.5% in the spring of 2026 to 67% in the spring of 2027.

Goal #2 Action Steps:

Teachers work in Professional Learning Teams to target ELA standards, analyze data and plan instruction, teach, assess and remediate or enrich as needed toward grade level reading goals

Teachers work together to plan intervention for small groups based on remediation skills identified through MAP data and other formative assessments.

Interventions for Tier 2 and Tier 3 will be planned according to the specific needs of students in the bottom 30%

Routine progress monitoring.

Teachers will participate in professional learning and

coaching with the school level literacy coach

Unpacking ELA indicators, ensuring High Quality Instructional Materials are being used in tier 1 to the appropriate depth and rigor

Utilize Amira and Edmentum for opportunity of individualized practice

Increasing parent involvement to help them support their child's education

Current Goal #3:

Goal #3 Action Steps:

File Upload: