

Submission Time:

October 13, 2026 1:35 pm

2026-27 Primary and Elementary Reading Plan

District Name	York 01
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School Name	York Intermediate School
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Principal Name	Hannah Rescigno
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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.

The 5th grade ELA teachers at York Intermediate School utilize the HMH Into Reading curriculum. HMH Into Reading builds on the five pillars of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, the program also integrates background knowledge, writing, and language development.

The core instruction builds foundational reading skills and comprehension, moving from simple to complex through a systematic scope and sequence. Daily lessons are streamlined, aligned to state standards, and paced so that students master skills. Every day students make connections by reading, writing, and talking about module topics and texts. Students engage in direct instruction and guided practice through daily whole group lessons, small group lessons, and independent and collaborative activities using HMH Into Reading.

Each three-week module features cross-curricular texts, each with a knowledge-building learning objective connected to an Essential Question. The first lesson of each module begins with Build Knowledge and Language instruction. Reading instruction begins with a whole group Shared Reading or Read Aloud as students focus on specific skills and strategies. HMH Into Reading's approach teaches comprehension and vocabulary skills in support of the module topic and texts by following a consistent lesson flow. Students continue building foundational skills with a focus on multisyllabic words and morphology.

HMH Into Reading's program weekly and module assessments measure knowledge and skills across reading, writing, grammar, and foundational skills. These formative assessments determine students' mastery of skills and allow teachers to plan for review, reteaching, or differentiation. Module performance tasks show students' knowledge-building progress at the close of a module as well as their ability to synthesize knowledge across texts while crafting a response in writing. Teachers are also working in their Professional Learning Teams to utilize our district platform, Mastery Connect, to build assessments. These assessments align with the priority standards that have been identified in the HMH Into Reading Module lessons.

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.

In the intermediate grades, the instructional focus shifts from foundational skills to developing comprehension and vocabulary skills and strategies. The research-based scope and sequence for foundational skills instruction in HMH Into Reading carefully builds upon skills from one lesson to the next, while allowing time for students to continue to practice and apply the skills they've learned.

Because our school currently serves only 5th and 6th grade students, those who continue to need word recognition instruction receive support through Tier 3 intervention groups. Our interventionist uses UFLI lessons and Equipped for Reading Success by Kilpatrick to provide targeted word recognition instruction.

In HMH Into Reading, our teachers have access to the Teacher's Guide that includes two decoding lessons each week. In the first lesson, students apply the target decoding element to shorter words and immediately apply it to a Fluency passage. In the second lesson, they apply the target decoding element to multisyllabic words. The Teacher's Guide features a weekly spelling focus that supports the weekly decoding focus, a word list, and an interactive word sort activity to guide students in discovering word features and patterns. The curriculum includes Weekly and Module Assessments aligned to the Foundational Skill instruction in the Into Reading Teacher's Guide and Scope & Sequence.

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.

We administer the NWEA MAP Growth: Reading assessment as our universal reading screener three times each school year to identify students who are not meeting grade-level proficiency. If a student's MAP score falls below the district criteria, an Oral Reading Fluency (ORF) measure is administered. Once the ORF is administered, the SCDE K-5 Intervention Decision Tree is then used to determine a learning path based on literacy universal screening data.

If the student's ORF is below grade level expectations, the PAST and LETRS Phonics and Word Reading Survey are given to identify specific instructional needs for word recognition. If the student's ORF meets grade level expectations, then a comprehension assessment is used to determine a goal. From the SCDE K-5 Intervention Decision Tree screening and diagnostic assessments, an individualized reading plan with each student's targeted pathways of intervention is created for the identified 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.

For students demonstrating literacy deficiencies, an individualized reading plan is created, and parents or guardians are informed in writing. The letters to parents or guardians include ways parents/guardians can support their child's reading development at home as well as an opportunity to schedule a conference with the Literacy Coach & Principal.

This component of our Reading Plan represents an area for growth. Because our school serves only 5th and 6th grade students, many parents view it as more of a middle school than a blend of elementary and middle school. However, our teachers consistently encourage and expect students to read at home each evening. This expectation is communicated during Open House and reinforced with families when they seek guidance on ways to support their child's learning at home.

Moving forward, our school will continue exploring ways to strengthen family engagement in literacy and promote reading beyond the school day.

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.

We administer the NWEA MAP Growth: Reading assessment as our universal reading screener three times each school year: Fall, Winter, and Spring. Based on this data, teachers are able to determine the level of need of each student. Intervention and enrichment activities are provided daily during an additional designated 40-minute block in addition to core ELA instruction. Students who are identified below grade-level proficiency in reading receive intervention services from either the Literacy Coach, Academic Interventionist, Multilingual Teacher, or Academic Seminar teacher during this time. Students identified as needing interventions are progress-monitored on a regular basis in the Tier 3 Intervention groups.

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.

The district offers LETRS training to teachers. We have many teachers who are currently enrolled in this training.

Our school is very focused this year on the PLC framework. Our teachers meet weekly within their content areas. Within all of our Professional Learning Teams (PLTs), there is a heavy focus on examining priority standards and breaking down those standards into what we want all students to be able to do. Our Literacy Coach is a part of all PLT meetings. Within our 5th grade ELA PLT, our Literacy Coach supports teachers in diving deep into the priority standards that are addressed in HMH Into Reading, the best ways to go about instruction, and developing common assessments.

Section G: District Analysis of Data

Strengths

In reflecting on our SCReady data from 2025 to 2026, there was a decrease in our percentage of our 5th grade students in the "Does Not Meet" category. There was also an increase in the percentage of students in the overall "Exceeds" category. Looking specifically into the domains of the SC Ready ELA Test, our 5th grade students showed an increase in our High Performance group from 16.4% to 21.4% in Reading Literary Text. There was also a slight decrease in our Low Performance group in Vocabulary, Writing, and Research.

This year, we have placed a strong emphasis on providing dedicated and protected time for teachers to collaborate in Professional Learning Teams (PLTs) with the support of our Literacy Coach. Our work is focused on meaningful teacher collaboration through identifying essential standards, analyzing what we want all students to master, and developing common formative assessments. By establishing essential standards and common assessments, teachers are better able to plan and deliver instruction using our High-Quality Instructional Materials (HQIM).

Our school uses Parent Square to provide consistent communication with families. Parents receive timely updates regarding school events, classroom activities, and other important information. The platform also provides opportunities for two-way communication, allowing families and teachers to stay connected and engaged throughout the school year.

Our Connected as Readers program continues to be an effective and engaging way to motivate students to read. Additionally, our librarian has done an outstanding job integrating cross-curricular content into library lessons, helping students make meaningful connections.

The district continues to provide a wide range of professional learning opportunities for teachers. Multiple delivery options are available, making participation more accessible and allowing teachers to engage in professional development in ways that best meet their schedules and needs.

Possibilities for Growth

We have identified two key areas of growth that will be a focus for our school this year. The first is being more intentional about partnering with families to support student reading at home. While we maintain strong communication with parents, we recognize the need to provide them with more specific tools, resources, and strategies that help connect classroom literacy instruction to reading practices at home.

Another area of growth is strengthening our intervention block, which serves as our designated Tier 2 instructional time for students who are not receiving Tier 3 interventions or Academic Support services. Because this structure is still somewhat new, teachers would appreciate additional guidance and support regarding both the purpose and implementation of this time. With the support of our Literacy Coach, we will focus on providing clearer expectations and professional learning around effective Tier 2 practices, including targeted small-group instruction, progress monitoring, and the use of data to address specific student needs.

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?

9

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

3

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

12

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

10

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

0

How many CERDEP PreK teachers 0
in your school are beginning EC
LETRS this year?

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

Previous Goal #1	Reduce the percentage of students projected to score below the level of met on the SCReady Reading Assessment as determined by MAP from 63.9% in the Fall of 2025 to 54% in the Spring of 2026.
Goal #1 Progress	Goal #1 was met as determined by Spring 2026 MAP Reading scores. 46.5% of students were projected to score below the level of met on the SCReady Reading Assessment.

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 fifth graders scoring Meets or Exceeds in the spring of 2026 as determined by SC Ready Reading from 51.9% to 57% in the spring of 2027. Our goal will be to increase by 6 points per year to align with the state's vision of having 75% of students scoring at or above grade level.

Goal #1 Action Steps

This year, our PLTs will focus on strengthening Tier 1 instruction. Teachers will analyze essential standards and develop a clear understanding of what mastery of those standards looks like. From there, teams will create common formative assessments that provide timely data to guide daily classroom instruction. PLT teams will establish assessment windows, analyze student performance data, and determine appropriate next steps for students who require additional support as well as those who are ready for enrichment and extension opportunities.

A second area of focus is strengthening Tier 2 interventions within the classroom. Our literacy coach will collaborate with teachers to maximize the effectiveness of "Cougar Time" in addressing the needs of Tier 2 students. This support will occur during PLT meetings and through in-class modeling and coaching to ensure interventions are targeted, effective, and aligned to student needs.

We will continue to monitor the progress of all students using NWEA MAP Growth: Reading assessment that will be administered three times each school year: Fall, Winter, and Spring. The SCDE K-5 Intervention Decision Tree will then be used to determine a learning path based on literacy universal screening data. For those students scoring below grade level on screening and diagnostic assessments, an individualized reading plan with each student's targeted pathways of intervention will be created. Parents or guardians will be informed in writing. The letter to parents or guardians will include ways they can support their child's reading development at home as well as an opportunity to schedule a conference with the Literacy Coach & Principal. Intervention activities will be provided daily during an additional designated 40-minute block in addition to core ELA instruction.

File Upload (optional)
