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| Form Name: | 2025-26 Primary and Elementary Reading Plan |
| Submission Time: | October 14, 2025 2:08 pm |
| Browser: | Chrome 141.0.0.0 / OS X |
| IP Address: | 207.144.99.6 |
| Unique ID: | 1389619032 |
| Location: | |

# 2025-2026 Primary and Elementary Reading Plan

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| **District Name** | Lexington 01 |
| **School Name** | Centerville Elementary School |
| **Principal Name** | Lauren Vann |
| **Principal Email** | lvann@lexington1.net |
| **Optional: Reading Coach Email** | hgresham@lexington1.net |

## Section A: Five Pillars of Reading Instruction

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| **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.** | 1. Oral Language/Communication<br>Teachers provide structured discourse opportunities throughout the day for students to communicate about reading and writing in shared reading, partnership work, small group instruction to build effective communication skills. Students are assessed in communication skills through writing post assessments in narrative, informational, and opinion/argumentative. Students are informally assessed in oral communications skills through anecdotal records and Oral Reading Assessments (ORA).<br>2. Phonological Awareness<br>Phonological Awareness is instructed using the Heggerty program in 4K- 2nd grade classrooms, RTI, MLP and special education classes. Students are assessed using phonological awareness on iReady, Indicator Aligned Inventory for Word Recognition (based on grade level and iReady scores in the area of phonological awareness).<br>3. Phonics<br>Phonics instruction is based on SCDE grade level foundational standards using the UFLI curriculum in grades K-3, RTI and MLP. In grades 4 and 5 students needing additional support in the area of phonics based on iReady benchmark testing use HMH- Into Reading: Foundational Skills instruction. Special Education students who need additional support in the area of phonics use the Really Great Reading curriculum.<br>4. Fluency<br>Students are instructed on fluency through small group instruction and shared reading using district approved vetted resources. Oral Reading Assessments are used to assess a student's individual fluency rate.<br>5. Vocabulary<br>Vocabulary instruction is intentionally taught based on strategies learned in LETRS professional development, HMH-Into Reading vocabulary instruction, UFLI phonics program in conjunction with work morphology, and in authentic learning experiences such as read aloud, shared reading, and content area academic vocabulary. Students are assessed on vocabulary using reading module assessments and iReady.<br>6. Comprehension<br>Comprehension instruction is based on the SCDE Application of Reading standards (AOR) to aid in the comprehension of texts to meet grade-level English/Language Arts standards. Students participate in comprehension instruction through reading mini-lessons, read alouds, shared reading, small group instruction and independent reading. Teachers utilize district vetted Core Curriculum resources HMH- Into Reading and Reading Strategies 2.0. Students who need additional support in RTI, MLP, and Special Education use comprehension resources to meet the needs of their students such as the Rise Program, Level Literacy Interventions, Really Great Reading, TEAMS, Compass, and |

Literacy Footprints.  Students are assessed in comprehension using end of module reading assessments, checkpoints, iReady, Oral Reading Assessments, and small group instruction anecdotal records.

## 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 Word Recognition assessment and instruction for PreK through 5th grade students are intentionally aligned with the Science of Reading, Structured Literacy, and evidence-based Foundational Literacy Skills. We utilize both the Phonics Decoding Assessment from the Teachers College Reading and Writing Project (TCRWP) and resources from the University of Florida Literacy Institute (UFLI) to guide this work.

The Phonics Decoding Assessment provides diagnostic insight into students' mastery of phonics patterns and decoding skills. This data helps inform targeted instruction and track students' progression through increasingly complex phonics skills.

Our instructional approach is further strengthened by the integration of the UFLI Foundations program, a systematic and explicit curriculum rooted in the Science of Reading. UFLI provides a structured sequence for teaching phoneme-grapheme correspondences, decoding strategies, and high-frequency word recognition, ensuring instruction is cumulative, scaffolded, and responsive to assessment data.

Together, the use of TCRWP's assessment and UFLI's instructional framework enables us to provide explicit, systematic phonics instruction aligned with the Science of Reading research.  These assessments support early identification of students at risk for reading difficulties, in alignment with the prevention and intervention tenets of the Science of Reading.

## Section C: Intervention

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| **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.** | I-Ready Diagnostic and Progress Monitoring is our universal screener. The screener is administered to all students three times a year. This screening is done on a student's grade level. This is to identify and pinpoint academic difficulties quickly. The purpose of this screening is to make certain that children are on and remain on-track with academic progress and to provide early identification of students in need of additional academic assistance.  A PM schedule is established and maintained throughout the process. Various data collection methods can be used to examine student performance, depending on academic, social, or behavioral needs. The progress monitoring system must examine student performance at regular intervals, frequently over time at specified time periods.  Progress monitoring can be done at the student's instructional level if grade level monitoring is not appropriate.  Progress monitoring is typically done every three to four weeks. Progress Monitoring can occur on a more frequent basis as determined by the RTI Team. |

## Section D: Supporting Literacy at Home

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| **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.** | Centerville Elementary has several systems in place to maintain regular communication with parents and emphasize the importance of literacy beyond the school day. These include weekly newsletters, parent-teacher conferences, instructional nights, MLP Family nights, and support from the Title I family liaison. The Title I liaison also leads a 14 week engagement program for  three and four-year-olds and their parents, focusing on fostering literacy in the home. The parent and the child participate together in weekly learning activities. During conferences and progress reporting periods, parents are provided with information on grade-level state standards and given strategies to support their child's learning at home. Additionally, through our communication platform, ParentSquare, families receive detailed reports and updates after each iReady benchmark assessment, conducted three times a year, to keep them informed of their student's progress. |

## Section E: Progress Monitoring

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| **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.** | Each school's RTI team administers iReady Growth Monitoring in September, October, November, January, February, and March to track student progress. In addition, updated Oral Reading Assessments (ORAs) are conducted at least every two months, the UFLI Phonics assessment is administered up to three times per year based on student needs, and every ten days, tier three students are given easy CBM to monitor growth over time. Progress monitoring data is used to track growth and guide instructional decisions, including tier movement or adjustments to interventions. Regular collaboration with classroom teachers ensures that progress is reflected in both assessment data and classroom performance. Special education uses iReady, easy CBM, and other curriculum based reading measures to monitor students' progress.<br><br>The RTI Team will carefully review all relevant data (reading assessment/text level, OARs, iReady Reading, iReady Math, SC READY, grades, etc.) to plan appropriate instructional and intervention strategies as appropriate. Decisions regarding the development and implementation of interventions will be based upon multiple sources of relevant data. |

## Section F: Teacher Training

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| **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.** | K-3 teachers, interventionists, the literacy coach, special education teachers, MLP teachers and administrators participate in LETRS training. Teachers also participate in weekly PLCs to unpack the ELA standards, plan best practices strategies to support all readers and writers in their classroom and implement the new ELA curriculum, HMH Into Reading. |

## Section G: District Analysis of Data

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| **Strengths** | Teachers collect and analyze data to determine targeted, effective in-classs intervention.<br><br>Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.<br><br>Teachers use the South Carolina College and Career Ready Standards when planning instruction. |

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| **Possibilities for Growth** | Teachers monitor student engagement in reading and writing and use this data to build stamina.<br><br>Teachers model through interactive writing experiences to build accuracy and fluency in writing.<br><br>Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening and speaking.<br><br>Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. |
| **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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators |
| **How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?** | 35 |
| **How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?** | 0 |
| **How many eligible teachers in your school are beginning Volume 1 of LETRS this year?** | 3 |
| **How many eligible teachers in your school are beginning Volume 2 of LETRS this year?** | 35 |
| **How many CERDEP PreK teachers in your school have completed EC LETRS?** | 0 |
| **How many CERDEP PreK teachers in your school are beginning EC LETRS this year?** | 2 |

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

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| **Previous Goal #1** | Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 26.2 % to 24.2% in the spring of 2025. |
| **Goal #1 Progress** | We met the goal of reducing the percentage of students who scored Does Not Meet by 2%. We decreased from 26.2% to 11%. |
| **Previous Goal #2** | As a school 49.8% of our students will meet their stretch goal by spring of 2025 on iReady Reading Benchmark Assessment as compared to 43.8% in the spring of 2024. |
| **Goal #2 Progress** | We did not meet the goal of students meeting their stretch goal on the iReady Benchmark Assessment. We decreased from 43.8% to 36.9%. |

## Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

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| **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 59.9 % to 61.9 % in the spring of 2026. |
| **Goal #1 Action Steps** | PK-3 Teachers, coach, interventionist, special education teachers, and MLP teacher will complete LETRS Volume 2 training and implement strategies from the Science of Reading in daily instruction.<br><br>Teachers will meet daily in small groups with students to differentiate instruction.<br><br>Weekly grade level PLC meetings will be used to analyze data and create action plans and accompanying strategies.Lesson Plans will provide evidence of planning for conferring and small groups. |
| **Current Goal #2** | As a school 42.9% of our students will meet their stretch goal by spring of 2026 on iReady Reading Benchmark Assessment as compared to 36.9% in the spring of 2025. |

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| **Goal #2 Action Steps** | Design intentional learning experiences, aligned to the assessments, that support learner variability as evidenced by teacher plans and classroom observations (e.g. flexible groupings, multiple entry points, and student choice) to enrich or intervene.<br><br>Utilize purposeful questioning to engage learners, promote inquiry and support self-directed learning as evidenced by classroom observations.<br><br>Teachers, interventionist, special education teachers and the MLP teacher will participate in weekly PLCs to reflect on data, unpack standards and plan for purposeful instruction and intervention. |

## File Upload (optional)