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2025-2026 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	Lexington Elementary School
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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. At Lexington Elementary School, our reading instruction is designed to support students' development in essential areas of literacy including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Using a range of evidence-based programs, such as Heggerty, UFLI, and components of HMH Reading, our educators implement teaching strategies tailored to enhance oral language skills and overall reading proficiency. Additionally, 33 teachers are LETRS certified through Lexia. Fourteen teachers are currently in LETRS training. With the completion of LETRS training, teachers will be equipped with advanced skills and strategies to further support students' language and literacy growth. Through these combined resources and professional development, we ensure that students are well-prepared to meet grade-level English/Language Arts standards with confidence 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.

At our school, Word Recognition assessment and instruction for PreK-5th grade students are closely aligned with science of reading, structured literacy, and foundational literacy skills. To support this alignment, we implement LETRS (Language Essentials for Teachers of Reading and Spelling) training, which strengthens our teachers' knowledge and equips them with strategies rooted in research-based literacy practices. This training empowers educators to engage students effectively and enhance their understanding of foundational literacy skills, directly impacting word recognition and overall reading proficiency. We have also equipped our teachers with tools that focus on being responsive to students' individual phonemic awareness and phonics needs based on analyzing student data from i-Ready and classroom instruction.

Assessment data plays a crucial role in our approach. We use insights gathered from these assessments to inform classroom intervention plans tailored to meet individual student needs. In addition, we facilitate open discussions during CORE team meetings, PLT meetings (Professional Learning Teams) where teachers collaborate on strategies to support students' progress in literacy. By analyzing and interpreting this data, particularly from tools like iReady, we are able to identify growth opportunities and set actionable goals to improve students' scores. This data-driven approach ensures that our instruction is both responsive and effective, continuously supporting student achievement in literacy.

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.

At our school, universal screener data and diagnostic assessments play a pivotal role in identifying targeted intervention pathways-either in word recognition or language comprehension-for PreK-5th grade students who have not yet achieved grade-level reading proficiency. Using tools like i-Ready, Oral Reading Assessment (ORA), phonics inventories, formal observations, and anecdotal notes, we gather a comprehensive view of what each student has already mastered as well as their needs. This data informs our teacher teams, enabling them to collaborate effectively, interpret results accurately, and plan for personalized instruction.

Our lead interventionist and literacy coach are integral to this process, working closely with teaching teams to design and implement instructional plans that prioritize student success. During Professional Learning Community (PLC) time, teacher teams, administrators, interventionist, and the literacy coach come together to analyze standards and assessment data, ensuring that instructional strategies are precisely aligned with student needs. This collaborative, data-informed approach supports targeted interventions that empower every student to make meaningful progress in foundational literacy 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.

At our school, we have a comprehensive support system to help parents understand how they can effectively aid their children in developing reading and writing skills at home. We provide numerous opportunities for parents to connect with teachers, interventionists, and literacy coaches through conferences, ensuring they have a clear picture of their child's literacy progress and needs. To further support at-home learning, we offer parent workshops focused on literacy-rich skills, equipping families with practical strategies and tools to enhance reading and writing practices outside the classroom. We also have two family engagement nights that have a literacy component to encourage parents and student collaboration. Additionally, we send home materials tailored to reinforce literacy skills, including iReady reports that outline specific areas where their child may need extra practice, alongside tips and tools to guide parents in these areas.

Our commitment to parent engagement is strengthened through constant communication, and we remain accessible for any parents seeking further advice or support. For parents of students enrolled in our one-to-one early intervention program, we conduct specialized workshops that provide videos, tools, tips, and materials specifically designed to enhance their child's literacy journey at home. Our rising 4K program, Wee Wildcats, also offers opportunities for parents and children to receive literacy rich materials and experiences. Our family liaison leads students and parents through a story time, through an activity, provides books to add to the child's personal library, offers the opportunity for book checkout from the school library, and helps strengthen the home to school connection. Teachers also send home materials like the UFLI at home practice, roll and reads, and decodable passages. This structured, resource-rich approach ensures that parents feel empowered to support their children's reading and writing development effectively.

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.

Our school has a robust system for monitoring reading achievement and growth to support students' progress toward grade-level proficiency. We administer iReady assessments three times per year to all students, providing comprehensive data on each student's reading skills and progress over time. For students receiving Tier 2 or higher reading intervention, we conduct monthly progress monitoring to track improvements closely. Our lead interventionist oversees the progress of tiered students, ensuring that each individual's needs are addressed and that interventions are responsive to real-time data. Progress monitoring is tracked and analyzed with frequent collaboration between the intervention team, coach, administrative team, and classroom teacher to move students through the Multi-Tiered Support System as needed. Students who are not responding and making strides towards gaining content knowledge or showing carryover from small group instruction into application in the classroom move through the tiers and interventions are adjusted accordingly.

During regular CORE team meetings, the administration, school psychologist, literacy coach, guidance counselors, and lead interventionist collaborate to discuss strategies for advancing students' reading proficiency. These meetings enable the team to analyze data, share insights, and develop targeted plans to help students build foundational reading skills. Teachers work in PLC teams to identify priority standards and pre-test to gauge and group students based on needs for more targeted small group instruction. These groups are ever changing based on mastery levels of the skill. Additionally, ongoing teacher meetings are held to review student data, allowing for continual refinement of instructional approaches and interventions. By studying this data collectively, our staff is able to generate actionable ideas and suggestions for enhancing students' reading skills, ensuring a comprehensive approach to literacy development and ongoing support for every learner.

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.

Our school is dedicated to strengthening teacher development through the Science of Reading, structured literacy, and foundational literacy practices to enhance reading achievement for all students. A key part of this effort is our implementation of LETRS (Language Essentials for Teachers of Reading and Spelling) training. Currently, some teachers are completing their first year of the program, others are in their second year, and 62% are already certified. This intensive, research-based training equips educators with a deep understanding of how students learn to read and provides practical, evidence-based strategies to meet diverse literacy needs.

Beyond LETRS, our literacy coach facilitates ongoing Professional Learning (PL) sessions that align with the latest guidance from the South Carolina Department of Education and district professional learning initiatives. These sessions keep teachers up to date on best practices in structured literacy and foundational skills. We also promote continuous professional growth through book studies and access to high-quality professional materials, fostering collaboration and reflection among staff.

Through this comprehensive approach, we empower our teachers with the knowledge and tools needed to deliver effective, high-impact literacy instruction that supports every student's reading success.

Section G: District Analysis of Data

Strengths

Our school has achieved significant growth in literacy, particularly in phonics and phonemic awareness among our lower grade students, and our 3rd through 5th graders have shown notable improvement in phonemic awareness as well. Additionally, we've seen strong literacy performance among our male students, with an increased percentage achieving "met" or "exceeds" levels on iReady. Overall reading proficiency has also improved, with more students scoring in the mid to above-grade-level range, and 2nd grade reading scores showing particularly impressive gains.

Possibilities for Growth

Despite these successes, some challenges still persist. Our SC Ready data did not align with our iReady results, raising concerns due to overall declines across multiple SC Ready categories this year. Additionally, a significant portion of students identified as Special Education (SpEd) remain in the "not met" or "approaching" categories. Attendance continues to be problematic, with high rates of unexcused absences and tardies impacting learning. Growth in reading achievement for 3rd through 5th graders on iReady has been limited, a trend mirrored by SC Ready results. Furthermore, while many students meet their "typical growth" goals, fewer reach their "stretch growth" goals. Vocabulary and nonfiction literacy skills, particularly among upper-grade students, also remain areas for targeted improvement as reflected in iReady testing data.

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?

8

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

33

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

6

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

8

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?

1

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

Previous Goal #1

Previous Goal #1 (Third Grade Goal):

Third Grade Goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 30.3% to 14.9% in the spring of 2025.

Goal #1 Progress

We successfully met our goal of reducing the percentage of 3rd graders performing at the DNM level in Spring 2025, decreasing from 30.3% to just 12%. This significant improvement reflects our ongoing commitment to targeted literacy support. To sustain and build on this progress, we will continue providing Tier 2 and Tier 3 interventions for our identified Read to Succeed students. The lead interventionist and literacy coach will maintain consistent support for 3rd-grade teachers throughout the year. This year, the literacy coach will place a particular focus on strengthening teachers' understanding and instruction of phonics to further develop reading and writing skills for all 3rd-grade students.

Previous Goal #2

Previous Goal #2:

Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary

Goal #2 Progress

This year, we are continuing to build on our progress through collaborative PLC teams, placing a stronger emphasis on analyzing student data, aligning instruction with standards, integrating Curriculum Framework module work, and fostering meaningful teacher collaboration. Although we have made notable strides, we recognize the importance of continuous growth and remain committed to refining our practices to more effectively meet the literacy needs of every student.

In the i-Ready phonemic awareness domain, we have seen an increase in the number of students exceeding expectations—a positive trend that aligns with 62% of our teachers now being proficient in LETRS. Additionally, students in grades K-2 are demonstrating faster growth in phonics knowledge, which we attribute to improved phonics instruction and teachers' deeper understanding of the "why" behind the Science of Reading and LETRS training.

Previous Goal #3

Previous Goal #3:

Goal 3: Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening and speaking

Goal #3 Progress

Teachers are actively progressing towards their goal of fostering student engagement and comprehension through meaningful interactions in reading, writing, listening, and speaking. By focusing on small group instruction and analyzing iReady data, they are identifying specific areas where students need further support, particularly in understanding word meaning. Using this data, teachers are creating targeted groups and designing instruction that addresses individual learning gaps to ensure all students can succeed. Additionally, students are paired to construct meaning collaboratively, discussing and interpreting texts read aloud or independently. This structured approach demonstrates a strong commitment to personalized learning and enhancing student comprehension skills that scaffold learning and are tailored to their needs.

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): Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 30.3% to 28.3% in the spring of 2025.

Goal #1 Action Steps

This year, our early intervention efforts will focus on identifying and addressing the needs of current first graders as soon as possible, aiming to prevent further learning loss. We will continue to prioritize data tracking and ORA analysis for all students, with particular attention to those flagged for Read to Succeed. Our goal is to reduce the number of students performing below grade level by collaboratively strengthening literacy skills. The literacy coach and lead interventionist will continue reviewing i-Ready data with teachers and providing recommendations for differentiated instruction tailored to the needs of identified students.

Current Goal #2

Current Goal #2: The percentage of students improving in placement in reading will increase from 67% to 72% based on iReady Reading diagnostic.

Goal #2 Action Steps

We will frequently utilize formative assessment data to inform instructional decisions and practices, thereby supporting individualized learning outcomes, including standards, competencies, and goals. We will provide impactful feedback to guide, support, and advance students toward identified learning goals. Our literacy coach and reading interventionist, in collaboration with school administration, will actively and intentionally support teacher collaboration. We will meet weekly as a team with grade-level Professional Learning Communities (PLCs) to review student data, instructional practices, and determine next steps. These weekly touchpoints will ensure consistent support and aligned instruction across classrooms. We will also continue professional learning for staff completing LETRS training, as well as ongoing professional learning for all staff around unpacking reading standards, content, and assessment.

Current Goal #3

Current Goal #3: For students identified in iReady as striving for typical growth in reading, the median progress toward typical growth will be greater than 100%.

Goal #3 Action Steps

This year, we will make formative assessment data a central part of our instructional planning, using it to tailor learning experiences that address each student's needs and align with standards, competencies, and goals. Teachers will deliver targeted feedback to guide students toward achieving their learning objectives. The literacy coach and reading interventionist, in partnership with school leadership, will intentionally foster collaboration among teachers.

Grade-level PLCs will meet weekly to examine student data, evaluate instructional strategies, and plan next steps, ensuring consistent support and alignment across classrooms. Our iReady specialist will also participate in these PLC meetings, bringing expertise to help identify opportunities and track student progress toward typical growth benchmarks. Additionally, professional learning will continue for staff completing LETRS training, alongside ongoing development for all teachers focused on unpacking reading standards, content, and assessment practices.

File Upload (optional)
