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## 2025-2026 Primary and Elementary Reading Plan

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| **District Name** | Lexington 01 |
| **School Name** | Pelion Elementary School |
| **Principal Name** | Francina  Gerald |
| **Principal Email** | fgerald@lexington1.net |
| **Optional: Reading Coach Email** | aswick@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.** | Reading assessment at Pelion Elementary School encompasses all essential components of literacy, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These components collectively support students in meeting grade-level English Language Arts standards.<br><br>Students are assessed three times per year using i-Ready, which provides data on each of these foundational areas. In addition, teachers in grades K-5 administer the LETRS Spelling Inventory to further evaluate students' understanding of phonics and spelling patterns. Instructional materials such as Heggerty, UFLI, and HMH Into Reading are utilized in kindergarten through fifth grade to ensure comprehensive, evidence-based instruction aligned with these literacy components. These vetted and approved resources enable teachers to provide systematic, high-quality instruction that supports students in achieving proficiency in reading and meeting the South Carolina College- and Career-Ready Standards. |

## Section B: Foundational Literacy Skills, Continued

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| **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 kindergarten through second grade, teachers at Pelion Elementary School utilize UFLI weekly and unit assessments to monitor student progress and inform instructional decision-making. These assessments provide specific, actionable data aligned with the South Carolina Early Literacy Development Standards, allowing teachers to identify and address individual foundational skill needs. Assessment results guide teachers in delivering systematic and explicit instruction within the core literacy block and during targeted small-group instruction, consistent with the Multi-Tiered System of Supports (MTSS) framework.<br><br>In grades three through five, teachers administer a core phonics screener alongside the i-Ready diagnostic assessments, which are conducted three times per year. Data from these assessments enable teachers to analyze student performance in phonics and other foundational literacy components in greater depth. This information is used to refine structured literacy practices, ensuring instruction remains evidence-based, differentiated, and responsive to student needs. These coordinated assessment and instructional practices support Pelion Elementary's commitment to early literacy development and alignment with the South Carolina College- and Career-Ready Standards. |

## 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.** | At Pelion Elementary School (PES), the i-Ready Diagnostic serves as the school's universal screener and is administered three times per year. Schoolwide reading data are analyzed to identify students performing at or below the 25th percentile. These students participate in additional diagnostic assessments, including EasyCBM and Orton-Gillingham screeners, to obtain a comprehensive view of their reading development.<br><br>The results from all assessments are triangulated to determine appropriate instructional and intervention next steps. Based on this data, students are placed within tiers of support consistent with the Multi-Tiered System of Supports (MTSS) framework. Following tier placement, interventionists conduct a detailed review of each student's performance data to identify specific skill deficits and to establish targeted, evidence-based intervention goals aligned to individual areas of need. These processes ensure that every student receives the level of instructional support necessary to achieve grade-level literacy proficiency in alignment with the South Carolina College- and Career-Ready Standards. |

## 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.** | Pelion Elementary School (PES) employs a multifaceted system to help parents and families understand how to support their children as readers and writers at home. Following each of the three benchmark assessment periods, i-Ready Diagnostic results are shared with families, accompanied by guidance and resources that explain student performance and outline practical strategies for at-home support.<br><br>Teachers reinforce this partnership by regularly communicating grade-level learning expectations and home support strategies through weekly newsletters and ParentSquare messages. In addition, as a Title I school, PES allocates a portion of its federal funds to family engagement activities and events designed to strengthen home-school connections. These events provide parents and caregivers with hands-on opportunities to learn about literacy development, explore effective reading and writing practices, and gain confidence in supporting their children's growth as readers and writers. |

## 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.** | Pelion Elementary School (PES) utilizes i-Ready Growth Monitoring to regularly assess the progress of students receiving tiered reading interventions. This assessment is administered monthly to monitor student growth toward grade-level reading standards. For students performing two or more grade levels below expectations, EasyCBM progress monitoring is conducted on a bi-weekly basis to provide more frequent data points and inform instructional adjustments.<br><br>In addition, Orton-Gillingham assessments are administered weekly following each instructional lesson to evaluate mastery of specific phonics and decoding skills. Data from all progress monitoring tools are systematically reviewed to inform instructional decisions, adjust intervention intensity, and ensure that each student receives targeted, evidence-based support aligned with their individual learning needs. |

## 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.** | All teachers in kindergarten through third grade, multilingual (ML) teachers, ELA-focused teachers in grades four and five, special education teachers, and interventionists at Pelion Elementary School are participating in the second year of LETRS training as part of the district's Cohort #3. This professional learning equips teachers with the knowledge and skills necessary to deliver evidence-based literacy instruction grounded in the science of reading.<br><br>Teachers meet bi-weekly with the Literacy Coach, with a focus on teacher clarity-specifically developing and implementing learning intentions and success criteria aligned to grade-level standards and instructional outcomes. During these collaborative sessions, the Literacy Coach formatively assesses teacher understanding of literacy strategies, tools, and practices to gauge implementation progress. The results of these formative assessments inform the design of targeted professional support, including assistance with curriculum alignment, instructional planning, and the integration of LETRS strategies into daily classroom practice. |

## Section G: District Analysis of Data

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| **Strengths** | Third, Fourth and Fifth Grades significantly increased the percentage of students scoring Meets or Exceeds on SC Ready on the 2025 administration. Fourth and Fifth Grade students have over 50% in this category for the first time in many years. They also significantly decreased the percentage of students scoring 'Does Not Meet.'<br><br>Teachers are embracing Visible Learning through a focus on Teacher Clarity by aligning Learning Intentions and Success Criteria to build assessment capable learners.<br><br>The Instructional Leadership Team utilizes Learning Walks to determine areas where teachers need support in providing standards-aligned, structured instruction based in the science of reading. |
| **Possibilities for Growth** | Build teacher capacity in utilizing data to drive small-group instruction.<br><br>Build leadership capacity among team leaders through training in leading Professional Learning Communities.<br><br>Provide time for general and special education teachers to collaborate and learn with instructional coaches to increase the percentage of students with disabilities scoring 'Meets' or above on SC Ready Reading. |
| **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?** | 32 |
| **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?** | 2 |
| **How many eligible teachers in your school are beginning Volume 2 of LETRS this year?** | 32 |

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| **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?** | 4 |

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

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| **Previous Goal #1** | (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 32 % to 30% in the spring of [previous school year]. |
| **Goal #1 Progress** | The percentage of third-grade students scoring 'Does Not Meet' in reading on SC Ready decreased from 32% in the Spring of 2024 to 22.6% in the Spring of 2025, far exceeding the 2025 goal. |

## 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** | (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 47.3% to 49.3% in the spring of 2026. |

**Goal #1 Action Steps**

Action Step #1: Strengthen Foundational Literacy Instruction through Targeted Professional Learning

Description: Provide ongoing professional development in evidence-based literacy practices, including LETRS strategies, structured literacy, and teacher clarity, to strengthen instruction in phonics, fluency, vocabulary, and comprehension.

Implementation: Literacy Coach, Reading Interventionists, and Administration will facilitate bi-weekly professional learning sessions focused on aligning instruction to grade-level standards and the science of reading.

Monitoring: Lesson plans, classroom observations, and PLC notes will reflect implementation of LETRS and teacher clarity practices.

Action Step #2: Utilize Data-Driven Instruction and Progress Monitoring to Address Skill Gaps

Description: Implement systematic data analysis after each i-Ready diagnostic and growth monitoring cycle to identify students below proficiency and develop targeted small-group instructional plans.

Implementation: Teachers and interventionists will collaborate in PLCs to analyze data, adjust instruction, and document interventions within the MTSS framework using i-Ready, EasyCBM, and Orton-Gillingham data.

Monitoring: Data team minutes, tier movement documentation, and student progress monitoring reports will be reviewed quarterly by administration.

Action Step #3: Increase Family Engagement in Literacy Support at Home

Description: Host family literacy events and provide resources aligned with classroom instruction to build parent capacity in supporting reading at home.

Implementation: Title I funds will support workshops, take-home literacy kits, and communication through ParentSquare that reinforce foundational reading skills and comprehension strategies.

Monitoring: Attendance at family events, distribution logs, and family feedback surveys will be reviewed each semester to assess impact.

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| **Current Goal #2** | By Spring 2026, Pelion Elementary School will increase the percentage of 1st grade students reading on or above grade level (Tier 1) as measured by the i-Ready Reading Diagnostic from 7% to 25% through the implementation of structured literacy practices, targeted interventions, and strengthened Tier 1 core instruction. |

**Goal #2 Action Steps**

Action Step 1: Strengthen Core Literacy Instruction (Tier 1)

Description: Ensure all 1st grade teachers deliver daily, systematic, and explicit literacy instruction using Heggerty, UFLI, and HMH Into Reading aligned to the Science of Reading and the South Carolina College- and Career-Ready Standards.

Implementation: Provide ongoing professional learning through LETRS Cohort 3 and coaching cycles focused on phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Monitoring: Lesson plans, classroom observations, and PLC notes will reflect consistent use of evidence-based practices and clear learning intentions/success criteria.

Action Step 2: Intensify Tiered Interventions through Data-Driven Decision-Making

Description: Use i-Ready, EasyCBM, and Orton-Gillingham assessments to identify specific student needs, track progress, and adjust instruction within the MTSS framework.

Implementation: Conduct data meetings after each benchmark window and bi-weekly PLCs to monitor Tier 2 and Tier 3 student progress and refine intervention plans.

Monitoring: Progress-monitoring data, tier movement records, and intervention logs will be reviewed monthly by the Literacy Coach and administration.

Action Step 3: Strengthen Family Engagement in Early Literacy

Description: Equip families with strategies and resources to support reading at home through literacy nights, take-home materials, and ParentSquare communication aligned to classroom learning.

Implementation: Host three Title I-funded family literacy events during the school year emphasizing foundational reading skills and comprehension strategies.

Monitoring: Family participation data, feedback surveys, and follow-up communication will be analyzed to determine impact on student reading growth.