

Form Name: 2025-26 Primary and Elementary Reading Plan  
Submission Time: October 14, 2025 9:42 am  
Browser: Chrome 139.0.0.0 / OS X  
IP Address: 207.144.99.8  
Unique ID: 1389513089  
Location:

## 2025-2026 Primary and Elementary Reading Plan

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<b>District Name</b>	Lexington 01
<b>School Name</b>	Pleasant Hill Elementary
<b>Principal Name</b>	Margaret Mitchum
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### 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.**

At Pleasant Hill Elementary, we deliver a comprehensive reading curriculum that builds core literacy skills, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Data is collected and analyzed on student performance utilizing iReady diagnostic assessments, reading and writing minor and major assessments per unit, as well as through informal assessments, such as anecdotal records, decodable text observations, and Oral Reading Assessments. Our educators utilize a variety of proven, research-based resources like Heggerty, UFLI Foundations, and HMH Into Reading. Teachers integrate frequent opportunities throughout the school day to enhance the students' oral language through speaking and listening activities, such as accountable talk. To ensure excellence in instruction, our staff participated in Unit 5 LETRS training, which provided an understanding of the relationships between oral language and vocabulary. This robust approach aids in preparing our students to meet grade-level English/Language Arts standards.

Our Phonological Awareness instruction is fully aligned with the South Carolina grade-level foundational standards. We use the Heggerty curriculum across 4K through 2nd grade and in special education classes to systematically build these essential skills. Additionally, we integrate a review of phonological skills during phonics time, utilizing UFLI Foundations. Teachers make data-informed instructional decisions by analyzing writing samples, Oral Reading Assessments, and iReady data. Our Early Literacy Interventions further personalize instruction, tailoring support based on observations of students' reading and writing needs.

Phonics instruction is based on South Carolina Department of Education grade level foundational standards using the University of Florida Literacy Institute (UFLI) curriculum in grades K-5 and special education classes. Whole group and small group phonics lessons are based on iReady benchmark and the LETRS Spelling Inventory. Early Literacy Instructors and interventionists utilize phonics instruction based research from Heidi Anne Mesmer's Letter Lessons and First Words. Our CC1 classrooms supplement phonics instruction with S.P.I.R.E. (Specialized Program Individualizing Reading Excellence) as a structured, systematic, and multisensory intervention for small groups of striving or at-risk readers who need intensive support to master foundational skills. In addition, our MLL classrooms utilize Secret Stories where brain-based, visual, and story-driven mnemonics are used to accelerate access to the complex and often confusing letter-sound patterns of English.

Fluency instruction is provided for all learners through shared reading and read aloud experiences to bridge the gap between decoding words and understanding the text. Oral Reading Assessments are used to assess a student's individual fluency

rate. Students use anchor charts to make fluency goals and track progress in grades K-3. Students reread decodables, skill charts, shared reading stories, poetry, morning meeting letters, and favorite books to practice fluent reading. Early Literacy Instructors and interventionists utilize rereading of familiar text for fluency practice, focusing on a student's pace, phrasing, and expression.

Vocabulary instruction is intentionally taught based on Houghton Mifflin Harcourt (HMH)-Into Reading vocabulary instruction, the University of Florida Literacy Institute (UFLI) phonics morphology work, authentic learning experiences in read alouds/shared reading experiences, and through content-specific academic vocabulary in math, science, and social studies. Students are assessed on South Carolina State Vocabulary Standards 7.1 and 8.1 using minor and major reading assessments. Students are also assessed on the vocabulary domain using iReady three times a year. Teachers in kindergarten through third grade have completed a Unit 5 Study from Volume 2 of LETRS training, where oral language and vocabulary research and practices were studied. Teachers in grades fourth and fifth also completed a book study and professional learning each month utilizing research from Frey and Fisher's *The Vocabulary Playbook*, Mike Och's *Word Love Vocabulary*, as well as Jennifwer Serravallo's *Teaching Reading Across the Day*, where vocabulary games were taught to integrate words into the students' expressive vocabulary. Related arts teachers also teach tier 2 words that are commonly seen on assessments, and the librarian posts weekly vivid vocabulary words to challenge the students' vocabulary.

Comprehension instruction is aligned with the South Carolina Department of Education's Application of Reading (AOR) standards to facilitate students' ability to construct meaning from various texts. 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 such as Houghton Mifflin Harcourt (HMH) and *Into Reading and Reading Strategies 2.0*. Students who need additional support in RTI, MLL and special education use comprehension resources to meet the needs of their students such as the Rise Program, Level Literacy Interventions, Literacy Footprints, and S.P.I.R.E.S. Students are assessed in comprehension using end of module reading assessments, checkpoints, iReady, Oral Reading Assessments, and small group instruction anecdotal records. Tier 3 students are also assessed using EASY CBM every ten days to assist with monitoring progress.

## 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.**

Pleasant Hill Elementary ensures reading instruction and assessments are aligned with the Science of Reading and Structured Literacy principles through comprehensive professional development and a systematic instructional framework across PreK-5. Instruction is direct and explicit in foundational skills, including phonological awareness, phonics, and orthography, while the curriculum simultaneously addresses language comprehension. This instruction is supported by mandatory LETRS training for kindergarten through third grade teachers. The district provides monthly professional learning for fourth and fifth grade teachers, where evidence-based practices are reinforced.

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## 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.**

Our school employs a comprehensive process to identify and assist students who are not meeting grade-level reading proficiency. A universal and interim screener were administered through the use of iReady. Following its administration, all literacy stakeholders met to identify students below grade level. Additional diagnostic data was collected and analyzed from Oral Reading Assessments, LETRS Spelling Inventories, UFLI Phonics Screeners, and Observation Survey of Early Literacy Achievement assessments. Teachers, coaches, interventionists gather once a month and hold an RTI Roundtable meeting where we use current data to create targeted instruction. Tailored interventions determine the appropriate frequency, intensity, and delivery of support, and ensure instructional strategies are precisely aligned with standards and individual student profiles, with progress continuously monitored and reassessed.

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## 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.**

Pleasant Hill Elementary School maintains a multi-channel communication system to effectively engage families and facilitate parental support for student literacy development outside the school environment. These efforts include parent/teacher conferences to build trust and share student progress and goals. Specialized sessions, such as the Merry and Bright Curriculum Night and Early Literacy Instruction Parent Bootcamp, aid in promoting a family partnership in literacy and give tips for enhancing reading and writing activities at home. Additionally, continuous communication is ensured through weekly newsletters, regular reports via the district platform ParentSquare detailing iReady benchmark progress, and annual special education review meetings. These touchpoints formally provide parents with grade-level state standards and actionable strategies to reinforce their child's reading and writing growth at home, emphasizing the critical link between school instruction and family support.

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## **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.**

The school maintains a detailed system for monitoring reading achievement and growth from preK through 5th grade, with all intervention decisions informed by a comprehensive array of data to ensure grade-level reading proficiency. Universal and interim reading achievement and growth are tracked during three annual benchmarks using the district-mandated iReady assessment. For continuous monitoring, the school's Multi-Tiered System of Supports (MTSS) team administers iReady Growth Monitoring on a monthly basis (September through March), particularly for students receiving Response to Intervention (RTI) services. Additionally, diagnostic tools, including the Oral Reading Assessments (ORA), and LETRS Spelling Inventory, are administered to pinpoint specific skill deficits. At the classroom level, general education teachers utilize Documented Classroom Interventions (DCI) for Tier 1 students, employing standards-based checkpoint assessments to track mastery, while special education teachers use tools such as easyCBM for monthly progress checks. All literacy stakeholders participate in a monthly meeting, called RTI Roundtable, to analyze data and create student-centered goals as well as 1-3 strategies to assist in achieving this monthly. Furthermore, teachers meet with our school's Lead Interventionist monthly to review data and make RTI level decisions. The Lead Interventionist uses a detailed spreadsheet to keep track of all striving students throughout the year.

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## **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.**

Our school ensures a unified, research-based instructional approach by requiring all Kindergarten through third-grade (K-3) teachers, administrators, literacy coaches, interventionists, special education teachers, and Multilingual Learner Program (MLP) teachers to participate in the comprehensive Language Essentials for Teachers of Reading and Spelling (LETRS) training. This training is further supported by dedicated monthly Literacy Professional Development (PD) sessions focused on unpacking ELA standards, reviewing strategies for diverse readers and writers, and facilitating the effective implementation of the new ELA curriculum (Houghton Mifflin-Harcourt: Into Reading) for all grade levels. Additionally, 4th and 5th teachers participate in separate monthly meetings dedicated to analyzing the vocabulary strand of Scarborough's Reading Rope to focus on research-based, actionable classroom steps for enhancing advanced vocabulary instruction.

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## Section G: District Analysis of Data

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### Strengths

1) For the 2024-2025 academic year, SC READY ELA results indicate that 86% of third, fourth, and fifth-grade students achieved proficiency, scoring in the "met or exceeded" categories. This marks a notable 13-percentage-point increase over the 73% proficiency rate reported for the 2023-2024 academic year.

2) Special Education students demonstrated significant growth on the 2025 SC Ready ELA assessment. The percentage of students achieving "Met" or "Exceeds" increased substantially, rising from 14.3% in 2024 to 42.9% in 2025. This represents an increase of 28.6 percentage points in proficiency.

3) Based on the spring i-Ready assessment data, the school achieved a median percent progress of 132% toward Typical Growth. Typical Growth is defined as the average annual academic growth expected for a student at their specific grade level and baseline placement. These results document the overall academic progress demonstrated by our student population.

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### Possibilities for Growth

1) The 2024-2025 SC Ready ELA assessment data indicates a decline in the proficiency rates for Multilingual Learners (MLL). The percentage of MLL students scoring "Met" or "Exceeds" decreased to 69% this year, compared to 77.3% reported in the previous year.

2) The i-Ready assessment results from fall to spring highlight vocabulary as a key area requiring strategic focus within the ELA curriculum at PHES. The data shows that only 68% of students are meeting or exceeding grade-level expectations.

3) The i-Ready assessment results from fall to spring highlight information text comprehension as a key area requiring strategic focus within the ELA curriculum at PHES. The data shows that only 69% of students are meeting or exceeding grade-level expectations.

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### 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

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**How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?** 30

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

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**How many eligible teachers in your school are beginning Volume 1 of LETRS this year?** 6

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**How many eligible teachers in your school are beginning Volume 2 of LETRS this year?** 29

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**How many CERDEP PreK teachers in your school have completed EC LETRS?** 0

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**How many CERDEP PreK teachers in your school are beginning EC LETRS this year?** 1

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

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**Previous Goal #1** Previous Goal #1 (Third Grade Goal):  
Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 12.8 % to 10.8 % in the spring of 2025.

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**Goal #1 Progress** Previous Goal #1 (Third Grade Goal):  
PHES reduced the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC Ready from 12.8% to 5.7% in the spring of 2025.

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**Previous Goal #2** Previous Goal #2:  
Goal #2: Reduce the percentage of third graders scoring one or more grade levels below on iReady in the area of vocabulary from 50% to 25% on the Spring iReady Diagnostic.

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**Goal #2 Progress** Previous Goal #2:  
PHES reduced the percentage of third graders scoring one or more grade levels below in the spring of 2024 as determined by iReady from 50% to 15% in the spring of 2025.

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**Previous Goal #3**

Previous Goal #3:

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.

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**Goal #3 Progress**

Previous Goal #3:

Documented Classroom Intervention (DCI) Plans were collaboratively developed by instructional coaches, interventionists, and teachers through monthly Roundtable Meetings. These plans established short-term, measurable goals and defined specific, actionable steps to support student achievement for all Tier 1, 2, and 3 students in the area of ELA.

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**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].

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**Current Goal #1**

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 83.6 % to 85.6% % in the spring of 2026.

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**Goal #1 Action Steps**

Goal #1 Action Steps\*

- PK-3 Teachers, coach, interventionist, special education teachers, and MLP teachers will complete LETRS Volume II training and implement strategies from the science of reading in daily instruction.
  - Teachers will meet with coaches, interventionist, and MLL teachers in a monthly Roundtable meeting, where recent data is analyzed to make monthly actionable and differentiated goals for students.
  - Teachers will participate in monthly professional development with administration.
  - Teachers will participate in monthly data review of formative assessments with the literacy coach in order to adjust instruction to meet the needs of each learner.
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**Current Goal #2**

Current Goal #2:

Goal #2: Reduce the percentage of third graders scoring one or more grade levels below on iReady in the area of vocabulary from 47% to 24% on the Spring iReady Diagnostic.

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## **Goal #2 Action Steps**

- PK-3 Teachers, coach, interventionist, special education teachers, and MLP teachers will complete LETRS Volume II training and implement strategies from the science of reading on vocabulary instruction.
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