

Form Name: 2025-26 Primary and Elementary Reading Plan
Submission Time: October 10, 2025 9:03 am
Browser: Chrome 140.0.0.0 / OS X
IP Address: 207.144.99.8
Unique ID: 1388514070
Location:

2025-2026 Primary and Elementary Reading Plan

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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.

Lexington 1 uses research-based curriculum, including HMH Into Reading, Heggerty, and UFLI to facilitate learning for all students around the language comprehension and word recognition strands of Scarborough's Reading Rope. Each of these curriculums include systematic, structured pathways to mastery of phonological awareness, phonics, fluency, vocabulary and comprehension. Our teachers work alongside the instructional coach prior to beginning each new Curriculum Framework (CF), (and additionally as requested by teachers) to plan using these resources to implement the 2024 ELA State Standards. Using the district provided minor and major assessments, teachers monitor student mastery and use a recursive planning process to guarantee mastery of the ELA state standards.

In a comprehensive approach to reading assessment and instruction for PreK-5th grade students, several key components work together to support the development of strong reading skills and ensure students meet literacy standards. Here's a breakdown of how oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension contribute to reading success:

1. Oral Language

Assessment: Teachers assess students' oral language skills through conversations, storytelling, and retelling events. They look at vocabulary use, sentence structure, and the ability to express ideas clearly.

Instruction: Activities that promote rich oral language include interactive read-alouds, discussions about books, and opportunities for students to share their thoughts and ideas. This helps build the foundation for reading comprehension and supports language development.

2. Phonological Awareness

Assessment: Phonological awareness is assessed through tasks like identifying rhyming words, segmenting and blending sounds, and recognizing syllables. These skills are crucial for developing early reading abilities.

Instruction: Teachers use games and activities that focus on sound recognition, rhyming, and segmenting words. These exercises help students understand how sounds work within words, which is a critical precursor to learning to read. Teachers have scheduled a specific word study time into their daily schedule with the use of Heggerty and UFLI.

3. Phonics

Assessment: Phonics assessments involve checking students' ability to decode words using knowledge of letter-sound

relationships. This includes recognizing letters and their corresponding sounds, blending sounds to decode words, segmenting sounds to encode words, and applying this knowledge to read and write new words.

Instruction: Phonics instruction includes explicit teaching of letter-sound relationships, spelling patterns, and word-building activities through the use of UFLI and HMH Into Reading curricular materials. This systematic approach helps students develop decoding skills necessary for reading words accurately.

4. Fluency

Assessment: Fluency is assessed by having students read passages aloud and measuring their speed, accuracy, and expression. Observations and timing help gauge how well students read smoothly and with proper phrasing through Oral Reading Assessments (ORAs).

Instruction: To improve fluency, teachers use repeated reading, choral reading, and practice with text at the appropriate level of difficulty. This helps students build confidence and read more naturally, which in turn supports better comprehension within small group instruction.

5. Vocabulary

Assessment: Vocabulary assessments involve evaluating students' understanding and use of words, including their ability to define words, use them in context, recognize word relationships such as synonyms and antonyms, studying morphology of words to recognize specific affixes and roots. They use these word parts to help determine word meanings.

Instruction: Vocabulary instruction includes teaching new words explicitly, using them in context, and providing opportunities for students to practice and apply them. Rich exposure to language through reading and discussions enhances students' word knowledge and their ability to understand text.

6. Comprehension

Assessment: Comprehension is assessed through various methods such as retelling stories, answering questions about texts, discussing themes and main ideas with peers, and through written responses to reading. This helps determine whether students understand and can interpret what they read.

Instruction: Comprehension instruction involves teaching strategies for making predictions, summarizing, asking questions, and making connections. Using diverse texts and engaging students in discussions about the content helps build their ability

to understand and analyze text.

Integration of Components

To effectively integrate these components, schools often use a structured literacy approach that combines direct instruction with opportunities for practice and application. Regular formative assessments inform instruction, allowing teachers to adjust their instruction to meet students' needs and help them progress. By addressing all these areas, schools can support the development of well-rounded reading skills, ensuring students not only meet standards but also develop a love for reading and learning.

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.

The district has implemented reading instruction aligned to the science of reading. Classroom instruction has shifted to include direct, explicit instruction in phonics, phonological awareness, and orthography. We have additional assessment tools such as phonics decoding assessments and Heggerty assessments in order to intervene appropriately. We have created a way to track that data to ensure mastery of those skills throughout elementary school. The majority of our teachers have completed LETRS Vol 1, which is focusing on elements of instruction for word recognition. We have just a few new teachers who are currently working through that volume during this school year. We continue to provide ongoing professional development that ensures teachers understand how to build on these foundational skills in students. For example, we have teachers who have requested to work with the instructional coach to focus on building their foundational literacy content and pedagogical knowledge to help meet the needs of groups of students in their classrooms. Aligning word recognition assessment and instruction with the science of reading, structured literacy, and foundational literacy skills involves integrating evidence-based practices that support the development of proficient readers. Here's a detailed look at how these elements work together for PreK-5th grade students:

1. Science of Reading

The science of reading emphasizes the importance of understanding how the brain learns to read and stresses evidence-based practices in reading instruction. Key components include phonemic awareness, phonics, vocabulary, fluency, and comprehension.

2. Structured Literacy

Structured literacy is a systematic and explicit approach to teaching reading that includes instruction in phonology, orthography, and morphology. It focuses on teaching the components of reading in a logical sequence to build strong foundational skills.

3. Foundational Literacy Skills

Foundational literacy skills include phonological awareness, phonics, word recognition, and fluency. These skills are essential for students to decode and recognize words, which are crucial for reading comprehension.

Word Recognition Assessment

1. Assessing Word Recognition:

Early Grades (PreK-K): Assessments focus on students' ability to recognize and name letters, match letters to sounds, and identify simple sight words. Tools might include letter-sound matching

games, flashcards, and interactive activities.

Primary Grades (1-3): Assessments progress to include decoding abilities, such as reading simple words and pseudowords, and recognizing high-frequency sight words. Assessments might involve reading passages and word lists, and one-on-one reading sessions.

Upper Grades (4-5): Assessments involve more complex word recognition tasks, such as reading multisyllabic words and applying spelling patterns. Tools include passage reading, word lists with increasing complexity, and comprehension checks.

Word Recognition Instruction

1. Phonological Awareness and Phonics Instruction:

Early Grades (PreK-K): Instruction focuses on developing phonological awareness skills, such as recognizing rhymes, blending sounds, and segmenting words. Phonics instruction introduces the relationship between letters and sounds. Activities include rhyme games, sound manipulation exercises, and letter-sound matching.

Primary Grades (1-3): Instruction builds on phonological skills with more explicit phonics instruction. Students learn to decode words by applying phoneme-grapheme correspondences and blending sounds to form words. Teachers use systematic phonics programs, word-building activities, and decodable texts.

Upper Grades (4-5): Instruction shifts to more advanced phonics concepts, including multisyllabic word decoding and morphological analysis (prefixes, suffixes, roots). Instruction involves word study, spelling patterns, and applying word recognition skills in context.

2. Integration with Science of Reading:

Evidence-Based Approaches: Instruction is grounded in research from the science of reading, which supports systematic phonics instruction and explicit teaching of sound-symbol relationships. Teachers use evidence-based programs and strategies that align with this research. We use Heggerty, UFLI, and HMH Into Reading to provide word recognition instruction.

Data-Driven Instruction: Assessment data informs instruction, allowing teachers to tailor lessons to meet students' individual needs. Regular progress monitoring helps identify areas of difficulty and adjust instruction accordingly.

3. Practical Implementation:

PreK-K: Use playful, engaging activities to build letter recognition

and phonemic awareness. Incorporate songs, rhymes, and interactive games that emphasize sound and letter connections.

1-3: Provide systematic phonics instruction with clear, step-by-step lessons. Use a combination of decodable and leveled texts that align with the phonics patterns being taught and provide opportunities for practice and application.

4-5: Focus on advanced word recognition strategies and integrate word study into daily reading and writing activities. Use texts that challenge students and encourage them to apply their word recognition skills in context.

4. Supporting Fluency and Comprehension:

Fluency: Regular practice with word recognition supports reading fluency, which is the ability to read smoothly and accurately. Fluency instruction involves repeated reading, guided practice, and performance feedback.

Comprehension: Strong word recognition skills are foundational for reading comprehension. As students become more proficient at recognizing words, they can focus more on understanding and interpreting text. Instruction includes strategies for making connections, inferring, summarizing, and questioning, which build on their ability to recognize and read words effectively.

Conclusion:

Aligning word recognition assessment and instruction with the science of reading and structured literacy ensures that students develop strong foundational literacy skills. This approach is systematic, data-driven, and tailored to individual needs, supporting students from early literacy through more advanced reading abilities. By integrating these evidence-based practices, educators can effectively guide students toward becoming proficient, confident readers.

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.

After each administration of iReady, schools identify students who fall below grade-level reading proficiency. The parents/guardians of students in 1st and 3rd grades are notified if their child has an overall percentile of less than the 25th national percentile on the most recent diagnostic. First graders are being identified for eligibility to attend summer camp only and not for retention purposes as is the case with third grade. The parents/guardians of students in 5K, 2nd, 4th, and 5th grades are notified if their child has an overall percentile of less than the 10th national percentile on the most recent diagnostic. The percentile difference for 1st and 3rd grade students is based on the cut scores determined by the state.

First graders scoring below the 25th percentile will be placed on Tier 1 (documented classroom intervention). Third graders scoring between the 20th and 24th percentiles will be placed on Tier 1 (documented classroom intervention). Third graders scoring between the 11th and 19th percentile will be placed on an expedited Tier 2 plan.

Based on the specific domains in which students struggle, targeted diagnostic assessments are administered to pinpoint their needs. Using these results, teachers, interventionists, and instructional coaches collaborate to design tailored interventions, determining the frequency, intensity, and who will deliver the support. Progress is monitored through formative assessments, with growth reassessed during the next iReady cycle to ensure continuous improvement.

The 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 at a student's current 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 progress monitoring (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

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.

The district has several systems in place to maintain regular communication with parents and emphasize the importance of literacy beyond the school day. These include weekly classroom newsletters, monthly school newsletters, parent-teacher conferences, instructional nights, 4K CERDEP family workshops, and support from the Title I family liaison. The Title I liaison also leads a weekly small group with four-year-olds and their parents, focusing on fostering literacy in the home. During conferences and progress reporting periods, parents are provided with information on grade-level state standards and are given strategies to support their child's learning at home. Additionally, through our district-wide 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

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) and additional phonics assessments are conducted according to our district's grade level assessment plans. 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.

The RTI Team will carefully review all relevant data (oral reading assessments, iReady Reading, SC READY-ELA, 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.

When: Fall: August 11 - 29 (BOY)
Winter: December 1 - 17 (MOY)
Spring: March 17 - April 2 (3-5), April 27 - May 6 (K-2)
(EOY)

Why:

- To obtain baseline data
- To identify struggling students
- To assess student growth over time
- To ensure that children are on and continue on track in their academic progress
- To provide early identification of students in need of additional academic assistance

Intervention schedule

Scheduling that prioritizes instruction

Scheduling instructional time first, other activities to follow

Developed blocks of time devoted to small group instructional time (WIN time)

Intervention is in addition to the core ELA minutes

Shifting to emphasize interventions at grades K-2 for T2 and T3

As needed T3 support for Gr 3-5

Teachers provide T2 interventions in Gr 3-5 in the classroom

Approved Interventions

Early Lit Intervention (only in first grade)

Fountas & Pinnell Leveled Literacy Interventions

Pioneer Valley Literacy Footprints

RISE (Scholastic)

Pioneer Valley Phonics Launch Kits

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 is currently implementing LETRS training for all K-3 teachers, interventionists, literacy coaches, and administrators across the district. In addition, we used ATSI funds to include Gr 4-5 teachers at our school while funding was available. To support this initiative, monthly faculty meetings were dedicated to reviewing, discussing, and practicing key components of the training. Instructional coaching is provided during grade level meetings to review LETRS strategies and how they can be effectively integrated into Curriculum Framework (CF) planning.

Currently, thirty-six RBE teachers and three administrators have completed Volume 1 and 2 of LETRS. All instructional coaches and interventionists have also completed both volumes. One teacher is in Volume 1 and four teachers are now completing Volume 2. .

Section G: District Analysis of Data

Strengths

Strengths:

- Grade 4, 69% meets or exceeds; Grade 5, 72% meets or exceeds for SC Ready ELA
- Math SC Ready is an increase from last year
- Departmentalizing in 4th and 5th grade has really helped teacher. They are passionate about their subjects.
- SpED population has decreased and it may be due to stronger instructional practices in ELA.
- 5th grade scores in SC Ready.
- Grade 4 i-Ready 27%, have the lowest tier 2, tier 3
- Demographics have remained the same

Possibilities for Growth

Possibilities for Growth:

- Math in general
 - Grade 3 and 4 showed a drop in math SC Ready scores, Grade 3 58% not met and Grade 4 56% not met.
 - How can we identify for grades 3-5 a subgroup for math, what should we do to target that instruction?
 - The special education group is the lowest group meeting in reading. We could leverage special needs coaches.
 - Cut scores were changed. So scores look a little better than they would have last year.
 - Will have to focus observation and coaching cycles for classrooms that are not high quality.
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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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	1
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	36
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	1
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	4
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

Previous Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior-2023-24] as determined by SC READY from 19 % to 17 % in the spring of [previous school year-2024-25].
Goal #1 Progress	We met this goal with only 8% of our third grade students falling in the does not meet category on SC READY in 24-25.
Previous Goal #2	ELA K-5 (performance): The percentage of K-5 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve by 2 percentage points from 72.84% to 74.84%.

Goal #2 Progress

We did not meet this goal. On the final i-Ready benchmark our students were at 69% for grades K-5 students having an end-of-year overall placement of at least "Early On-Grade Level."

Previous Goal #3

n/a

Goal #3 Progress

n/a

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): Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year- 24-25] as determined by SC READY from 59% to 61% in the spring of [current school year 25-26].

Goal #1 Action Steps

- Teachers participate in learning walks to observe peer teachers
- Provide extended planning times for grade level teams to collaborate in planning for small group instruction, ideally each quarter
- Create "banks" on small group plans through extended planning time days
- Create internal teacher labsites with master teachers modeling around small group instruction
- Setting a schedule for implementing small group instruction
- Create opportunities for PLTs with small group learning
- Brainstorm ideas and implement systems for anecdotal record keeping on students
- Confer with and keep anecdotal records of conferring with students

Current Goal #2

ELA K-5 (performance): The percentage of K-5 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve by 2 percentage points from 69% to 71%.

Goal #2 Action Steps

- Conduct iReady Data Chats for students in grades K and 1 to emphasize how students can do their best on the benchmark
- Conduct iReady Data Chats for students in grades 2 through 5 based on desired benchmark scores and how to achieve them
- Use iReady growth reports to assist with small group planning-
- Look at teacher resources and how to reach all student levels
- Align the learning targets in each unit to learning progressions
- Use of personalized pathways in ELA to track weekly student data, monitor time on task, who is being successful, who is not, and to assist in planning small group instruction.

Current Goal #3

n/a

Goal #3 Action Stepsn/a1
