Lockett Elementary School
Read to Succeed Reading Plan
2025-2026

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all PreK-5th grade 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.

Students in K-5th grade are being instructed from SC Wonders curriculum. This curriculum includes instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. In addition to this, PreK-3rd graders also receive direct phonics instruction through the Letterland curriculum. PreK students also receive instruction to build vocabulary and comprehension through the PreK On My Way curriculum. Students in intervention receive instruction in UFLI, and students in PreK-2nd grade complete the Waterford program daily. K-5th graders also work on their personalized path in iReady, which focuses on phonological awareness, phonics, vocabulary, and comprehension on students' individual needs.

Section B: Foundational Skills

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.

Students work on their personalized iReady plan to increase their word recognition and literacy skills in K-5th grades. Students in PreK-3rd grade also use the Letterland curriculum for word recognition instruction as well. PreK-2nd graders utilize daily implementation of Waterford to build their foundational literacy skills. Students receiving intervention are supported through the use of UFLI. Students are also assessed using the LETRS Word Reading Survey.

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.

Lockett Elementary uses iReady data to determine which students need intervention assistance. Overall data of students falling below the 25% according to the national norm are looked at closely to see areas of most concern. These students are taken out of the classroom for intervention assistance. Students falling between the 26-50% overall receive intervention within the classroom in their area(s) of need.

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.

Lockett Elementary provides different ways to support student learners at home. Parent nights are held to give information and ideas of how to help at home. Open House helps parents learn more about the expectations, and Literacy night encourages parents and students to participate in fun and engaging literacy activities that they can also do at home or in the community. The Parent Liaison for the school also provides monthly engagement activities to help support the home and school learning. School-wide newsletters are emailed out weekly, and information is shared with parents via ClassDojo as well. Monthly reading incentives are also used to support reading at home.

Section E: Progress Monitoring

Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

For all students that are receiving interventions, the teacher and/or interventionist provides progress monitoring assessments to the students. This progress monitoring is administered either weekly or bi-weekly depending on the amount of intervention a student is receiving. Progress monitoring assessments are from iReady, Wonders, Letterland, or UFLI. Progress monitoring assessments are reviewed for each student in intervention during monthly data chats to determine if the intervention is working or not.

Section F: Teacher Training

Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

All teachers are currently enrolled in or have completed LETRS training. Teachers have also been trained in SC Wonders, Letterand, UFLI, and PreK On My Way curriculums.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers use the 2023 ELA SC State standards. • Teachers use the ELA adopted curriculum. • Teachers track and use their class data.	• Increase the rigor of writing instruction. • Integrate writing in the content areas to increase writing skills.

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

School's goals from last school year and the progress made towards the goals.

Goals	Progress
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 25 % to 20 % in the spring of 2025.	Goal met. 3% of third grade students scored Does Not Meet on SC Ready in the spring of 2025.
Previous Goal #2: Increase the percentage of kindergarten through fifth graders reading at or above grade level as measured by iReady from 23% in the fall of 2024 to 70% in the spring of 2025.	Goal not met. 65% of kindergarten through fifth grade students scored at or above grade level on iReady in the spring of 2025.

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

Goals	Action Steps
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 60% to 65% in the spring of 2026.	-Analyze data to determine student needs. -Create action plans for students utilizing a plan for targeted in-class intervention. -Offer small group intervention for all learners. -Professional learning opportunities to help implement reading and writing instruction.
Current Goal #2: Increase the percentage of kindergarten through fifth graders reading at or above grade level as measured by iReady from 23% in the fall of 2025 to 70% in the spring of 2026.	-Analyze data to determine student needs. -Create action plans for students utilizing a plan for targeted in-class intervention. -Offer small group intervention for all learners. -Professional learning opportunities to help implement reading and writing instruction.