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2025-2026 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	South Lake 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. South Lake Elementary uses research-based curriculum, including HMH Into Reading, Heggerty, UFLI and RISE, to facilitate the learning for students. Each of these curriculums include systematic, structured pathways to mastery of phonological awareness, phonics, fluency, vocabulary and comprehension. Our teachers work with instructional coaches each Wednesday to plan using these resources to implement the 2024 ELA State Standards. Using the district provided formative and summative assessments, teachers monitor student mastery and use a recursive planning process to guarantee mastery of the ELA state standards.

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. Grades K-5 are required to give the LETRS spelling screener for all learners three times a year to plan for instruction of the foundational literacy skills required of competent readers. After these screeners are done, teachers will implement both whole group and small group instruction to ensure the students have automaticity within the areas of both phonological and orthographic abilities to better enhance their word meaning and Context. Students in grades K-2 are also using Amira, HMH Into Reading tutoring platform, and teachers are using the data from the reports given to plan further instruction within whole group and small group lessons.

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.

Using benchmark data from iReady, LETRS Spelling Screener and the MTSS team meets monthly to review student benchmark data, classroom data, and progress monitoring data to determine a course of action for students that have failed to demonstrate grade-level reading proficiency. Teachers meet with instructional coaches to form in-class intervention plans for students who are not achieving at grade-level expectations according to varying data points. The coaches and the teachers monitor this data and recommend it to the MTSS team, if necessary. If the team agrees that the student is not making adequate progress he/she will begin tier II interventions. Tier II instructional strategies are tailored to address each student's specific areas of need. During the first semester, students in grades 1-3 receive small-group interventionist support, while students in grades 4 and 5 are served within the classroom with interventionist assistance. In the second semester, students in grades K-2 participate in small-group intervention, and students in grades 3-5 receive in-class intervention support. The progress of all students is monitored for at least nine weeks using iReady Growth Monitoring. Throughout this rigorous progress monitoring process, individual student data may indicate the need for more intensive or frequent support and instruction. In such cases, the intervention or MTSS team can adjust the services provided, including transitioning students to Tier III. Movement from Tier II to Tier III intervention requires documentation of data, such as progress monitoring data and anecdotal observations, demonstrating that the student is not responding positively to the Tier II intervention and requires a more intensive approach. When a student advances to Tier III for intensified intervention services, data collection and progress monitoring continue to document their response to the additional interventions being provided. Throughout both Tier II and Tier III interventions, adjustments and adaptations may be necessary based on student response and progress. Such adjustments do not always warrant a move to the next Tier level, but can be used to more precisely target specific skills or needs. Recognizing that each student presents unique needs and learning paces, the MTSS team or the lead and teaching interventionists will engage in ongoing discussions and problem-solving to determine the most effective approach for each individual child.

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.

Weekly communication, parent teacher conferences, instructional nights and the Title I family liaison are systems in place that communicate with parents on a regular basis to ensure that parents understand the importance of reading and writing after school hours. Furthermore, the Title I liaison has a weekly small group with 4 year olds and parents that emphasizes the importance of literacy within the home. During teacher conferences and progress reporting periods, parents are informed of the expectations of the grade level state standards and how they can support the school environment at home with their child. Through our district wide communication software, Parent Square, families are also getting detailed reports and letters after our iReady benchmark assessments three times a year to update them on 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.

The RTI team administers iReady Growth Monitoring during September, October, November, January, February, and March. Additionally, the team conducts updated Oral Reading Assessments (ORAs), at minimum, every two months as well as the PAST assessment three times annually depending on the needs of the child. Progress monitoring data tracks student growth and informs instructional decisions, including tier advancement or modification. Regular meetings with classroom teachers ensure that student growth is also evident within the classroom setting.

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.

South Lake is currently implementing LETRS training for all teachers in grades K-3, interventionists, and administration. Faculty meetings around this training are held monthly and instructional coaching is provided several times throughout the month to incorporate the LETRS training knowledge into the weekly lesson plans amongst all grade levels. The instructional coach co-plans, co-teaches and models lessons with classroom teachers around the curriculums used within the school day. Two Wednesdays a month, teachers have an extended PLC time with the reading coach and they unpack the expectations of the state standards and use the guidance of the support documents to backwards plan their instruction for the upcoming modules.

Section G: District Analysis of Data

Strengths

With SC Ready in the area of ELA, grade levels 3-5 had 59% or higher in the area of meets or exceeds.

In iReady benchmark testing for the spring of 2025, students scored 75% of our students were on grade level in the area of phonics and 87% of our students were on grade level in the domain of High Frequency Words.

The percentage of students performing Early On Grade Level and Above was 70% K-2 overall in the area of ELA.

Possibilities for Growth

The subgroups that we are concentrating on this year for increased growth is our population of black females and our special education students.

In iReady 64% of our students had in an increase in placement and we would like that to be over 70%.

In the area of comprehension, 59% of our students were on grade level or above. We would like to increase by 5% points.

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?

16

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	9
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	3
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	16
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	No Previous Goal in this area as we did not have school data 2 years prior.
Goal #1 Progress	na
Previous Goal #2	75% of students in grades 5K-3rd will be at or above grade level in the phonics domain by the end of the iReady benchmark in the spring.
Goal #2 Progress	At the end of last year, 70% of our students in grades 5k-3rd were at or above grade level in the phonics domain by the end of the iReady benchmark in the spring.

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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 59 % to 62 % in the spring of 2026.

Goal #1 Action Steps

Backwards Design
Understanding student misconceptions/Anticipated strategies
Intentionality and frequency of assessments and analyses of student work
Using data to inform whole and small group instruction
Grade level collaboration in analyzing student work with the Literacy Coach
Standards alignment
Academic vocabulary
Using protocols in PLC and classrooms with dialogue and academic vocabulary
RTI Procedures & DCI Process
Vocabulary Connection: SCDE Vocabulary Insight Document

Current Goal #2

75% of students in grades 5K-3rd will be at or above grade level in the phonics domain by the end of the iReady benchmark in the spring.

Goal #2 Action Steps

All teachers in 5K-3rd are either in Volume 1 or Volume 2 of LETRS Training. Those teachers that have completed LETRS training engage in professional learning with the literacy coach during collaborative planning days.
Literacy Coach is doing coaching cycles with teachers on small group instruction and phonemic awareness and phonics instruction.
UFLI and Heggerty implemented with fidelity across grades 5k-2nd. Third grade uses data from the LETRS spelling screener to determine whole group UFLI lessons and intervention groups.
