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## 2025-2026 District Reading Plan

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**District Name** Lexington 01

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**Superintendent Name** Keith Price

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**Superintendent Signature**



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**Completer Name** Lori Poole

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**Completer Title** District Elementary Literacy Lead

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**Completer Email** lpoole@lexington1.net

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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 district 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 School District One uses research-based curriculum, including Houghton Mifflin Harcourt (HMH) Into Reading, Heggerty, and University of Florida Literacy Institute (UFLI) Foundations Toolbox 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 instructional coaches to plan using these resources to implement the 2024 South Carolina College- and Career-Ready Standards for English Language Arts (ELA). Using district-provided formative and summative assessments, teachers monitor student progress and use a recursive planning process to guarantee mastery of the ELA standards.

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### Section B: Foundational Literacy Skills, Continued

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**Document how reading instruction and assessment for all students in the district 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, including direct, explicit instruction in phonics, phonological awareness, and orthography. We have designed an assessment plan for each grade level which guides teachers in assessing both word recognition and language comprehension. The majority of our teachers are currently in Language Essentials for Teachers of Reading and Spelling (LETRS) training or have completed LETRS training. In addition, LETRS training is also being offered to fourth and fifth grade teachers. Our preschool teachers are engaged in LETRS for Early Childhood Educators. We provide ongoing professional development that ensures teachers understand how to develop foundational literacy skills in students. We also provide summer learning opportunities to grow teachers' knowledge of evidence-based instruction.

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## **Section C: Intervention**

**Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.**

After each administration of iReady, schools identify students who fall below grade-level reading proficiency. 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 delivery of the support. Progress is monitored through formative assessments, with growth reassessed during the following iReady cycle to monitor student growth.

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## **Section D: Supporting Literacy at Home**

**Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.**

The district has several systems in place to maintain regular communication with families to emphasize the importance of literacy beyond the school day. These include weekly newsletters, parent-teacher conferences, instructional/curriculum nights, and regular correspondence with individual student's parents as needed. During conferences and progress reporting periods, parents are provided with information on grade-level state standards and 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. The report includes information about a student's areas of strength and need, along with strategies parents can use at home. Each Title I school has a family liaison that leads a weekly small group with four-year-olds and their parents, focusing on fostering literacy in the home.

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## **Section E: Progress Monitoring**

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**Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.**

Each school's Multi-Tiered System of Supports (MTSS) team administers iReady Growth Monitoring in September, October, November, January, February, and March to track student progress. In addition, updated Oral Reading Assessments (ORAs), t LETRS Phonics and Word Reading Survey and LETRS spelling inventory are administered based on student needs. Progress monitoring data are 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.

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## **Section F: Teacher Training**

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**Explain how the district 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, special education, multilingual learner program (MLP) teachers, and administrators. In addition, we also have fourth and fifth grade teachers opting to participate in LETRS training. To support this initiative, monthly faculty meetings are dedicated to reviewing and discussing the training, while instructional coaching is provided multiple times each month to ensure that LETRS strategies are effectively integrated into weekly lesson plans across all grade levels.

## Section G: District Analysis of Data

<b>Strengths</b>	Percentage of students meeting or exceeding standard on SC READY ELA
<b>Possibilities for Growth</b>	Percentage of third graders scoring Meets or Exceeds as determined by SC READY  Percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA
<b>Description Area</b>	*Note: The two questions below are now required by Act 114 (passed in 2024).
<b>NEW: Please provide the total number of FIRST graders from the 2024-25 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.</b>	511
<b>NEW: Please provide the total number of SECOND graders from the 2024-25 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.</b>	665

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

<b>Previous Goal #1</b>	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 21.6% to 19.6 % in the spring of 2025.
<b>Goal #1 Progress</b>	9.34% of 3rd graders scored Does Not Met in ELA in the spring of 2024. We met and exceeded this goal.
<b>Previous Goal #2</b>	ELA K-5 (growth): The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading in winter or spring will improve to 43.6%
<b>Goal #2 Progress</b>	39.1% of ELA K-5 students met or exceeded stretch growth targets. We did not meet this goal.
<b>Previous Goal #3</b>	ELA 3-5 (performance): The percentage of students meeting or exceeding standard on SC READY ELA will improve to 60.3%. (Increase by 2% percentage points)

**Goal #3 Progress**

69.8% of 3-5 students met or exceeded standard on SC Ready ELA. We met this goal.

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

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**Description Area**

For all districts 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**

Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 68% to 70% in the spring of 2026.

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**Goal #1 Action Steps**

Schools create school work plans based on data and monitor the progress toward the goals on their work plans three times per year. During each monitoring session, schools conduct learning walks, look at data, and refine professional learning plans based on what is observed.

LETRS implementation and school support.

Intervention literacy collaboration meetings (continued from past two years).

Progress monitor and support on the implementation of Documented Classroom Intervention process (Tier 1) in general ed classes to begin the MTSS process for students.

Coaching support to grow teacher clarity through studying SC CCR ELA Standards to create learning targets and outline success criteria.

Coach support to analyze data, determine instructional needs and plan learning experiences

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**Current Goal #2**

ELA K-5 (growth): At least 50% of students will achieve the typical growth on iReady reading, with a median of typical growth met being greater than 100%.

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**Goal #2 Action Steps**

LETRS implementation and school support.

Intervention literacy collaboration meetings (continued from past two years).

Progress monitor and support on the implementation of Documented Classroom Intervention process (Tier 1) in general ed classes to begin the MTSS process for students.

Coaching support to grow teacher clarity through studying SC CCR ELA Standards to create learning targets and outline success criteria.

Coach support to analyze data, determine instructional needs and plan learning experiences.

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**Current Goal #3**

ELA 3-5 (performance): The percentage of students meeting or exceeding standard on SC READY ELA will improve to 75%. (Increase by 5.2 percentage points)

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**Goal #3 Action Steps**

LETRS implementation and school support.

Intervention literacy collaboration meetings (continued from past two years).

Progress monitor and support on the implementation of Documented Classroom Intervention process (Tier 1) in general ed classes to begin the MTSS process for students.

Coaching support to grow teacher clarity through studying SC CCR ELA Standards to create learning targets and outline success criteria.

Coach support to analyze data, determine instructional needs and plan learning experiences.

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