

Form Name: 2025-26 Primary and Elementary Reading Plan  
Submission Time: October 14, 2025 8:18 am  
Browser: Chrome 140.0.0.0 / OS X  
IP Address: 207.144.99.6  
Unique ID: 1389490624  
Location:

## 2025-2026 Primary and Elementary Reading Plan

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<b>District Name</b>	Lexington 01
<b>School Name</b>	Rocky Creek Elementary
<b>Principal Name</b>	Michelle Smith
<b>Principal Email</b>	mlsmith@lexington1.net
<b>Optional: Reading Coach Email</b>	smims@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 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.**

Rocky Creek Elementary utilizes benchmark data from iReady three times a year to evaluate academic performance and growth in phonemic awareness, phonics, vocabulary, and comprehension. We implement research-based curricula, including HMH (Houghton Mifflin Harcourt) Into Reading, Heggerty, and UFLI (University of Florida Literacy Institute), to support all students in the language comprehension and word recognition components of Scarborough's Reading Rope. These curricula provide systematic and structured pathways for mastering phonological awareness, phonics, fluency, vocabulary, and comprehension. Our teachers collaborate with the literacy coach bi-monthly to plan and incorporate these resources, ensuring alignment with the 2024 ELA (English Language Arts) State Standards. By using district-provided formative and summative assessments, teachers monitor student mastery and adjust lesson plans for differentiated small group instruction to ensure proficiency of the ELA state standards.

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### 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.**

Rocky Creek has adopted reading instruction grounded in the science of reading. Our classroom approach emphasizes direct and explicit instruction in phonics, phonological awareness, and orthography. We utilize benchmark data from iReady to identify gaps in student mastery of phonics and phonemic awareness, allowing for targeted interventions.

To track student progress, we monitor data throughout the year to ensure mastery of these essential skills. Our administration, literacy coach, all K-3 teachers and some 4-5 teachers, special education teachers, intervention teachers, and the MLL (Multi-Language Learners) teacher are currently undergoing LETRS (Language Essentials for Teachers of Reading and Spelling) training. We are committed to providing ongoing professional development to equip teachers with the knowledge to effectively build upon these foundational skills.

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## **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, we 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 who will deliver the support. Progress is tracked through formative assessments, and growth is evaluated in the next iReady cycle to ensure ongoing improvement.

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## **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.**

RCE implements several systems to ensure effective communication with parents and to promote literacy beyond the school day. These systems include:

Weekly Newsletters: These newsletters inform parents about the standards being taught and provide tips for supporting their children's learning at home.

Parent-Teacher Conferences: During these meetings and progress reporting periods, parents receive information about grade-level state standards and strategies to enhance their child's learning.

Family Literacy Night: This event offers families the opportunity to engage in enjoyable and meaningful literacy activities together.

Additionally, through our district-wide communication platform, ParentSquare, families receive detailed reports and updates following each iReady benchmark assessment, conducted three times a year, keeping them informed of their child's progress.

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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.**

Our RTI (Response to Intervention) team administers iReady Growth Monitoring in September, October, November, January, February, and March to track student progress. Progress monitoring data is used to track growth and guide instructional decisions, including tier movement or adjustments to interventions. In addition, Oral Reading Assessments (ORAs), the LETRS Spelling Inventory, and the Mesmer assessment are used for phonics when needed to guide instruction. 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 school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.**

Rocky Creek is currently implementing LETRS training for all K-3 teachers, interventionists, Special Education teachers, MLL teachers, and administrators. Some 4th and 5th grade teachers are also participating in LETRS training. To support this initiative, bi-monthly meetings with the literacy coach, and monthly faculty meetings are dedicated to integrating strategies into weekly lesson plans across all grade levels.

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## Section G: District Analysis of Data

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### Strengths

Rocky Creek demonstrates several strengths in literacy instruction. Teachers effectively collaborate to plan explicit lessons aligned with the district curriculum. They implement word study, reading, and writing through a workshop model. Additionally, teachers establish and teach clear routines and procedures, enabling students to maximize their learning time. Ample organized texts are readily available to support both readers and writers.

According to the 2024-2025 iReady data, 82% of our K-2 students scored at least Early On Grade Level in ELA. Rocky Creek has also demonstrated notable strengths in key areas of literacy. 95% of our students were at grade level for phonemic awareness. 87% of our students scored at grade level in phonics, while an even higher percentage, 93%, achieved grade-level proficiency in high-frequency words.

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### Possibilities for Growth

Rocky Creek also identified key areas for improvement and set the following goals. Teachers will focus on implementing high-quality curriculum and standards-based instruction. Collaboration will be emphasized to collect and analyze data, guiding instructional decisions for individual students and small groups. Furthermore, teachers will set measurable goals to foster student growth and develop strategic plans to achieve these objectives.

According to the 2024-2025 iReady data, there is room for growth in vocabulary, where only 68% of students are meeting grade-level expectations, and in comprehension, with 75% of students scoring on grade level. Within the comprehension category, Literary Comprehension stands out slightly higher at 76%, compared to Informational Comprehension, where 74% of students are on grade level.

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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?

32

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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?** 7

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**How many eligible teachers in your school are beginning Volume 2 of LETRS this year?** 31

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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** Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023-2024 as determined by SC READY from 11.8% to 9.8 % in the spring of 2024-2025.

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**Goal #1 Progress** We did not meet this goal with 19% of our third graders scoring Does Not Meet. Teachers utilized data from reading records/text levels and iReady benchmark testing to plan effective small-group instruction and conferring with students. Teachers used their knowledge of the depth and complexity of each of the South Carolina College and Career Ready Standards to assess students and move them toward mastery. Teachers implemented strategies learned during reading and writing professional learning coaching labs. Although these strategies were implemented, we did not meet our goal because we had a higher population of students that met an exemption.

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**Previous Goal #2** The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading will improve by 3 percentage points.

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**Goal #2 Progress**

In 2023-2024, 48.3% of our students met or exceeded these targets; however, in 2024-2025, only 39.8% met or exceeded this target, indicating that we did not achieve our goal. We did not meet our goal this period because we transitioned to a new curriculum aligned with updated standards. The adjustment required more time for both educators and students to get used to the new materials and expectations. We expect progress will improve as everyone gains experience with the curriculum and teaching methods.

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**Previous Goal #3**

The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve by 3 percentage points.

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**Goal #3 Progress**

In 2023-2024, 85% of our students reached this placement; however, in 2024-2025, only 82% met or exceeded this target, showing we did not achieve this goal. We did not meet our goal this period because we transitioned to a new curriculum aligned with updated standards. The adjustment required more time for both educators and students to get used to the new materials and expectations. We expect progress will improve as everyone gains experience with the curriculum and teaching methods.

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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**

Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SCReady from 82% to 83% in the spring of 2026.

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**Goal #1 Action Steps**

Analyze iReady data to identify strengths and gaps by domains and student groups

Implement targeted interventions for students below grade level, focusing on key skills aligned to SCReady standards

Provide professional development for teachers on effective instructional strategies and data use

Apply knowledge gained in LETRS training to instruction

Use formative assessments regularly to monitor progress and adjust instruction

Integrate differentiated instruction and small group work in classrooms

Monitor iReady progress toward the target and refine strategies as needed

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**Current Goal #2**

The percentage of students improving placement in reading on iReady will increase from 73% to 75%.

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**Goal #2 Action Steps**

Plan using the backwards design by beginning with the summative assessment when unpacking standards

Clarify the purpose of formative and summative assessments

Use formative assessments to guide instruction, determine the level of understanding and any misconceptions, plan differentiated small group instruction, and plan whole class instruction

Create additional formative assessments when needed

Set norms for communicating assessment results with families

Analyze iReady data after each benchmark to monitor and adjust instruction

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**Current Goal #3**

For students identified on iReady as striving for typical growth in reading, the median progress will be greater than 100%.

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### **Goal #3 Action Steps**

Plan using the backwards design by beginning with the summative assessment when unpacking standards

Clarify the purpose of formative and summative assessments

Use formative assessments to guide instruction, determine level of understanding and any misconceptions, plan differentiated small group instruction, and plan whole class instruction

Create additional formative assessments when needed

Set norms for communicating assessment results with families

Analyze iReady data after each benchmark to monitor and adjust instruction

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