

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	CENTERVILLE ELEMENTARY SCHOOL
Principal Name	LAUREN VANN
Principal Email	LVANN@LEXINGTON1.NET
Optional: Reading Coach Email	HGRESHAM@LEXINGTON1.NET

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.

1. Oral Language/Communication

Teachers provide structured discourse opportunities throughout the day for students to communicate about reading and writing in shared reading, partnership work, and small group instruction to build effective communication skills. Students are assessed in communication skills through writing post assessments in narrative, informational, and opinion/argumentative. Students are informally assessed in oral communications skills through anecdotal records and Oral Reading Assessments (ORA).

2. Phonological Awareness

Phonological Awareness is instructed using the Heggerty program in 4K- 2nd grade classrooms, RTI, MLP and special education classes. Students are assessed using phonological awareness on iReady.

3. Phonics

Phonics instruction is based on SCDE grade level foundational standards using the UFLI curriculum in grades K-3, RTI and MLP. In grades 4 and 5 students needing additional support in the area of phonics based on iReady benchmark testing use HMH- Into Reading: Foundational Skills instruction. Special Education students who need additional support in the area of phonics use the Really Great Reading curriculum.

4. Fluency

Students are instructed on fluency through small group instruction and shared reading using district approved vetted resources. Oral Reading Assessments are used to assess a student's individual fluency rate.

5. Vocabulary

Vocabulary instruction is intentionally taught based on strategies learned in LETRS professional development, HMH-Into Reading vocabulary instruction, UFLI phonics program in conjunction with work morphology, and in authentic learning experiences such as read aloud, shared reading, and content area academic vocabulary. Students are assessed on vocabulary using reading module assessments, teacher created assessments and iReady.

6. Comprehension

Comprehension instruction is based on the South Carolina Department of Education Application of Reading standards (AOR) to aid in the comprehension of texts to meet grade-level English/Language Arts standards. Students participate in comprehension instruction through reading mini-lessons, read alouds, shared reading, small group instruction and independent reading. Teachers utilize district vetted Core Curriculum resources HMH- Into Reading and Reading Strategies 2.0. Students who need additional support in RTI, MLP, and Special Education use comprehension resources to meet the needs of their students such as the Rise Program, Level Literacy Interventions, Really Great Reading, TEAMS, Compass, and Literacy Footprints. Students are assessed in comprehension using end of module

reading assessments, minor assessments, iReady, Oral Reading Assessments, and small group instruction anecdotal records.

Section B: Foundational Literacy 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.

Centerville Elementary ensures reading instruction and assessments are aligned with the Science of Reading and Structured Literacy principles through comprehensive professional development and a systematic instructional framework across PreK-5. Instruction is direct and explicit in foundational skills, including phonological awareness, phonics, and orthography, while the curriculum simultaneously addresses language comprehension. This instruction is supported by mandatory LETRS training for kindergarten through third grade teachers.

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.

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 on a student's 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 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.

Centerville Elementary has several systems in place to maintain regular communication with parents and emphasize the importance of literacy beyond the school day. These include weekly newsletters, parent-teacher conferences, instructional nights, MLP Family nights, and support from the Title I family liaison. The Title I liaison also leads a 14 week engagement program for three and four-year-olds and their parents, focusing on fostering literacy in the home. The parent and the child participate together in weekly learning activities. 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 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.

Our 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) are conducted at least every two months, the UFLI Phonics assessment is administered up to three times per year based on student needs, and every ten days, tier three students are given easy CBM to monitor growth over time. 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. Special education uses iReady, easy CBM, and other curriculum based reading measures to monitor students' progress.

The RTI Team will carefully review all relevant data (reading assessment/text level, OARs, iReady Reading, iReady Math, SC READY, grades, etc.) to plan appropriate instructional and intervention strategies. Decisions regarding the development and implementation of interventions will be based upon multiple sources of relevant data.

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.	Our school ensures all PreK-5 educators are comprehensively trained in the Science of Reading and Structured Literacy through a cohesive instructional toolkit: Heggerty (explicit phonemic awareness), UFLI Foundations (systematic, multi-sensory phonics), and HMH Into Reading (comprehensive text comprehension, vocabulary, and advanced literacy). By utilizing UFLI and Heggerty for core foundational routines and targeted intervention, alongside HMH's rich literature and data-driven scaffolds, our educators provide systematic, diagnostic literacy instruction tailored to meet the needs of all students, including striving readers and multilingual learners. Furthermore, our school ensures a unified, research-based instructional approach by requiring all Kindergarten through third-grade (K-3) teachers, administrators, literacy coaches, interventionists, special education teachers, and Multilingual Learner Program (MLP) teachers to participate in the comprehensive Language Essentials for Teachers of Reading and Spelling (LETRS) training.
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Section G: District Analysis of Data

Strengths	Teachers collect and analyze data to determine targeted, effective in-classs intervention. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. Teachers use the South Carolina College and Career Ready Standards when planning instruction.
Possibilities for Growth	Teachers monitor student engagement in reading and writing and use this data to build stamina. Teachers model through interactive writing experiences to build accuracy and fluency in writing. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening and speaking. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

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?

34

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?

1

How many CERDEP PreK teachers in your school have completed EC LETRS?

1

How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

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

Previous Goal #1

Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 59.9 % to 61.9 % in the spring of 2026.

Goal #1 Progress

We met the goal of increasing the percentage of third graders scoring Meets and Exceed in the spring of 2025 as determined by SC Ready from 59.9% to 69.7% in the spring of 2026.

Previous Goal #2

As a school 42.9% of our students will meet their stretch goal by spring of 2026 on iReady Reading Benchmark Assessment as compared to 36.9% in the spring of 2025.

Goal #2 Progress

We did not meet the goal of students meeting their stretch goal on the iReady Benchmark Assessment. We decreased from 36.9% to 33.28%.

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 2026 as determined by SC READY from 69.7 % to 71.7 % in the spring of 2027.
Goal #1 Action Steps	PK-3 Teachers, coach, interventionist, special education teachers, and MLP teacher will complete LETRS training and implement strategies from the Science of Reading in daily instruction. Teachers will meet daily in small groups with students to differentiate instruction. Weekly grade level PLC meetings will be used to analyze data and create action plans and accompanying strategies.Lesson Plans will provide evidence of planning for conferring and small groups. Teachers will review Standards for Success for each curriculum plan to match instruction to state standards.
Current Goal #2	As a school 36% of our students will meet their stretch goal by spring of 2027 on iReady Reading Benchmark Assessment as compared to 33.28% in the spring of 2026.
Goal #2 Action Steps	Design intentional learning experiences, aligned to the assessments, that support learner variability as evidenced by teacher plans and classroom observations (e.g. flexible groupings, multiple entry points, and student choice) to enrich or intervene. Utilize purposeful questioning to engage learners, promote inquiry and support self-directed learning as evidenced by classroom observations. Teachers, interventionist, special education teachers and the MLP teacher will participate in weekly PLCs to reflect on data, unpack standards and plan for purposeful instruction and intervention.

File Upload (optional)
