

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	Deerfield Elementary
Principal Name	Stephanie Taylor
Principal Email	sttaylor@lexington1.net
Optional: Reading Coach Email	socarter@lexington1.net
Optional: Submitter Email	sttaylor@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.

At Deerfield Elementary, we deliver a comprehensive reading curriculum that includes core literacy skills, including oral language development, phonological awareness, phonics, fluency, vocabulary, and comprehension based on curriculum frameworks, which are aligned with the South Carolina College-and-Career-Ready Standards. Additionally, the curriculum frameworks outline key literacy objectives in a step-by-step progression: introducing foundational skills, such as phonological awareness, before moving on to more complex concepts, such as fluency, vocabulary, and comprehension.

Data is collected and analyzed on student performance utilizing iReady Inform assessments, reading and writing minor and major assessments per unit, as well as through informal assessments, such as anecdotal records, decodable text observations, and Oral Reading Assessments. The data from these assessments allows teachers to identify areas where instruction needs to be adjusted. Our educators utilize a variety of proven, research-based resources like Heggerty, UFLI Foundations, and HMH Into Reading. Teachers integrate frequent opportunities throughout the school day to enhance the students' oral language through speaking and listening activities, such as accountable talk.

Our Phonological Awareness instruction is fully aligned with the South Carolina grade-level foundational standards. We use the Heggerty curriculum across 4K through 2nd grade and in special education classes to systematically build these essential skills. Additionally, we integrate a review of phonological skills during phonics time, utilizing UFLI Foundations. Teachers make data-informed instructional decisions by analyzing writing samples, Oral Reading Assessments, and iReady data. Our Early Literacy Interventions further personalize instruction, tailoring support based on observations of students' reading and writing needs.

Phonics instruction is based on South Carolina Department of Education grade level foundational standards using the University of Florida Literacy Institute (UFLI) curriculum in grades K-5 and special education classes. Whole group and small group phonics lessons are based on iReady benchmark and the LETRS Spelling Inventory.

Fluency instruction is provided for all learners through shared reading and read aloud experiences to bridge the gap between decoding words and understanding the text. Oral Reading Assessments are used to assess a student's individual fluency rate. Students reread decodables, shared reading stories, poetry, morning meeting letters, and favorite books to practice fluent reading. Early Literacy Instructors and interventionists utilize rereading of familiar text for fluency practice, focusing on a student's pace, phrasing, and expression.

Vocabulary instruction is intentionally taught based on Houghton Mifflin Harcourt (HMH)-Into Reading vocabulary instruction, the

University of Florida Literacy Institute (UFLI) phonics morphology work, authentic learning experiences in read alouds/shared reading experiences, and through content-specific academic vocabulary in math, science, and social studies. Students are assessed on South Carolina State Vocabulary Standards 7.1 and 8.1 using minor and major reading assessments. Students are also assessed on the vocabulary domain using iReady three times a year. The majority of teachers in kindergarten through third grade have completed a Unit 5 Study from Volume 2 of LETRS training, where oral language and vocabulary research and practices were studied.

Comprehension instruction is aligned with the South Carolina Department of Education's Application of Reading (AOR) standards to facilitate students' ability to construct meaning from various texts. 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 such as Houghton Mifflin Harcourt (HMH) Into Reading and Reading Strategies 2.0.

Students who need additional support in RTI, MLL and special education use comprehension resources to meet the needs of their students such as Level Literacy Interventions and Literacy Footprints. Students are assessed in comprehension using end of module reading assessments, checkpoints, iReady, Oral Reading Assessments, and small group instruction anecdotal records. Tier 3 students are also assessed using EASY CBM every ten days to assist with monitoring progress.

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.

Deerfield 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. Lexington One provided the opportunity for our fourth and fifth grade teachers to participate in LETRS if they wanted to do so. Those that opted not to do LETRS, participate in monthly professional learning for fourth and fifth grade teachers, where evidence-based practices are reinforced.

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.

Our school employs a comprehensive process to identify and assist students who are not meeting grade-level reading proficiency. Following the administration of an iReady screener, all literacy stakeholders meet to identify students below grade level. Additional diagnostic data is collected and analyzed from Oral Reading Assessments, LETRS Spelling Inventories, and Observation Survey of Early Literacy Achievement assessments. Teachers, coaches, and interventionists gather every six weeks and hold an RTI meeting where we use current data to create targeted instruction. Tailored interventions determine the appropriate frequency, intensity, and delivery of support, and ensure instructional strategies are precisely aligned with standards and individual student profiles, with progress continuously monitored and reassessed.

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.

Deerfield Elementary fosters a strong home to school partnership to support students' literacy journeys. We keep parents well informed through regular reports, weekly folders, and parent/teacher conferences in the Fall and Spring. Additionally, our family liaison and literacy coach work together to provide information to families to promote literacy in the home, and provide families with tips and books to enhance instruction at home. We also provide families the opportunity to participate in Family/Parent Workshops. Continuous communication is ensured through weekly newsletters, regular reports via the district platform ParentSquare detailing iReady benchmark progress, and annual special education review meetings. These touchpoints formally provide parents with grade-level state standards and actionable strategies to reinforce their child's reading and writing growth at home, emphasizing the critical link between school instruction and family support.

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 school maintains a detailed system for monitoring reading achievement and growth from 4K-5th grade, with all intervention decisions informed by a comprehensive array of data to ensure grade-level reading proficiency. Universal and interim reading achievement and growth are tracked during three annual benchmarks using the district-mandated iReady assessment. For continuous monitoring, the school's Multi-Tiered System of Supports (MTSS) team administers iReady Growth Monitoring on a monthly basis (September through March), particularly for students receiving Response to Intervention (RTI) services. Additionally, diagnostic tools, including the Oral Reading Assessments (ORA), and LETRS Spelling Inventory, are administered to pinpoint specific skill deficits. At the classroom level, general education teachers utilize Documented Classroom Interventions (DCI) for Tier 1 students, employing standards-based checkpoint assessments to track mastery, while special education teachers use tools such as easyCBM for monthly progress checks. Every six weeks all literacy stakeholders participate in an RTI meeting to analyze data and create student-centered goals and strategies. The Lead Interventionist maintains a detailed spreadsheet to keep track of all striving students throughout the year.

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. Teachers receive continuous coaching by the literacy coach throughout the year. Many of our fourth and fifth grade teachers also opted into doing the LETRS training, and the teachers that didn't opt in participate in monthly literacy professional learning with our coaches, administrators, and other consultants secured with Title I funds.
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Section G: District Analysis of Data

Strengths	At our school, teachers and administrators engage in ongoing, targeted professional development designed to directly support student learning needs. School-wide, there is a strong emphasis on the workshop model, and the schedule is intentionally structured to provide extended blocks of time, ensuring daily implementation of this model. Systems are in place to review student data regularly and adjust instruction to meet individual needs. Deerfield Elementary also offers numerous opportunities for parents to participate in their child's learning through activities scheduled both during and after the school day. Our school also received funding through the district's Bucks for Books grant to provide high-quality texts to align with grade level Science and Social Studies standards. Deerfield Elementary also provides a structure for professional development that allows time with for our teachers to meet with our Literacy Coach weekly.
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Possibilities for Growth

We continue to prioritize the use of culturally diverse texts in all classrooms. In addition, we work to ensuring our new to Deerfield Elementary are provided a language rich classroom library, along with any additional resources to support their ELA instruction.

Additionally, our school-wide focus includes showcasing authentic student work in every classroom. We are also fostering a deeper understanding of learning goals by engaging students in more targeted conferences with teachers, helping them recognize and track their progress on specific skills.

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?

33

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

4

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

9

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?

0

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 65% to 68% in the spring of 2026.
Goal #1 Progress	We met this goal. 71% of our third graders scored in the Meets and Exceeds range on SC Ready.
Previous Goal #2	Increase the percentage of special education students meeting or exceeding stretch growth last year to this year from Spring of 2024 to Spring of 2025 as determined by iReady from 22.5 % to 26% in the Spring of 2026.
Goal #2 Progress	15% of special education students met or exceeded their iReady Stretch Growth. We did not meet this goal.

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 2027 as determined by SC READY from 71% to 75%.
Goal #1 Action Steps	Routinely schedule RTI and data meetings with teachers, administrators, and interventionists to review student data to inform decisions on interventions being implemented. Provide ongoing professional development in administering, analyzing, and determining instructional strategies to target with students using authentic assessments. Focus observations and walk-throughs on workshop model and small group instruction.
Current Goal #2	Increase the percentage of ML students meeting or exceeding stretch growth last year to this year from Spring of 2026 to Spring of 2027 as determined by iReady from 16.9% to 19.9%.

Goal #2 Action Steps

Our ML Teacher meets with grade level teams for planning so she can front load curriculum and vocabulary with students.

Our ML teacher routinely participates in all RTI and data meetings with teachers, administrators, and interventionists to review student data to inform decisions on interventions being implemented.

Our ML teacher is implementing additional use of the Flashlight program daily to help student growth.

File Upload (optional)
