

2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	Lexington 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.

At Lexington Elementary School, our reading instruction is designed to support students' development in essential areas of literacy including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Using a range of evidence-based programs, such as Heggerty, UFLI, and components of HMH Reading, our educators implement teaching strategies tailored to enhance oral language skills and overall reading proficiency. Additionally, all three administrators and thirty-nine teachers are LETRS certified through Lexia. Six teachers are currently in LETRS training (five in volume 2 and one in volume 1). With the completion of LETRS training, teachers will be equipped with advanced skills and strategies to further support students' language and literacy growth. Through these combined resources and professional development, we ensure that students are well-prepared to meet grade-level English/Language Arts standards with confidence and comprehension.

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.

At our school, LETRS, UFLI, phonological awareness assessments, and phonics instruction are intentionally aligned across PreK-5th grade to strengthen our implementation of the Science of Reading, structured literacy, and foundational literacy skills. Our ongoing LETRS training has strengthened teachers' understanding of how students develop word recognition skills and has equipped teachers with research-based instructional practices to support phonological awareness, phonics, decoding, and automatic word recognition. Teachers are applying this knowledge to provide more explicit, systematic, and responsive foundational literacy instruction.

We have also equipped teachers with instructional tools and assessments that allow them to identify and respond to students' individual needs in phonemic awareness, phonics, and word recognition. Teachers use phonological awareness assessments, UFLI resources, i-Ready data, and classroom-based assessment information to determine specific skill needs and plan targeted instruction. This allows teachers to move beyond simply identifying students who are struggling and instead determine which foundational skill requires additional instruction and practice. Instruction is then adjusted through targeted small groups, intervention, and additional opportunities for students to practice and apply foundational skills.

Assessment data is an essential component of this work. Teachers analyze student data during CORE team meetings and PLT (Professional Learning Team) meetings to identify trends, monitor progress, and determine appropriate instructional responses. Collaborative conversations focus on what students know, the specific word-recognition or foundational skill gaps that may be impacting reading, and how instruction can be adjusted to address those needs. This collaborative, data-driven approach ensures that assessment and instruction remain closely connected and that students receive explicit, systematic, and targeted support in the foundational skills necessary for successful reading.

Together, our implementation of LETRS, UFLI, phonological awareness assessment, phonics instruction, and ongoing data analysis reflects a continued effort to strengthen the alignment of word recognition assessment and instruction with the Science of Reading and structured literacy practices across PreK-5th grade.

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.

At our school, universal screener data and diagnostic assessments play a pivotal role in identifying targeted intervention pathways-either in word recognition or language comprehension-for PreK-5th grade students who have not yet achieved grade-level reading proficiency. Using tools like i-Ready, Oral Reading Assessments (ORA), phonics inventories, formal observations, and anecdotal notes, we gather a comprehensive view of what each student has already mastered as well as their needs. This data informs our teacher teams, enabling them to collaborate effectively, interpret results accurately, and plan for personalized instruction.

Our lead interventionist and literacy coach are integral to this process, working closely with teaching teams to design and implement instructional plans that prioritize student success. During Professional Learning Team (PLT) time, teacher teams, administrators, interventionist, and the literacy coach come together to analyze standards and assessment data, ensuring that instructional strategies are precisely aligned with student needs. During our PLT time, we analyze i-Ready data, current assessments, and other teacher-collected data to collaborate on instructional planning and determine the best ways to support each student's learning. This collaborative, data-informed approach supports targeted interventions that empower every student to make meaningful progress in foundational literacy skills.

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.

At our school, we have a comprehensive support system to help parents understand how they can effectively aid their children in developing reading and writing skills at home. We provide numerous opportunities for parents to connect with teachers, interventionists, and literacy coaches through conferences, ensuring they have a clear picture of their child's literacy progress and needs. To further support at-home learning, we offer parent workshops focused on literacy-rich skills, equipping families with practical strategies and tools to enhance reading and writing practices outside the classroom. We also have two family engagement nights that have a literacy component to encourage parents and student collaboration. Additionally, we send home materials tailored to reinforce literacy skills, including iReady reports that outline specific areas where their child may need extra practice, study guides and study guide parent friendly bookmarks, alongside tips and tools to guide parents in these areas.

Our commitment to parent engagement is strengthened through constant communication, and we remain accessible for any parents seeking further advice or support. For parents of students enrolled in our one-to-one early intervention program, we conduct specialized workshops that provide videos, tools, tips, and materials specifically designed to enhance their child's literacy journey at home. Our rising 4K program, Wee Wildcats, also offers opportunities for parents and children to receive literacy rich materials and experiences. Our family liaison leads students and parents through a story time, an activity, provides books to add to the child's personal library, offers the opportunity for book checkout from the school library, and helps strengthen the home to school connection. Teachers also send home materials like the UFLI at home practice, roll and reads, and decodable passages. This structured, resource-rich approach ensures that parents feel empowered to support their children's reading and writing development effectively.

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 has a robust system for monitoring reading achievement and growth to support students' progress toward grade-level proficiency. We administer iReady assessments three times per year to all students, providing comprehensive data on each student's reading skills and progress over time. For students receiving Tier 2 or higher reading intervention, we conduct monthly progress monitoring to track improvements closely. Our lead interventionist oversees the progress of tiered students, ensuring that each individual's needs are addressed and that interventions are responsive to real-time data. Progress monitoring is tracked and analyzed with frequent collaboration between the intervention team, coach, administrative team, and classroom teacher to move students through the Multi-Tiered Support System as needed. Students who are not responding and making strides towards gaining content knowledge or showing carryover from small group instruction into application in the classroom move through the tiers and interventions are adjusted accordingly.

During regular CORE team meetings, the administration, school psychologist, literacy coach, guidance counselors, behavior specialist, and lead interventionist collaborate to discuss strategies for advancing students' reading proficiency. These meetings enable the team to analyze data, teacher observations, share insights, and develop targeted plans to help students build foundational reading skills. Teachers work in PLC teams to identify priority standards and pre-test to gauge and group students based on needs for more targeted small group instruction. These groups are ever changing based on mastery levels of the skill. Additionally, ongoing teacher meetings are held to review student data, allowing for continual refinement of instructional approaches and interventions. By studying this data collectively, our staff is able to generate actionable ideas and suggestions for enhancing students' reading skills, ensuring a comprehensive approach to literacy development and ongoing support for every learner.

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 is dedicated to strengthening teacher development through the Science of Reading, structured literacy, and foundational literacy practices to enhance reading achievement for all students. A key part of this effort is our implementation of LETRS (Language Essentials for Teachers of Reading and Spelling) training. Currently, some teachers are completing their first year of the program, others are in their second year, and 86% are already certified. This intensive, research-based training equips educators with a deep understanding of how students learn to read and provides practical, evidence-based strategies to meet diverse literacy needs. Beyond LETRS, our literacy coach facilitates ongoing Professional Learning (PL) sessions that align with the latest guidance from the South Carolina Department of Education and district professional learning initiatives. These sessions keep teachers up to date on best practices in structured literacy and foundational skills. We also promote continuous professional growth through book studies and access to high-quality professional materials, fostering collaboration and reflection among staff. Through this comprehensive approach, we empower our teachers with the knowledge and tools needed to deliver effective, high-impact literacy instruction that supports every student's reading success.
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Section G: District Analysis of Data

Strengths	The 2026-2027 BOY i-Ready Reading data show several areas of growth when compared with the 2025-2026 BOY data. Grade 3 demonstrated the strongest improvement, with students performing at or above grade level increasing from 34% to 42%, while the percentage of students performing two grade levels below decreased from 33% to 20%. Grade 2 also showed positive movement, with the percentage of students one grade level below decreasing from 54% to 43% and the percentage performing at or above grade level increasing from 20% to 23%. Grade 5 showed a similar positive shift, with decreases in the percentage of students one and two grade levels below. Schoolwide, the percentage of students performing two grade levels below decreased from 18.1% to 14.6%. These results suggest that more students are moving closer to grade-level expectations, particularly in Grades 2, 3, and 5. The significant improvement in Grade 3 is especially encouraging and may indicate the continued impact of targeted literacy instruction and intervention.
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Possibilities for Growth

The 2026-2027 BOY data also identify several areas that require continued attention and targeted support. Schoolwide, the percentage of students performing three or more grade levels below increased from 4.3% to 7.3%, indicating a larger group of students entering the year with significant reading needs. Grade 1 is an area of particular concern, as the percentage of students one grade level below increased from 66% to 90%, while the percentage performing at or above grade level decreased from 21% to 7%. Although the percentage of Grade 1 students two grade levels below decreased from 13% to 3%, the large concentration of students one grade below suggests a need for intentional foundational literacy instruction and early intervention. Grade 4 also warrants closer analysis, particularly because the percentage of students three or more grade levels below increased from 8% to 18%. Kindergarten showed an increase in students one grade below from 76% to 85%, while the percentage at or above grade level decreased from 25% to 15%. Overall, the data indicate a need to prioritize early identification and targeted intervention for students with significant reading gaps while continuing to monitor students who are one grade below grade-level expectations.

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?

5

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

39

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

1

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

5

How many CERDEP PreK teachers in your school have completed EC LETRS?	2
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	Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 30.3% to 28.3% in the spring of 2025.
Goal #1 Progress	We successfully met our goal of reducing the percentage of third graders scoring at the Did Not Meet (DNM) level on SC READY from 30.3% in Spring 2024 to 28.3% in Spring 2025. This progress reflects our continued commitment to providing targeted literacy support and intervention for students. To build on this success, we will continue providing Tier 2 and Tier 3 interventions for identified Read to Succeed students. The lead interventionist and literacy coach will continue to provide consistent support to third-grade teachers throughout the school year. Additionally, the literacy coach will focus on strengthening teachers' understanding and implementation of phonics instruction to support the continued development of reading and writing skills for all third-grade students.
Previous Goal #2	The percentage of students improving in placement in reading will increase from 62% to 72% based on iReady Reading diagnostic.

Goal #2 Progress

Last year, we continued to build on our progress by strengthening our collaborative PLC teams and creating a shared culture of responsibility for all students. Our PLCs placed an increased emphasis on analyzing student data, aligning instruction to standards, integrating Curriculum Framework module work, and engaging in meaningful collaboration around student learning. We intentionally shifted our mindset from "my students" to "our students," recognizing that every student is the responsibility of the entire grade-level team. Teachers worked collaboratively to identify student needs, share effective instructional practices, and determine how best to support each learner.

While the goal of increasing the percentage of students improving in reading placement from 62% to 72% was not fully met, the i-Ready Reading data reflects positive movement in overall student placement. The percentage of students performing at or above grade level increased from 58.7% in 2024-25 to 61.4% in 2025-26. Additionally, the number of students performing one grade level below decreased from 182 to 149 students, representing 33 fewer students at that level. These results indicate progress while also identifying a continued need to accelerate growth for students who remain below grade level. Our collaborative PLC structure has supported this work by allowing teams to celebrate successes, address areas of need, and make instructional decisions based on student data. This collective ownership allows teachers to look beyond individual classrooms and develop supports that benefit all students across the grade level. Moving forward, we will continue to use i-Ready and other available assessment data to identify students needing additional support, monitor progress, and adjust instruction and intervention.

We are also seeing positive trends in foundational literacy. In the i-Ready Phonemic Awareness domain, the number of students exceeding expectations has increased, demonstrating progress in students' foundational literacy skills. This growth aligns with the increased number of teachers who are now proficient in LETRS, with 86% of our teachers demonstrating proficiency. Additionally, students in Grades K-2 are demonstrating faster growth in phonics knowledge. We attribute this progress to a stronger focus on explicit phonics instruction and, importantly, to teachers developing a deeper understanding of the "why" behind the Science of Reading and the instructional practices emphasized through LETRS.

As teachers strengthen both their knowledge and implementation of foundational literacy practices, students are demonstrating stronger growth in the skills that serve as the foundation for successful reading and writing. Although the overall reading placement goal was not fully achieved, the data demonstrates meaningful progress and provides clear direction for our continued work. We remain committed to strengthening

collaborative PLC practices, deepening implementation of structured literacy and foundational skills instruction, and using student data to provide timely, targeted support so that more students can reach grade-level expectations.

Previous Goal #3

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

Goal #3 Progress

We met the goal of ensuring that students identified as striving for typical growth in reading made progress beyond the annual typical growth expectation. The 2025-2026 i-Ready Reading Growth data shows that Lexington Elementary School achieved 101% median progress toward annual typical growth, exceeding the goal of greater than 100%. The report defines typical growth as the average annual growth for a student based on their grade and baseline placement level.

This progress reflects the impact of our continued focus on data-driven instruction, collaborative PLCs, targeted intervention, and the implementation of Science of Reading, structured literacy, and foundational literacy practices. Grade-level data also demonstrates strong progress, with Grades 2-4 exceeding 100% median progress toward annual typical growth. Grade 2 reached 121%, Grade 3 reached 114%, and Grade 4 reached 106%. Kindergarten and Grade 1 were close to the 100% target at 90% and 96%, respectively, while Grade 5 reached 87%.

Overall, achieving 101% median progress toward typical growth demonstrates that our collective efforts are moving students forward in reading. As we continue this work, we will use PLC collaboration and student data to identify students who are not yet meeting typical growth expectations and provide targeted instruction and intervention to accelerate their progress.

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 64% to 68% in the spring of 2027.

Goal #1 Action Steps

This year, our early intervention efforts will continue to focus on identifying and addressing students' literacy needs as early as possible, with particular attention to current first-grade students, to prevent learning gaps from becoming more significant. We will continue to prioritize ongoing data tracking, i-Ready data analysis, and ORA analysis for all students, with particular attention to students identified for Read to Succeed support.

To build on this foundation and accelerate growth toward state benchmarks, we will align our instructional practices directly with SC READY reading standards-focusing specifically on multi-tier text complexity, text-dependent writing (TDW), and foundational comprehension strands. Our strategic objective is to expand state reading proficiency across all subgroups and increase our schoolwide Met and Exceeds rate from 64% to 68%.

The literacy coach and lead interventionist will collaborate with teachers to review student data, identify specific areas of need, and provide recommendations for differentiated instruction and targeted intervention. Grade-level PLCs will use this information to collaboratively identify students who need additional support, align Tier 1 and Tier 2 instruction with the rigor of state standards, determine effective instructional strategies, monitor student progress, and adjust instruction as needed.

Our schoolwide i-Ready data shows 101% median progress toward annual typical growth, exceeding our goal of greater than 100%, while grade-level data also helps us identify areas where additional support is needed to push students from 'Approaching' to 'Met' and 'Exceeds.' Through this continued cycle of analyzing data, providing targeted support, monitoring progress, and adjusting instruction, we will work to reduce the number of students performing below grade level, ensure all students make meaningful progress in reading, and achieve our 75% target on the SC READY assessment.

Current Goal #2

By the end of the 2026-2027 school year, students will demonstrate measurable growth in i-Ready Reading, with the percentage of students performing at or above grade level increasing from 26% to at least 40% and the school achieving at least 100% median progress toward annual typical growth.

Goal #2 Action Steps

We will use formative assessment, i-Ready, and other student data frequently and intentionally to identify students' strengths, areas of need, and progress toward grade-level reading expectations. Teachers will use this information to make instructional decisions, provide differentiated and targeted instruction, and establish learning goals that address the specific needs of individual students. Meaningful and timely feedback will be provided to help students understand their progress and the next steps needed to advance their learning. The literacy coach and reading interventionist, in collaboration with school administration, will intentionally support teachers in analyzing data and planning responsive instruction. Grade-level PLCs will meet weekly to examine student data, discuss instructional practices, identify students needing additional support, and determine specific next steps for instruction and intervention. This collaborative process will promote a shared responsibility for student learning and ensure that students receive consistent, targeted support across classrooms. We will also continue professional learning for teachers completing LETRS, while providing ongoing professional learning for all staff focused on unpacking reading standards, strengthening understanding of content and assessment, and applying Science of Reading and structured literacy practices to daily instruction. Through this ongoing cycle of assess, analyze, plan, instruct, monitor, and adjust, we will work to accelerate reading growth, reduce the number of students performing below grade level, and increase the percentage of students performing at or above grade level from the current 26% toward our goal of 40%.

Current Goal #3

By the end of the 2026-2027 academic year, Lexington Elementary School will increase the percentage of students performing At or Above Grade Level (Mid/Above Grade Level and Early On Grade Level) in Reading from 26% (126 of 481 students) to at least 55%, while reducing the proportion of students performing Two or More Grade Levels Below (Two Grade Levels Below and Three or More Grade Levels Below) from 22% (105 of 481 students) to 10% or less, as measured by the Spring i-Ready Diagnostic Assessment.

Goal #3 Action Steps

To monitor progress toward our reading achievement goals, Lexington Elementary School will embed formative assessment data into weekly grade-level Professional Learning Community (PLC) meetings, where teachers collaborate with school leadership, the literacy coach, the reading interventionist, and the i-Ready specialist. During these weekly sessions, team members will analyze student data, track progress toward typical and stretch growth benchmarks, and refine instructional strategies aligned with state standards and competencies. Teachers will leverage ongoing LETRS training and professional learning on unpacking reading standards to deliver targeted feedback and tailor differentiated instruction. Specifically, teachers and interventionists will utilize small-group instructional blocks to provide explicit, skill-focused Tier 2 reinforcement for the 250 students performing one grade level below, while providing intensive Tier 3 interventions-focused on foundational reading skills like phonics and vocabulary-for the 105 students performing two or more grade levels below baseline.

File Upload (optional)
