

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	Lake Murray 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.

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, 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 Records(ORR).

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, Indicator Aligned Inventory for Word Recognition(based on grade level and iReady scores in the area of phonological awareness).

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 a combination of HMH Into Reading: Foundational Skills instruction and UFLI phonics curriculum. 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 Records are used to assess a student's individual fluency rate. Grade 1-Grade 2 have access to use Amira through HMH for additional fluency support.

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 and iReady benchmark assessments.

6 Comprehension

Comprehension instruction is based on the SCDE 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, and Literacy Footprints.

Students are assessed in comprehension using end of module reading assessments,

checkpoints, iReady, ORR, 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.

Students K-5 are using LETRS spelling assessment. Teachers in Pre-K-2 use Heggerty to teach phonemic awareness foundational literacy skills. Students in 5K- 5th utilize UFLI resource to support students with phonics skills.

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.

Intervention uses iReady Inform Benchmark as the universal screener data and diagnostic assessment to determine intervention needs for students in specific areas of reading. Students who have failed to demonstrate grade-level reading proficiency receive 30 minutes of intervention instruction daily. Our CORE RTI data team meets bimonthly to monitor student growth.

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.

LMES communicates with parents on how to support their student(s) as a reader and writer at home through: Parent/Teacher Conferences, Literacy Night, weekly newsletters that state the area of reading and writing focus, phone calls, and meetings with RTI teacher/parent/interventionist. Special education teachers hold special/annual review meetings in which students' goals are shared with parents.

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.

iReady Progress Monitoring is used to monitor for achievement and growth. Classroom teachers use Documented Classroom Interventions(DCI) to progress monitor students in the specific area of concern using anecdotal records from small group instruction, data from formative assessments to plan for small group instruction. K-2 uses standards-based spreadsheets to show level mastery of standards and checkpoint assessments. Special education uses Easy CBM to monitor students' progress.

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.	The district requires that schools use iReady to progress monitor reading achievement and growth of students during 3 benchmarks throughout the year. In addition, RTI students are progress monitored monthly using iReady and the majority of our K-3 teachers, administrators, literacy coaches, interventionist, special education teachers and MLP teachers completed LETRS training in the spring of 2025. Teachers participate in weekly PLCs. Teachers examine best practices and strategies to support all readers and writers in their classrooms. The literacy coach pushes into teachers planning to support grade levels and teachers as needed.
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Section G: District Analysis of Data

Strengths	95% of our students improved their placement in reading based on iReady Spring 2026 Benchmark assessment. That is an increase from 77% the previous school year, 2025. The median progress toward typical growth in reading was 156%. That is a 15% increase from the previous school year. 2025 was 141%.
Possibilities for Growth	The percentage of students meeting or exceeding stretch growth targets on iReady reading will improve by 3 percentage points.
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?	3
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	40
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	0

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? 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	Goal #1 Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 90% to 91% in the spring of 2026.
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Goal #1 Progress	The goal was met with 91% of third grade students scoring Meets and Exceeds in the spring of 2026 on SC READY.
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Previous Goal #2	As a school, 55% of our students will meet their stretch goal by spring of 2026 on iReady Reading Benchmark Assessment as compared to 50% in the spring of 2025.
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Goal #2 Progress	The goal was exceeded. As a school, 62% of our students met their stretch growth goal
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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].
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Current Goal #1	Goal #1 Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2027 as determined by SC READY is to maintain 91% in the spring of 2027.
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Goal #1 Action Steps

1-Teachers in weekly literacy PLCs to reflect on formative data and plan for differentiated instruction. They will also revisit best practices of teaching strategies to have students actively participate in lessons by saying, writing and doing to show their understanding of grade level skills.

2-Teachers will analyze iReady growth data to guide small group instruction.

Current Goal #2

As a school, 63% of our students will meet their stretch goal by spring of 2026 on iReady Reading Benchmark Assessment as compared to 62% in the spring of 2025.

Goal #2 Action Steps

Teachers will analyze iReady growth data in Winter to sort students with standards to mastery to help guide whole and small group instructional needs for their class and students.

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