

2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	Rocky Creek Elementary
Principal Name	Michelle Smith
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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.

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, structured pathways to master 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. Using district-provided formative and summative assessments, teachers monitor student mastery and adjust lesson plans for differentiated small-group instruction to ensure proficiency in the ELA state standards.

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.

Lexington One adopted reading instruction curricula grounded in the science of reading. At Rocky Creek, our classroom approach emphasizes direct and explicit instruction in phonics, phonological awareness, and orthography. We utilize benchmark data from iReady to identify prerequisites needed for 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 (Multilingual Learners) teacher have either completed LETRS or 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.

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.

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: Update parents on current learning standards and share practical tips for home support.

Parent-Teacher Conferences: Discuss grade-level standards and tailored learning strategies during individual family meetings.

Quarterly Progress Reports: Provide updates on student academic performance and growth every quarter.

Quarterly Assessment Results: Send home individual assessments every nine weeks to keep parents informed of academic achievement.

Family Curriculum Night: Invite families to participate in fun, hands-on literacy activities together.

Study Guides: Provided to 3rd-5th grade students and parents to support key reading skills for summative assessments.

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.

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 RTI (Response to Intervention) team administers iReady Growth Monitoring in September, October, November, January, February, and March to track student progress. This data 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.

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.

LETRS Training: All K-3 teachers, interventionists, Special Education teachers, MLL teachers, and administrators have either completed or are currently participating in LETRS training. Selected 4th and 5th grade teachers are participating as well.

Ongoing Support: Teachers meet twice a month with the literacy coach and use monthly faculty meetings to integrate LETRS strategies into their weekly lesson plans across all grade levels.

Section G: District Analysis of Data

Strengths

Rocky Creek demonstrates key strengths in literacy instruction through effective teacher collaboration and unpacking standards and curriculum. Teachers establish clear routines that maximize learning time, supported by rich, well-organized curriculum frameworks. A strong commitment to professional growth is evident as most K-3 teachers have completed LETRS training and many Grade 4-5 teachers are progressing through Volume 2, directly applying this learning to classroom practice. Additionally, dedicated time for data analysis allows teachers to reflect and plan instruction tailored to student needs, building on last year's focus on active student participation.

According to recent iReady data, Rocky Creek Elementary continues to show strong momentum in Early Literacy. The percentage of K-2 students scoring at or above Early On Grade Level in ELA grew from 80% in 2024-2025 to 83% in 2025-2026. Foundational reading skills remain a major highlight, with 87% of students reaching grade level in phonics and 91% demonstrating grade-level proficiency in high-frequency words. Furthermore, students surpassed the district's 30% iReady stretch growth benchmark, with 39% achieving their stretch growth goals.

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 goals.

According to the 2025-2026 iReady data, there is room for growth in vocabulary, where only 66% of students are meeting grade-level expectations, and in comprehension, with 74% of students scoring on grade level. Within the comprehension category, Literary Comprehension stands out slightly higher at 73%, compared to Informational Comprehension, where 72% of students are on grade level.

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?

11

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

28

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?

10

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?

0

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

Previous Goal #1

Previous 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.

Goal #1 Progress

During the 2025-2026 academic cycle, Grade 3 SC READY outcomes shifted to 73% of students meeting or exceeding expectations. While this reflects a new student cohort, the teaching team remained consistent-notably guiding their previous cohort to an 86% Meets or Exceeds rate in fourth grade. Factors impacting this year's results included temporary staffing disruptions, foundational skill recovery needs, and the simultaneous alignment to ELA standards alongside new mathematics standards and curriculum. With both frameworks now established, our priority is restoring strong academic momentum through high-quality, targeted instruction.

Previous Goal #2

Previous Goal #2: The percentage of students improving placement in reading on iReady will increase from 73% to 75%.

Goal #2 Progress

Our goal was to increase the percentage of students improving their reading placement on iReady from 73% to 75%. We did not meet this goal, as 71% of students demonstrated an improved placement. Although we fell short of our target threshold, a clear majority of students continued to make positive progress in reading, and we will leverage these results to refine our instruction and support strategies moving forward.

Previous Goal #3

Previous Goal #3: For students identified on iReady as striving for typical growth in reading, the median progress will be greater than 100%.

Goal #3 Progress

We successfully surpassed this objective, reaching a median growth rate of 124% in reading. This significant progress reflects the effectiveness of our targeted instructional efforts and high-quality intervention strategies in supporting student growth through explicit teaching and data-driven instruction.

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

Current Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SCReady from 73% to at least 76% in the spring of 2026.

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 teacher clarity with a focus on implementing learning targets and success criteria.
Apply knowledge gained in LETRS training to instruction.
Use formative assessments regularly to monitor progress and adjust instruction, and provide feedback.
Integrate standards-based, differentiated instruction and small group work in classrooms.
Monitor iReady progress toward the target and refine strategies as needed.

Current Goal #2

Current Goal #2: The percentage of students improving placement in reading on iReady will increase from 71% to at least 74%.

Goal #2 Action Steps

Plan using 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.
Analyze iReady data after each benchmark to monitor and adjust instruction.

Current Goal #3

Current Goal #3: For students identified on iReady as striving for typical growth in reading, the median progress will be greater than 100%.

Goal #3 Action Steps

Plan using 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

File Upload (optional)

File Upload

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