

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	White Knoll 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.

Oral language:

Oral language instruction aligns with SCDE Written and Oral Communication (C) standards to help students achieve grade-level English/Language Arts goals. Teachers facilitate structured opportunities for students to engage in discussions about reading and writing throughout the day, including during shared reading, partner work, whole group instruction, and small group instruction. These opportunities foster strong communication skills, a key competency for Lexington One graduates. Students' written communication abilities are evaluated through post-assessments in narrative, informational, and opinion/argument writing. Oral communication skills are informally assessed via anecdotal notes from observations and formally assessed through Oral Reading Assessments (ORA).

Phonological Awareness:

Phonological awareness instruction adheres to SCDE Foundations of Literacy (F) standards to support students in meeting grade-level English/Language Arts goals. The Heggerty program is used for phonological awareness instruction in 4K-2nd grade classrooms, as well as in RTI, MLP, and special education settings. Students' phonological awareness is assessed using iReady and the PAST Assessment. In grades K-5, the PAST Assessment is used based on iReady scores in phonics/phonological awareness. Teachers also utilize the Heggerty Phonological Awareness assessments for formal evaluation. Phonological awareness instruction is purposefully designed using strategies from LETRS professional development.

Phonics:

Phonics instruction follows SCDE Foundations of Literacy (F) standards to support students in meeting grade-level English/Language Arts goals. Phonics instruction in grades K-2, RTI, and MLP is aligned with SCDE grade-level foundational standards and utilizes the UFLI curriculum. Teachers regularly benchmark students' phonics abilities using UFLI progress-monitoring assessments, primarily administered through whole group instruction, with differentiated needs addressed in small groups. In grades 3-5, students requiring additional phonics support, identified by iReady benchmark testing, receive instruction through HMH Into Reading: Foundational Skills and the UFLI curriculum. This is primarily administered in small groups for grades 3-5, though some classrooms may require whole group instruction based on iReady identified needs. Students are also assessed in phonics through the Phonic Decoding Assessments. In grades K-5, the Phonic Decoding Assessment tool is used based on iReady scores in phonics/phonological awareness. Special education students needing additional phonics support use the

Really Great Reading curriculum. Phonics instruction is intentionally designed using strategies from LETRS professional development.

Fluency:

Fluency instruction aligns with SCDE Foundations of Literacy (F) standards to support students in meeting grade-level English/Language Arts goals. Students receive fluency instruction through small group lessons and shared reading using district-approved resources. Their individual fluency rate is assessed using Oral Reading Assessments (ORA). Teachers model appropriate fluency rates in whole group lessons and shared reading experiences, providing students with opportunities for practice alongside them and independently. Strategies to improve fluency are sourced from Serravallo's Reading Strategies 2.0 book, which can be shared through whole group or small group instruction, depending on class needs.

Vocabulary:

Vocabulary instruction follows SCDE Applications of Reading (AOR) standards to support students in meeting grade-level English/Language Arts goals. Vocabulary instruction is intentionally designed using strategies from LETRS professional development, HMH: Into Reading vocabulary lessons, and the UFLI phonics program, along with morphology work. It is also reinforced through authentic learning experiences such as read-alouds, shared reading, and content area academic vocabulary. Students' vocabulary skills are assessed through reading module assessments and iReady. Vocabulary needs are primarily addressed in a whole group setting, with differentiated needs met through small group instruction.

Comprehension:

Comprehension instruction aligns with SCDE Application of Reading (AOR) standards to support students in meeting grade-level English/Language Arts goals. Students engage in comprehension learning through mini-lessons, read-alouds, shared reading, small group instruction, and independent reading. Teachers utilize district-approved Core Curriculum resources, including HMH: Into Reading and Serravallo's Reading Strategies 2.0 book. For students requiring additional support in RTI, ELI, MLP, and Special Education, comprehension resources like the Rise Program, Leveled Literacy Interventions, Really Great Reading, TEAMS, Compass, and Literacy Footprints are employed. Students are assessed in comprehension through end-of-module reading assessments, module checkpoints, iReady testing, Oral Reading Assessments (ORA), and small group instruction

anecdotal notes. Teachers also utilize Serravallo's Complete Comprehension tools.

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 in grades K-5 are administered the iReady diagnostic to identify needs, aligned to the science of reading. According to the district's literacy assessment plan, students in grades 3-5 needing additional support in foundational literacy skills are further assessed with the LETRS Phonics and Word Reading Survey based on their iReady phonics scores. These assessments are aligned with the science of reading/structured literacy/foundational skills by following the brain's natural progression of learning sounds, rhymes, phonemes, and graphemes at the foundational level, which has enhanced students' understanding of reading and writing. Instruction provided to students in whole group or small group settings is informed by these assessment results, informal observations, formal phonics decoding assessments, and/or iReady data. Their instruction incorporates best practices from LETRS professional learning and the science of reading.

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 relies on iReady as the universal screener and diagnostic tool to identify students' specific reading needs. Intervention also utilizes classroom data (formal assessments, informal observations, Oral Reading Assessments (ORA), PAST assessment, Phonic Decoding Assessment, CF major assessments, CF minor assessments, and small group task & performance) to aid in placement decisions. Students not yet demonstrating grade-level reading proficiency receive 30 minutes of targeted intervention instruction daily. The intervention team uses ORAs, letter names/letter sounds screeners, the PAST assessment from LETRS, Phonics Launch assessments, phonological awareness assessments from Phonics Launch, encoding/decoding assessments, an oral language screener, and the observation survey to gain a comprehensive understanding of students and their needs. These are not administered to every student but are utilized based on individual needs and where they are most beneficial. Students are progress monitored weekly and monthly. Our data team meets regularly to monitor and review student progress.

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.

WKES informs parents on how to support their child's reading and writing development at home through Parent/Teacher Conferences, Literacy Night, MLP Family Workshops, phone calls, and meetings with RTI teachers, parents, and interventionists. We also share Read to Succeed information through videos, emails, phone calls, and ParentSquare messages. Special education teachers conduct annual review meetings to share students' progress and goals with parents. Quarterly progress reports are sent home, containing detailed comments and additional information regarding grade level standards and expectations from the teacher(s). We keep parents informed on content mastery and next steps for their child's continued growth. Teachers also send home book bags with questions to help parents read with their child and gain a better understanding of how to support their reading work at home.

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 district mandates the use of iReady in all elementary schools to monitor students' reading achievement and growth with three benchmarks annually (fall, winter, and spring). RTI students are also progress-monitored monthly using iReady for both mastery and areas of growth. All stakeholders involved in the MTSS system meet regularly to monitor students' current interventions and progress monitoring scores. Classroom teachers track progress using Documented Classroom Interventions (DCI), including, but not limited to, anecdotal records from small group instruction and standards-based spreadsheets to assess mastery of specific standards. Classroom teachers also progress monitor grade-level reading proficiency using Oral Reading Assessments (ORA) and CF assessments. They closely monitor this data and share it with the intervention/resource team if additional services are needed to achieve grade-level reading proficiency. Special education uses easyCBM to monitor students' progress with reading comprehension, fluency, and vocabulary. For students in younger grades receiving Sped services, word reading fluency is used instead of passage reading. For students in upper grades receiving Sped services, passage reading is utilized. Instructional decisions are then based on the provided information to determine the best next steps to meet each child's needs.

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.

K-5 teachers, administrators, literacy coaches, interventionists, special education teachers, and MLP teachers participate in LETRS training. K-5 teachers also engage in PLCs focused on state standards, district Curriculum Frameworks and assessments, HMH- Into Reading curriculum, and strategies that best support students as readers and writers.

Section G: District Analysis of Data

Strengths

The percentage of students performing at Mid/Above Grade Level increased from fall to spring, while the number of students performing below grade level decreased.

More than 50% of students demonstrated typical growth in reading across grade levels, and the number of students performing two or more grade levels below decreased.

SC READY Reading results showed a decrease in students scoring Not Met and an increase in students scoring Met, with growth also noted among male students, Black students, and students in poverty.

Possibilities for Growth

Strengthen reading growth and achievement in grades 3-5, particularly in fifth grade where limited movement between performance bands was noted.

Develop systems to maintain reading growth after second grade and support students as reading demands increase in upper elementary grades.

Analyze reading data to identify specific skill deficits contributing to stagnant achievement for some students.

Continue focusing on vocabulary development and reading comprehension instruction, particularly in upper grades.

Increase the percentage of students performing at Mid/Above Grade Level while continuing to reduce the number of students performing below 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?

7

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	32
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	2
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	7
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 58% to 60% in the spring of 2026.
Goal #1 Progress	Based on the Spring 2026 SCReady ELA scores, 61% of the third graders scored Meets or Exceeds.
Previous Goal #2	Increase the percentage of students improving placement from 64% to 67% as determined by iReady reading in the Spring of 2026.
Goal #2 Progress	Based on the Spring 2026 iReady Reading data, 67% of the students improved their placement

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 61% to 63% in the spring of 2027.

Goal #1 Action Steps

Use formative assessment data (i-Ready, classroom assessments, running records) to group students for targeted small-group reading instruction focused on comprehension, vocabulary, and fluency.

Provide professional learning focused on evidence-based reading strategies (comprehension, vocabulary development, and writing in response to reading).

Conduct regular classroom walkthroughs to ensure alignment between standards, instruction, and student tasks.

Create focused intervention plans and track progress monthly through formative data and teacher-led conferences.

Host parent literacy nights and share take-home resources to reinforce reading comprehension and fluency strategies at home

Current Goal #2

Increase the percentage of students improving placement from 67% to 70% as determined by iReady reading in the Spring of 2027.

Goal #2 Action Steps

Reinforce phonics, phonemic awareness, and fluency activities during core instruction and intervention blocks to strengthen early literacy foundations.

Offer PD on interpreting i-Ready reports, aligning instruction to domains of need, and incorporating formative assessments to measure impact.

Teachers analyze assessment data to plan targeted small groups that address specific skill deficits.

Instructional coaches model differentiated lessons and provide feedback during observations.

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