

2026-2027 District Reading Plan

District Name Lexington 01

Superintendent Name Keith Price

Superintendent Signature



Completer Name Lori Poole

Completer Title District Elementary Literacy Lead

Completer Email lpoole@lexington1.net

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district 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.

Lexington School District One uses research-based curriculum, including Houghton Mifflin Harcourt (HMH) Into Reading, Heggerty, and University of Florida Literacy Institute (UFLI) Foundations Toolbox to facilitate learning for all students around the language comprehension and word recognition strands of Scarborough's Reading Rope. Each of these curriculums include systematic, structured pathways to mastery of phonological awareness, phonics, fluency, vocabulary and comprehension. Our teachers work alongside instructional coaches to plan using these resources to implement the 2024 South Carolina College- and Career-Ready Standards for English Language Arts (ELA). Using district-provided formative and summative assessments, teachers monitor student progress and use a recursive planning process to guarantee mastery of the ELA standards.

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

The district has implemented reading instruction aligned to the science of reading, including direct, explicit instruction in phonics, phonological awareness, and orthography. We have designed an assessment plan for each grade level which guides teachers in assessing both word recognition and language comprehension. The majority of our teachers have completed Language Essentials for Teachers of Reading and Spelling (LETRS) training. In addition, LETRS training is also being offered to fourth and fifth grade teachers. We provide ongoing professional development that ensures teachers understand how to develop foundational literacy skills in students.

Section C: Intervention

Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

After each administration of iReady, schools 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 delivery of the support. Progress is monitored through formative assessments, with growth reassessed during the following iReady cycle to monitor student growth. In addition to iReady Inform, grade 1 students are also screened for fluency using iReady Literacy Tasks for word recognition fluency and passage reading fluency.

Section D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

The district has several systems in place to maintain regular communication with families to emphasize the importance of literacy beyond the school day. These include weekly newsletters, parent-teacher conferences, instructional/curriculum nights, and regular correspondence with individual student's parents as needed. During conferences and progress reporting periods, parents are provided with information on grade-level state standards and given strategies to support their child's learning at home. Additionally, through our district-wide communication platform, ParentSquare, families receive detailed reports and updates after each iReady benchmark assessment, conducted three times a year, to keep them informed of their student's progress. The report includes information about a student's areas of strength and need, along with strategies parents can use at home. Each Title I school has a family liaison that leads a weekly small group with four-year-olds and their parents, focusing on fostering literacy in the home.

Section E: Progress Monitoring

Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

Each school's Multi-Tiered System of Supports (MTSS) team administers iReady Growth Monitoring in September, October, November, January, February, and March to track student progress. In addition, updated Oral Reading Assessments (ORAs), LETRS Phonics and Word Reading Survey and LETRS spelling Inventories are administered based on student needs. Progress monitoring data are used to track growth and guide instructional decisions, including tier movement or adjustments to interventions. Regular collaboration with classroom teachers ensures that progress is reflected in both assessment data and classroom performance.

Section F: Teacher Training

Explain how the district 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 is currently implementing LETRS training for all K-3 teachers, interventionists, special education, multilingual learner program (MLP) teachers, and administrators. In addition, we also have fourth and fifth grade teachers opting to participate in LETRS training. To support this initiative, Professional Learning Community (PLC) work provides ongoing opportunities for teachers to review, discuss, and apply their LETRS learning. Instructional coaching is provided multiple times each month to support the effective integration of LETRS strategies into weekly lesson plans across all grade levels.
---	---

Section G: District Analysis of Data

Strengths	Percentage of third grade students meeting or exceeding standard on SC Ready Percentage of K-5 students achieving typical growth on iReady reading
Possibilities for Growth	Percentage of third through fifth grade students meeting or exceeding standard on SC Ready
Description Area	*Note: The two questions below are required by Act 114 (passed in 2024).
NEW: Please provide the total number of FIRST graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	560
NEW: Please provide the total number of SECOND graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	607

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

Previous Goal #1	<p>Previous Goal #1:</p> <p>(Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 68% to 70% in the spring of 2026.</p>
Goal #1 Progress	71.06% of third graders scored Meets and Exceeds in the spring of 2025 as determined by SC Ready. We met and exceeded this goal.
Previous Goal #2	<p>Previous Goal #2:</p> <p>ELA K-5 (growth): At least 50% of students will achieve the typical growth on iReady reading, with a median of typical growth met being greater than 100%.</p>
Goal #2 Progress	61.24% of K-5 students achieved typical growth on iReady reading, with a median of typical growth met being greater than 100%. We met and exceeded this goal.
Previous Goal #3	<p>Previous Goal #3:</p> <p>ELA 3-5 (performance): The percentage of students meeting or exceeding standard on SC READY ELA will improve to 75%. (Increase by 5.2 percentage points)</p>
Goal #3 Progress	70.88% of 3-5 students scored Meets or Exceeds on SC Ready ELA. We did not meet this goal.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all districts 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 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 71 % to 75 % in the spring of 2027.

Goal #1 Action Steps

1. Support LETRS implementation and application of evidence-based literacy practices in classroom instruction.
2. Monitor and support implementation of the Documented Classroom Intervention process within Tier 1 instruction to identify and respond to students needing additional support.
3. Provide coaching support to strengthen teacher clarity through unpacking SC CCR ELA Standards and developing aligned learning targets and success criteria.
4. Support teachers and PLCs in analyzing student data to identify instructional needs, plan responsive learning experiences, and monitor student progress.
5. Review and refine Curriculum Frameworks, common assessments, and Standards to Success resources to ensure alignment, rigor, and progression of SC CCR ELA Standards.
6. Strengthen instructional coherence by supporting PLCs in connecting district curriculum resources, teacher clarity practices, instruction, and assessment.

Current Goal #2

Current Goal #2:
ELA K-5 (growth): At least 60% of students will achieve the typical growth on iReady reading, with a median of typical growth met being greater than 100%.

Goal #2 Action Steps

- 1. Support LETRS implementation and application of evidence-based literacy practices in classroom instruction.
- 2. Monitor and support implementation of the Documented Classroom Intervention process within Tier 1 instruction to identify and respond to students needing additional support.
- 3. Provide coaching support to strengthen teacher clarity through unpacking SC CCR ELA Standards and developing aligned learning targets and success criteria.
- 4. Support teachers and PLCs in analyzing student data to identify instructional needs, plan responsive learning experiences, and monitor student progress.
- 5. Review and refine Curriculum Frameworks, common assessments, and Standards to Success resources to ensure alignment, rigor, and progression of SC CCR ELA Standards.
- 6. Strengthen instructional coherence by supporting PLCs in connecting district curriculum resources, teacher clarity practices, instruction, and assessment.

Current Goal #3

Current Goal #3:
ELA 3-5 (performance): The percentage of students meeting or exceeding standard on SC READY ELA will improve to 75%.
(Increase by 4.1 percentage points)

Goal #3 Action Steps

1. Support LETRS implementation and application of evidence-based literacy practices in classroom instruction.
2. Monitor and support implementation of the Documented Classroom Intervention process within Tier 1 instruction to identify and respond to students needing additional support.
3. Provide coaching support to strengthen teacher clarity through unpacking SC CCR ELA Standards and developing aligned learning targets and success criteria.
4. Support teachers and PLCs in analyzing student data to identify instructional needs, plan responsive learning experiences, and monitor student progress.
5. Review and refine Curriculum Frameworks, common assessments, and Standards to Success resources to ensure alignment, rigor, and progression of SC CCR ELA Standards.
- 6, Strengthen instructional coherence by supporting PLCs in connecting district curriculum resources, teacher clarity practices, instruction, and assessment.

File Upload (optional)
