

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	Forts Pond 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 Forts Pond Elementary School, reading assessments and instruction for all PreK through 5th-grade students directly include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This is to ensure that all our learners build text comprehension and master grade-level English/Language Arts standards. Our teachers deliver comprehensive reading instruction through a structured workshop model. Teachers unpack essential standards into clear learning progressions ("boulders") and create success criteria, which enable our students to track their own growth and take active involvement in their learning.

Our daily instructional practices embed Powerful Learning Experiences that foster active engagement, open-ended questioning, academic discourse, and academic vocabulary across all grade levels. To serve all learners, we utilize both push-in and pull-out models, leveraging data-driven small group instruction to deliver targeted, tier-supported learning for specialized groups, including Multilingual Learners (MLP) and Special Education (SPED) students.

Instructional decision-making is continuously monitored through formative and summative reading assessments. We use Oral Reading Assessments, the Indicator-Aligned Inventory for Word Recognition, the LETRS Spelling Inventory, Curriculum Assessments, and iReady diagnostic and growth data as our different data tools. Teachers use the data from these different data tools and formative and summative assessments to calibrate and collaborate with each other during their weekly Teaching and Learning Teams. They use the information to provide real-time feedback to drive student success in their classrooms.

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 Forts Pond Elementary School, Word Recognition assessment and instruction across all grades are aligned with the Science of Reading, structured literacy, and foundational literacy skill development. To ensure that the assessment practices we utilize are diagnostic, evidence-based, and aligned with state requirements, the data tools we use are the LETRS Spelling Inventory and iReady diagnostic data. These tools provide a baseline of students' phonological awareness, decoding, and encoding strengths, which allows our educators to identify gaps and track growth across learning progressions ("boulders"). In the classroom, Tier 1 instruction and targeted interventions are delivered through explicit, literacy-based lessons. Using University of Florida Literacy Institute (UFLI) Foundations and Heggerty Phonemic Awareness resources along with a balanced workshop model, teachers deliver instruction in phonemic blending, segmenting, grapheme-phoneme correspondences, and syllable types. Instructional decision-making is continuously refined during weekly Teaching and Learning Team (TLT) meetings by looking at student work samples. This enables teachers to structure small-group instruction, explicit vocabulary development, and tiered visual supports with each other through collaboration so that all students -including Multilingual Learners (MLP) and Special Education (SPED) students-master foundational word recognition skills needed.

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 Forts Pond Elementary School, we utilize a systematic, data-driven Multi-Tiered System of Supports (MTSS) framework to identify and serve PreK through 5th-grade students who have not yet demonstrated grade-level reading proficiency. IReady data serves as our primary initial indicator to evaluate overall growth toward typical targets; however, we also use teachers' classroom data (formative and summative assessments) as well. Teachers also use LETRS Spelling Inventory and Heggerty assessments to gather data that indicates gaps in foundational decoding, phonemic awareness, or accuracy. They also look at Oral Reading Assessments to see gaps in word recognition skills such as text understanding, vocabulary, background knowledge, and syntax. Intervention pathways are monitored and adapted through continuous weekly Teaching and Learning Team (TLT), teachers collaborate on how they can monitor and adapt to the different interventions within their classrooms and with their students. This takes place through "thin-slicing" protocols (analyzing student work samples), monthly Student Advocacy Team (SAT) progress reviews, and teachers discuss progress with support service teachers. This ensures that station rotations, push-in/pull-out services, and tiered scaffolds are flexibly adjusted in real time to grow students toward grade-level standards.

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 Forts Pond Elementary School, we have built a framework that bridges classroom literacy instruction with learning at home. These different family engagement opportunities equip our families with the tools, strategies, and data necessary to actively support reading and writing at home. We offer different opportunities for our students to show Ownership & Progress in their learning with their parents. Families participate in quarterly Student Showcases alongside formal Student-Led Conferences. We also offer interactive literacy events throughout the school year that include Mallard Mingles, Open House/Academic Nights, and Family Engagement Week (featuring CERDEP Night). Teachers send home weekly communications that inform parents about grade-level reading expectations and guided questions that parents can use to have meaningful text discussions at home with their child. Our school also provides early childhood and extended-day initiatives, including our Little Mallards program and the Mallard After-School Program. These programs provide continuous and extended literacy support across all grade levels.

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.

At Forts Pond Elementary School, reading achievement and growth are systematically monitored across classrooms, grades, and school levels using a multi-layered, data-driven framework designed to ensure all PreK-5th grade students reach grade-level proficiency.

Our progress monitoring and decision-making systems operate across three primary levels: Schoolwide data digs, teaching and monitoring team meetings, and tiered intervention and Student Advocacy Team (SAT) meetings. Administration and teachers analyze iReady and Diagnostic assessments 3 times a year (Fall, Winter, Spring). Teachers view the students' typical and stretch growth targets. Administration and teachers also look at our school's state report card. Schoolwide data analysis allows us to identify performance trends across grade levels and key student groups-such as Multilingual Learners (MLP) and Special Education (SPED) students-to ensure instructional coherence and the fair distribution of resources. Our teachers collaborate weekly to monitor their students' progress by participating in "thin-slicing" student work samples, iReady data, Oral Reading Assessments, LETRS Spelling Inventories, and curriculum formative checks. Teachers are able to calibrate and adjust workshop pacing, success criteria, or small group targets based on their collaboration during their weekly TLTs. Teachers have conversations with interventionists and the reading coach if there are students who do not meet benchmark targets or progress toward typical growth. The Student Advocacy Team (SAT) meets monthly with the grade-level and support service teams to evaluate the data to make adjustments or begin referral steps, so students receive the support necessary to achieve grade-level reading standards.

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.	At Forts Pond Elementary School, teacher training is grounded in the Science of Reading, structured literacy, and foundational literacy practices to ensure high-quality, evidence-based reading instruction for all PreK through 5th-grade students. Our teachers participate in Whole-Group PLCs that center around essential standards progressions ("boulders"), shared literacy terminology, and vertical calibration across grade bands. Our teachers also participate in cohort learning and expert groups to deepen their learning in evidence-based practices that are shared among their grade-level teams. Staff members collaborate during these cohorts and expert groups to analyze core instruction, differentiation strategies, and language-supportive practices tailored for Multilingual Learners (MLP) and Special Education (SPED) students, taking these insights directly back to their weekly Teaching and Learning Teams (TLTs). Our teachers also participate in internal Asset-Based Instructional Rounds in lab classrooms, observing peers during literacy routines, small-group pacing, and formative reflection. Instructional coaches and administration support this work through weekly TLT collaboration, strengths-based feedback cycles, and dedicated planning periods to continuously elevate teacher clarity and instructional rigor.
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Section G: District Analysis of Data

Strengths	Progress Toward Growth: iReady Reading shows strong progress toward typical growth, achieving 105% to 106%. Subgroup Progress: Multilingual learners (MLP) achieved 104% progress toward typical growth in reading, and Special Education (SPED) students achieved 88.3%. Engagement & Support: Instruction is supported by Powerful Learning Experiences that prioritize student discourse, assessment, intentional use of visuals, and academic vocabulary.
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Possibilities for Growth

Overall Typical Growth Percentage: Only 53% of students actually met their typical growth in reading (with MLP at 52.5% and SPED at 40.8%).

Performance Levels: Reading 3-4 falls into the low-performance/low-growth quadrant on iReady diagnostic.

Support Service Support: There is a need to intentionally strengthen support for multilingual learners and students in Special Education by increasing access to rigorous grade-level instruction and aligning content and language/IEP goals.

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?

29

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?

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?

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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 46.9% to 49.9% in the spring of 2026.

Goal #1 Progress

As determined by SC Ready, our percentage of third graders scoring meets or exceeds grew from 46.9% (Spring of 2025) to 51.1% (Spring of 2026)

During 2025-2026, we focused much of our professional learning on the progression and rigor of our ELA standards and the implementation of vertical collaboration among grade levels. We focused on building essential standards vertically across grade levels to see the progression of these standards and how our teachers can build on them. We also focused on team Professional Learning Communities, where our teachers dove into standards to build powerful learning experiences for students. Some of our teachers were also continuing with their LETRS training.

Previous Goal #2

Increase the percentage of students in grades 3rd - 5th scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 46.5% to 49.5% in the spring of 2026.

Goal #2 Progress

As determined by SC Ready, our percentage of 3rd-5th graders scoring Meets or Exceeds in the spring of 2025 was 49.5 and in the spring of 2026 was 48.1. We did not meet our goal

During 2025-2026, we focused much of our professional learning on the progression and rigor of our ELA standards and the implementation of vertical collaboration among grade levels. We focused on building essential standards vertically across grade levels so see the progression of these standards and how our teachers can build on them. We also focused on team Professional Learning Communities, where our teachers dove into standards to build powerful learning experiences for students. Some of our teachers were also continuing with their LETRS training.

Previous Goal #3

ELA K-8: On the Spring 2026 iReady administration, the percentage (from 59%) of students improving placement in reading will increase.

ELA K-8: For students identified in iReady as striving for typical growth in reading, the median progress toward typical growth will be greater than 100%. (for 107%)

Goal #3 Progress

Improved Placement by Grade

K - 90%

1 - 63%

2 - 60%

3 - 50%

4 - 45%

5 - 53%

60.1% Improved Placement - We met our goal

108% of students identified as striving for typical made the median progress to typical growth. - We met our goal

As determined by the 2026 Spring iReady Reading Benchmark, our percentages of students in grades 5K - 5th meeting or exceeding the standard on iReady Reading were 24% (Mid or Above grade-level) and 24% (Early On Grade-Level). Our targeted growth is to have at least 50% or more on grade level by the end of the year. We did not meet our goal.

As determined by the 2026 Fall iReady Ready Benchmark, our percentages of students in grades 5K - 5th meeting or exceeding the standard on iReady Reading were 5% (Mid or Above grade-level) and 12 (Early On Grade-Level). Our targeted growth will remain at least 50% or more on grade-level by the end of the year.

As determined by 2026 Spring iReady Reading, our percentages of students in K-2 having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA was 58. This exceeded our previous goal.

At FPES, we continue to work to understand iReady and how it drives instruction. We will need to continue to focus our growth in vocabulary and comprehension. We will be working closely with the iReady consultant to grow this understanding within PLCs and to use iReady data sources to help inform instruction for grouping and content for small group instruction for intervention.

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 2027, as determined by SC READY, from 51.1 % to 54.1% in the spring of 2027
Goal #1 Action Steps	Teachers, interventionists, administration, and the literacy coach will collaborate through weekly Teaching and Learning Teams (TLTs) to analyze assessment data and student work, identify specific reading needs, and plan targeted instruction. Teams will use this evidence to establish flexible small groups, monitor student progress, and adjust instruction and interventions. Particular attention will be given to supporting multilingual learners and students with disabilities while maintaining access to rigorous, grade-level learning. Teachers and the literacy coach will engage in coaching cycles, including co-planning, modeling, side-by-side teaching, and reflection, to strengthen reading instruction. Professional learning and instructional rounds will grow teachers' and interventionists' understanding of structured literacy and effective differentiation. Teachers will apply this learning within daily instruction and through studying student work samples, progress-monitoring data, and collaborative conversations with other teachers. Teachers will continue to implement curriculum with the 2025 ELA standards. Through horizontal and vertical collaboration, teams will unpack essential standards, clarify learning progressions, and align instruction, assessments, and student tasks to the expected rigor. Teachers will communicate clear learning targets, develop success criteria with students, and provide timely, specific feedback. Within the workshop model, students will engage in Powerful Learning Experiences that strengthen reading skills, academic discourse, and ownership of learning through goal-setting, self-assessment, and reflection.
Current Goal #2	Increase the percentage of students in grades 3rd - 5th scoring Meets and Exceeds in the spring of 2026, as determined by SC READY, from 48.1 % to 51.1 in the spring of 2027.

Goal #2 Action Steps

Teachers, interventionists, administration, and the literacy coach will collaborate through weekly Teaching and Learning Teams (TLTs) to analyze assessment data and student work, identify specific reading needs, and plan targeted instruction. Teams will use this evidence to establish flexible small groups, monitor student progress, and adjust instruction and interventions. Particular attention will be given to supporting multilingual learners and students with disabilities while maintaining access to rigorous, grade-level learning.

Teachers and the literacy coach will engage in coaching cycles, including co-planning, modeling, side-by-side teaching, and reflection, to strengthen reading instruction. Professional learning and instructional rounds will grow teachers' and interventionists' understanding of structured literacy and effective differentiation. Teachers will apply this learning within daily instruction and through studying student work samples, progress-monitoring data, and collaborative conversations with other teachers.

Teachers will continue to implement curriculum with the 2025 ELA standards. Through horizontal and vertical collaboration, teams will unpack essential standards, clarify learning progressions, and align instruction, assessments, and student tasks to the expected rigor. Teachers will communicate clear learning targets, develop success criteria with students, and provide timely, specific feedback. Within the workshop model, students will engage in Powerful Learning Experiences that strengthen reading skills, academic discourse, and ownership of learning through goal-setting, self-assessment, and reflection.

Current Goal #3

ELA K-8: On the Spring 2026 iReady administration, the percentage of students at early, mid-, or above grade level will be at least 50%.

By the end of the year, ELA K-8 (growth): The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading will improve by 3 percentage points.

ELA K-2 (performance): The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve by 3 percentage points.

Goal #3 Action Steps

Teachers, interventionists, administration, and the literacy coach will collaborate through weekly Teaching and Learning Teams (TLTs) to analyze assessment data and student work, identify specific reading needs, and plan targeted instruction. Teams will use this evidence to establish flexible small groups, monitor student progress, and adjust instruction and interventions. Particular attention will be given to supporting multilingual learners and students with disabilities while maintaining access to rigorous, grade-level learning.

Teachers and the literacy coach will engage in coaching cycles, including co-planning, modeling, side-by-side teaching, and reflection, to strengthen reading instruction. Professional learning and instructional rounds will grow teachers' and interventionists' understanding of structured literacy and effective differentiation. Teachers will apply this learning within daily instruction and through studying student work samples, progress-monitoring data, and collaborative conversations with other teachers.

Teachers will continue to implement curriculum with the 2025 ELA standards. Through horizontal and vertical collaboration, teams will unpack essential standards, clarify learning progressions, and align instruction, assessments, and student tasks to the expected rigor. Teachers will communicate clear learning targets, develop success criteria with students, and provide timely, specific feedback. Within the workshop model, students will engage in Powerful Learning Experiences that strengthen reading skills, academic discourse, and ownership of learning through goal-setting, self-assessment, and reflection.

File Upload (optional)
