SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 8, 2026 5:31 pm

2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
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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.	Meadow Glen Elementary 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 oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Our teachers work alongside the literacy coach to plan using these resources to implement the 2024 South Carolina College- and Career-Ready Standards for English Language Arts (ELA). Using district-provided minor and major assessments, teachers monitor student progress and use a recursive planning process to guarantee mastery of the ELA 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.	Meadow Glen Elementary has implemented reading instruction aligned to the science of reading, including direct, explicit instruction in phonics, phonological awareness, and orthography. We have adopted the LETRS Phonics and Word Reading Survey for students in grades 3-5 who are one or more grade level below in phonics on the iReady Diagnostic. The LETRS survey identifies where student mastery of phonics and phonemic awareness has broken down so that we can intervene accordingly to meet student needs. Kindergarten through 5th grade teachers administer the LETRS Spelling inventory assessment throughout the year. K-3 teachers, along with special education, multilingual, interventionists and administrators are currently in or have completed Language Essentials for Teachers of Reading and Spelling (LETRS) training. Our 4K teacher has participated and completed the Early Childhood LETRS training as well as the Elementary LETRS training. K-5 teachers collaborate with the school literacy coach to ensure they are appropriately developing and assessing foundational literacy skills in our students. K-2 teachers use weekly UFLI progress monitoring to guide differentiated phonics instruction. 3-5 teachers use common formative assessments aligned to Science of Reading Curriculum and scope and sequence to progress monitor literacy achievement. Daily Whole-School Vocabulary Initiative Aligned with South Carolina State Standards and the Lexington One Graduate Profile. Our teachers also participate in district level professional learning to grow their knowledge of evidence-based instruction.

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.	Students take the iReady reading diagnostic assessment three times throughout the school year (fall, winter, and spring). This assessment is an adaptive assessment that adjusts questions based on student responses and needs. The iReady reading assessment assesses students in five domains: phonological awareness, phonics, high-frequency words, vocabulary, and overall comprehension (literature and informational text). After each administration of iReady, the MTSS team identifies students who fall below grade level reading proficiency (below the 25th percentile). Based on the specific domains in which students struggle, targeted diagnostic assessments are administered to identify their specific needs. Using these results, teachers, interventionists and the literacy coach collaborate to design targeted reading interventions tailored to meet student needs determining the frequency, intensity and delivery of support. Students' tier level and intervention plan is shared with parents and home support is provided. Students' iReady percentiles are taken into consideration using the Lexington School District One MTSS guidelines to determine the level of support they need, which includes Tier 1 Documented Classroom Interventions along with Tier 2 and Tier 3 small groups. Progress is monitored periodically through formative assessments, iReady Growth Monitoring, and EasyCBM probes with growth reassessed during the following iReady diagnostic.

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.	Meadow Glen Elementary School has several systems in place to provide regular communication with families to highlight the importance of literacy beyond the school day. Our systems include weekly newsletters, parent-teacher conferences and regular correspondence with individual student's parents as needed. K-5 teachers provide parents with resources and strategies to support their student as a reader and writer in their weekly newsletter. During conference 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. Students who are receiving intervention have a take-home reading bag with 3-5 books that are switched out each week, sight word cards, and strategies that are common between school and home. Additionally, through our district-wide communication platform, ParentSquare, families receive detailed reports and updates after each iReady Benchmark assessment, which is given three times a year. This detailed report keeps parents informed of their student's progress, as well as information about student's areas of strengths, needs, and strategies parents can use at home. In addition, our school librarian encourages reading at home through Beanstack reading challenges, Reading with the Gamecocks, RB Reads (collaboration with the high school) Fireflies and Blowfish Reading challenges, and collaboration with the Public Library.

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 Multi-Tiered System of Supports (MTSS) leadership team, which includes the Lead Interventionist, Literacy Coach, Math Coach, Administrators, School Psychologist, School Counselors, and Behavior Interventionist, meets monthly to discuss concerns and growth in reading achievement. Interventionists, coaches, and teachers meet at least once monthly to discuss strategies for student support and current student progress. The Literacy Coach and Lead Interventionist conduct three-week check-ins for students on a DCI plan. Students who are identified (T1, T2 and T3) and receive intervention services are administered iReady Growth Monitoring in September, October, November, January, February and March to track student progress. Tier 3 students are progress monitored every 2 weeks using EasyCBM. In addition, updated Oral Reading Assessments (ORAs), CORE Phonics Decoding Inventory, Observational Survey Assessment for first grade, the LETRS Phonics and Word Reading Survey, and LETRS spelling inventory are administered based on student needs. Progress monitoring data is used to track growth and guide instructional decisions, including tier movement or adjustments to interventions. If a student is not progressing in the classroom, the classroom teacher meets with the Literacy Coach to review student data and develop a Documented Classroom Intervention plan to help meet the needs of the child. The Lead Interventionist and Literacy Coach meet at the end of the 6-8 week classroom intervention cycle to review the data the teacher collected and discuss the student's next steps. Monthly collaboration with classroom teachers ensures that progress is reflected in both assessment data and classroom performance. The Lead Interventionist, intervention team, and School Psychologist meet monthly to discuss and review student data for all Tier 3 reading students. Reading interventionists push-in to classrooms as needed once a week to provide classroom support and connect the intervention learning they are doing with students to the learning that is taking place in the classroom. Teachers reach out to the intervention team with specific classroom data and needs and the intervention team creates a plan to support differentiated learning in the classroom. The Lead Interventionist reviews school data on a regular basis to ensure students are making progress and have the services they need to support their learning. Students who are reading above grade level are progress monitored through common formative assessments and district-provided minor and major assessments.

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.	All Kindergarten through grade 3 teachers, Reading Interventionists, special education teachers, multilingual teachers and administrators have begun either Volume 1 or 2 of LETRS. To support the learning, teachers meet monthly to review and discuss the training. Teachers collaborate with the literacy coach to ensure LETRS strategies are integrated to effectively meet student needs. The literacy coach has provided professional learning for all grade levels for unpacking the curriculum frameworks (SC College and Career Ready ELA Standards) and assessments as well as research-based Visible Learning (Hattie). All teachers collaborate with the literacy coach and reading interventionists to learn strategies to support students' literacy and foundational skills. In grades 1-5 the literacy coach works with the teachers to identify students with needs or gaps in phonics instruction in order to help teachers differentiate their instruction. A representative from iReady provides professional development in the data-analysis process, aligning data to instruction. Additionally, the PLC model is being implemented to create a culture of data-informed goal setting and instruction. The Literacy Coach is engaging in micro-coaching cycles, individual, and grade-level coaching cycles to increase the use of high-yield practices and strategies in the classroom. School leaders attend monthly professional development in LETRS and coaching practices (Side-by-Side Coaching by Julie Wright).

Section G: District Analysis of Data

Strengths	74% of all students scored "At or Above Grade Level" on Spring 2026 i-Ready Reading. 95% of Kindergarten students scored "At or Above Grade Level" on Spring 2026 i-Ready Reading. 79% of 2nd grade students scored "At or Above Grade Level" on Spring 2026 i-Ready Reading. 74% of students in Grade 3 met or exceeded grade level standards on SC Reading in Spring 2026. 79% of students in Grade 4 met or exceeded grade level standards on SC Reading in Spring 2026. Up from 74% in Spring 2025.

Possibilities for Growth

Overall percentage of students, grades K-5, making typical growth in iReady is 66%.

78% of students in Grade 5 met or exceeded grade level standards on SC Reading in Spring 2026. Down from 82% in Spring 2025.

Overall percentage of students not meeting grade level expectations on SC Ready ELA.
22% of 5th grade students scored "Does Not Meet" or "Approaches" on SC Ready ELA in Spring 2026.
21% of fourth grade students scored "Does Not Meet" or "Approaches" on SC Ready ELA in Spring 2026.
26% of third grade students scored "Does Not Meet" or "Approaches" on SC Ready ELA in Spring 2026.

Percentage of students school-wide in subgroups not meeting their Fall (2025) to Spring (2026) Typical Growth on i-Ready Reading
Special Education subgroup: 53% did not meet Typical Growth
Black student subgroup: 45% did not meet Typical Growth
Hispanic student subgroup: 34% did not meet Typical Growth
Asian student subgroup: 31% did not meet Typical Growth
Word Recognition and Language Comprehension
38% of students in grade 1 scored below grade level in Vocabulary on Spring 2026 i-Ready Reading
45% of students in grade 4 scored below grade level in Vocabulary on Spring 2026 i-Ready Reading
46% of students in grade 5 scored below grade level in Vocabulary on Spring 2026 i-Ready Reading
Overall Comprehension
37% of students in grade 1 scored below grade level in overall comprehension on Spring 2026 i-Ready Reading
26% of students in grade 2 scored below grade level in overall comprehension on Spring 2025 i-Ready Reading
31% of students in grades 3 scored below grade level in overall comprehension on Spring 2026 i-Ready Reading
35% of students in grades 4 scored below grade level in overall comprehension on Spring 2026 i-Ready Reading
34% of students in grade 5 scored below grade level in overall comprehension on Spring 2026 i-Ready Reading

Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	9
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	24
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?	9
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 (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 72 % in the spring of 2026.
Goal #1 Progress	74% of third graders scored Meets and Exceeds in the Spring of 2026, exceeding our previous goal.

Previous Goal #2	Previous Goal #2: Decrease the percentage of fourth and fifth grade students scoring below grade level in Vocabulary by 5% on Spring 2026 i-Ready reading as compared to Spring 2025. 37% of students in grade 4 scored below grade level in Vocabulary on Spring 2025 i-Ready Reading 42% of students in grade 5 scored below grade level in Vocabulary on Spring 2025 i-Ready Reading
Goal #2 Progress	45% of 4th graders scored below grade level in vocabulary on Spring 2026 iReady Reading 46% of 5th graders scored below grade level in vocabulary on Spring 2026 iReady
Previous Goal #3	Previous Goal #3: Decrease the number of 1st grade students scoring below the 25th percentile in Reading from 19.5% to 15.5% as determined by the iReady Reading Diagnostic from Fall 2025 to Spring 2026.
Goal #3 Progress	The number of 1st grade students scoring below the 25th percentile in Reading was 22.4% in the Spring of 2026.

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 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2027 as determined by SC READY from 74% (in 2026) to 77% (in 2027).

Goal #1 Action Steps	Third grade teachers will meet after each i-Ready reading diagnostic to analyze data and plan data-responsive lessons. Third grade teachers will meet weekly to analyze student work to determine instructional strategies and create small group instruction. Third grade teachers will collaborate with coaches, interventionists and other service providers regarding student needs and growth as readers. Third grade teachers will complete Volume 2 of LETRS and implement strategies to help students with skills below grade level in phonics, spelling, reading and writing. Third grade teachers will participate in professional learning and collaborate with interventionists using Multi-Tiered Systems of Support (MTSS), tracking and reporting students' progress toward mastery and supporting students in setting goals and reflecting on progress. Third grade teachers will collaborate with each other, the literacy coach, reading interventionists, special education teachers and multilingual teachers to implement best practices and instructional strategies to increase student's vocabulary and phonological skills. (i.e. Jan Richardson's The Next Step Forward in Phonics and Word Study, UFLI, LETRS, etc.) Third grade teachers will use a variety of assessments (i.e. Spelling Inventories, Oral Reading Assessments, LETRS Phonics and Word Reading Survey, i-Ready data, and classroom assessments to determine student needs and create instructional plans to meet those needs.
Current Goal #2	Current Goal #2: Decrease the number of 2nd grade students scoring below grade level in Reading from 71% to 55% as determined by the iReady Reading Diagnostic from Fall 2026 to Spring 2027.

Goal #2 Action Steps	Teachers will meet after each i-Ready reading diagnostic to analyze data and plan data-responsive lessons. Second grade teachers will participate in professional learning and collaborate with interventionists using Multi-Tiered Systems of Support (MTSS), tracking and reporting students' progress toward mastery and supporting students in setting goals and reflecting on progress. Second grade teachers will collaborate with coaches, interventionists and other service providers regarding student needs and growth as readers. Second grade teachers will collaborate with the coach and the lead interventionist to create a documented classroom intervention plan to help support and monitor student growth. Second grade teachers will collaborate with the coach and the lead interventionist to create a flexible grouping plan to implement and target students' point of need.

File Upload (optional)