

2026-27 Primary and Elementary Reading Plan

School Name:

Sandhills Primary School

Principal Name:

Holly Miller

Principal Email:

hmiller@lexington4.net

Optional: Reading Coach Email:

eallen@lexington4.net

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.:

Sandhills Primary School is Lexington School District Four's school for first and second grade. The school is composed of LETRS trained teachers who are teaching readers using the state adopted curriculum, HMH Into Reading. Fidelity to the SC English/Language Arts Standards and to the adopted curriculum, combined with knowledge gained through LETRS training, ensures instruction and assessments are aligned to the Five Pillars of Reading Instruction. Oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension are systematically and explicitly introduced, taught, practiced, and assessed throughout our grade levels.

The HMH Into Reading curriculum is the foundation of our Tier 1 curriculum. Each day, students are led through a series of lessons that address all Five Pillars of Reading Instruction. Students have an opportunity to practice skills previously learned to ensure fluency and mastery. Students are introduced to new skills and concepts to continually grow their understanding and knowledge.

In addition to the opportunities within the curriculum, students have multiple opportunities each day to apply their learning to reading and writing. Engaging students in an interactive read aloud, shared reading, independent reading and writing activities allow for students to comprehend texts and meet other important grade-level English/Language Arts standards, specifically within the Applications of Reading and the Written and Oral Communication sections of the standards.

Sandhills Primary School has a comprehensive assessment protocol. Weekly reading quizzes, and end-of-module assessments are consistent pieces of each module within HMH Into Reading. We also use the iReady platform for assessment and instruction tools. iReady Inform assessments, which we give three times a year, are used to gather benchmark data and to

establish a starting point for students' personalized pathway of instruction which they engage in for 30-45 minutes a week. These assessments, along with other formative assessments that provide teachers with information regarding their students, allow for informed and specific pathways to be created for our students.

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.: Word recognition is a daily component of Sandhills Primary School's state adopted curriculum, HMH Into Reading. Teachers in grades K-4 use HMH Into Reading. In 5th grade, teachers use McGraw Hill's Wonders to teach reading. The continuity of a common curriculum and common assessments creates equality of education for our students.

In addition, almost all pre-K through third grade teachers are trained in LETRS. With an individual and collective expanded understanding of the Science of Reading, our teachers are able to ensure that Word Recognition and other foundational literacy skills are prioritized in our classrooms.

Word recognition is assessed in our common assessments, and they may be used to monitor progress for students who are struggling. These assessments allow us to provide a targeted pathway for intervention and progress monitoring for Tier 2 students.

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.:

Our students are assessed three times a year using the Universal Screener and the iReady Inform assessment. Students who fail to demonstrate grade-level proficiency through these assessments are provided Tier 2 instruction in addition to Tier 1 instruction. The results of the assessment help target specific skills and create goals for each student. The students are provided Tier 2 intervention with the classroom teacher or with a trained reading interventionist. Through the MTSS process, students are assigned to either classroom intervention with the teacher or with the reading interventionist. A 45-minute daily intervention time has been established in the daily schedule to ensure students are receiving targeted and specific Tier 2 intervention. Intervention includes using UFLI (University of Florida Literacy Instruction). UFLI includes lesson slides, decodable passages, games and activities for practice and refinement. In addition to UFLI, teachers access other HQIM such as materials offered through the Florida State for Reading Research and iReady Toolbox.

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.:

The partnership between home and school is an ongoing priority for Sandhills Primary and requires intentional, continuous development. We are working to leverage our current platforms and events to inform parents and families about increasing literacy experiences in the home.

Our social media account is actively followed by our community. We share tips and strategies to enhance reading, writing, and communication experiences at home. Ideas such as word games to play in the car, authentic writing experiences like grocery lists and thank-you cards, and ways to ask children about their day help families incorporate literacy into daily routines.

At the beginning of each school year, we host a Meet the Teacher event. This provides an opportunity to share the importance of home–school communication and highlight the resources available to families. We have monthly time set aside for teachers to make phone calls to parents or hold a parent/teacher conference. We will hold a Parent/Teacher Conference in February 2027.

For more personalized, child-specific guidance, we provide an iReady Family Report after each iReady Inform Assessment. This report offers specific information on how parents can support their child at home, including what the child can currently do and the next steps for growth. It also facilitates ongoing dialogue between teachers and families centered on these individualized recommendations.

We engage families in the Parenting Partners program. While Parenting Partners primarily focuses on the social-emotional needs of children, we incorporate literacy skills when appropriate. Conversation starters, questioning techniques, point of view, and analogies are among the literacy skills highlighted throughout the program.

These supports complement classroom instruction and ensure families are equipped with both the resources and confidence to engage in literacy-building experiences at home. We will continue to reflect on our current practices and look for opportunities to improve.

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. :

To ensure that all students achieve grade-level proficiency in reading, progress monitoring at the school level is conducted through a structured, data-driven process as defined by MTSS. This system is designed to identify students' needs, track their reading growth, and make informed decisions about intervention. Components of the system include:

1. Screening and Benchmark Assessments: Beginning, Middle and End Year Assessments are administered to all students using iReady Universal Screener and iReady Benchmark assessments.
2. At the beginning of the year, the students who are identified as below grade level using the iReady Universal Screener and/or the iReady Inform Assessment are considered for the first round of reading intervention. Other assessments are used to determine if the child will be pulled out for Tier 2 reading intervention by a reading interventionist or if the child will receive

Tier 2 reading intervention in the classroom. To support students, teachers use resources from UFLI (University of Florida Literacy Institute) and other evidence-based resources to ensure the intervention serves to support the students within the Science of Reading. Students receiving Tier 2 reading intervention in the classroom are progress monitored using iReady Progress Monitoring tools. Students receiving Tier 2 Reading Intervention by a reading interventionist are using NAVVY to progress monitor and track results.

3. At the end of the 1st quarter, all students who have received Tier 2 intervention are evaluated to determine next steps. At this point, all students who are making little to no progress and are still below grade level are placed in Tier 2 intervention with a reading interventionist. This is an RTI (Response to Intervention) team decision based on a review of the progress monitoring data and other important data points. The team includes classroom teacher, a SLP, instructional coach, reading interventionist, special education representative, school counselor, and administrators. In rare cases, the team determines that the child needs to be discussed with SIT (School Intervention Team) to include the school psychiatrist to determine if the child needs further assessment. The reading interventionist continues intervention and progress monitoring as outlined above.

4. At the end of subsequent quarters, the process is much the same. The RTI team gathers, and the reading interventionist shares the results of the norm-referenced progressing monitoring assessments used with students served in intervention. If significant progress has been made, the student may be dismissed from Tier 2 intervention with the reading interventionist and continue intervention and progress monitoring with the classroom teacher. This time also allows for the teacher to discuss any other students of concern and receive feedback from the team. SIT meets after each RTI to discuss any students who are not making progress to determine next steps.

5. Parents receive updates on their child's reading progress through progress reports, parent-teacher conferences, intervention meetings, and phone calls.

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. :

Sandhills Primary School is actively working to have all eligible teachers LETRS trained. Currently, 31 eligible staff are trained in Volumes 1 and 2. In addition, professional development has been designed to support teachers in understanding the intentionality of the Into Reading curriculum as it pertains to the science of reading, foundation literacy skills and structured literacy. Throughout the year, we offer PD opportunities, such as workshops and training sessions focused on specific topics related to reading, writing, and data. Teachers engage in weekly PLT (professional learning team) meetings to analyze data and ensure curriculum and instruction is aligned to the SC ELA Standards. The process used in our PLT is recommended from the SCDE. It includes Unit Internalization, Lesson Internalization, and Student Work Sample Analysis.

Strengths:

iReady Data: 75% of students are APPROACHING or MEETS in Phonological Awareness

iReady Data: 72% of students are APPROACHING or above in overall reading data

Emphasis on LETRS training a high percentage of educators fully trained

Implementation of Science of Reading to improve Foundational Skills

High quality comprehensive Tier 1 curriculum that incorporates all 5 pillars of reading instruction

Defined and implemented MTSS process

Targeted Tier 2 support with evidence-based intervention resource and norm-referenced progress monitoring

100% of students who are Approaching or below are progress monitored by their classroom teacher, Reading Interventionist, or the Multilingual Learner (ML) Teacher

Possibilities for Growth:

iReady Data: Fall data reveals that 59% of students are APPROACHING in overall reading data
- This group can be moved to MEETS with effective Tier 1 instruction and Tier 2 support with intervention

The domain with the highest percentage of students in the APPROACHING category is Comprehension (Fall) - Shared Reading within HMH Into Reading is a focus on Professional Learning and PLTs; The daily schedule incorporates interactive read aloud and independent reading to target reading comprehension skills that are targeted in the Shared Reading lesson

Parent education/support

Continue refining our practice of using Tier 2 resources (UFLI) and iReady lessons provided in the iReady Toolbox

Continue using iReady Progress Monitoring tools to measure student growth

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:

0

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

31

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?:

0

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?:

0

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

Previous Goal #1:

Goal 1: Currently, 70% of our students are approaching or on grade level in Reading according to the iReady Diagnostic Assessment given in the fall of 2025. By the end of the 2025-2026 school year, our goal is to have 75% of students to be approaching or on grade level.

Progress: By the end of the 2025-2026 school year, 89% of students were approaching or on grade level, surpassing the goal of 75% of students to be approaching or on grade level.

Previous Goal #2:

Goal 2: At the end of the 2025-2026 school year, we will increase the percentage of students who are on grade level in the Phonics domain from 17% in the fall to 47% in the spring using the iReady Diagnostic Assessment.

Goal #2 Progress:

Progress: By the end of the 2025-2026 school year, 52% of students were on grade level in the Phonics domain, surpassing the goal of 47% of students to be on grade level in the Phonics domain.

Current Goal #1:

Increase the percentage of second graders scoring Early On Grade Level or Above in the spring of 2025-2026 school year as determined by iReady Inform from 51% to 60% in the spring of 2026-2027 school year.

Goal #1 Action Steps:

Implement the Tier 1 curriculum, Into Reading, to ensure we are addressing South Carolina College- and Career-Ready English Language Arts Standards and the elements of the Science of Reading

Engage teachers in PLCs focusing on Unit and Lesson Internalization of HMH Into Reading Units

Engage students in targeted Tier 2 support with evidence-based HQIM such as UFLI and lessons within the iReady Tool Box

Monitor progress using iReady Progress Monitoring tools (classroom teachers) and NAVVY (reading interventionists)

Ensure effective use of learning targets and success criteria in reading instruction to provide clarity and focus for the teacher and the students

Current Goal #2:

At the end of the 2026-2027 school year, we will increase the percentage of students who are on grade level in the Comprehension domain from 12% in the fall to 50% in the spring using the iReady Inform Assessment.

Goal #2 Action Steps:

Use Tier 1 HQIM with fidelity: Into Reading

Engage teachers in PLCs focusing on Unit and Lesson Internalization of HMH Into Reading Units

Engage students in talking and writing about reading during interactive reading experiences

Engage students in daily independent reading practice with an opportunity to practice the comprehension skill addressed in the Into Reading Shared Reading lesson

Use comprehension-specific interventions with students in Tier 2 intervention (examples: lessons from the iReady Toolbox, Read Works, and Reading A to Z resources)

Focus on students in the APPROACHING zone (57%) to move to on-grade level