

Submission Time:

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2026-27 Primary and Elementary Reading Plan

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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.

To ensure comprehensive reading assessment and instruction for all PreK-5th grade students, it's essential to integrate a balanced approach that addresses each critical literacy component: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. At Kensington Elementary School, each component is explicitly taught using the gradual release model of instruction. A variety of instructional and assessment tools are used to support each of the five pillars and tie the components of reading together.

Oral language instruction is delivered through the utilization of instructional strategies such as the use of vocabulary in purposeful play centers, interactive read-alouds, storytelling, vocabulary games, meaningful conversations, morning meetings, and academic discourse throughout the day. Oral language is assessed informally using observations and anecdotal notes.

Instruction for phonological awareness is delivered using Heggerty with the whole class and as an intervention tool. Strategies used in the classroom to support phonological awareness include rhyming games, alliteration practice, syllable clapping, Elkonin boxes, sound stretching, and phoneme manipulation. Phonological awareness is assessed using the Kindergarten Letterland assessments, iReady Diagnostic, and iReady Literacy Tasks.

Phonics instruction at Kensington Elementary School is given using the tools in the Letterland and UFLI curriculums, both in Tier 1 and Tier 2. Additionally, the following instructional strategies are used in classrooms to support phonics: Elkonin Boxes, manipulatives, blending, dictation, and word chains. Assessments for phonics include the Letterland Reading & Spelling Assessments, Core Phonics survey, iReady Diagnostic, and iReady Literacy Tasks.

Fluency instruction is delivered through the utilization of Letterland, HMH, and UFLI with the whole class and as an intervention tool. Instructional strategies such as read-alouds, repeated readings, choral reading, and partner reading are used. Fluency is assessed using iReady Literacy Tasks.

Instruction for vocabulary is delivered using Letterland and HMH in both Tier 1 and Tier 2. Additionally, LETRs aligned strategies are used in the classroom to support vocabulary such as semantic mapping and the Frayer model. Vocabulary is assessed using the iReady Diagnostic.

Comprehension instruction at Kensington Elementary School is given using the tools in the HMH curriculum. The following

instructional strategies are used in the classroom to support comprehension: comprehension graphic organizers, annotating text, think-alouds, activating prior knowledge, text previewing, making connections, questioning, visualization, summarizing, and making inferences. Assessments for comprehension include iReady Diagnostic and grade-level common formative assessments.

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 Kensington Elementary School, we use many strategies and instructional tools to support students' acquisition of word recognition. Our instruction is aligned to the science of reading, as well as structured literacy with an emphasis on foundational literacy skills. We utilize the evidence-based program of Letterland to teach word recognition and use embedded mnemonics. The Letterland scope and sequence has been adjusted for SC standards and allows teachers to provide explicit and systematic instruction in phonics. Our teachers link phonics instruction to phonemic awareness to build strong foundational skills. Additionally, we utilize strategies such as sound boxes, blending, multi-sensory strategies (air writing, finger tapping, blending on arms, motions for phonics sounds), manipulatives, Elkonin boxes, and repeated reading.

Following instruction, we use both formal and informal assessments to measure student achievement and progress in word recognition including: iReady, CORE phonics survey, Letterland Reading & Spelling Assessments, and grade-level common formative assessments. We utilize the data from our assessments to guide our next steps in instructions in Tier 1 and Tier 2 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.

Kensington Elementary School uses the i-Ready diagnostic and iReady Literacy Tasks as universal screeners to identify students in PreK-5th grade who are not demonstrating grade-level reading proficiency. Once students are flagged through these assessments, the school analyzes the data to determine specific areas of need, focusing on either word recognition or language comprehension. Diagnostic assessments are then administered to gather more detailed information about each student's specific deficits. Based on this data, students are placed into targeted intervention pathways: those struggling with decoding and phonological skills receive word recognition interventions, while students with comprehension difficulties receive language-based support. This data-driven approach ensures that each student receives the appropriate intervention tailored to their unique learning needs.

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.	To help parents support their children as readers and writers at home, Kensington Elementary School implements several systems designed to foster communication and provide practical resources. First, Family Nights are held to teach parents effective literacy strategies, such as guided reading techniques, vocabulary-building activities, and writing prompts. Teachers send home progress reports that include suggestions for home practice based on each child's needs. Additionally, parent newsletters provide ongoing tips, reminders, and encouragement for at-home reading and writing habits, creating a continuous partnership between the school and families in supporting student literacy development. Parents are invited and encouraged to attend fall and spring conferences.
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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.	To monitor progress, Kensington Elementary School administers screeners and benchmarks three times during the academic year. These include the i-Ready Diagnostic and iReady Literacy Tasks. The data from these assessments are collected and analyzed at regular intervals to track student growth and identify those at risk of falling behind. Intervention decisions are made based on a tiered support system, utilizing all available data to ensure that interventions are aligned with individual student needs. For students who are not meeting benchmarks, Tier 2 and Tier 3 interventions are implemented, which may include small group or individual instruction. During intervention additional time is spent on targeted literacy skills. Progress is monitored frequently, with data reviewed every few weeks through MTSS PLTs with classroom teachers, interventionists, school psychologists, and leadership teams to assess the effectiveness of interventions and adjust as necessary. Progress monitoring tools also include assessments that measure progress toward mastery of skills and strategies (for example, Letterland Intervention Progress Monitoring). Every classroom, K-5, has a daily, 30-minute intervention time dedicated to ELA Tier 2 instruction.
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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.

Through the Lexia LETRS professional development, all PK-3rd grade teachers, instructional coaches, special education teachers, interventionists, MLL instructors, and administrators are trained in the knowledge and skills of the science of reading, structured literacy and foundational literacy skills to support reading achievement. Additionally, teachers are provided with coach-facilitated PDs and PLTs. Teachers are also trained in the implementation of curricular programs (both supplementary and core) that are based in the science of reading including Letterland, SIPPS, and iReady. This training is delivered directly through the companies by consultants.

Section G: District Analysis of Data

Strengths

Kensington Elementary has designated ELA intervention blocks for 30 minutes, five times a week. This allows for uninterrupted grade level core literacy blocks resulting in 150 minutes per week.

Kensington Elementary has a reading interventionist who focuses on Tier 3 skill gaps.

All PK-3 teachers, interventionists, instructional coaches, and special education teachers, MLL instructors, and administration have completed, or are currently, being trained in LETRS.

Possibilities for Growth

Use formative assessments to drive instruction.
Increase the amount of instructional time that students receive purposeful instruction in writing.
Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention.
Participate and implement learning from State Facilitated HQIM Leadership Academy into Unit Internalization.

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?

2

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	17
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?	2
How many CERDEP PreK teachers in your school have completed EC LETRS?	2
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 44.9% to 48% in the spring of 2026.
Goal #1 Progress	The percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY changed from 55.9% to 44% in the spring of 2026.
Previous Goal #2	Increase the percentage of first and second graders scoring On or Above Grade Level in the fall of 2025 as determined by iReady from 12.7% to 25% in the spring of 2026.
Goal #2 Progress	The percentage of first and second graders scoring Does Not Meet in the fall of 2025 as determined by iReady changed from 87.3% to 39.4% in the spring of 2026.
Previous Goal #3	100% of K-3rd grade teachers, as well as the reading interventionist, instructional coach, and administrators who completed Volume 1 of LETRs in spring of 2025 will successfully complete Volume 2 of LETRs by the spring of 2026.

Goal #3 Progress

100% of K-3rd grade teachers, as well as the reading interventionist, instructional coach, and administrators successfully completed Volume 2 of LETRs by 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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 56% to 61% in the spring of 2027.
Goal #1 Action Steps	1. PLT (Teachers, coaches, & administrators): analyze grade level data and create Tier 1 Core Plans in order to close anchor deficit areas across the grade level. to unpack ELA standards, plan instruction, or to analyze common assessments across the grade level. 2. Instruction (Teachers) will: use common formative assessments in order to discuss data and make grade wide instructional decisions. use collaborative planning opportunities to plan rigorous literacy instruction and assessments. plan using strategies learned in Volume 1 and 2 of LETRS. 3. Intervention (Teachers) will: group students based on skill gaps and provide targeted interventions in order to increase reading achievement 4. Monitoring (Leadership Team) will: regularly monitor the implementation and effectiveness of the action plan conduct classroom walkthroughs to observe the level of engagement and rigor throughout the building during literacy blocks
Current Goal #2	Increase the percentage of first and second graders scoring On or Above Grade Level in the fall of 2026 as determined by iReady from 14.6% to 50% in the spring of 2027.

Goal #2 Action Steps

1. PLT (Teachers, coaches, & administrators):
analyze grade level data and create Tier 1 Core Plans in order to close anchor deficit areas across the grade level.
to unpack ELA standards, plan instruction, or to analyze common assessments across the grade level.
2. Instruction (Teachers) will:
use common formative assessments in order to discuss data and make grade wide instructional decisions.
use collaborative planning opportunities to plan rigorous literacy instruction and assessments.
plan using strategies learned in Volume 1 and 2 of LETRS.
3. Intervention (Teachers) will:
group students based on skill gaps and provide targeted interventions in order to increase reading achievement
4. Monitoring (Leadership Team) will:
regularly monitor the implementation and effectiveness of the action plan
conduct classroom walkthroughs to observe the level of engagement and rigor throughout the building during literacy blocks

Current Goal #3

Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 58.8% to 62% in the spring of 2027.

Goal #3 Action Steps

1. PLT (Teachers, coaches, & administrators):
analyze grade level data and create Tier 1 Core Plans in order to close anchor deficit areas across the grade level.
to unpack ELA standards, plan instruction, or to analyze common assessments across the grade level.
2. Instruction (Teachers) will:
use common formative assessments in order to discuss data and make grade wide instructional decisions.
use collaborative planning opportunities to plan rigorous literacy instruction and assessments.
3. Intervention (Teachers) will:
group students based on skill gaps and provide targeted interventions in order to increase reading achievement
4. Monitoring (Leadership Team) will:
regularly monitor the implementation and effectiveness of the action plan
conduct classroom walkthroughs to observe the level of engagement and rigor throughout the building during literacy blocks

File Upload (optional)
