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## 2024-25 Primary and Elementary Literacy Reflection Tool (Reading Plan)

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**District Name** Lexington/Richland 05

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**School Name** Oak Pointe

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**Principal Name** Christian English

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**Optional: Reading Coach Email** LMhead@lexrich5.org

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### Section A: Five Pillars of Reading Instruction

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**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.**

In grades 1-5, we utilize NWEA© MAP, which plays a significant role in supporting instruction that helps students in the district meet South Carolina's grade-level standards. This assessment adapts to each student's performance, allowing our teachers to obtain a personalized learning profile that identifies areas where students excel and need additional support. MAP Reading includes a focus on vocabulary development, providing teachers with information about students' strengths and weaknesses in understanding and using academic and content-area vocabulary. This data allows for differentiated vocabulary instruction, meeting individual needs and promoting deeper comprehension of texts. MAP Reading provides detailed reports on comprehension skills by assessing students' ability to understand texts at various levels of complexity. This data informs instruction, enabling teachers to focus on comprehension strategies and text types that align with South Carolina's ELA standards.

At Oak Pointe Elementary, we use several district-wide assessments. Teachers assess all general education students in grades K-5 with the Savvas© myView Literacy Unit Tests, designed to assess a wide range of reading and language skills that align with grade-level English/Language Arts (ELA) standards. These assessments help teachers evaluate students' performance in key literacy components-oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension-and provide targeted instruction to ensure all students at Oak Pointe develop the skills they need to meet grade-level expectations.

#### Oral Language

? Assessment Focus: MyView Unit Tests assess oral language development by incorporating speaking and listening components that require students to engage in discussions, explain their thinking, and interpret spoken information.

? Instructional Support: Teachers use the assessment data to evaluate students' ability to articulate their ideas clearly and understand spoken text, which supports oral communication and comprehension. This focus on oral language development helps students better process and discuss the texts they read, an essential part of the ELA standards.

#### Phonological Awareness

? Assessment Focus: For younger students, myView Unit Tests assess phonological awareness by evaluating their ability to recognize and manipulate sounds in words, such as identifying syllables, rhymes, and phonemes.

? Instructional Support: Based on the assessment data, teachers can implement targeted activities, such as sound segmentation or blending exercises, to support students who struggle to recognize sounds. Strengthening phonological awareness is critical for early reading development and lays the foundation for phonics instruction.

#### Phonics

? Assessment Focus: MyView Unit Tests assess phonics skills by evaluating students' understanding of letter-sound relationships, their ability to decode unfamiliar words, and their use of spelling patterns.

? Instructional Support: Teachers use the results to differentiate phonics

instruction, ensuring students master decoding and spelling words effectively. This supports the development of accurate word recognition, an essential part of becoming a fluent reader and meeting grade-level expectations.

#### Fluency

? Assessment Focus: Fluency is a key part of myView assessments, where we evaluate students' reading speed, accuracy, and expression. The assessment includes oral reading passages to assess the students' ability to read smoothly and with appropriate pacing.

? Instructional Support: Teachers can use fluency assessment data to identify students who need additional practice in oral reading fluency. Interventions may include repeated reading exercises, guided oral reading, or modeling fluent reading, all aligned with district goals of improving overall reading proficiency.

#### Vocabulary

? Assessment Focus: MyView Unit Tests include vocabulary assessments that measure students' understanding of academic vocabulary and their ability to use context clues to determine word meanings. These assessments cover a variety of vocabulary skills, including word usage, meanings, and morphology (roots, prefixes, and suffixes). NWEA© MAP reports break down performance by instructional areas, such as vocabulary. This granularity allows teachers to pinpoint specific areas where a student excels or struggles, which can guide targeted interventions or enrichment.

? Instructional Support: Based on vocabulary assessment results, teachers can tailor vocabulary instruction to the needs of individual students or groups. This may include direct instruction of new words, explicit teaching of word-learning strategies, or vocabulary games that deepen word knowledge, supporting overall text comprehension. The NWEA© Reports provide teachers with specific areas for improvement to guide instruction.

#### Comprehension

? Assessment Focus: Comprehension is central to myView Unit Tests and NWEA© MAP, which assess students' ability to understand and analyze fiction and nonfiction texts. These assessments provide specific data regarding mastering comprehension skills, such as summarizing, making inferences, understanding main ideas, comparing and contrasting information, and drawing conclusions.

? Instructional Support: Teachers use the comprehension data to provide targeted instruction in specific comprehension strategies. For students who struggle with understanding texts, interventions may include teaching specific reading strategies (e.g., questioning, predicting, summarizing) or providing additional practice with complex texts. Teachers can differentiate comprehension instruction to ensure all students are developing the critical thinking and text analysis skills necessary to meet grade-level ELA standards. The NWEA© DesCarte allows teachers to group students by needs and provide instructional support and acceleration.

## Section B: Foundational Literacy Skills, Continued

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**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.**

Science of Reading Alignment

FastBridge®

Research-Based Assessments: FastBridge® assessments, including those used in FASTtrack® Reading, are designed to measure the core components of the science of reading. These assessments focus on phonological awareness, phonics, fluency, vocabulary, and comprehension-skills essential for students to develop proficiency in reading.

Phonological Awareness and Phonics: FastBridge® assessments specifically address these foundational skills by diagnosing students' abilities to manipulate sounds and decode words, aligning with the science of reading's emphasis on early literacy skills.

Progress Monitoring: The frequent assessments help teachers monitor student growth in reading and ensure that instructional practices are evidence-based. The frequency allows teachers to adjust teaching strategies to ensure alignment with how students naturally learn to read.

Savvas® myView Literacy

Comprehensive Literacy Instruction: myView Literacy is built on the components identified by the science of reading, focusing heavily on foundational skills in the early grades. Instruction emphasizes phonemic awareness, phonics, and decoding skills, ensuring students receive structured literacy instruction.

Systematic Phonics Instruction: Savvas® myView includes systematic and explicit phonics instruction, a key component of the science of reading, to help students develop decoding skills and fluency. Lessons are sequenced to ensure that students gradually build their understanding of letter-sound relationships.

Integrated Vocabulary and Comprehension: MyView's reading instruction integrates vocabulary development and comprehension strategies, reflecting the science of reading's recognition that students need strong language skills to understand and analyze texts.

Structured Literacy Approach FastBridge®

Explicit and Systematic Assessments: FastBridge® reading assessments provide a clear and systematic framework for evaluating students' progress in foundational literacy skills. The data-driven approach ensures teachers can give structured interventions based on specific skill gaps, a hallmark of structured literacy.

Instructional Alignment: Based on FastBridge® assessment results, teachers can implement structured literacy interventions targeting skills like phonemic awareness, phonics, and fluency. The assessments are designed to give precise information on where students need explicit instruction, ensuring that instruction is cumulative and based on individual needs.

Savvas® myView Literacy

Systematic Skill Development: myView follows a structured literacy approach by systematically teaching reading skills in a logical sequence. It begins with phonemic awareness and phonics in the early grades and builds toward fluency and comprehension. The cumulative curriculum

builds on previously taught concepts to ensure mastery before moving on to more complex skills.

**Explicit Instruction:** Teachers use explicit, direct instruction methods to teach foundational reading skills. For example, lessons explicitly teach letter-sound relationships and word decoding and include guided practice to ensure students fully grasp each concept.

**Multisensory Learning:** MyView incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods. Foundational Literacy Skills

FastBridge©

**Foundational Literacy Assessments:** FastBridge© suite of assessments-particularly those in FASTtrack Reading-are designed to measure foundational literacy skills from kindergarten through elementary grades. The assessments target phonological awareness, phonics, and fluency, critical for early reading success.

**Intervention and Differentiation:** FastBridge© assessment data helps teachers identify students at risk for reading difficulties and provides diagnostic information to guide interventions that target foundational skills. This ensures that instruction is focused on building a solid literacy foundation for all students.

**Emphasis on Foundational Skills:** MyView Literacy's curriculum heavily emphasizes foundational literacy skills, particularly in the primary grades. Students receive instruction in phonemic awareness, phonics, and word recognition skills, all aligned with the foundational literacy model supported by the science of reading.

**Phonics and Word Study:** The program includes systematic word study activities, focusing on letter-sound relationships, blending, and decoding skills. This focus on phonics is critical for developing fluent readers and is key to meeting grade-level reading standards.

**Comprehensive Reading Instruction:** Vocabulary and comprehension instruction are integrated into foundational skills lessons, helping students apply their decoding skills to understanding and interpreting text. This holistic approach ensures that as students master foundational skills, they develop the higher-order thinking necessary for grade-level reading comprehension.

FastBridge© and Savvas© myView Literacy are deeply aligned with the science of reading, structured literacy, and foundational literacy skills.

FastBridge© data-driven assessments allow for precise, targeted instruction, while Savvas© myView's curriculum emphasizes explicit, systematic, and cumulative literacy instruction. Together, they provide comprehensive support for all district students, ensuring that reading instruction is rooted in research-based best practices and focused on building the essential skills for literacy success.



**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.**

All kindergarten and first-grade students are screened three times per year with Renaissance FastBridge® universal screeners. Students previously in intervention or identified via other data, such as NWEA® MAP, are also screened for additional information and to determine an instructional pathway. FASTtrack Reading simplifies and streamlines the process of reading assessments for teachers and provides easy access to the most appropriate screening tools for each grade level. All second through fifth-grade students are assessed three times per year with NWEA® MAP. Additionally, kindergarten through fifth-grade students are assessed via Savvas® myView Unit Assessments. These interim assessments provide additional diagnostic data.

Intervention Screening Assessments

Grade-Level Specificity: FASTtrack® Reading includes pre-selected assessments tailored to each grade level. FastBridge® has identified the assessments that best predict future reading performance and provide meaningful data for instructional decision-making.

Universal Screening: These assessments are designed to be used three times a year (fall, winter, and spring), making them part of a universal screening process to monitor students' progress over time. This ensures teachers can detect potential reading difficulties early and adjust instruction as needed. The screeners include phonological awareness, phonics, oral reading fluency, vocabulary, and comprehension.

Screening to Intervention Report for Reading (s2i-R): Once students have completed the assessments, the Screening to Intervention Report for Reading (s2i-R) provides an actionable summary of the results. This report includes several critical features:

Performance Overview: Teachers can quickly view students' performance on specific and general reading assessments. The s2i-R helps identify students who are performing at or above grade level and those who may be at risk for reading difficulties.

Instructional Recommendations: The report provides data but also recommends instructional plans. The assessment data suggests specific interventions or instructional strategies tailored to each student's needs, including small-group or targeted interventions.

Tiered Intervention Support: The s2i-R links performance to the Multi-Tiered System of Support (MTSS) framework, showing which students require Tier 1, Tier 2, or Tier 3 interventions. Diagnostic Assessment for Intervention

The report also provides recommendations for progress monitoring. After implementing interventions, teachers can use follow-up assessments and FastBridge® progress monitoring features to track student improvement. In addition to FastBridge®, the district-adopted English Language Arts textbook for elementary students provides assessment and instruction as a part of the materials. The Savvas® myFocus Intervention is primarily used in Tier 1. The intervention component is designed to support students who struggle with reading by providing targeted, data-driven instruction and interventions.

Universal Screening and Diagnosis: Savvas® myFocus includes assessments that teachers can administer to screen all students, typically



multiple times a year (fall, winter, spring), similar to FASTtrack Reading. These assessments help identify students who are not meeting grade-level expectations in reading with ELA standards/indicator specificity. Beyond basic screening, Savvas© myFocus offers diagnostic tools to pinpoint specific reading skill deficits. The platform assesses all five key areas. (PA, Phonics, Fluency, Vocabulary, and Comprehension).

**Intervention for Struggling Readers:** We have targeted intervention plans for students who fail to demonstrate grade-level proficiency. Savvas© myFocus provides intervention plans tailored to the specific skills that need improvement. The program uses diagnostic data to ensure that students receive the appropriate level of support, whether they need additional practice in phonics, fluency, or comprehension. The interventions also include scaffolded support through instruction that helps students build confidence and develop mastery of the reading skills. Teachers can gradually increase the complexity of the tasks as students improve.

**Progress Monitoring:** Teachers can regularly assess students' progress using built-in progress monitoring tools. Savvas© myFocus tracks student performance on specific reading skills over time, allowing teachers to evaluate the effectiveness of interventions and adjust instruction as needed. The program includes dashboards and reports that enable teachers to quickly view student progress at individual and group levels. This data helps ensure that students are making adequate progress and receiving the right level of support.

The NWEA© MAP Growth Report is a vital tool that helps teachers monitor students' progress and plan instruction. It provides detailed, data-driven insights into each student's academic growth and performance to their peers and grade-level expectations. The reports provide the following information: Individualized Growth Data, Instructional Levels to include RIT scores linked to learning statements, student's individual Zone of Proximal Development, Growth Projects and Goals which are nationally normed and aligned to SC READY, Diagnostic Information including strengths and weaknesses, subgroup analysis such as English language learners, students with disabilities, and other demographic groups.

Based on MAP Growth data, teachers can create flexible grouping strategies for small group instruction, tailoring lessons to the needs of students at similar instructional levels. The report aligns students' performance data with state standards, including South Carolina's ELA standards. Teachers can use this alignment to ensure their instruction targets the standards and skills required for grade-level mastery.

## Section D: Supporting Literacy at Home

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**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.**

Teachers can share MAP Growth reports with parents to provide insight into their child's progress. The data allows parents to understand their child's academic strengths, areas for improvement, and growth compared to national averages. This fosters a collaborative relationship between teachers and parents in supporting student learning.

The Savvas® myFocus Intervention platform provides easy-to-understand reports that teachers can share with parents, helping foster a partnership between school and home to support student reading progress.

Parent Curriculum Nights is held at Oak Pointe Elementary to provide parents with necessary information regarding Act 114, district curriculum, and parent support for children.

Parents receive Interim Reports and Report Cards with additional information about student progress. In grades K-2, parents receive the success criteria for each subject area and learning target. Teachers communicate through weekly newsletters, which provide parents with information about the current focus of teaching and learning.

When indicated, teachers notify parents of student needs and ways parents can support the child.

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## Section E: Progress Monitoring

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**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.**

Continuous Monitoring and Support

Oak Pointe has a system of continuous monitoring to assess the effectiveness of the training and the implementation of the SOR strategies in classrooms. Teachers will receive feedback through classroom observations, and assessment data will be used to adjust instruction and support where necessary. Additionally, our literacy coach will support teachers in using SOR strategies, the district curriculum, and intervention. Teachers also have access to ongoing resources, such as professional learning communities (PLCs) and workshops, to stay updated on best practices in reading instruction and further deepen their understanding of foundational literacy skills.

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## Section F: Teacher Training

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**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.**

**Lexia LETRS® Training and Certification**

All K-3 teachers, reading coaches, and administrators must either have completed or be in the process of completing Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) training and certification. This rigorous training program is grounded in the science of reading and provides participants with a deep understanding of how children learn to read, including: The training focuses on structured literacy, teaching educators how to provide explicit, systematic, and diagnostic reading instruction that aligns with the research on how students develop literacy skills. This approach supports all students, including those with dyslexia or other reading challenges.

**Coaching Support:** School-based reading coaches are actively supporting participants through regularly scheduled sessions. These sessions are collaborative opportunities for teachers and administrators to discuss and reflect on the training material, share best practices, and receive guidance on implementing SOR instructional strategies in their classrooms.

**Training on Savvas® myView Literacy Curriculum**

The district has conducted multiple training sessions for K-5 teachers and administrators to introduce the new Savvas® myView Literacy curriculum. These training sessions focus on familiarizing teachers with the curriculum's structured literacy components and its alignment with the science of reading.

**Hands-On Implementation Training:** Teachers are trained in using the curriculum's resources to deliver effective instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, ensuring that all foundational literacy skills are addressed in alignment with state standards. Reading coaches provide demonstrations and support teachers in this first year of implementation.

The District ELA Coordinator has provided additional training and support for coaches and administrators and will continue to provide support as questions arise. |

**Ongoing Professional Development for Coaches**

Reading and instructional coaches will receive additional, specialized training to further support teachers in implementing the new Savvas® myView Literacy textbook and curriculum. This ensures that coaches are fully prepared to assist teachers in integrating structured literacy strategies into their daily instruction.

Coaches will also play a key role in providing ongoing professional development and support throughout the year, helping teachers troubleshoot challenges, refine their instructional practices, and implement interventions for struggling readers based on assessment data.

**Collaboration and Implementation Support through PLCs**

The district emphasizes collaborative learning among teachers. Through professional learning communities, peer discussions, and coaching, teachers will have opportunities to share insights from their LETRS® training and myView Literacy implementation, allowing them to learn from one another's experiences and refine their instructional practices.

**Structured Literacy Focus:** Teachers will collaborate on applying structured literacy techniques, ensuring that reading instruction is explicit, systematic,

and aligned with research-based best practices. Coaches will lead these collaborative sessions to reinforce teachers' understanding and application of these strategies.

#### District and School Administrator Training

School and district administrators are also part of the LETRS® training process. This ensures they have a strong understanding of the science of reading, allowing them to effectively support teachers, monitor implementation, and make informed decisions about reading instruction and intervention at the school and district levels.

Administrators will work closely with reading and instructional coaches to provide strategic leadership and ensure that all instructional practices are aligned with the science of reading. By providing comprehensive training through Lexia LETRS® certification, structured coaching support, and multiple opportunities for professional development on the Savvas® myView Literacy curriculum, the district ensures that all K-3 teachers, coaches, and administrators are well-prepared to implement the science of reading strategies. This approach will foster a strong foundation in reading for all students, ensuring they meet or exceed grade-level expectations in English Language Arts.

## Section G: District Analysis of Data

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### Strengths

PLC's support common instructional language and strategy sharing to meet needs of readers and match instructional goals in multiple areas of instruction (classroom and intervention).  
Teacher focused professional development on word study and phonemic awareness for K-5.  
Teachers participate in Professional Development opportunities based on data.

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### Possibilities for Growth

Teachers will consistently implement data informed small group instruction  
Teachers will apply their learning through LETRS Volume 1.  
Teachers will establish and directly teach routines and content from state adopted curriculum  
Teachers will monitor engagement in reading and use data to conference with students when needed.

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### Description Area

\*Note: The three questions below are included this year to gauge school-level LETRS implementation. "Eligible" teachers for state-funded LETRS training: K-3 Classroom Teachers, Reading Coaches, Reading interventionists, K-3 Special Education Teachers, School Administrators

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

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

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How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? 24

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## Section H: 2023-24 School SMART Goals and Progress Toward those Goals

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### Goal #1

Goal #1  
Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 11.2 % to 10% in the spring of 2024.

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**Goal #1 Progress**

Goal #1 Progress

12 of 90 students in third grade scored Does Not Meet in the spring of 2024 for a percentage of 13.2%. Oak Pointe increased from 11.2% to 13.2% Does Not Meet in 2024 and did not meet the goal of decreasing to 10% of students scoring DNM.

**Goal #2**

Students in grades 2-5 will have a Median Student Growth Percentile of 59% or above on MAP Growth Reading by the Spring of 2024.

**Goal #2 Progress**

Students in grade 2-5 had a median student growth percentile of 52% or above on MAP Growth Reading in the Spring of 2023. Median conditional growth was 52% therefore did not meet the 59% or above for median conditional growth measured by MAP.

**Section I: 2024-25 School 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: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from \_\_ % to \_\_% in the spring of 2025.

**Goal #1**

Goal #1

Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SC Ready from 13.2 % to 11.2% in the spring of 2025.

**Goal #1 Action Steps**

Goal #1 Action Steps

targeted interventions provided in the classroom and supplemented by RTI and Special Education  
Professional Learning Communities centered around student achievement, high-yield instructional strategies and common needs indicated by MAP analysis.  
Data dig with classroom teachers, RTI support, and administration.  
Progress monitoring using Fastbridge Interventions and Text Reading assessments for students.  
Triage Team meetings with parents to support identified at risk readers.  
Quarterly meetings with Interventionists and Classroom teachers to collaborate and discuss progress of 3rd grade students.

**Goal #2**

Students in grades 2-5 will have a Median Student Growth Percentile of 59% or above on MAP Growth Reading by the Spring of 2025.

**Goal #2 Action Steps**

Targeted interventions provided in the classroom and supplemented by RTI and Special Education

Professional Learning Communities centered around student achievement, high-yield instructional strategies and common needs indicated by MAP analysis and classroom areas of growth.

Data dig with classroom teachers, RTI support, and administration.

Progress monitoring using Fastbridge Interventions and Text Reading Assessments for students.

Tier 1 classroom support with Reading Coach to identify goals to accelerate student's growth in ELA.

Triage Team meetings with parents to support identified at risk readers.

UDL Training for all teachers to enhance Tier 1 Instruction in the classroom.

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**Goal #3 Action Steps**

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