

2025-2026 Primary and Elementary Reading Plan

District Name Lexington/Richland 05

School Name Ballentine Elementary

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.

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.

In School District Five elementary schools, 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 in the district 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.

Alignment with Grade-Level ELA Standards

- **Standards-Based Assessments:** myView Unit Tests and MAP assessments are carefully aligned with state and district ELA standards, ensuring that the assessments measure the specific skills and knowledge students will master at each grade level. The tests cover key literacy components in a balanced way, ensuring that we assess students on foundational reading skills and higher-level comprehension and critical thinking skills.

- **Instructional Planning:** The assessment data from both tools help teachers plan lessons aligned with grade-level expectations. This supports teachers in providing differentiated instruction, interventions, and enrichment to help all students progress toward meeting or exceeding ELA standards.

Section B: Foundational Literacy Skills, Continued

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.

Savvas© myView Literacy

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.

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.

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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
- **Progress Monitoring:** 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

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 are held at each elementary school 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.

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.

Continuous Monitoring and Support

The district 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, the district ELA Coordinator will continue to support school administrators and coaches in using SOR strategies, the district curriculum, and intervention. The Director of Elementary Education meets with each school leadership team three times per year to discuss data and strategies for improvement.

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.

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.

To support reading achievement for all students, the district is implementing a comprehensive teacher training program focused on the science of reading (SOR), structured literacy, and foundational literacy skills. This program will ensure that teachers, reading coaches, and administrators are well-equipped to implement evidence-based reading instruction.

Lexia LETRS® Training and Certification

To address science of reading, structured literacy, and foundational literacy skills, Lexia LETRS® professional development is continuing with Year 2, Volume 2 participants in grades K-3. 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. All teachers in grades K-3 and elementary school administrators participated in 2024-2025 Volume 1 professional development to ensure that district reading instruction and assessment align closely with the science of reading by embedding evidence-based structured literacy strategies that emphasize phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension. This targeted approach supports the development of foundational literacy skills across all students, enabling educators to monitor progress with data-driven assessments and tailor instruction to meet each learner's unique needs.

All teachers in grades 4-5, multilingual learner teachers, and middle-level SPED teachers are participating in Lexia LETRS® professional development, Year 1, Volume 1 for the 2025-2026 school year. This ensures vertical alignment and consistency across the district.

Coaching Support: School-based reading coaches are actively supporting LETRS® 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 continues to conduct training sessions for K-5 teachers and administrators as needed to utilize the 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 will continue to provide demonstrations and support teachers. The District ELA Coordinator has provided additional training and support for coaches and administrators and will continue to provide support as questions arise. The focus for 2025-2026 is aligning proficiency statements with myView assessments to progress monitor students' standard acquisition in grades K-5. Ongoing Professional Development for Coaches and District Personnel

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.

To build internal capacity, the district is supporting LETRS© professional development by training two reading coaches to become Lexia Peer Learning Facilitators (PLFs).

The reading coaches will participate in additional adult learning strategies to include a focus on the Gradual Release of Responsibility and explicit instruction. This is aligned with the Quarterly Regional Support for R2S Reading Coaches meetings offered by the SCDE. The Curriculum Coordinator will attend Quarterly Regional Support for R2S Administrators offered by the SCDE and work with the Elementary ELA Leadership Team to workshop new learning 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.

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.

Section G: District Analysis of Data

Strengths

Formative assessments and analysis of data
Intervention and RTI Program (Interventionists)
Teacher participation in ongoing, job-embedded professional learning opportunities.
Ensuring instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development through the use of our district adopted curriculum
Administrators and Coaches participate in professional learning opportunities.
Strategically planned partnerships are used to promote reading and writing

Possibilities for Growth

Work together in teams to analyze data and make instructional decisions for groups of students and use the data to provide in-class intervention. (PLCs)
Teachers ensure classroom instruction is given using Science of Reading strategies.
Collaborating with students to set measurable short-term goals.
Provide students with targeted, in-class intervention.

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

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

19

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

1

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

15

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

19

How many CERDEP PreK teachers in your school have completed EC LETRS?

0

How many CERDEP PreK teachers 0
in your school are beginning EC
LETRS this year?

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 16 % to 15% in the spring of 2025.
Goal #1 Progress	We are excited to say we exceeded this goal as we only had 8.8% of students in third grade score does not meet.
Previous Goal #2	For the 2024-2025 school year, students in grades 2-5 will achieve a conditional growth percentile of 53 or above on the Reading portion of MAP. (Strategic Plan Goal)
Goal #2 Progress	Our conditional growth is 56.1 so we were able to exceed this goal.
Previous Goal #3	For the 2024-2025 school year, students in grades 2-5 in the Initial Achievement Band of 90th percentile or above will have a Median Student Growth Percentile of 56 or above on MAP Growth Reading.
Goal #3 Progress	Preliminary data indicates that students in grades 2-5 in the Initial Achievement Band of 90th percentile have a Median Student Growth Percentile of 37 in Reading.

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	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 76.5% to 77% in the spring of 2026.

Goal #1 Action Steps

Focus instruction on the 2024 South Carolina College-and Career-Ready Standards with support from the Reading Coach.

Continue implementing our district adopted curriculum Savvas© myView Literacy that focuses on phonemic awareness, phonics, fluency, comprehension, and vocabulary with support from the Reading Coach.

Participate in Lexia LETRS© Training to become more familiar with the Science of Reading and use the knowledge gained to provide explicit, systematic, and diagnostic reading instruction. Continue to collaborate through PLCs and the MTSS process to analyze student data and provide support through tiered intervention.

Current Goal #2

For the 2025-2026 school year, students in grades 2-5 will achieve a conditional growth percentile of 55 or above on the Reading portion of MAP. (District Reading Goal)

Goal #2 Action Steps

Continue implementing the 2024 South Carolina College-and Career- Ready Standards with support from the Reading Coach. Continue using the district adopted curriculum Savvas© myView Literacy that focuses on phonemic awareness, phonics, fluency, comprehension, and vocabulary with support from the Reading Coach.

Continue to collaborate through PLCs and the MTSS process to analyze student data and provide support through tiered intervention to support the whole child.

File Upload (optional)
