

Submission Time:

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2025-2026 Primary and Elementary Reading Plan

District Name	Lexington/Richland 05
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School Name	River Springs Elementary
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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.

In grades K-5 at River Springs Elementary, we utilize i-Ready Inform, 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. i-Ready Inform 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. i-Ready Inform 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 various genres that align with South Carolina's ELA standards.

At River Springs Elementary, we use several 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. Cubed-3 is an assessment we can use for students in Tier 2 or 3a to determine language development and comprehension.

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. In addition to the myView Unit Tests, teachers utilize assessments such as the Phonological Awareness Screening Test (PAST), UFLI weekly assessments and the LETRS Spelling Screeners.

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. Teachers utilize the Heggerty curriculum in grades K-1 to support phonemic awareness instruction. Strengthening phonological awareness is critical for early reading development and lays the foundation for phonics instruction.

Phonics

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

Instructional Support: Teachers use the results to differentiate phonics instruction, ensuring students master decoding and encoding words effectively. UFLI curriculum is utilized in grades K-2 to support phonics instruction in the classroom. 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 and i-Ready literacy tasks, where we evaluate students' reading speed, accuracy, and expression. The assessments include 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). i-Ready Inform reports break down performance by instructional areas, including 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 i-Ready Inform Reports provide teachers with specific areas for improvement to guide instruction and provide differentiated learning pathways for students.

Comprehension

Assessment Focus: Comprehension is central to myView Unit Tests and i-Ready Inform, 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 using 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 i-Ready platform 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 i-Ready Inform 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 and exceeding goals.

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

i-Ready Inform

Research-Based Assessments: i-Ready Inform assessments and literacy tasks are directly aligned to Science of Reading and provide data that helps teachers understand how students are developing across the key components of reading, including Phonemic Awareness, Phonics, High-Frequency Words, and fluency.

Comprehensive Data: i-Ready Inform identifies students' strengths and needs in word recognition skills, foundational skills, and comprehension. This allows the teachers and the reading team to make informed instructional decisions and provide targeted support based on individual student needs.

FastBridge©

Phonological Awareness and Phonics: FastBridge© assessments used within Tier 2 and 3a intervention 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 interventionists 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

i-Ready Inform

Structured Literacy Approach: i-Ready Inform helps teachers identify specific literacy skills that require explicit, systematic, and cumulative instruction. When skills are identified, data can inform instruction that includes explicit instruction, systematic skill progression, cumulative review, modeling, guided practice, and opportunities to apply newly learned skills.

Progress Monitoring: The data supports ongoing progress monitoring so instruction can be adjusted as students demonstrate mastery or continued areas of need.

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

i-Ready Inform

Foundational Skill Assessments: i-Ready Inform assesses foundational skills, including phonological awareness, phonics, decoding, encoding and word recognition. As students progress through the grade levels, it helps identify students that demonstrate gaps in foundational skills that can impact fluency, vocabulary development and comprehension.

Differentiated Instruction: Instruction of these foundational skills is provided through explicit and systematic practices appropriate to the students' developmental levels, with increasing emphasis on applying these skills to fluent, accurate reading. i-Ready also provides differentiated pathways to support Tier 1 instruction in the classroom.

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.

i-Ready Inform, FastBridge© and Savvas© myView Literacy are deeply aligned with the science of reading, structured literacy, and foundational literacy skills. i-Ready Inform is a comprehensive reading assessment that determines student strengths and needs in all areas of reading, thus providing instructional support. 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 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 students scoring below the established cut score on i-Ready Inform are given additional i-Ready Universal Screeners and literacy tasks, as well as PAST and LETRS screeners, to determine necessary instruction. Students who qualify for Tier 2 or 3a Intervention are screened using FastBridge universal screeners. All kindergarten through fifth-grade students are assessed three times per year with i-Ready Inform. 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: i-Ready Inform and i-Ready Passage Reading Fluency benchmark assessments are tailored to each grade level. i-Ready 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, high frequency words, vocabulary, and comprehension.

Literacy Profile and Student Report: Once students have completed the assessments, the Literacy Profile Report and the Student Report provide an actionable summary of the results. This report includes several critical features:

- Performance Overview in all domains: Teachers can quickly view students' performance on reading assessments and receive specific areas of weakness that interventions should address.
- Instructional Recommendations: The report provides data but also recommends instructional next steps with specific lesson ideas. The assessment data suggests specific interventions or instructional strategies tailored to each student's needs, including small-group or targeted interventions.
- The report also provides analysis of all literacy tasks the student completed to better inform instructional decisions.

In addition to i-Ready, 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). 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: Once students are identified as needing intervention services, we administer FastBridge© to determine an intervention plan and goals for those students. We have targeted intervention plans with ambitious goals 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. i-Ready Literacy Tasks can be used as benchmark and progress monitoring. They can be used in the classroom or in Intervention. i-Ready myPath also offers Tier 1 intervention and monitors student progress. 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 i-Ready Inform Student 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 performance. The reports provide the following information: Student performance across all domains (Phonemic awareness, phonics, high frequency words, vocabulary, literary and informational comprehension), skills each

can do & next steps for instruction for each domain, typical and stretch growth goals, the national percentile score and lexile level.

Based on i-Ready Inform data, teachers can create flexible small groups, 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 share i-Ready Inform family reports with parents three times per year to provide insight into their child's progress. The data allows parents to understand their child's academic strengths, areas for improvement, and growth. 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 to provide parents with necessary information regarding Act 114, district curriculum, and ways parents can provide support for children.
- Parents receive Interim Reports and Report Cards with additional information about student progress. 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.
- Individualized Reading Plans (IRPs) are sent home within 15 days of each benchmark i-Ready Inform assessment. Students scoring below the established cut score are identified as being at risk of scoring Does Not Meet (DNM) on SC Ready and will receive an IRP outlining targeted support and areas of need.
- When necessary, 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

- Teachers will receive feedback through classroom observations, and assessment data will be used to adjust instruction and support where necessary. Additionally, the school's reading coach will continue to support school administrators and teachers in using highly effective instructional strategies, the district curriculum, and intervention strategies. The school's principal meets monthly with our school's leadership team and with PLCs once a week.
- 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.

Every teacher in grades PreK through 5 have either completed LETRS professional development or are in the process of completing LETRS professional development. This professional development, along with the implementation of our SAVAAS reading curriculum, is helping our teachers grow in the areas of science of reading, structured literacy, and foundational reading skills. Our admin team and reading coach are working closely with our teachers to help facilitate and provide professional development in these areas.

Section G: District Analysis of Data

Strengths

- We had 77.8% of our students meet and exceed on SC READY Reading
 - Teachers in K-3, reading interventionists, and administrators completed LETRS, Volume 2. Fourth and fifth grade teachers completed volume 1. All new teachers are beginning LETRS.
 - Students at RSES in grades 2-5 had a median conditional growth percentile of 73 from fall to spring in 2025-2026. This was an increase of 10 percentile points from 2024-2025.
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Possibilities for Growth

Continue to grow in our implementation of the SAVAAS curriculum.

Identify and implement intervention students for reading through our MTSS process.

Continue with LETRS professional development. 4th and 5th grade teachers will begin Volume 2 LETRS. We will help new staff begin or continue LETRS.

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?

9

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

16

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

7

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

9

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

1

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

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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 81.8% to 81.8% or higher in the spring of 2026. This goal would be exceeding the 2030 vision set by the state of South Carolina.

Goal #1 Progress	We had an amazing result this past school year. Only two students out of 76 third grade students at River Springs Elementary scored at the "Does not Meet" level. This is a result of our MTSS process and our intervention work that occurred here at RSES. Our total Meets and Exceeds in third grade was 79% which is a little below the target of 81.8% or higher, but we are very satisfied with our results and the intentional work dedicated towards improving our academic success. 79% was above the state goal of 75%.
Previous Goal #2	Students in grades 2-5 will have a Median Student Growth Percentile of 60 or above on MAP Growth Reading by Spring 2024.
Goal #2 Progress	In 2025-2026, our students' Median Conditional Growth in grades 2-5 was 73%. This was an increase of 10% points from 2024-2025. Our school is extremely satisfied with these results.

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 79% to 79% or higher in the spring of 2026.
Goal #1 Action Steps	Follow our third grade students throughout the year using the Margot projection report in Tableau. Monitor students through the school's MTSS meetings. Provide intervention to students who are projected to not meet on SC Ready. Progress monitor students below the 25% on i-Ready Inform. Develop IRPs for students who meet the criteria and monitor IRPs throughout the year with progress monitoring.
Current Goal #2	The percentage of students meeting their reading growth targets on i-Ready will increase from 75.2% to 75.2% or higher by Spring of 2027.

Goal #2 Action Steps

Monitor student progress in i-Ready My Path and provide targeted support, as needed.
Provide reading intervention to students identified through i-Ready Inform and other screeners.
Monitor and discuss student growth through the MTSS process.

File Upload (optional)
