

Submission Time:

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2025-2026 Primary and Elementary Reading Plan

District Name	Lexington/Richland 05
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School Name	Oak Pointe Elementary
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Principal Name	William English
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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, we utilize IReady Inform, which plays a significant role in instruction 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 path that identifies areas where students excel and need additional support. This data allows for differentiated instruction, meeting individual needs. IReady Inform Reading provides detailed reports on foundational skills by assessing students' ability.. 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). IReady Inform reports break down performance by instructional areas. 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 IReady Inform Reports provide teachers with specific areas for improvement to guide instruction.

Comprehension. Assessment Focus: Comprehension is central to myView Unit Tests, 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.

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.

Our K-5th grade word recognition assessment and instruction continue to become more closely aligned with the Science of Reading, structured literacy, and foundational literacy skills. Assessment data from **i-Ready Inform**, classroom-based assessments, phonics and phonemic awareness assessments, and ongoing teacher observations are used to identify students' specific strengths and areas of need in foundational reading skills.

Instruction is designed to provide explicit, systematic, and cumulative instruction in phonemic awareness, phonics, decoding, encoding, high-frequency words, and fluency. Teachers use assessment data to form targeted small groups and provide instruction based on students' demonstrated skills and errors rather than relying solely on grade-level placement. Instruction follows a progression from simple to more complex skills and includes explicit modeling, guided practice, immediate feedback, and opportunities for students to apply skills in reading and writing.

Across PreK-2nd grade, increased emphasis is placed on developing phonological and phonemic awareness, letter-sound knowledge, decoding, encoding, and automatic word recognition. Heggerty and UFLI are utilized to provide consistent, systematic foundational skills instruction, while students receive opportunities to apply these skills through decodable and appropriately leveled texts.

In grades 3-5, foundational skills instruction continues for students who demonstrate a need for additional support. Teachers use **i-Ready Inform** and other available assessment data to identify specific gaps in decoding, word recognition, and fluency and provide targeted intervention while maintaining access to grade-level literacy instruction. Students receive explicit instruction and practice with multisyllabic word decoding, morphology, vocabulary, and fluency as appropriate to their needs.

Our continued use of data-informed small groups, explicit foundational skills instruction, systematic phonics routines, and ongoing progress monitoring strengthens alignment between assessment and instruction and supports a structured literacy approach across PreK-5th grade. Teachers use assessment information to adjust instruction, provide additional practice or intervention, and ensure students receive instruction matched to their specific foundational literacy needs.

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 through fifth-grade students are screened three times per year using **i-Ready Inform** as the school's universal reading screener. i-Ready Inform provides data regarding students' overall reading performance and identifies areas of strength and need to support instructional decision-making. Students who have previously received intervention or who are identified through additional classroom and assessment data are also reviewed to determine an appropriate instructional pathway.

Universal screening data are used in conjunction with classroom assessments, diagnostic assessment information, teacher observations, progress-monitoring data, and **Savvas myView Unit Assessments** to determine whether a student's primary area of reading need is **word recognition** or **language comprehension**. This multiple-measures approach allows the school to identify the specific skills contributing to a student's difficulty with grade-level reading proficiency.

Universal Screening and Diagnostic Data

i-Ready Inform is administered three times per year and provides information that helps teachers identify students who may be at risk for reading difficulties. Assessment data are reviewed at the individual student, classroom, and grade-level levels to identify patterns of need and determine appropriate instructional responses.

Students demonstrating needs in **word recognition** may receive targeted instruction in foundational literacy skills, including phonemic awareness, phonics, decoding, encoding, high-frequency word recognition, and fluency. Students demonstrating needs in **language comprehension** may receive targeted instruction in vocabulary, oral language, background knowledge, comprehension, and understanding increasingly complex text.

Additional diagnostic information is used to further identify the specific skills requiring instruction. **Savvas myView Unit Assessments** provide standards-aligned interim assessment data that can be used alongside i-Ready Inform results to identify areas of weakness and determine whether students need additional core instruction, targeted small-group instruction, or more intensive intervention.

Intervention Pathways

Assessment data are used to place students into targeted instructional pathways based on their demonstrated needs rather

than solely on an overall reading score. Teachers and intervention teams use the data to determine whether a student requires additional support primarily in ****word recognition, language comprehension, or both areas****.

For students with word recognition needs, intervention focuses on explicit and systematic instruction in foundational reading skills. For students with language comprehension needs, instruction targets vocabulary, oral language, knowledge building, comprehension, and making meaning from increasingly complex text.

Students receive targeted instruction through the school's Multi-Tiered System of Supports (MTSS). Flexible small groups are formed based on specific skill needs, and instructional groups are adjusted as students demonstrate growth or continue to need additional progress monitoring.

Progress Monitoring and Instructional Adjustment

Following placement in an intervention pathway, student progress is monitored through ongoing classroom assessments, intervention progress-monitoring measures, i-Ready Inform data, and other appropriate diagnostic assessments. Teachers and intervention teams review student performance to determine whether the intervention is producing adequate growth and whether instructional adjustments are needed.

This process creates a continuous cycle of screening, diagnostic assessment, targeted instruction, progress monitoring, and instructional adjustment. The use of i-Ready Inform as the universal screener, combined with classroom and diagnostic assessment data, allows the school to identify students who have not demonstrated grade-level reading proficiency and provide targeted intervention aligned to their specific reading 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.

Oak Pointe Elementary provides families with information and resources to help them understand their child's reading and writing development and identify ways to support literacy at home. i-Ready Inform data are used to provide families with information about their child's reading performance and areas of strength and growth. Teachers communicate assessment results with parents and help families understand what the data indicate about their child's current reading skills and instructional needs.

Parent-teacher conferences provide an opportunity for teachers to discuss student progress, review assessment information, and share specific strategies families can use at home. When students receive targeted intervention or additional literacy support, teachers and interventionists communicate with families regarding the student's area of need, progress, and ways parents can reinforce skills at home.

Families are encouraged to support literacy through consistent reading, discussion, writing, and word work at home. Teachers provide recommendations such as reading with and to their child, discussing books and new vocabulary, asking questions about what students are reading, practicing foundational reading skills when appropriate, and encouraging students to write for authentic purposes.

When appropriate, teachers share i-Ready resources and student-specific information that can help families understand areas of need and reinforce skills through practice at home. Families are also encouraged to communicate with teachers about questions or concerns regarding their child's literacy development.

Through regular communication, parent-teacher conferences, assessment information, intervention updates, and practical at-home literacy strategies, Oak Pointe works to ensure that families understand their role as partners in supporting students as readers and writers.

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 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.

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.

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

Strengths

Staff work together to problem-solve, share ideas, and support one another in meeting the diverse needs of students through PLCs bimonthly.

Teachers are thoughtfully planning instruction around standards, student needs, and opportunities for students to practice and apply new learning.

Staff are actively participating in professional development and working to transfer new learning from LETRS training into classroom practice.

Possibilities for Growth

Teachers will consistently use student data and formative assessment to plan and deliver targeted, responsive small-group instruction.

Teachers will intentionally use student data to provide targeted small-group instruction.

Teachers will increase student ownership of learning through intentional opportunities for students to think, talk, explain, and apply their learning.

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?

23

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

9

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 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	By the end of the 2025-26 school year, Oak Pointe Elementary will Increase the percentage of third graders scoring Meets and Exceeds in spring of 2026 as determined by SC READY from 65.4 % to 68 % in the spring of 2026 at Oak Pointe Elementary.
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Goal #1 Progress	55 out of 79 students in third grade scored Meets or Exceeds in the spring of 2026 for a percentage of 69.6%. Oak Pointe increased the number of students who scored Meets or Exceeds from 65.4% to 69.6% in the spring of 2025. We exceeded the goal of increasing Meets and Exceeds students to 68%.
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Previous Goal #2	By the end of the 2025-26 school year, Oak Pointe Elementary students in grades 2-5 will have a median conditional growth percentile of 59% or above on MAP Growth Reading by Spring of 2026.
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Goal #2 Progress	Students in grades 2-5 had a median conditional growth percentile of 63% in spring of 2026. Median conditional growth as 63% exceeded the goal of 59% or above for median conditional growth measured by MAP.
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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].
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Current Goal #1	By the end of the 2026-27 school year, Oak Pointe Elementary will increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 69.6% to 72.6% in the spring of 2027
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Goal #1 Action Steps

Targeted Tier 1 intervention provided in the classroom to extend learning and meet grade level standards.

Data digs with classroom teachers and administration

Meetings with parents to support identified students who may be at risk for not meeting grade level standards.

Quarterly meetings with interventionists and classroom teachers to collaborate and discuss progress of 3rd grade students.

Teachers will use flexible grouping and small-group instruction to ensure students receive support based on their demonstrated needs.

Teams will analyze student work and assessment data during PLCs to identify misconceptions, determine targeted instructional responses, and plan opportunities for students to demonstrate mastery of grade-level standards.

Current Goal #2

By the end of the 2026-2027 school year, Oak Pointe Elementary will increase the percentage of students in grades 3-5 projected proficiency to be Meets or Exceeds from 59% to 64%, as measured by the i-Ready Diagnostic in i-Ready Inform.

Goal #2 Action Steps

Targeted Tier 1 intervention provided in the classroom to extend learning and meet grade level standards.

Data digs with classroom teachers and administration

Meetings with parents to support identified students who may be at risk for not meeting grade level standards.

Quarterly meetings with interventionists and classroom teachers to collaborate and discuss progress of 3rd grade students.

Teachers will use flexible grouping and small-group instruction to ensure students receive support based on their demonstrated needs.

Teams will analyze student work and assessment data during PLCs to identify misconceptions, determine targeted instructional responses, and plan opportunities for students to demonstrate mastery of grade-level standards.

File Upload (optional)
