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

District Name	Lexington 01
School Name	Oak Grove Elementary School
Principal Name	Christy Graham
Principal Email	cmgraham@lexington1.net
Optional: Reading Coach Email	mwhisnant@lexington1.net

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.

Oak Grove Elementary uses research-based curriculum, including HMH Into Reading, Heggerty, and UFLI to facilitate learning for all students around the language comprehension and word recognition strands of Scarborough's Reading Rope. Each of these curriculums include systematic, structured pathways to mastery of phonological awareness, phonics, fluency, vocabulary and comprehension. Our classroom teachers work alongside our instructional coach each Tuesday to plan using these resources to implement the 2024 ELA State Standards. Using the district-provided formative and summative assessments, teachers monitor student mastery and use a recursive planning process to guarantee mastery of the ELA state 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.

Through the State Department's IAI-WR tool, teachers are assessing and tracking students' mastery of phonics and phonemic awareness. We are able to use the assessment to drill-down on specific student needs and intervene appropriately. Our district has provided us with a tracking document that will follow the child throughout their Lexington 1 educational experience. Both the Heggerty and UFLI curriculums provide students with direct, explicit instruction in phonics, phonological awareness, and orthography. Teachers use the same structures in their small groups to address individual student needs.

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.	After each administration of iReady, our instructional leadership team identifies students who fall below grade-level reading proficiency. Based on the specific domains in which students struggle, targeted diagnostic assessments are administered to pinpoint their needs. Using these results, teachers, interventionists, and the instructional coach collaborate to design tailored interventions, determining the frequency, intensity, and who will deliver the support. Progress is monitored through formative assessments, with growth reassessed during the next iReady cycle to ensure continuous improvement.

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 Grove Elementary has several systems in place to maintain regular communication with parents and emphasize the importance of literacy beyond the school day. These include weekly updates from classroom teachers, parent-teacher conferences, instructional nights, and support from the Title I family liaison. The Title I liaison also leads a weekly small group with four-year-olds and their parents, focusing on fostering literacy in the home. During conferences and progress reporting periods, parents are provided with information on grade-level state standards and given strategies to support their child's learning at home. Additionally, through our district-wide communication platform, ParentSquare, families receive detailed reports and updates after each iReady benchmark assessment, conducted three times a year, to keep them informed of their student's progress.

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.	Our literacy coach collaborates with classroom teachers to create Documented Classroom Intervention Plans for any student who needs to be on a progress-monitored Tier 1 plan. As a part of that plan, a progress monitoring tools is identified and the teacher creates a schedule and system for using it and recording the results. If, based on the results of that progress monitoring, a child is then moved into Tier 2 instruction, our RTI team administers iReady Growth Monitoring periodically as their way to track student progress. In addition, updated Oral Reading Assessments (ORAs) are conducted at least every two months, and the PAST assessment is administered up to three times per year based on student needs. Progress monitoring data is used to track growth and guide instructional decisions, including tier movement or adjustments to interventions. Regular collaboration with classroom teachers ensures that progress is reflected in both assessment data and classroom performance.

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.	The district is currently implementing LETRS training for all K-3 teachers, interventionists, and administrators across the district. To support this initiative, monthly PLC meetings are dedicated to reviewing and discussing the training, while instructional coaching is provided multiple times each month to ensure that LETRS strategies are effectively integrated into weekly lesson plans across all grade levels.

Section G: District Analysis of Data

Strengths	From the beginning of the year to the end of the year our overall school data showed that students who were 2-3 Grade Levels or Below on iReady Reading decreased from 24.71% to 11.17%. And our Early-On & Mid-Above Grade Level students increased from 28.36% to 64.83%. In the 2024 SCReady ELA results, our third graders increased the percentage of students scoring "Meets and Exemplary" from 47.57% to 51.3%. In the 2024 SCReady ELA results, our fifth graders increased the percentage of students scoring "Meets and Exemplary" from 40.43% to 53.3%.
Possibilities for Growth	Our SC Ready data, however, shows that our 3rd-5th graders' performance decreased from 53.2% meeting or exceeding in 2023 to 49.1% meeting or exceeding in 2024. This is due to the decrease in scores in 4th grade from 60.84% to 57.45%. We will be monitoring these students' progress in 5th grades. Using our iReady and SC Ready data, we identified three grade levels as areas of concern (2nd, 3rd, and 5th) and are implementing strategic systems and structures to ensure that students' needs are being identified and met.
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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	1
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 (or have not yet started or completed Volume 1)?	34

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

Goal #1	Goal #1: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 27.2% to 26.2% in the spring of 2025.
Goal #1 Progress	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 27.2% to 26.2% in the spring of 2024. We met our goal and reduced the number of third graders scoring Does Not Meet to 26.1% by having teachers utilize the workshop model and strategy instruction to create responsive, flexible grouping for students to target individual needs. Teachers also provided regular feedback on students' reading goals and provided them with strategies to improve their accuracy, fluency, and comprehension.
Goal #2	Goal #2: Increase the percentage of K-2 students having an end-of-the-year overall placement of at least "Early On-Grade" on iReady ELA will improve from 73% to 76%.
Goal #2 Progress	ELA K-2 (performance): The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve to 76% (Currently 73%). We did not meet this goal but maintained our percentage from the previous year with 73%.

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	Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 26.1 % to 24.1% in the spring of 2025.

Goal #1 Action Steps	Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 26.1 % to 24.1% in the spring of 2025. Action Steps: -Weekly team planning with the literacy coach to analyze student performance, unpack standards, and plan effective lessons and assessments. -Utilize structured literacy curricular resources - UFLI (phonics) and Heggerty (phonemic awareness) to provide explicit and systematic instruction to all students K-2. -Ongoing RTI conversations with literacy coach, classroom teachers, and RTI teachers in order to monitor progress and make adjustments in students' instructional pathways. -Complete LETRS Year 1 training and participate in PLC work each month to reflect on and implement the new learning. -Monitoring iReady ELA data during monthly data meetings. Using data analysis to help us plan small group instruction to assist with students meeting their target and stretch goals.
Goal #2	ELA K-2 (performance): The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve to 75% (Currently 72%).
Goal #2 Action Steps	Action Steps: -Weekly team planning with the literacy coach to analyze student performance, unpack standards, and plan effective lessons and assessments. -Utilize structured literacy curricular resources - UFLI (phonics) and Heggerty (phonemic awareness) to provide explicit and systematic instruction to all students K-2. -Ongoing RTI conversations with literacy coach, classroom teachers, and RTI teachers in order to monitor progress and make adjustments in students' instructional pathways. -Complete LETRS Year 1 training and participate in PLC work each month to reflect on and implement the new learning. -Monitoring iReady ELA data during monthly data meetings. Using data analysis to help us plan small group instruction to assist with students meeting their target and stretch goals.