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

District Name	Lexington 01
School Name	Gilbert Elementary School
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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.

GES uses a variety of research-based curriculum. For example, Heggerty is used to teach and enhance phonemic awareness for students. UFLI is used for phonics instruction. We have started implementing HMH Into Reading this school year for ELA instruction. Weekly vocabulary is taught, modeled, practiced, and encouraged to be used in students' oral language. Daily read alouds are used to enhance vocabulary and reading comprehension. Our teachers are currently in LETRS training and using what they are learning to help guide instructional practices for whole group, small group, and one on one instruction. Our teachers are working hard to study, learn, and implement the new ELA State Standards.

GES has a literacy coach, who works alongside ELA teachers. The literacy coach provides support to teachers through a variety of ways. A few examples are she models and/or co-teaches reading/writing lessons for whole group, small group, and/or individual instruction. The literacy coach provides professional learning opportunities for teachers to enhance his or her instructional practices with reading and writing through grade level support, one on one teacher support, coaching cycles, and more.

GES uses district created summative assessments including: module checkpoints and end of module assessments to closely monitor student progress on the content taught. Teachers also use a variety of formative assessment tools, such as: exit slips, observational notes, etc. All assessments are aligned with the new 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.

Gilbert Elementary School follows the district's reading instruction that is aligned to the science of reading. Classroom instruction focuses on explicit and direct instruction. The knowledge teachers have gained through LETRS, has helped to ensure we are effectively using assessments to drive instruction. Lexington One is using the state department's tool, IAI-WR (Indicator Aligned Inventory for Word Recognition), to determine student mastery of phonemic awareness and phonics skills and intervene where necessary. Professional learning opportunities are provided to teachers to ensure they are growing their knowledge and understanding of effective reading instruction. Our preschool teachers are engaged in the Regional Education Laboratory Program (REL) Early Literacy cohort to promote literacy instruction in preschool.

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.

Gilbert Elementary School uses the iReady assessment three times a year, as a benchmark tool. After this iReady benchmark assessment is administered, the data team and teachers closely analyze the data to determine school, grade level, and classroom trends. The team identifies students who need additional support and Documented Classroom Intervention (DCI) Plans are created. Students are referred to the RTI team for tier 2 or 3 support if students are not making progress on DCI Plans. Students on individual plans and/or receiving additional support from the RTI team, are closely monitored and individual goals are determined based on student 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.

Gilbert Elementary School sends out a weekly newsletter to families. Also, individual classroom teachers send home newsletters, announcements, tips for at home reading, and more through Parent Square. Teachers hold parent conferences and share ideas to support learning at home, individual student data, and give strategies to use at home to enhance their child's learning. GES has instructional nights, where families are invited to the school to learn how to best support their child's learning and celebrate the learning that is being made.

Gilbert Elementary School has an amazing parent liaison. She works closely with teachers and provides ideas on how to enhance the collaboration between parents and staff. She leads a program for children who are not yet of school age. The families and children join us at GES and the parent liaison does a variety of activities that focus on reading and writing.

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.

The GES MTSS Team works hard to study school, grade level, classroom, and individual student data to determine academic needs. The MTSS Team progress monitors students to ensure they are able to track student progress. All educators at GES use a variety of data to make instructional decisions. Some examples include: i-Ready, SC READY, Oral Reading Assessments, classroom anecdotal notes, LETRS Spelling Inventory, etc. GES RTI interventionists are assigned to specific grade levels. This allows for the interventionists to work closely with one grade level to help teachers collect and monitor data, plan instruction, and make changes/shifts to ensure each student's individual needs are being met.

Classroom teachers are able to use i-Ready benchmark and growth monitoring data to determine individual student needs and classroom/grade level trends. They also use checkpoints, exit slips, and end of module assessments to closely monitor student progress and make adjustments as needed to the instruction. During whole and/or small group instruction, teachers are constantly monitoring student progress and taking notes that help them plan accordingly for future instruction.

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.

Gilbert Elementary School is currently in our second year of LETRS. The district is training all 5K-3rd grade teachers, interventionists, special education, multilingual learner program (MLP) teachers, and administrators in LETRS. GES was fortunate to be able to provide LETRS training for 4th-5th grade teachers, as well as additional staff members. For example, the Encore (related arts) Spanish teacher and school Librarian. GES has a LETRS pacing guide that helps to ensure we are supporting this training and giving educators time to work in vertical teams, to collaborate and enhance instructional practices. Within the LETRS pacing guide, one can see that GES has LETRS faculty meetings. These meetings allow teachers to discuss strategies learned and share how to effectively incorporate them into ELA lessons. We have seen great gains with our LETRS vertical teams. This has allowed us to strategically plan instruction, based on grade level expectations. It has enhanced our ability to scaffold instruction. Also, the literacy coach at GES works closely with teachers and staff to provide professional learning opportunities to ensure we are all learning and growing in our knowledge of literacy instruction.

Section G: District Analysis of Data

Strengths

We provide a variety of authentic texts for students to engage in during small group instruction and independent reading opportunities. Schedules allow for grade level professional learning communities. GES teachers and staff are continuing their learning journey to increase teacher knowledge and application of essential skills to teach reading and spelling through LETRS. Teachers are focused on explicitly learning the new ELA SC state standards to ensure that instruction and assessments are aligned.

Possibilities for Growth

Building teacher capacity in data-driven instructional practices to maximize small group and whole group instruction through Backwards Design Planning to ensure we are standards-driven. The MTSS team is continuing to work hard to lessen the number of students who need additional intervention support. Consistently and thoroughly utilizing newly learned information from LETRS within our instructional practices in the classroom. For example, Scarborough's Reading Rope, explicit teaching of vocabulary, etc. Due to the high teacher/student ratio at GES, continue to provide support for MLP teachers, ML students, and classroom teachers to increase student success within the ML Program.

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? 43

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)? 2

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

Goal #1 Reduce the percentage of third graders scoring "Does Not Meet" in the spring of 2023 as determined by SCREADY from 34% to 31% in the spring of 2024.

Goal #1 Progress Based on the spring 2023 data we are currently at 33% DNM in third grade. We are progressing towards our goal but we did not meet our goal.

Goal #2 Increase the percentage of 3rd graders scoring meets and exceeds in the Spring of 2023 as determined by SCREADY from 29% to 32% in the spring of 2024.

Goal #2 Progress Based on the spring 2023 data, we are currently at 42% Meets and Exceeds. We exceeded our goal by 10%.

Goal #3 Increase teacher knowledge on the what, why, and how of teaching reading and sound-spelling effectively.

Goal #3 Progress

- *43 teachers at GES have completed year one of LETRS
- *Of the above 43 teachers, 42 are currently in year two of LETRS

*Professional Learning Communities have been created and started this school year. These PLCs focus on grade levels and include other certified staff, so that we can work as one to enhance our teacher knowledge.

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 "Does Not Meet" in the spring of 2024 as determined by SCREADY from 33% to 30% in the spring of 2025.

Goal #1 Action Steps

- Increase teacher knowledge and use of standards and content
- Increase explicit and strategic planning using data through professional learning communities at third grade
- Increase the use of academic language and vocabulary, while promoting questioning for students using the DOK Levels
- Continuous collaboration with the MTSS team to work as one to provide effective interventions/support for students
- Engage families in their students' literacy learning by building and fostering partnerships between home and school

Goal #2 ELA K-5 (growth): The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading in winter or spring will improve from 41.5% to 44.5% by the end of the 2025 school year.

Goal #2 Action Steps

Increase teacher knowledge and use of standards and content in the following areas: phonemic awareness, phonics, reading and writing workshops

Increase explicit and strategic planning using data will increase the percentage of students in 5K - 5th grade reading on grade level

Continue and enhance LETRS vertical collaborative teams to plan for the use of instructional practices that will both provide opportunities for both intervention and enrichment

Continue building upon classroom libraries that include culturally relevant and diverse texts, along with decodable texts

Increase the use of academic language and vocabulary, while promoting questioning for students using the DOK Levels

Goal #3

100% of staff members completing LETRS Volume 2 will score 80% or higher on their Volume 2 post test by Spring 2025.

Goal #3 Action Steps

Teachers will complete LETRS Volume 2 virtual/in person professional learning sessions.

Teachers will complete LETRS Volume 2 online sessions, utilizing the school pacing guide.

Teachers will participate in vertical collaboration groups to enhance and expand on their understanding of the content being learned.
