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2024-25 District Literacy Reflection Tool (Reading Plan)

District Name Lexington 01

Superintendent Name Gerrita Postlewait

Superintendent Signature



Completer Name Erica Bissell

Completer Title Executive Director of Teaching and Learning

Completer Email ebissell@lexington1.net

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district 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.

Lexington School District One uses research-based curriculum, including Houghton Mifflin Harcourt (HMH) Into Reading, Heggerty, and University of Florida Literacy Institute (UFLI) Foundations Toolbox 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 teachers work alongside instructional coaches to plan using these resources to implement the 2024 South Carolina College- and Career-Ready Standards for English Language Arts (ELA). Using district-provided formative and summative assessments, teachers monitor student progress and use a recursive planning process to guarantee mastery of the ELA standards.

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

The district has implemented reading instruction aligned to the science of reading, including direct, explicit instruction in phonics, phonological awareness, and orthography. We have adopted the state department's Indicator Aligned Inventory for Word Recognition (IAI-WR) tool to diagnose where student mastery of phonics and phonemic awareness have broken down and intervene appropriately. We have created a way to track these data to ensure mastery of these skills throughout elementary school. The majority of our teachers are currently in Language Essentials for Teachers of Reading and Spelling (LETRS) training or have completed LETRS training. Our preschool teachers are engaged in the Regional Education Laboratory Program (REL) Early Literacy cohort. We provide ongoing professional development that ensures teachers understand how to develop foundational literacy skills in students. We also provide summer learning opportunities to grow teachers' knowledge of evidence-based instruction.

Section C: Intervention

Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

After each administration of iReady, schools identify 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 instructional coaches collaborate to design tailored interventions, determining the frequency, intensity, and delivery of the support. Progress is monitored through formative assessments, with growth reassessed during the following iReady cycle to monitor student growth.

Section D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

The district has several systems in place to maintain regular communication with families to emphasize the importance of literacy beyond the school day. These include weekly newsletters, parent-teacher conferences, instructional/curriculum nights, and regular correspondence with individual student's parents as needed. 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. The report includes information about a student's areas of strength and need, along with strategies parents can use at home. Each Title I school has a family liaison that leads a weekly small group with four-year-olds and their parents, focusing on fostering literacy in the home.

Section E: Progress Monitoring

Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

Each school's Multi-Tiered System of Supports (MTSS) team administers iReady Growth Monitoring in September, October, November, January, February, and March to track student progress. In addition, updated Oral Reading Assessments (ORAs), the Indicator Aligned Inventory for Word Recognition (IAI-WR) assessment, and LETRS spelling inventory are administered based on student needs. Progress monitoring data are 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 district 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, special education, multilingual learner program (MLP) teachers, and administrators. To support this initiative, monthly faculty 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

Percentage of students meeting or exceeding standard on SC READY ELA

Percentage of students who meet or exceed standard (C or higher) on the English 2 EOCEP

Possibilities for Growth

Percentage of third graders scoring Does Not Meet as determined by SC READY

Percentage of students meeting or exceeding stretch growth targets on i-Ready Reading

Percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA

Description Area

*Note: The two questions below are now required by Act 114 (passed in 2024).

NEW: Please provide the total number of first graders from the 2023-24 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.

616

NEW: Please provide the total number of SECOND graders from the 2023-24 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade. 738

Section H: 2023-24 District 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 SC READY from 19.0% to 17.0 % in the spring of 2024.

Goal #1 Progress 21.6% of 3rd graders scored Does Not Met in ELA in the spring of 2024.

Goal #2 ELA K-8 (growth): The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading will improve to 37% (Currently 34.9%).

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 76.5% (Currently 74.4%)

ELA 3-8 (performance): The percentage of students meeting or exceeding standard on SC READY ELA will improve to 55%. (Increase by 2 percentage point)

Goal #2 Progress 34.5% of ELA K-8 met or exceeded stretch growth targets on iReady Reading.

74.7% of ELA K-2 met or exceeded Early On Grade on iReady ELA.

58.7% of ELA 3-8 met or exceeded on SC READY ELA.

Goal #3 English: The percentage of students who meet or exceed standard (C or higher) on the English 2 EOCEP will improve to 76% (Currently 74%).

Goal #3 Progress 78% of students taking English 2 EOCEP met or exceeded standard.

Section I: 2024-25 District SMART Goals and Action Steps Based on Analysis of Data

Description Area For all districts 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 SC READY from 21.6___% to _19.6__ % in the spring of 2025.

Goal #1 Action Steps

Schools create school work plans based on data and monitor the progress toward the goals on their work plans three times per year. During each monitoring session, schools conduct learning walks, look at data, and refine professional learning plans based on what is observed.

Literacy coach work days to support implementation of the new instructional materials and standards.

Literacy coaches professional learning using Jennifer Seravallo's book Reading Across the Day to support intentional literacy teaching in all subjects.

LETRS implementation and school support.

Intervention, math and literacy collaboration meetings (continued from last year).

Progress monitor and support on the implementation of Documented Classroom Intervention process (Tier 1) in general ed classes to begin the MTSS process for students.

Coaching support to utilize "student profiles" of students served in RTI to determine consistent response and instruction.

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 to ___43.6_% (Currently _41.6___%).

ELA 3-5 (performance): The percentage of students meeting or exceeding standard on SC READY ELA will improve to _60.3__%. (Increase by _2%__ percentage point)

Goal #2 Action Steps

Schools create school work plans based on data and monitor the progress toward the goals on their work plans three times per year. During each monitoring session, schools conduct learning walks, look at data, and refine professional learning plans based on what is observed.

Support the implementation of the district Instructional Framework ELA content overlay.

Leverage instructional technology team to identify and implement technology-enhanced teaching and learning strategies, aligned with district graduate profile competencies.

Literacy coach work days to support implementation of the new instructional materials and standards.

Literacy coaches professional learning using Jennifer Seravallo's book Reading Across the Day to support intentional literacy teaching in all subjects.

LETRS implementation and school support.

Intervention, math and literacy collaboration meetings (continued from last year).

Progress monitor and support on the implementation of Documented Classroom Intervention process (Tier 1) in general ed classes to begin the MTSS process for students.
