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2025-2026 Primary and Elementary Reading Plan

District Name	Lexington 01
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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 are now in Year 2 of 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. 41 teachers at GES have completed the LETRS training (Volumes 1 and 2) and are currently using what they learned to help guide instructional practices for whole group, small group, and one on one instruction. Our teachers are continuing to work 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. An example is 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. The GES literacy coach is currently working closely with Robyn Heffernan at the South Carolina Department of Education. Together, they are collecting and analyzing data for learning walks at GES. They are looking for school and grade level trends in ELA instruction. From this data collection and analysis, the literacy coach is able to plan effective coaching cycles for individual teachers and/or grade levels.

GES uses district-created assessments including: checkpoints for all grade levels, as well as minor and major assessments in the upper grade levels 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. Gilbert Elementary School is dedicated to each individual student's literacy development and success.

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. Word Recognition assessments used in Lexington One allow the teacher to focus on individual students and his or her knowledge with both structured and foundational literacy skills. Classroom instruction focuses on explicit and direct instruction. Professional learning opportunities are provided to teachers to ensure they are growing their knowledge and understanding of effective reading instruction. 41 of our current GES teachers have completed LETRS Volumes 1 and 2. This has allowed teachers to be more knowledgeable with instruction and effectively use assessments to drive instruction. Data is constantly used to provide individualized instruction in the following areas: phonemic awareness and phonics. Professional learning opportunities are provided to teachers to ensure they are growing their knowledge and understanding of effective reading instruction and assessments.

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 the 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 ELA 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. Complementing the universal screening data, the RTI team uses a data intervention spreadsheet to track and monitor students receiving Tiered services and their progress toward grade-level expectations. This data collection method allows for trends and patterns to be identified in real time to provide targeted support aligned to the individual needs of each student.

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 for 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 committed to providing teachers with training and professional learning opportunities in the science of reading, structured literacy, and foundational literacy skills for all students. This commitment will allow GES to enhance reading achievement for all students. GES completed the second year of LETRS in May of 2025. Lexington One was able to train 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.

Also, the literacy coach at GES works closely with teachers and staff to provide professional learning opportunities (goal is to provide at least two per month, per grade level) to ensure we are all learning and growing in our knowledge of literacy instruction. GES teachers are also involved in weekly Professional Learning Team (PLT) meetings.

Section G: District Analysis of Data

Strengths

Gilbert Elementary School (GES) is a Lexington One "School on the Move," recognized for demonstrating the largest academic improvement district-wide. This significant recognition confirms our proven ability to accelerate student achievement for all learners through a focused effort by our dedicated staff on implementing innovative teaching methods and fostering an inclusive, high-expectations culture where every child can thrive. We ensure students engage with a wide variety of authentic texts during whole group, small group instruction, and independent reading time.

Our schedules include time for grade-level Professional Learning Teams (PLTs), as well as a designated time to provide interventions and/or extensions for students.

Teachers are concentrating on explicitly teaching the new South Carolina (SC) state English Language Arts (ELA) standards to guarantee complete alignment between their instruction and assessments.

GES teachers and staff are furthering their expertise in teaching reading and spelling by continuing their LETRS training, focusing on increasing their knowledge and application of essential literacy skills.

Possibilities for Growth

Building teacher capacity in data-driven instructional practices to maximize small group and whole group instruction through the Backwards Design model.
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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

4

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

41

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

4

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

4

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

0

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

4

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous 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 Progress	We exceeded goal 1, we decreased the number of third graders scoring "Does Not Meet" from 33% to 19% as determined by the Spring 2025 SCReady.
Previous 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 Progress	We did not meet goal 2, we decreased in the number of students meeting or exceeding stretch growth targets on i-Ready by the end of the 2025 school year from 41.5% to 40.6%.
Previous 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 Progress	We met goal 3, 100% of staff members completing LETRS Volume 2 scored 80% or higher on their Volume 2 post test in Spring 2025.

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 2025-2026 as determined by SC READY from 59% (Spring 2025) to 62% (Spring 2026).

Goal #1 Action Steps

Implement and ensure 100% fidelity of district reading instruction aligned to the Science of Reading (SoR) principles (K-3).
Conduct daily, interactive read alouds to explicitly enhance student vocabulary and reading comprehension.
The literacy coach will provide 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. The literacy coach collects and analyzes observational data to identify school-wide and grade-level instructional trends, as well as individual teacher needs. This pre-data is used to effectively plan and implement targeted coaching cycles. After the cycles are complete, post-data is collected and compared to the initial observations to measure impact and inform future coaching strategies.
Administer and collaboratively analyze i-Ready benchmark data three times annually (BOY, MOY, EOY) to determine school, grade-level, and classroom trends. Utilize the GES Literacy data collection spreadsheet to target and connect i-Ready benchmark data to local assessment data for further support.
Use district-created checkpoints and assessments aligned to the new ELA State Standards to closely monitor student progress on taught content.
Employ a variety of formative assessment tools (e.g., exit slips, anecdotal notes, oral assessments) to inform and adjust daily instruction.
Refer students to the RTI Team for Tier 2 or Tier 3 support if they are not making progress on their ELA DCI Plans.
The RTI Team will utilize a centralized data spreadsheet to closely track, monitor, and adjust individualized goals and tiered services.
The Literacy Coach will provide ongoing, focused professional development (coaching cycles, one-on-one support) to enhance teacher instructional practices.

Current Goal #2

For students in K-5 identified in iReady as striving for typical growth in reading, the median progress toward typical growth will be greater than 100%.

Goal #2 Action Steps

Immediately after the BOY Diagnostic, define the focus group as all K-5 students "striving for typical growth" and establish a centralized tracking system.

Establish and publicly track interim median growth goals (e.g., 50% by MOY) to drive urgency toward the 100%+ EOY target.

Provide daily, explicit small-group instruction (e.g., phonics, fluency, phonological awareness) for students with foundational deficits.

Implement explicit instruction in research-based comprehension strategies (e.g., summarizing, inferencing) aligned directly with i-Ready domain deficits.

Establish and implement a systematic plan for teaching Tier 2 vocabulary across all subjects using words from the core curriculum and i-Ready content.

The RTI Team will conduct monthly Growth Monitoring reviews to verify if students are on track and guide immediate instructional adjustments.

Develop a system to publicly recognize and celebrate progress toward the 100% growth goal to motivate students and foster a growth mindset.

Current Goal #3

100% of staff members completing LETRS Volume 1 or Volume 2 will score 80% or higher on their Volume 2 post test by Spring 2026.

Goal #3 Action Steps

Utilize a tracking spreadsheet to monitor the Quick Quiz scores and pacing of every staff member. The LETRS facilitator will proactively identify and intervene with any staff member scoring below 70% on two or more consecutive Unit Quizzes.

Establish a firm deadline for the final attempt on the Volume 1 or Volume 2 Post-Test (e.g., May 1, 2026) to ensure the goal is met before the end of the school year.
