

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
Dover Elementary School
2025-2026

Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 8
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? None
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 8
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? None

Section A: Describe how reading assessment and instruction for all PreK-5th grade 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.

Reading assessments and instruction are the cornerstones of education. Early proficiency in reading affects students' ability to learn across all subjects. At Dover Elementary, we ensure that every child in PreK–5th grade receives strong support in all aspects of reading. Students build **oral language** through daily conversations and class discussions, practice **sounds and phonics** with Letterland and decodable books, and work on **fluency** by reading with expression and confidence. We expand our vocabulary by connecting new words to real-life situations and utilizing word parts, such as prefixes and suffixes. Students strengthen **comprehension** by learning strategies such as asking questions, summarizing, and finding the central idea. Teachers use assessments, such as iReady and classroom checks, to determine what each student needs and adjust their instruction accordingly. This balanced approach helps every child meet grade-level standards and develop a lifelong love of reading. We are dedicated to incorporating and valuing the importance of comprehensive instruction in the following areas to achieve positive outcomes for students. This dedication is a key factor in our students' success.

Oral language:

Teachers use questions and prompts to provoke discussion about texts. This includes asking students to describe characters, predict outcomes, or express their opinions about a story. These discussions not only enhance comprehension but also foster overall oral language development. Teachers often read books aloud to students, engaging them in conversations about the story, characters, and vocabulary. Students are encouraged to tell or retell stories verbally. Importantly, group activities, such as partner reading or group discussions, are a key part of our teaching strategy, fostering a collaborative learning environment where students can practice and develop their oral language skills together, creating a sense of community and shared learning.

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Phonological Awareness:

Teachers provide direct instruction on phonological awareness skills, including activities that recognize and manipulate sounds at various levels: phonemes, syllables, onsets, rimes, and rhymes. Students participate in activities such as matching words with similar sounds or identifying the beginning, middle, or ending sounds in words to help build their ability to isolate and recognize phonemes. Teachers engage students in rhyming activities, such as identifying or generating rhyming words. Students also practice breaking words into syllables by clapping or tapping for each syllable, which helps them understand the rhythm and structure of words. Activities that involve blending phonemes to form words or segmenting words into individual phonemes help students develop the skills needed for decoding and spelling. Importantly, these activities are often conducted in a collaborative learning environment, fostering student engagement and learning. Lastly, teachers incorporate songs and poems with rhythmic patterns and rhymes with the Letterland curriculum, which helps reinforce phonological awareness in a fun and engaging way.

Phonics:

SC Wonders and the Letterland curriculum allow teachers to explicitly teach the relationships between letters (graphemes) and sounds (phonemes), starting with simple sound-letter combinations and progressing to more complex patterns. Teachers also introduce and practice the sounds associated with each alphabet letter with students. Students practice blending individual sounds to form words and read texts designed to reinforce their phonics skills and provide practice in applying them in context. Additionally, assessments focusing on spelling words using phonics rules help evaluate students' understanding of letter-sound relationships.

Fluency:

To build fluency, teachers demonstrate fluent reading by reading aloud to students with appropriate expression, pacing, and intonation. Teachers work with small groups of students at their instructional level, providing support and feedback to help them read fluently.

Vocabulary:

Teachers provide direct instruction on specific words, including their meanings, uses, and contexts. This involves teaching high-frequency words, academic language, or words relevant to the texts students are reading. Vocabulary is also taught within the context of reading texts. Our classrooms often feature word walls displaying key vocabulary words and the teacher's name. Additionally, teachers emphasize and discuss new vocabulary words through read-aloud sessions. Additionally, teachers facilitate instruction that includes teaching students about word parts such as prefixes, suffixes, and roots.

Comprehension:

Teachers provide direct instruction on comprehension strategies, including predicting, questioning, clarifying, and summarizing. They also read texts aloud to model fluent reading and demonstrate these strategies. During and after a read-aloud, teachers engage students in discussions about the text,

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asking questions that foster more profound understanding. Teachers often use various types of questions (e.g., literal, inferential, evaluative) to help students think critically about texts. Students also practice summarizing texts to identify main ideas and key details.

Section B: 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.

Word recognition assessment and instruction are achieved through our teachers providing systematic, step-by-step instruction in word recognition skills. This includes teaching letter-sound relationships logically and reinforcing these skills through practice. Using the Letterland and SC Wonders Curricula enables teacher instruction to progress from basic to more complex skills, starting with letter recognition and phonemic awareness, moving to phonics, and then to more advanced word recognition strategies.

Section C: 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.

I-Ready Diagnostics, administered three times a year during Fall, Winter, and Spring, helps identify targeted intervention pathways for students. Benchmark Assessment, also known as the BAS, is administered schoolwide to provide an additional data perspective. Additionally, Individualized Reading Plans are developed based on this data to implement intervention measures. Other approved MTSS diagnostic assessments, such as the LETRS Phonics and Word Reading Survey and/or the PAST (Phonological Awareness Screener Test), further assist in determining targeted pathways and identifying our Sensational Six and Twilight Twelve intervention groups.

Section D: 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.

There are many opportunities to help parents understand how to support their students as readers and writers at home. These include our monthly parent meetings, School Improvement Council Meetings, Title I Meetings, Parent-Teacher Conferences, Data Town Hall Meetings, Parent University, PTO meetings, Family and Fun Data Night, and our PTO Data Basketball Family Nights. Our Schoolwide Writing Initiative is integrated into classrooms and communicated during family nights. Dover participates in WAC, Writing Across the Curriculum, which is another way we help parents understand how they can support their children as writers at home. The development of a student's Independent Reading Plan provides opportunities for teachers and the reading coach to assist parents in supporting their children as readers and writers at home. Additionally, the reading coach, along with the literacy committee, hosts a Read to Succeed/Literacy Night, giving parents important information about the Read to Succeed law, as well as strategies and resources they can use at home with their students. Staff members are also available to answer any questions parents

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might have about instructional practices. Our Media Specialist supports reading at home by providing books, helping students and parents build personal home libraries, and hosting book fairs.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

Our I-Ready data, Mastery Connect, DRC Beacon, tiered approach, high-quality core instruction, and classroom observations enable teachers to monitor reading achievement and growth at both the classroom and school levels. We also participate in weekly PLCs to analyze assessment results, identifying trends and areas of need. This helps us make well-informed decisions to support our students effectively. We will implement small group instruction, the Sensational Six and Twilight Twelve structures for intervention, Saturday Bootcamp, afterschool tutoring, and our related arts push-in for additional support.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

Currently, eligible teachers and staff are participating in LETRS training, which offers teacher development based on the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade. With support from the reading coach, interventionist, and transformational coach, teachers will receive ongoing professional growth rooted in the Science of Reading. The school will create opportunities for teachers to attend professional conferences focused on SOR, structured literacy, and core literacy skills. We also provide job-embedded professional development.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• We use the MTSS structure to support the whole child • Use summative and formative assessments to decide the next steps • Our district has a prolific amount of instructional technology, which includes adaptive software to support personalized instruction	• Enhance effective writing instruction across all grade levels • Ensure small group instruction occurs consistently, and all teachers know how to manage and teach these groups effectively • Ensuring that all teachers are trained and comfortable with navigating the platforms students use.

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

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
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<u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022, as determined by SC READY, from <u>87</u> % to <u>72</u> % in the spring of 2023.	Due to the use of aligned standards and objectives, our school's rating increased from unsatisfactory to average
<u>Previous Goal #2:</u>	
<u>Previous Goal #</u>	

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.*** Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.
- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
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<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from <u>48.1</u> % to <u>54.1</u> % in the spring of 2026.	• Systemic alignment of standards and objectives • Tier staff members to enhance professional development and PLCs’
<u>Current Goal #2:</u> By the end of the 2025-2026 school year, the percentage of Dover 3 rd – 5th grade students flagged for copying will decrease from 16.8% to 5% as measured by SC Ready.	• Effective use of writing standards, strategies, and professional development
<u>Current Goal #3:</u>	