South Carolina Department of Education-
Read to Succeed Elementary Exemplary Literacy Reflection Tool

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

LETRS Questions:

- How many CERDEP PreK teachers in your school have completed EC LETRS?
    - 2
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year?
    - 0
- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:
    - Two (One first grade teacher and one resource teacher)
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:
    - All but 1 first grade teacher, 2 second grade teachers and 1 third grade teacher has not completed LETRS
        - Kindergarten - 4 teachers
        - First Grade - 2 teachers
        - Second Grade - 1 teacher
        - Third Grade - 2 teachers
        - Special Education (Resource) - 2 teachers
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?:
        - We have two second grade teachers and one third grade teacher who will be starting LETRS this year.

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.

At Kingsbury Elementary, reading instruction and assessment in PreK–5 are designed to systematically develop the oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension skills students need to understand increasingly complex texts and meet grade-level English/Language Arts standards.

In **PreK**, teachers intentionally develop early literacy skills through a language-rich classroom environment that emphasizes oral language, vocabulary, phonological awareness, print awareness, and comprehension through interactive read-alouds, conversations, songs, rhymes, and developmentally appropriate literacy experiences. Instruction and the classroom environment are monitored using the ELLCO framework to support high-quality early language and literacy practices and prepare students for successful transition into kindergarten. The primary PreK curriculum resource is Frog Street.

In **grades K–5**, all students receive Tier 1 reading instruction through the state-approved *Wonders* curriculum, aligned with the 2024 South Carolina College- and Career-Ready ELA Standards. *Wonders* provides evidence-based, systematic instruction in the essential components of literacy, including oral language, phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, and comprehension. Teachers further strengthen foundational reading instruction through supplemental resources such as **Heggerty Phonemic Awareness, UFLI Foundations, and H2M multisensory instructional resources**. Together, these resources support students in developing accurate and automatic word recognition, building language and vocabulary knowledge, reading fluently, and applying comprehension strategies to increasingly complex texts.

Assessment is an integral part of the instructional process at Kingsbury. Teachers use *Wonders* formative and diagnostic assessments to monitor students' development in foundational skills, vocabulary, comprehension, and writing and to adjust instruction based on student needs. District Common Formative Assessments aligned with South Carolina standards are administered quarterly to monitor students' progress toward grade-level expectations.

All K–5 students also complete **MAP Growth Reading three times annually** to measure achievement and growth, identify areas of instructional need, compare performance to national norms, and provide information related to students' progress toward SC READY expectations. Students in **grades K–3 complete MAP Reading Fluency three times annually**, providing additional information about oral reading fluency, language comprehension, and foundational reading skills while helping identify students who may be at risk for reading difficulties, including characteristics associated with dyslexia.

When screening and classroom data indicate a need for additional information, teachers use targeted diagnostic assessments such as the **PAST, LETRS Phonics and Word Reading Survey, CORE Vocabulary Screener, and McLeod Assessment of Reading**. These assessments help

identify specific skill gaps within phonological awareness, phonics and word recognition, fluency, vocabulary, and comprehension so teachers can provide targeted small-group, intervention, and differentiated instruction.

Through this ongoing cycle of **instruction, assessment, data analysis, differentiation, and intervention**, Kingsbury ensures that students receive instruction responsive to their individual literacy needs while maintaining a clear focus on developing the foundational and language-comprehension skills necessary for successful reading comprehension and achievement of grade-level ELA standards.

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.

At Kingsbury Elementary, foundational literacy instruction is grounded in the principles of **structured literacy**, with an emphasis on explicit, systematic, sequential, and cumulative instruction in the skills necessary for proficient reading.

In **grades K–3**, word recognition and foundational reading skills are assessed primarily through **MAP Reading Fluency**, administered three times annually. MAP Reading Fluency provides data related to phonics, decoding, word recognition, and oral reading fluency and helps identify students who may be at risk for reading difficulties. When additional diagnostic information is needed, teachers use assessments such as the **LETRS Phonics and Word Reading Survey, high-frequency word assessments, and other skill-specific inventories**. These tools may also be used with students in the upper grades who demonstrate continued difficulties with foundational reading skills.

UFLI Foundations serves as the primary resource for explicit and systematic phonics and word-recognition instruction in the primary grades. Instruction includes phonemic awareness, sound-symbol relationships, decoding, encoding, and high-frequency words. Skills are reinforced through **multisensory instructional practices, decodable texts, take-home practice, and supplemental materials**, providing students with repeated opportunities to apply newly learned skills in connected text.

Teachers also utilize **Wonders** resources and intervention materials to reinforce phonemic awareness, phonics, decoding, spelling, and word recognition through whole-group, small-group, and targeted intervention instruction. Student assessment data are used to determine specific skill needs and guide differentiation, reteaching, and intervention.

As students progress into the **upper elementary grades**, structured word study expands beyond basic decoding to include **morphology and analysis of meaningful word parts**, including prefixes, suffixes, roots, and word relationships. Teachers use *Wonders* curriculum resources along with **H2M kits and multisensory resources** to help students analyze increasingly complex words and develop deeper understanding of word meanings.

Through this systematic progression from phonological awareness and phonics to fluent word recognition and advanced word analysis, Kingsbury provides students with the foundational literacy skills necessary to support **fluency, vocabulary development, and reading comprehension across increasingly complex grade-level texts**.

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.

.

At Kingsbury Elementary, universal screening and diagnostic assessment data are used to identify students who are not demonstrating grade-level reading proficiency and to determine whether students need targeted intervention in **word recognition, language comprehension, or both**. Assessment results are reviewed by teachers and support staff to determine the intensity and focus of intervention and to monitor students' response to instruction.

In **PreK**, teachers monitor students' development of early literacy skills through classroom-based assessments, observations, and data available through the *Frog Street* curriculum and the GOLD assessment. Particular attention is given to oral language, vocabulary, phonological awareness, print awareness, and comprehension. Students demonstrating difficulty with early literacy skills receive additional targeted instruction and support based on their individual areas of need.

In **grades K–3**, all students complete **MAP Reading Fluency three times annually** as a universal screener. This assessment provides information about foundational reading skills, including phonological awareness, phonics and word recognition, language comprehension, and, when appropriate, oral reading fluency. Students performing below the **50th percentile in word recognition or language comprehension** are considered for targeted Tier 2 or Tier 3 intervention based on the student's specific needs and the overall body of assessment data.

When screening results indicate a possible foundational reading deficit, teachers use additional diagnostic assessments, including the **PAST and LETRS Phonics and Word Reading Survey**, to pinpoint specific skill gaps. Additional inventories and skill-specific assessments may also be administered as needed. These diagnostic results help determine the appropriate **word-recognition pathway**, which may include targeted instruction in phonological awareness, phonics, decoding, encoding, high-frequency words, and/or reading fluency. The primary resources for targeted instruction in foundational skills includes the UFLI Foundations resources and the Wonders Phonics and Phonemic Awareness intervention guides. Targeted instruction is also enhanced through Hand 2 Mind multi-sensory manipulatives and instructional materials.

When screening data indicate weakness in **language comprehension**, additional classroom, curriculum-based, and diagnostic data are reviewed to identify needs related to oral language, vocabulary, background knowledge, and/or comprehension. Students are then provided targeted instruction aligned with the specific language-comprehension skills identified through the assessment process. The primary resource for targeted instruction includes the Wonders Vocabulary and/or Wonders Comprehension intervention guide.

In **grades K–5**, students also complete **MAP Growth Reading three times annually**. In grades 3–5, students who are projected to perform at **Level 1 – Does Not Meet Expectations on SC READY** are also administered MAP Reading Fluency to provide more detailed information about foundational reading and language-comprehension skills. Students performing below the 50th percentile in word recognition or language

comprehension are considered for Tier 2 or Tier 3 intervention. Diagnostic assessments, including the PAST, LETRS Phonics and Word Reading Survey, and other appropriate assessment tools, are then used to further identify the student's specific area of need.

This process creates a clear pathway from **screening to diagnosis to intervention**. Students with identified **word-recognition deficits** receive targeted foundational literacy intervention, while students with identified **language-comprehension deficits** receive targeted support in areas such as oral language, vocabulary, background knowledge, and comprehension. Students demonstrating needs in both areas receive intervention addressing both pathways. Intervention intensity, grouping, and instructional focus are adjusted based on diagnostic information and students' ongoing progress.

Parents are informed when students are identified for targeted intervention and receive information regarding the student's identified area of need, intervention plan, and progress toward intervention goals. Families are provided opportunities to collaborate with teachers and the MTSS team in supporting continued reading growth. This regularly occurs with fall and spring parent conferences and also occurs throughout the intervention cycles as needed. Students who are at risk for retention are notified by the end of the 2nd quarter in writing. Instructional supports as outlined in the Student Intervention Plans are put in place to strengthen students skills and to monitor progress toward proficiency.

Through this systematic use of universal screening, diagnostic assessment, targeted intervention, and progress monitoring, Kingsbury works to ensure that students who have not demonstrated grade-level reading proficiency receive instruction matched to the specific skills needed to improve reading achievement.

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.

Kingsbury Elementary provides families with ongoing communication, resources, and learning opportunities to help parents understand their child's literacy development and support reading and writing at home.

A **monthly school newsletter** provides families with literacy tips, strategies, and ideas for reinforcing learning at home. Teachers also communicate regularly with families through **ClassDojo**, allowing parents to receive timely information about classroom learning, student progress, upcoming assessments, and ways to support specific skills at home.

Interims and Report Cards are provided to update families regularly regarding student progress, achievement and grade-level standard mastery. **Parent conferences are held in the fall and spring** to provide families with individualized information about their child's academic progress. During conferences, teachers review assessment results, discuss areas of strength and need, and provide recommendations for supporting continued growth in reading and writing at home.

Throughout the year, Kingsbury provides **parent workshops and family engagement opportunities** across grade levels. These events provide families with strategies, resources, and information related to students' academic and personal growth. Kingsbury's **Family and Community Engagement (FACE) Coordinator**, supported through Title I funding, facilitates family involvement activities throughout the year, including opportunities that encourage families to engage in reading, writing, and literacy-related activities with their children.

Families also have access to the school's **Parent Resource Room**, which provides materials and resources that can be used to support learning at home. Parents are connected with the South Carolina Department of Education's **Family-Friendly Standards for ELA**, which help families understand grade-level learning expectations and provide guidance for reinforcing those skills outside of school.

Through regular communication, parent education, individual conferences, family engagement activities, and access to literacy resources, Kingsbury works to build a strong **school-home partnership** in which families are equipped to actively support their children as developing readers and writers.

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.

Kingsbury Elementary uses a comprehensive system of universal screening, classroom assessment, diagnostic assessment, progress monitoring, and MTSS data review to monitor reading achievement and growth from PreK through grade 5. Data are examined at the school, grade, classroom, and individual student levels, and intervention decisions are based on multiple sources of data to ensure students are progressing toward grade-level reading proficiency.

PreK Monitoring

In **PreK**, teachers monitor early literacy development through classroom observations, developmental assessments, and assessment information available through the ***Frog Street*** curriculum. Student progress in areas such as oral language, vocabulary, phonological awareness, print awareness, and comprehension is reviewed to identify students who may need additional instructional support. Teachers use this information to adjust classroom instruction and provide targeted early literacy experiences.

MAP Reading Growth

All **K–5** students complete **MAP Reading Growth** three times annually. School and grade-level data are reviewed after each administration to identify trends in reading achievement and growth, evaluate progress toward school literacy goals, and identify areas requiring additional instructional attention.

Grade-level teams analyze results to identify strengths and areas of need, establish goals, and plan instruction around priority standards and skills. Classroom teachers use **MAP** data to establish class and individual student growth goals, differentiate instruction, and monitor progress. Student growth is recognized and celebrated following winter and spring assessments. **MAP Growth** data are also used to help determine which students are on track to meet **SC READY** grade-level expectations and which students may require additional support.

MAP Reading Fluency and Progress Monitoring

Students in grades K–3 complete **MAP Reading Fluency** three times annually to monitor foundational reading development, including word recognition, language comprehension, and oral reading fluency when appropriate. Students in grades 4–5 who demonstrate continued reading difficulties may also be administered **MAP Reading Fluency** to provide additional diagnostic information.

For students receiving intervention, progress monitoring occurs approximately every 1-2 weeks using assessments aligned with the specific skill being addressed. Teachers and interventionists use these data points to determine whether students are responding adequately to intervention or whether changes are needed in instructional focus, intensity, duration, or grouping.

Tier 2 and Tier 3 Intervention

Students receiving Tier 2 or Tier 3 reading intervention have individualized action plans that document assessment data, identified areas of need, SMART goals, intervention strategies, and progress-monitoring expectations. Intervention decisions are based on the full body of available data, including MAP Growth, MAP Reading Fluency, *Wonders* assessments, classroom performance, progress-monitoring results, and additional diagnostic assessments as appropriate.

Students demonstrating the greatest level of need, typically including those performing below the 25th percentile in word recognition or language comprehension, receive Tier 3 intervention. Tier 3 generally consists of targeted, small-group instruction provided daily. Students performing within approximately the 25th–50th percentile who require additional support generally receive Tier 2 intervention 3–5 times per week. Intervention instruction is matched to the student's identified needs and may target phonological awareness, phonics and word recognition, oral reading fluency, vocabulary, and/or language comprehension.

MTSS Review and Data-Based Decision Making

The Kingsbury MTSS team, which includes classroom teachers, interventionists and specialists, instructional support staff, and administrators, meets monthly to review the progress of students receiving Tier 2 and Tier 3 interventions. The team examines universal screening, diagnostic, classroom, and progress-monitoring data to determine whether students are making sufficient progress toward their individualized goals.

Based on the student's response to intervention, the team may continue the intervention, adjust the instructional approach or intensity, increase or decrease support, or consider additional assessment and evaluation when appropriate. Students who demonstrate sufficient progress may transition to a less intensive level of support while continuing to be monitored.

Through this continuous cycle of assessment → data analysis → targeted instruction → progress monitoring → MTSS review → instructional adjustment, Kingsbury monitors reading achievement at both the classroom and school levels and uses all available data to provide timely, responsive intervention designed to move every student toward grade-level reading proficiency.

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.

Kingsbury Elementary provides ongoing professional learning to ensure that PreK–5 teachers, interventionists, paraprofessionals, and instructional support staff have the knowledge and instructional practices necessary to provide effective literacy instruction grounded in the **science of reading, structured literacy, and foundational literacy skills**.

LETRS Professional Learning

Since January 2022, all eligible Kingsbury and administrators teachers have completed or enrolled in **LETRS (Language Essentials for Teachers of Reading and Spelling)**. This two-year professional learning experience develops educators' understanding of the science of reading and provides in-depth training in areas including phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, language comprehension, and writing. Teachers have completed LETRS learning through virtual training, grade-level PLC collaboration, and independent study.

Ongoing Science of Reading Professional Development

Professional learning continues beyond LETRS through school-based professional development, coaching, and grade-level PLCs. These sessions provide teachers and administrators with opportunities to deepen their understanding of structured literacy, examine instructional practices, and apply evidence-based strategies within daily reading and writing instruction.

During the **2026–2027 school year**, a major professional learning focus is continued implementation of the **7 Mighty Moves** to strengthen the alignment of classroom literacy instruction with the science of reading. Teachers and administrators will use reflection rubrics to evaluate current instructional practices and develop **individual action plans** identifying specific areas for professional growth and classroom implementation.

Grade-level PLCs also provide ongoing opportunities for teachers and administrators to connect professional learning with student outcomes. **MAP Reading Fluency and intervention progress-monitoring data are reviewed monthly in PLCs** to identify student needs, evaluate the effectiveness of instruction and intervention, and determine appropriate instructional adjustments.

UFLI and Structured Foundational Skills Instruction

During the 2026–2027 school year, Kingsbury will continue implementation of **UFLI Foundations** as the primary resource for explicit, systematic, and sequential foundational literacy instruction in the primary grades. Teachers, paraprofessionals, and interventionists in **grades K–3** receive

ongoing support through instructional modeling, classroom observations, feedback, coaching, and access to word-work manipulatives and other instructional resources to strengthen daily implementation.

Teachers will also incorporate **UFLI skill assessments weekly** in place of traditional spelling lists and spelling tests. This shift allows assessment to more closely align with explicitly taught phonics and encoding skills and provides teachers with timely information about student mastery and instructional needs.

A school-based **UFLI implementation team**, consisting of the reading coach, a classroom teacher, interventionists, and a resource teacher, supports the expansion and consistency of UFLI practices across tiers of instruction. The team helps ensure that students receiving Tier 2 and Tier 3 intervention experience instructional practices that are aligned with and reinforce the structured literacy practices used during Tier 1 instruction.

PreK Literacy Professional Learning

PreK teachers are included in Kingsbury's schoolwide focus on evidence-based literacy instruction, with professional learning emphasizing developmentally appropriate practices in **oral language, vocabulary, phonological awareness, print awareness, and comprehension**. Monthly PreK professional learning and support also includes focused study of components of the **ELLCO framework**, opportunities to reflect on implementation, review student progress, and determine how the literacy coach, curriculum coach, and administrators can provide additional instructional support.

Through **LETRS training, school-based professional development, PLCs, coaching, modeling, observation and feedback, data analysis, and collaborative implementation of structured literacy practices**, Kingsbury provides a sustained professional-learning system designed to move teachers from understanding the science of reading to effectively applying that knowledge in daily PreK–5 literacy instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• **SC READY ELA achievement improved significantly across grades 3–5**. The percentage of students scoring Meets or Exceeds Expectations increased from 46.5% in 2025 to 54.7% in 2026, representing an 8.2 percentage-point increase in overall ELA proficiency. • **Fourth- and fifth-grade students demonstrated notable gains on SC READY ELA**. In 2026, 60% of fourth-grade students scored Meets or Exceeds Expectations, an increase of approximately 8 percentage points from the previous year. In fifth grade, 51.4% of students scored Meets or Exceeds Expectations, representing an increase of approximately 9 percentage points from the previous year. • **MAP Reading Growth data show continued improvement in reading achievement**. From Fall 2025 to Fall 2026, overall reading achievement for students in grades 3–5 increased from the 39th national percentile to the 42nd national percentile. • **Overall MAP Reading Growth achievement in grades 3–5 falls within the average range** when compared nationally using NWEA norms. This provides evidence that students are demonstrating reading achievement comparable to their national peers while continuing to show year-to-year improvement. • **Language comprehension is an area of strength in the primary grades**. Fall 2025 **MAP Reading Fluency** data identified Language Comprehension as an area of strength for students in Kindergarten through second grade, providing a strong foundation for continued development in vocabulary, comprehension, and overall reading proficiency.	• **Third-grade SC READY ELA proficiency remained unchanged.** The percentage of third-grade students scoring **Meets or Exceeds Expectations remained at 52% in both 2025 and 2026**. While performance was maintained, the lack of year-to-year growth identifies third grade as an area for continued instructional focus. • **SC READY ELA data identify Literary Text and Writing as priority areas for growth.** Analysis of state assessment data indicates a need to strengthen students' ability to comprehend and analyze literary texts and demonstrate understanding through effective written responses. • **Fall 2026 MAP Reading Growth data identify Informational Text and Vocabulary as opportunities for improvement.** These results indicate a need for continued emphasis on building academic vocabulary and strengthening students' ability to comprehend, analyze, and respond to increasingly complex informational texts. • **Fall 2026 MAP Reading Growth achievement in the primary grades remains below national averages.** NWEA norm-referenced data indicate that overall reading achievement in **grades K–3 is below average nationally**, highlighting the need for continued attention to early literacy development and targeted support. • **Foundational literacy skills are a significant opportunity for growth in the earliest grades.** Fall 2025 MAP Reading Fluency data identify **Phonological Awareness and Phonics/Word Recognition as areas for growth in Kindergarten and first grade**. These results support continued emphasis on explicit, systematic foundational skills

Strengths	Possibilities for Growth
Overall Trend Collectively, **SC READY** and MAP data demonstrate a positive trajectory in reading achievement at Kingsbury Elementary. **State assessment proficiency has increased substantially**, grades 4 and 5 have demonstrated notable gains, and **national percentile performance has improved**. Primary-grade data also identify **language comprehension as an existing strength** upon which the school can continue to build.	instruction, including implementation of UFLI and targeted intervention based on individual student needs. **Instructional Implications** Collectively, these data identify two major priorities: **strengthening foundational literacy skills in the primary grades and deepening vocabulary, text comprehension, and writing in the upper grades**. Kingsbury's continued focus on structured literacy, explicit phonics instruction, vocabulary development, comprehension of literary and informational texts, and writing will directly address the areas of need identified across multiple assessment measures.

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
Goal #1 (Third Grade Goal): Increase the percentage of third graders who score Meets and Exceeds in Reading as determined by SC Ready from **52.4%** in Spring of 2025 to **57%** in the Spring of 2026. *(By increasing by 4.6% each year, we will be on target to reach 75% Meets and Exceeds for 3rd grade in Reading by the year 2030.)*	• We did NOT reach this goal when comparing 2025 3rd graders to 2026 3rd graders. The percentage of students scoring Meets and Exceeds remained at 52% when comparing the two groups of 3rd graders. • We DID EXCEED the goal when tracking 2025 3rd graders to 2026 4th graders. This group of students grew from 52.4% met to 60% met. • We also reduced the number of students scoring Did Not Meet when comparing 2025 3rd graders to 2026 3rd graders. We reduced the number of students scoring Not Met 15% to 10%. • Several of the students scoring Not Met are self-contained autism students who struggle with the demands of standardized testing.
Goal #2: Increase the percentage of first grade students who are on track for success in English Language Arts from 25.6% in 2025 to 31% in 2026 as reported by the Preparing for Success scores on Kingsbury state report card.	• Data currently unavailable.

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. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Action Steps
Goal #1 (Third Grade Goal): Increase the percentage of third graders who score Meets and Exceeds in Reading as determined by SC Ready from **52.2%** in Spring of 2026 to **56%** in the Spring of 2027.	• **Provide targeted Tier 2 and Tier 3 intervention.** Students identified as needing intensive reading support will receive **Tier 3 intervention daily for 30 minutes in small groups**, provided by trained paraprofessionals. Students requiring supplemental Tier 2 support will receive **30 minutes of targeted intervention 3–5 times per week** from classroom teachers. Intervention groups and instructional focus will be determined by student assessment data and adjusted based on progress-monitoring results. • **Strengthen foundational skills through UFLI Foundations.** Interventionists and paraprofessionals supporting second- and third-grade students will receive training and ongoing support in implementing **UFLI Foundations** within Tier 3 intervention. UFLI provides explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, and word recognition. **H2M (Hand2Mind) resources and manipulatives** will supplement UFLI lessons to provide multisensory practice and reinforcement of foundational skills. • **Expand the use of MAP Reading Fluency in third grade. All third-grade students will complete MAP Reading Fluency** to provide additional information about foundational reading skills, word recognition, language comprehension, and oral reading fluency. Results will be used to identify students requiring

Goals	Action Steps
	intervention, develop targeted small groups, establish instructional goals, and monitor student progress. ● **Monitor intervention effectiveness and implementation fidelity.** Evidence of targeted intervention will be collected through **routine fidelity checks, classroom observations, intervention documentation, and MAP Reading Fluency progress monitoring**. The MTSS team and school leadership team will review these data regularly to determine whether interventions are being implemented as intended and whether students are demonstrating adequate progress. Intervention intensity, grouping, or instructional focus will be adjusted when data indicate insufficient growth. ● **Provide dedicated data-analysis and instructional planning days.** Third-grade teachers will participate in designated planning days that allow for **deep analysis of SC READY, MAP, common formative assessment, and classroom data**. Teachers will identify priority standards, deconstruct key standards and skills, examine patterns of student strengths and needs, and collaboratively develop instructional strategies and learning experiences to address identified areas of concern. ● **Provide targeted professional learning and instructional coaching.** Professional learning led by the **instructional coach and literacy coach** will focus on strengthening alignment between classroom instruction and the **Science of Reading**. Professional learning will include continued study and application of **Visible Learning** practices and the **Elements of Explicit Instruction**, with an emphasis on translating research-based practices into effective daily instruction.

Goals	Action Steps
Goal #2: Increase the achievement of **second grade** students in **Phonics/Word Recognition** from **44th** percentile in Fall 2026 to the **49th** percentile in Spring 2027 as reported by the NWEA MAP Fluency Assessment.	• **Use a consistent process to identify students for intervention.** The **SSD K–5 ELA Intervention Decision Framework** will be used to identify students requiring targeted intervention in foundational literacy skills and to assist teachers and the MTSS team in determining appropriate levels and areas of support. • **Implement UFLI Foundations as part of Tier 1 instruction.** All K–2 teachers will implement **UFLI Foundations** to provide explicit, systematic, sequential, and cumulative instruction in phonemic awareness, phonics, decoding, encoding, and word recognition. This schoolwide approach will provide greater consistency in foundational literacy instruction across the primary grades. • **Utilize UFLI across tiers of intervention.** In addition to Tier 1 instruction, **UFLI Foundations will be used within Tier 2 and Tier 3 interventions** for students demonstrating identified needs in phonics and word recognition. Intervention lessons will be aligned to students' specific skill deficits as identified through screening, diagnostic assessment, and progress-monitoring data. • **Provide teachers and interventionists with necessary instructional resources.** UFLI manuals and supporting resources will be provided to **all K–2 classroom teachers, resource teachers, and reading interventionists** to support consistent implementation across instructional settings and tiers. • **Provide ongoing UFLI professional learning and coaching.** Teachers and interventionists will receive UFLI training through **grade-level PLCs, instructional modeling, coaching, and classroom-based support from the literacy coach and instructional coach**. Support will focus on effective lesson implementation, explicit instructional practices, appropriate pacing, and using student data to inform instruction.

Goals	Action Steps
	● **Establish a KBE UFLI Implementation Team.** A school-based UFLI team consisting of the **literacy coach, interventionists, resource teacher, and classroom teacher representation** will lead the planning and implementation of UFLI across Tier 1, Tier 2, and Tier 3 instruction. The team will support implementation consistency, identify instructional needs, and assist with resources, professional learning, and problem-solving throughout the year. ● **Progress monitor targeted foundational skills. MAP Reading Fluency progress-monitoring assessments** will be used to track the growth of students receiving intervention in targeted foundational skill areas, particularly **phonological awareness and phonics/word recognition**. Progress-monitoring results will be used to determine students' response to intervention and whether instructional adjustments are necessary. ● **Conduct monthly MTSS reviews of intervention students.** The **school MTSS team, reading interventionist, and literacy coach** will review the progress of students receiving reading intervention each month. The team will examine screening, diagnostic, and progress-monitoring data; develop and update individualized intervention plans; and make data-based decisions regarding instructional focus, grouping, frequency, and intensity of intervention.
Goal #3: By May 2027, **100% of Kingsbury Elementary K–2 teachers will consistently implement UFLI Foundations with fidelity**, following the recommended instructional routines, pacing, and explicit, systematic phonics instruction as evidenced by lesson plans and classroom observations.	● **Instructional Fidelity:** Implement UFLI Foundations consistently in all K–2 classrooms, including blending, word work, decoding, encoding, and connected-text reading. ● **Professional Development:** Provide ongoing job-embedded coaching, modeling, and instructional support through the Reading Coach and Dyslexia Specialist.

Goals	Action Steps
	● **Data-Driven Instruction:** Use weekly UFLI progress monitoring and MAP Reading Fluency data to identify skill gaps, create flexible instructional groups, and plan targeted interventions. ● **PLC Collaboration:** Review implementation, student performance, instructional pacing, and intervention effectiveness during regularly scheduled PLC meetings. ● **Continuous Improvement:** Conduct implementation walkthroughs and review student growth data throughout the year to identify strengths and areas needing additional support.