

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? 6
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 1

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 Dover Elementary School, reading assessment and instruction for PreK–5th grade students address the essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. PreK students complete the Waterford Assessment of Core Skills (WACS) to measure pre-literacy and early reading skills, while Kindergarten students complete the Kindergarten Readiness Assessment (KRA), which includes a Language and Literacy domain. Students in PreK–2 also use Waterford daily as a supplemental literacy program to strengthen foundational reading skills.

For students in K–5, i-Ready Reading serves as the universal screener to identify strengths and areas of need and monitor reading growth. Teachers also use Progress Learning, SC Wonders assessments, classroom-based formative assessments, and common assessments to monitor student mastery and guide instruction. When students demonstrate difficulty with foundational literacy skills, the Indicator-Aligned Inventory for Word Recognition is used to further identify specific areas of need and inform targeted instruction.

Assessment data and ongoing classroom evidence inform whole-group and small-group instruction, differentiate learning, and provide targeted support in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This comprehensive, data-informed approach supports students in developing the skills necessary to comprehend increasingly complex texts and meet grade-level South Carolina English/Language Arts standards.

Students who demonstrate mastery of grade-level reading expectations receive enrichment that extends their learning beyond core instruction. Advanced readers engage with increasingly complex literary and informational texts, advanced vocabulary and morphology, independent inquiry, literature discussions, extended

Updated August 2026

Read to Succeed **Primary and Elementary** Reading Plan
2026- 2027

written responses, and higher-level analysis. Teachers use assessment evidence to provide enrichment that offers appropriate depth, complexity, choice, and opportunities for students to apply literacy skills across content areas.

Oral language:

Teachers intentionally develop oral language through purposeful questioning, classroom discussions, read-alouds, and collaborative learning opportunities. Students are encouraged to describe characters and events, make predictions, explain their thinking, express opinions, and orally retell or summarize texts. Partner discussions, turn-and-talks, and small-group conversations provide frequent opportunities for students to listen, respond, and communicate using increasingly complex language and academic vocabulary. These experiences strengthen students' speaking and listening skills while also supporting vocabulary development and reading comprehension.

Phonological Awareness:

Teachers provide explicit instruction in phonological and phonemic awareness skills, including recognizing and manipulating words, syllables, rhymes, and individual phonemes. Students engage in activities such as identifying and generating rhyming words, segmenting words into syllables, isolating beginning, medial, and ending sounds, and blending and segmenting phonemes. **Letterland** supports systematic phonological and phonemic awareness instruction in the primary grades through engaging routines, songs, and activities. Additionally, some trained teachers have begun incorporating **UFLI Foundations** to provide further explicit and systematic practice in foundational literacy skills. Teachers adjust instruction based on student performance and identified areas of need.

Phonics:

Teachers provide explicit and systematic phonics instruction to develop students' understanding of the relationships between phonemes (sounds) and graphemes (letters). Letterland and SC Wonders support instruction that progresses from basic letter-sound relationships to increasingly complex phonics and word-reading patterns. Students practice blending sounds to read words, segmenting sounds for spelling and encoding, and applying learned patterns while reading connected and decodable texts. Some teachers who have received training also use UFLI Foundations to strengthen explicit phonics and word-recognition instruction. Teachers monitor student performance to determine when students need additional practice or targeted foundational literacy support.

Fluency:

Teachers build fluency by modeling accurate, expressive reading with appropriate phrasing, pacing, and intonation. Students have opportunities to practice reading connected text through supported, repeated, partner, and small-group reading experiences. Teachers provide feedback to strengthen accuracy, automaticity, appropriate rate, phrasing, and expression. Fluency development is connected to comprehension so that students learn to read smoothly and accurately while maintaining an understanding of the text.

Vocabulary:

Teachers provide explicit vocabulary instruction that includes word meanings, usage, and application within meaningful contexts. Vocabulary instruction is embedded within SC Wonders, read-alouds, classroom discussions, and content-area texts so that students encounter and use new words in multiple contexts.

Read to Succeed **Primary and Elementary** Reading Plan
2026- 2027

Teachers use strategies such as word walls and visual supports and give students opportunities to discuss and apply new vocabulary orally and in writing. As appropriate for grade-level standards, students also study morphology, including prefixes, suffixes, roots, and other meaningful word parts, to determine word meanings and expand their vocabulary knowledge.

Comprehension:

Teachers provide explicit instruction in comprehension skills and strategies aligned with grade-level English/Language Arts standards. Students learn to ask and answer questions, make predictions and inferences, determine central ideas or themes and key details, summarize, analyze characters and text structures, and support their thinking with evidence from the text. Teachers model comprehension processes through read-alouds and think-alouds and use literal, inferential, and analytical questions to deepen students' understanding. Through whole-group, small-group, collaborative, and independent reading experiences, students apply these skills to increasingly complex literary and informational texts.

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 systematic, explicit, and sequential instruction in foundational reading skills. Teachers explicitly teach letter-sound relationships and reinforce these skills through guided practice and application. Using Letterland and SC Wonders, instruction progresses from foundational skills such as letter recognition and phonemic awareness to phonics, decoding, and more advanced word-recognition strategies. When students struggle with foundational literacy skills, the Indicator-Aligned Inventory for Word Recognition (IAI-WR) serves as a diagnostic tool to identify specific areas of need and guide instructional planning. Based on identified student needs, UFLI Foundations is used as an intervention resource to provide explicit, systematic, and targeted instruction in phonemic awareness, phonics, decoding, encoding, and word recognition skills.

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 Inform, administered three times a year during the Fall, Winter, and Spring, serves as the universal screener for students in Kindergarten through 5th grade and helps identify students who are not demonstrating grade-level reading proficiency. Teachers review universal screener data, along with classroom and curriculum-based assessment evidence, to determine students' areas of need and appropriate intervention pathways. Teachers develop Individualized Reading Plans, as appropriate, to document targeted goals, interventions, and progress-monitoring measures.

Read to Succeed **Primary and Elementary** Reading Plan
2026- 2027

When screening data indicate difficulty with foundational literacy skills, the Indicator-Aligned Inventory for Word Recognition is used as a diagnostic assessment to identify more specific strengths and skill gaps in areas such as phonological awareness, phonics, decoding, and word recognition. These diagnostic results help teachers determine where a breakdown is occurring and guide targeted small-group instruction, intervention, and focused practice.

When data indicate that a student's primary area of need is related to language comprehension, teachers use additional classroom, curriculum-based, and comprehension assessment evidence to identify needs in areas such as vocabulary, oral language, and text comprehension. Together, universal screening and diagnostic data determine whether a student needs a word-recognition pathway, a language-comprehension pathway, or support in both areas, ensuring intervention matches the student's specific reading needs.

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. Developing 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, providing parents with 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 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.

At Dover Elementary School, staff monitor reading achievement and growth at the classroom and school levels using multiple data sources, including i-Ready, Progress Learning, DRC Beacon, SC Wonders assessments, common assessments, classroom-based formative assessments, and classroom observations. Teachers use these data within a tiered support system to determine whether students are meeting grade-level expectations and to identify those who may need additional intervention.

During bi-weekly PLCs, teachers and instructional leaders analyze assessment results, review student progress, identify trends and skill gaps, and determine appropriate next steps for instruction and intervention. Decisions are based on all available data rather than a single assessment and may include adjustments to whole-group instruction, targeted small-group support, intervention intensity, and progress-monitoring plans. This ongoing

Updated August 2026

Read to Succeed **Primary and Elementary** Reading Plan
2026- 2027

cycle of assessment, analysis, instruction, and monitoring helps ensure that PreK–5th grade students receive timely support to achieve grade-level reading proficiency. This ongoing cycle of assessment, analysis, instruction, and monitoring helps ensure that PreK–5th grade students receive timely support to achieve grade-level reading proficiency.

Within Dover Elementary School’s Multi-Tiered System of Supports framework, students receive instruction and support matched to the intensity of their identified needs. Students who do not demonstrate adequate progress through core instruction receive targeted Tier 2 or Tier 3 interventions aligned with identified needs in word recognition, language comprehension, or both. The district monitors student progress regularly to determine whether interventions should continue, intensify, adjust, or discontinue. Students who meet or exceed grade-level expectations receive enrichment through complex texts, advanced vocabulary and morphology, inquiry-based reading and writing, and higher-level comprehension activities. This approach ensures that assessment data are used to provide both targeted intervention and enrichment.

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 provides professional learning grounded in the Science of Reading, structured literacy, and foundational literacy skills to support students in PreK–5th grade. In addition, Dover Elementary implements SC Wonders, a district-approved high-quality instructional material (HQIM) that supports structured literacy practices, and Letterland for foundational literacy instruction in the primary grades. The district provides ongoing professional development to support the effective implementation of SC Wonders, Letterland, and other literacy initiatives. The district provides this professional learning through professional development sessions held during designated early dismissal Tuesdays, as well as Instructional Support and Resource (ISR) meetings, which offer additional opportunities for teachers and instructional staff to receive guidance, collaborate, review expectations, and strengthen instructional practices. The South Carolina Department of Education (SCDE) also offers ongoing professional learning opportunities related to literacy instruction and state expectations.

With support from the Reading Coach and transformational coach, teachers receive ongoing, job-embedded professional learning to strengthen instructional practices and sustain implementation of district-approved literacy curricula. The Reading Coach models lessons, supports planning, provides feedback, and helps teachers use SC Wonders, Letterland, and other evidence-based literacy practices effectively. The school also creates opportunities for teachers to attend professional conferences and engage in additional learning focused on the Science of Reading, structured literacy, and core literacy skills.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• We use a Multi-Tiered System of Supports (MTSS) framework to address the academic, behavioral, and social-emotional needs of the whole child. • We use formative and summative assessment data to identify student needs, monitor progress, and determine appropriate instructional next steps. • Our district provides a wide range of instructional technology and adaptive learning platforms that support differentiated and personalized instruction based on student needs • We implement district-approved high-quality instructional materials, including SC Wonders and Letterland, to support consistent, standards-aligned literacy instruction. • We use i-Ready as a universal screener in grades K–5 and additional diagnostic tools, such as the Indicator-Aligned Inventory for Word Recognition, to identify specific student needs and guide targeted support. • Teachers participate in bi-weekly PLCs and job-embedded professional learning to analyze student data, collaborate on instructional decisions, and strengthen literacy practices. • Teachers receive ongoing support from the Reading Coach and transformational coach through planning, modeling, feedback, and targeted professional learning.	• Strengthen consistent, evidence-based writing instruction across all grade levels to ensure students receive explicit instruction in the writing process, composition, sentence development, and use of text evidence. • Increase the consistency and effectiveness of small-group instruction by supporting teachers in grouping students based on data, selecting appropriate skills and texts, managing rotations, and delivering targeted instruction. • Build teacher confidence and proficiency with instructional technology platforms so all teachers can effectively navigate, implement, and use available digital tools and student data to support instruction. • Strengthen the use of diagnostic assessment data to determine appropriate intervention pathways by ensuring teachers can interpret results from tools such as the Indicator-Aligned Inventory for Word Recognition and use the findings to plan targeted support in word recognition, language comprehension, or both.

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
<u>Previous 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 48.1 % to 54.1 % in the spring of 2026. .	• In spring 2026, 55% of third-grade students scored Meets or Exceeds on SC READY ELA, representing a 6.9-percentage-point increase from spring 2025 and exceeding the established target by 0.9 percentage points. Additionally, the school's overall performance rating improved 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
Current Goal #1 (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 <u>55</u> % to <u>60</u> % in the spring of [current school year].	• Analyze third-grade assessment data regularly to identify priority standards and students needing additional support. • Provide targeted standards-based instruction through whole-group, flexible small-group, and intervention support. • Progress monitor students performing below proficiency and adjust instruction and interventions based on student performance. • Conduct ongoing third-grade PLC/data meetings to monitor progress toward the 60% Meets/Exceeds goal and determine next instructional steps
Current Goal #2: By the end of the 2026–2027 academic school year, at least 95% of students in kindergarten through fifth grade will meet or exceed their individual Typical Growth goals, and at least 60% will meet or exceed their individual Stretch Growth goals in reading, as measured by the i-Ready Reading Diagnostic.	• Conduct Beginning-of-Year, Middle-of-Year, and End-of-Year data reviews to monitor each student’s progress toward individual Typical Growth and Stretch Growth goals • Use i-Ready domain data and other reading assessments to form flexible groups and deliver targeted instruction in phonics, vocabulary, fluency, and comprehension

Read to Succeed **Primary and Elementary** Reading Plan
2026- 2027

	• Meet with K–5 teachers during PLCs following each major assessment window to identify students who are on track, approaching, or not on track to meet their growth goals and determine specific next steps. • Provide advanced readers with increasingly complex texts, independent inquiry, extended writing, and higher-level comprehension activities. • Monitor i-Ready Personalized Instruction usage, lesson pass rates, and progress toward growth goals at least twice each month.
<u>Current Goal #3:</u>	