South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Matilda F. Dunston Elementary

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? **24**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **20**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **6**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **5**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **4**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **0**

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 assessment and instruction at our school are designed to provide students in PreK–5th grade with systematic, explicit instruction in the foundational and language skills necessary to comprehend grade-level texts and meet grade-level English/Language Arts standards. Instruction and assessment address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension**,** with teachers using assessment data to identify student strengths and gaps, provide targeted instruction, and monitor progress.

Oral Language:

Across PreK–5th grade, students have daily opportunities to develop oral language through speaking and listening activities connected to the content and texts they are learning. In PreK–2nd grade, teachers intentionally build students' ability to listen, respond, explain their thinking, and use new vocabulary in complete sentences. Through Amplify CKLA, students engage in content-rich discussions and speaking and listening activities that build background knowledge and academic language. These opportunities continue in grades 3–5 as students discuss texts, explain their thinking, use evidence, and engage with increasingly complex academic vocabulary.

Phonological Awareness:

In CD–2nd grade, teachers use Heggerty to provide fast, explicit, and systematic daily instruction in phonological and phonemic awareness. Students practice skills such as blending, segmenting, isolating, and manipulating sounds. Teachers monitor student performance during these lessons and use the information gathered to determine which students need additional practice or reteaching. Building strong phonological awareness provides the foundation students need to successfully connect sounds to letters and words during phonics instruction.

Phonics:

In grades K–2, **Amplify Core Knowledge Language Arts (CKLA)** provides explicit, systematic phonics instruction through the Skills strand.

Teachers administer progress-monitoring checkpoints throughout the Skills lessons to determine which foundational skills students have mastered and which skills require additional instruction. Teachers use this data to provide targeted reteaching and additional practice based on student needs. In 3rd grade, teachers use **UFLI Foundations** to target specific phonics skills that students have not yet mastered, providing additional explicit instruction and practice to close foundational skill gaps.

Fluency:

Fluency is developed through opportunities for students to apply their phonics and word-reading skills when reading connected text. As students progress through the grades, teachers provide opportunities for repeated reading, oral reading, teacher modeling, partner reading, and reading grade-level texts with appropriate accuracy, rate, and expression. Teachers use fluency information and student reading performance to identify students who need additional practice with automatic word recognition, accuracy, or prosody. Fluency data helps teachers determine appropriate next steps so students can devote more attention to understanding what they read.

Vocabulary:

Amplify CKLA follows the **Core Knowledge Sequence**, providing students with a content-specific, cumulative, and coherent knowledge-building approach from K–5. Each unit intentionally develops core vocabulary connected to the content students are learning. Students have daily opportunities to hear, discuss, use, and apply new vocabulary in meaningful contexts. At the end of Knowledge units, students are assessed on comprehension and core vocabulary. Teachers use assessment results to determine whether students understand the meaning of vocabulary words and can apply them appropriately in context. This information informs future vocabulary instruction and opportunities for additional practice.

Comprehension:

Comprehension is developed through knowledge-rich instruction and students' daily interaction with increasingly complex, grade-level texts. CKLA builds background knowledge across content areas while providing students with opportunities to read, listen to, discuss, and respond to texts. Students are assessed at the end of Knowledge units to determine their understanding of grade-level content and texts. Teachers analyze student responses and assessment data to identify comprehension strengths and gaps and determine appropriate instructional next steps. Instructional strategies and reteaching are then planned based on the specific needs identified through the data.

Using Assessment to Drive Instruction:

Across PreK–5th grade, assessment is used as an ongoing part of the instructional process rather than as a stand-alone event. Teachers use daily observations, formative assessments, progress-monitoring checkpoints, curriculum assessments, and other student work to determine what students know, what they are able to do, and where gaps exist. This information is used to adjust instruction, provide targeted small-group instruction and reteaching, and monitor whether students are making progress toward grade-level standards.

Together, instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension provides students with the foundational skills, language, background knowledge, and reading experiences necessary to comprehend increasingly complex texts. By continually using assessment data to identify gaps and adjust instruction, teachers are able to provide targeted support while maintaining high expectations for all students to access and meet grade-level English/Language Arts 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.

Our school uses multiple assessment measures to identify students' specific word recognition and foundational literacy needs and to provide targeted instruction aligned with the Science of Reading and principles of structured literacy. The Words in Isolation assessment is one component of the CKLA Placement Assessments. For students in grades 3–5 who demonstrate significant decoding concerns, teachers administer additional diagnostic assessments, including the CORE Phonics Survey and UFLI Placement Assessment, to identify specific gaps in phonics and decoding skills, including multisyllabic word reading.
Assessment results are used to determine the specific phonics skills and patterns students have mastered and those that require additional instruction. Teachers use these results to identify each student's instructional starting point within a phonics scope and sequence and provide explicit, systematic, and cumulative instruction that targets identified skill gaps. This ensures that instruction is matched to students' specific word recognition needs rather than providing instruction on skills they have already mastered.
Reading interventionists also administer additional diagnostic assessments, including FASTBridge, LETRS-aligned assessments, and SPIRE placement assessments, to further identify students' foundational literacy needs and determine appropriate instructional pathways. In Kindergarten and first grade, FASTBridge early reading assessments, including Nonsense Word Fluency, are used to identify students' ability to apply phonics skills to decode unfamiliar words. Results are used to identify students who need targeted support with phonemic awareness, phonics, decoding, and automatic word recognition.
Across PreK–5th grade, assessment data informs instructional decisions, allowing teachers and interventionists to provide explicit, systematic, and targeted word recognition instruction based on identified student needs. This assessment-to-instruction process supports the Science of Reading and structured literacy by ensuring that foundational skills are directly assessed, intentionally taught, practiced, and monitored for progress.

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.

Our intervention team uses universal screener and diagnostic assessment data to identify students who are not demonstrating grade-level reading proficiency and to determine their specific area of need. The team first analyzes i-Ready Reading Diagnostic results to identify students performing at or below the 30th percentile. Students identified for further support are then administered additional diagnostic measures, including FASTBridge CBM, Nonsense Word Fluency, and Letter Sounds Fluency, to further determine their foundational reading skills and areas of difficulty.
The team uses the assessment results to determine whether the primary area of need is word recognition or language comprehension**.** Students who demonstrate difficulty with phonics, decoding, letter-sound knowledge, or accurately reading unfamiliar words are identified for a word recognition intervention**.** These students are grouped according to their specific skill needs and receive targeted, explicit phonics and decoding instruction using SPIREup and Orton-Gillingham strategies.

Students whose assessment data indicates that word recognition skills are developing adequately but who demonstrate difficulty with understanding, processing, or making meaning from text are identified for a language comprehension intervention. These students receive targeted instruction using 95% Comprehension, with instruction focused on strengthening comprehension and language skills.
Student data is used to group students according to instructional need and determine the appropriate intervention pathway. Progress-monitoring data is then reviewed regularly to determine whether students are responding to intervention and whether instructional adjustments or additional support are needed. This process ensures that intervention is targeted to the specific reading skill deficit identified through assessment rather than using a one-size-fits-all approach.

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.

Teachers hold family data conferences with parents during the first quarter. Parents are given a copy of the iReady Reading and Fastbridge earlyReading family data reports for Fall scores and an information sheet explaining how to read the reports. These reports will inform parents of student progress and provide ways they can support at home. We will send these reports home after the Winter and Spring assessments as well. We will host a literacy night for families to learn about the curriculum and how they can help their child learn to read. Information will be sent home for CD-1st grade parents to give examples of how they can develop their child's oral language skills. Caregiver letters will be sent home at the beginning of each CKLA Knowledge Unit to inform parents of what they are learning about and how they can have conversations at home about these topics.

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 school effectively monitors reading achievement and growth for pre-k-5th grade students through the use of systematic data collection, analysis and intervention strategies to promote increasing reading achievement. In Child Development (4 year olds) our teachers administer the myIGDIs assessments three times a year during fall, winter, and spring. Child Development teachers will also monitor progress throughout the year using the Heggerty's Letter Name and Sound formative assessment. This will be done 4 times a year and we will track their progress on a spreadsheet. Kindergarten and First Grade teachers administer FastBridge earlyReading three times per year (fall, winter, and spring) on the foundational skills. Kindergarten-Fifth grade teachers administer iReady Reading three times per year (fall, winter, and spring) to on foundational skills, vocabulary, and comprehension. We check iready weekly to see if students are struggling in any domains, what their pass rate is, if their pathway needs to be adjusted, and what further instruction they need.

This assessment places students on individual pathways, which are monitored and adjusted throughout the year. In CKLA Knowledge teachers in K-5th grade will have end of unit assessments to assess literacy skills being taught throughout the unit. In 3rd-5th grade they also have mid-unit assessments. In K-2 Skills they monitor students progress on literacy skills being taught at the end of each skills unit. Teachers in 3rd-5th using UFLI will assess students on decoding and encoding after teaching each skill. We are also monitoring progress through formative assessments on our daily

lessons in CKLA Knowledge. We are also incorporating daily aggressive monitoring data trackers to track progress in real time and provide feedback to students. Teachers will analyze this data in PLCs and script a reteach lesson if needed. We will keep track of their performance and progress from their trackers.

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.

Teachers are supported by the school and district to attend LETRS training. LETRS is a 2 year training where teachers engage in online course work and in person PD for each unit. This gives them an understanding of the science of reading and helps build teacher knowledge with teaching literacy at all levels. During PLCs the literacy coach will continue to unpack standards/learning targets with teachers for upcoming lessons through know and show charts. Teachers will use their curriculum (CKLA) to teach literacy skills but always look back at the standard to ensure we are aligned with the state's expectations. Through coaching cycles teachers will get support with applying what they have learned about the science of reading. The literacy coach will work with teachers to model best practice strategies for teaching foundational skills such as Elkonin boxes, phoneme-grapheme mapping, and word analysis strategies for encoding and decoding multisyllabic words. Literacy coach will also support teachers with strategies for teaching vocabulary and developing comprehension.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• We implemented walk to read early on in the school year for grades K-2nd to give targeted reading instruction for the foundational standards. • Started early on in the school year with tracking student progress with TDW in grades 3-5. • Increased teacher knowledge of the writing standards and TDW rubric. • Co-teaching model in both 3rd grade reading classrooms.	• Pacing- Prioritizing components of Knowledge lessons in K-5th to keep the most crucial parts and remove parts that are not heavily aligned to the standard. • Improve DDI – Data meetings in K-5th – See the gap, plan for the reteach, and the role play. • We will increase student engagement in K-5 by internalizing lessons and adding engagement strategies in order to increase student learning.

• K-5th DDI – planning PLCs - Unpacking standards/learning targets, know and show charts, identify the moment of most productive struggle or misconceptions.	• We will improve our aggressive monitoring practices in CD-5th by creating daily/weekly data trackers to aggressively monitor reading and writing standards.

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)
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Goals	Progress
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from **29.4 % to 35.5 %** in the spring of 2026.	**Last Year:** • We increased the number of students who meets/exceeds from 35.5% to 38.9% as determined by the SC Ready assessment and we **MET OUR GOAL!** • 3 teacher rotation (1 math, 1 reading, and 1 small group teacher) • In both the Tier 1 classroom and the Tier 2/3 classroom we had co-teachers (Clemson initiative) This allowed for more individualized instruction. • Tier 1 teachers identified a group of target students that scored in the yellow on iready. We created PUSH groups so we cold intentional focus on these students and PUSH them into the green.

	• In the Tier 1 classroom the PUSH groups sat at a table with one of the teachers in order to provide more targeted instruction but still participated in the same whole group lesson. These close proximity and intentionality helped to move these students. • The other Tier 1 teacher then focused on the higher students and lower students and partnered them to support our ML/struggling students. • Coach trained teachers on the science of reading and how to use UFLI • Tier 2/3 teachers worked in small groups and provided targeted instruction to fill gaps in students foundational skills • Tier 2/3 teachers supplemented with iready teacher toolbox prerequisite lessons in order to fill comprehension gaps • Through PLC work coach led decisions around Data Driven Instruction (DDI) to analyze students work samples and assessments in order to make instructional decisions in both the Tier 1 classroom and the Tier 2/3 classroom • District Content Facilitator helped supported teachers and coaches with curriculum, instruction, DDI, and TDW • We began early in the year focusing on TDW and teaching writing in both classrooms. • We practiced using the TDW rubric in PLC and scoring the writing samples together as a team to determine next instructional steps for students.

Previous Goal #2: Increase the percentage of Third Grade students on or above grade level from 21% to 36% as measured by the iready phonics domain.	• We increased the number of students on or above grade level from 21% to 47% as determined by the iready phonics domain and we **MET OUR GOAL!** • 3 teacher rotation (1 math, 1 reading, and 1 small group teacher) • Tier 2/3 teachers worked in small groups and provided targeted instruction to fill gaps in students foundational skills • Coach trained teachers on the science of reading and how to use UFLI • Literacy Coach co-planed and supported teachers in the implementation of teaching foundational reading skills • Coach provided teachers with materials and resources such as blending boards, elkonin boxes, etc. • Through PLC work coach led decisions around Data Driven Instruction (DDI) to analyze students work samples and assessments in order to make instructional decisions
Previous Goal #3:	

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 2026 as determined by SC READY from **38.9% to 42%** in the spring of 2027.	**Continue these Action Steps from Last Year:** ● We plan to continue with the same classroom set up as last year. ● In both the Tier 1 classroom and the Tier 2/3 classroom we have co-teachers (Clemson initiative) This will allow for more individualized instruction. ● In the Tier 1 classroom we will identify a PUSH group of students to provide targeted instruction ● Tier 2/3 classroom we will provide targeted instruction in small groups to fill gaps in students' foundational and comprehension skills ● We will continue to track iready data on a data wall and focus on our bottom 20 %. ● Coach trained teachers on the science of reading and how to use UFLI. ● We will continue using the TDW rubric in PLC and scoring the writing samples together as a team to determine next instructional steps for students. ● We will continue unpacking standards through know and show charts, analyzing end of unit assessments to provide high-quality instruction **New Action Steps being implemented this year:**

	• We will improve our PLCs with the Data Driven Instruction (DDI) process. We will expand on the work we did last year. • This year we will practice scripting the reteach and roleplaying in PLCs to share ideas and strategies with each other. • In addition to using the DDI process for end of unit assessments we are adding in quick checks to monitor learning throughout the unit before getting to the end of unit assessment. • We will improve our aggressive monitoring practices by creating daily/weekly data trackers to aggressively monitor reading and writing standards. • We implemented a TDW data wall to track student progress. • Coaches and Admin will be utilizing the Get Better Faster Scope and Sequence (GBFSS) to observe and provide feedback to teachers. This will allow teachers to reflect on their lesson, arrive at an action step, and improve their instructional craft. • We will increase student engagement by internalizing lessons and adding engagement strategies in order to increase student learning. • 4th and 5th Grade GT students – Bears' Book Club weekly to offer enrichment opportunities and improve critical thinking
<u>Current Goal #2:</u> Increase the percentage of **Third Grade** students on or above grade level from 19% to 34% as measured by the iready phonics domain.	**Continue these Action Steps from Last Year:** • 3 teacher rotation (1 math, 1 reading, and 1 small group teacher) • Tier 2/3 teachers will work in small groups and provide targeted instruction to fill gaps in students foundational skills • Literacy coach will train teachers on the science of reading and how to use UFLI

	• Literacy Coach will co-plan and support teachers in the implementation of teaching foundational reading skills • Coach will provide teachers with materials and resources such as blending boards, elkonin boxes, etc. • Through PLC work coach will lead discussions around Data Driven Instruction (DDI) to analyze students work samples and assessments in order to make instructional decisions
<u>Current Goal #3:</u> Increase the percentage of **Second Grade** students on or above grade level from 9% to 28% as measured by the iready phonics domain.	• Implement a walk to read model during skills instruction to provide targeted instruction to fill gaps in students foundational skills • Literacy Coach will co-plan and support teachers in the implementation of teaching foundational reading skills • Literacy coach will model lessons to demonstrate best practices aligned to the science of reading • Coach will provide teachers with materials and resources such as blending boards, elkonin boxes, etc. • Through PLC work coach will lead discussions around Data Driven Instruction (DDI) to analyze students work samples and assessments in order to make instructional decisions
