

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	York 04
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School Name	Doby's Bridge Elementary
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.	"Doby's Bridge Elementary has updated its Assessment Plan to align with the Five Pillars of Reading Instruction. Grades K-1: Students take the STAR Early Literacy Assessment three times a year as a universal screener. Kindergarten will also take (ISIP) K-2 Published by Amira Learning as the SC State Formative Assessment. Grades 1-5: Students take the STAR Reading Assessment three times a year as a universal screener. This data helps identify students who may need further diagnostic assessments for Tier 2 and Tier 3 interventions. Additional Foundational Skill Assessments Include: Grades K: Students complete the CORE Phonics and Word Reading Survey three times a year. Grades K-5: Students complete the LETRS Spelling Screener three times a year. Grades 1-5: Teachers will administer additional diagnostics based on universal screener and oral reading fluency. Examples might be phonological awareness, phonics screeners including decoding and encoding, concepts about print. For Comprehension and Oral Reading Fluency: Grades K-5: Comprehension assessments are created in professional learning teams based on state standards and driven by HMH Curriculum. Grades 2-5: Students complete the DIBELS Oral Reading Fluency three times a year. Grade 1: Students take the STAR CBM (Curriculum-Based Measurement) to monitor oral reading fluency three times a year. Vocabulary: Vocabulary assessments are currently done formatively by teachers at each school. We have included the Vocabulary indicator as an essential standard for grades 3-5. Teachers will use the data from these assessments to guide instruction using the HMH Into Reading curriculum. During Professional Learning Team (PLT) meetings, teachers will analyze this data to make instructional decisions for Tier 1, and possibly Tier 2 and Tier 3 interventions. "
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Section B: Foundational Literacy Skills

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.

Doby's Bridge Elementary School has approximately 90 to 120 minutes dedicated to English Language Arts (ELA), which includes reading, writing, and foundational skills. Through our state adopted Curriculum, HMH Into Reading, we use the Reading, Vocabulary, and Writing components for grades K-5. For Foundational Literacy skills, Doby's Bridge uses Heggerty for phonological awareness and UFLI for additional foundational skills. The UFLI assessments, and those listed in Section A align with the science of reading, structured literacy, and foundational literacy skills. They support the components of Scarborough's Rope for Language Comprehension and Word Recognition.

Section C: Intervention

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

"Doby's Bridge Elementary follows a systematic approach to determine student interventions using Universal Screeners and additional diagnostics as needed. All students participate in STAR Early Literacy, STAR CBM, and/or STAR Reading assessments. Based on these results, we decide if further diagnostics are necessary to determine Tier 2 or Tier 3 interventions.

Some of the additional assessments we use to guide instructional decisions include Heggerty Bridge the Gap, DIBELS, Core Reading Phonics Assessments, Writing CBM, and STAR CBM. In certain grade levels, Foundational Skills Assessments are also administered to all students, providing another tool to inform intervention needs.

Doby's Bridge's MTSS (Multi-Tiered System of Supports) team reviews this data to recommend appropriate Tier 2 and Tier 3 interventions. To provide targeted support, our school has 2 ELA Interventionists who are trained to deliver intervention to students who are not yet reading on grade level.

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Section D: Supporting Literacy at Home

Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

"Doby's Bridge Elementary will continue to keep parents informed about ways to support literacy at home through our school website. We also encourage our teachers to establish consistent systems for communicating with parents about how to help their children with reading.

Universal Screener data is sent home along with formative and summative assessment data. Classroom teachers have parent conferences to review this data.

In addition, the district has created parent support documents for grades K-2 to help families better understand standards-based grading. These documents include quarterly proficiency scales and student work samples for each indicator reported on the report card, giving parents a clear picture of what students are expected to demonstrate each quarter. Each teacher has been given access to these resources and has been encouraged to send home to parents and be used during conferences.

This is an area that our school will continue to improve upon.
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Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

"As part of our process for identifying students in the MTSS (Multi-Tiered System of Supports) framework, our school implements consistent progress monitoring for students in Tiers 1, 2, and 3.

Tier 1 and Tier 2: Teachers will use a combination of tools such as STAR, HMH curriculum assessments, Oral Reading Fluency, UFLI, and other standards-based assessments to monitor progress in grade appropriate reading skills, supporting overall proficiency.

Tier 3: Literacy interventionists have additional tools for progress monitoring, including DIBELS, Heggerty's Bridge the Gap, CORE Phonics Literacy Library and STAR.

Throughout the year, teams will meet regularly during Professional Learning Team (PLT) and MTSS team meetings to analyze data and make instructional decisions for all students.
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Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	"Doby's Bridge Elementary has completed LETRS training in the Spring of 2026. This includes K-3 teachers, administrators, interventionists, literacy coaches, lead teachers, and SPED teachers. Any new teachers in those grade levels are currently participating in LETRS training. Additionally, we have a number of other staff taking LETRS, including 4th and 5th grade teachers and ESOL teachers. Many of those teachers are finishing year 2 of training. For 4th and 5th grade teachers who are not enrolled in LETRS, the district is offering further professional learning to support their students with advanced decoding (syllabication and morphology work) as well as training with Vocabulary instruction. Doby's Bridge is also providing school-wide PD on Visible Learning once per month. The Literacy Coach at Doby's Bridge Elementary will also provide school-based professional development as needed. "
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Section G: District Analysis of Data

Strengths	"Looking at our SC Ready data, 81.9% of students at Doby's Bridge in grades 3-5 scored within the Meets and Exceeded categories in ELA. In reviewing the Fall STAR data, 82% of students in grades 2-5 scored above the 40th percentile in reading. 86% of students in grades K-1 scored above the 40th percentile on the STAR early literacy. "
Possibilities for Growth	When reviewing SC Ready data, Reading Vocabulary Across Genres is an area of growth for our school as well as reading Literary Text. We also would like to continue to improve upon increasing the amount of students who reach their growth targets.
Description Area	*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	5
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	44
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	4
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	5
How many CERDEP PreK teachers in your school have completed EC LETRS?	0
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

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

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY ELA from 83.2% to 85% in the spring of 2026.
Goal #1 Progress	"Goal was not met. 81.97% of students scored in the meets or exceeds category." "
Previous Goal #2	By the Spring 2026 benchmark, 85% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 83.89% of students who scored at or above proficiency on the Fall 2025 benchmark.
Goal #2 Progress	"Goal was met and increased to 90% proficiency." "

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

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	"Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY ELA from 81.97% to 83% in the spring of 2027. "
Goal #1 Action Steps	Our school will continue to intervene heavily in third grade with a primary focus on foundational skills. Third grade teachers will also continue to use the HMH curriculum for tier 1 instruction. A big focus in our PLC work will be to develop, give, and analyze CFA's and Summative assessments which will be used to support tier 2 and tier 3 instruction.
Current Goal #2	"By the Spring 2027 benchmark, 87% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 85.03% of students who scored at or above proficiency on the Fall 2026 benchmark. "
Goal #2 Action Steps	"Currently, all of our K-2 teachers are using the UFLI curriculum to support the learning of foundational skills. We are using the UFLI fidelity checklist to strengthen our teaching of UFLI phonics. We are also focusing on the PLC process and developing, giving, and analyzing CFA and Summative assessment data to drive our instruction and support tier 2 and tier 3 instruction. "
File Upload (optional)	