

2026-2027 Primary and Elementary Reading Plan

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This year's reading plan prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a copy of the directions on how to complete the school reading plan, please visit the reading plan homepage at:

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed/reading-plans-state-district-and-school/>.

Important notes:

- Review the [SCDE District and School Reading Plan Rubric](#) to ensure you include elements of “strong evidence” in your narratives for each section of the school’s reading plan.
- This year’s reading plan template reflects the updated law as well as the state’s implementation of the Multi-Tiered System of Supports (MTSS). Please use only the updated reading plan documents when completing this year’s survey.
- This year’s survey also includes questions about the total number of LETRS completers as well as staff in progress with LETRS in your school.

Please submit your reading plan for review to Beverly Pilkey (bholtpilkey@greenville.k12.sc.us) no later than October 8, 2026.

****This is only a template for you to use for drafting your school’s reading plan. Once you receive feedback from Academics, you must complete the [SCDE FormStack](#) to submit your plan to the SCDE no later than the close of business on **October 15, 2026**.****

District Name	Greenville County Schools
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School Name	Augusta Circle Elementary
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Principal Name	Mimi Melehes
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Section A: Five Pillars of Reading Instruction

Points to Consider:

- Literacy instruction is based on the 2024 SCCCR ELA standards.
- Tier 1 instructional settings: whole group, small group, strategy groups, one-on-one conferencing
- Curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) as well as include best practices as supported by science of reading research.
- Dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary and comprehension using a variety of standards-based materials
- Read Aloud, Focus Lessons, Shared Reading, Close Reading, Independent Reading and Small Group Instruction, Community Writing, and Independent Writing daily
- Oral language development- structured discussions, read-alouds, and collaborative projects
- Refer to the [GCS Literacy Framework](#) as needed.
- High Quality Instructional Materials Curricular Resources in GCS
 - HMH Into Reading
 - HMH Structured Literacy (if applicable in grade 2) emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension.
 - Heggerty Phonemic Awareness in 4K provides systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending.
 - Reading Horizons in K5 & 1 (grade 2 in some schools) to address explicit, systematic, and sequential phonics instruction
- Reading Assessment Tools in GCS
 - myIGDIs for 4K (Early Literacy-fall, Early Literacy and Math-mid-year and spring)
 - MAP for 1st grade
 - Mastery Connect benchmarks for grades 2-5
 - GCS-developed unit assessments

- School-developed common formative assessments
- Amira benchmarks
 - Amira Reading Mastery (ARM) score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations.
 - Amira benchmark assessment reading subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary.
 - Amira benchmark assessments also provide an Oral Reading Fluency accuracy score.
- FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure

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 Augusta Circle Elementary our literacy instruction is designed to comprehensively address the key components of reading development, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This approach is aligned with the 2024 SCCCR ELA standards and supported by the science of reading research.

Throughout the instructional day, our students engage in a variety of evidence-based practices, such as shared reading, interactive read-alouds, close reading, and independent reading and writing. Dedicated time is allocated for explicit instruction in language and word study, ensuring students build a strong foundation in the skills needed to become proficient readers. Curriculum maps and instructional resources, like HMH Into Reading, Reading Horizons, and Heggerty Phonemic Awareness, emphasize the importance of developing both word recognition and language comprehension abilities as outlined in Scarborough's Reading Rope.

To monitor student progress and inform instruction, our school utilizes a comprehensive assessment system. This system includes Reading Horizon assessments for K5 and 1st grade, MAP assessments for 1st grade, MasteryConnect benchmarks for grades 2-5, and Amira tutoring and benchmarks across all grades that provide detailed insights into students' reading skills across both of the components of Scarborough's Reading Rope. Through this data-driven approach, we can ensure all students receive the targeted support they need to meet grade-level English/Language Arts standards.



Section B: Foundational Literacy Skills, Continued

Points to consider:

- GCS prioritizes explicit, systematic, and sequential instruction for word recognition, ensuring that students build their skills in a logical progression, starting with the smallest units of sound and advancing to more complex word structures.
- Amira benchmark assessments are designed to evaluate students' proficiency in decoding and recognizing words through phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency.
- HMH Structured Literacy - phonological awareness, phonics (decoding and encoding), vocabulary and comprehension
- Heggerty Phonemic Awareness for 4K - systematic and explicit instruction in phonological and phonemic awareness
- Reading Horizons for K5 & 1 (grade 2 in some schools) -emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches

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 Augusta Circle we know it is crucial to ensure that word recognition assessment and instruction are closely aligned with the science of reading, structured literacy, and foundational literacy skills. This alignment is essential for supporting our students' development of essential reading skills.

Our teachers prioritize explicit, systematic, and sequential instruction for word

recognition, allowing students to build their skills in a logical progression. They plan lessons that start with the smallest units of sound and gradually advance to more complex word structures. By using Amira and Reading Horizon benchmark assessments they evaluate students' proficiency in decoding and recognizing words through phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency.

Through implementing Reading Horizons in K5 and 1st grade and HMH Structured Literacy in other grades, we are able to focus on key components such as phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension. Utilizing Reading Horizons for K5-3rd grade in intervention, we are able to emphasize phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches.

By aligning word recognition assessment and instruction with the science of reading, structured literacy, and foundational literacy skills, we can ensure that students receive the targeted support they need to develop strong word recognition abilities which lays a solid foundation for our students' overall reading proficiency.

Section C: Intervention

Points to Consider:

- Instructional decisions and interventions based on the [GCS MTSS Framework](#), matching the students' needs to the level and type of support. Refer to the frequency with which the MTSS team meets to review progress monitoring data and the fluidity of intervention groups.
- Amira universal screener data and additional formative and summative assessments inform interventions inside the classroom as well as supplemental interventions outside of the regular classroom. The data from Amira is aligned to Scarborough's Reading Rope.
 - Amira reports to guide instruction: class progress report, progress report, skills status, reading rope insights, standards mastery report, student summary report

- FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure
- Refer to the [2026-2027 Elementary ELA Tiered Support Continuum](#) document
- GCS approved intervention programs
 - Leveled Literacy Intervention
 - Reading Horizons
 - Amira Interventions
 - Lexia English
- When a screener or diagnostic assessment indicates a student is below grade level, plans are developed in collaboration with parents to remediate reading difficulties and progress monitoring occurs according to the needs of the student.

4K

- Instructional decisions are based on a combination of formative and summative assessments incorporated into GCS 4K curriculum maps and resources as well as site-specific common formative assessments.
- MyIGDIs: Teachers use myIGDIs data to inform whole group, small group, and individual instruction. An overview of available reports can be accessed [here](#).
- DIAL-4: Teachers use DIAL-4 screening results (administered in the fall) to identify individual students whose academic, social emotional, and/or developmental needs may require further investigation.
- Heggerty Phonemic Awareness: Teachers have access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform. Assessment results can be used to monitor student progress with phonological and phonemic awareness skills, and to plan for instruction.
- Highscope

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 Augusta Circle Elementary we use the multi-tiered system of support (MTSS) framework to identify and address the needs of students in K5-5th grade who have failed to demonstrate grade-level reading proficiency. This process involves the strategic use of universal screener data and diagnostic assessment information to determine the appropriate level and type of intervention support appropriate for each student.

The Amira universal screener is a key tool in this process as it provides valuable data on students' performance across various components of the Scarborough Reading Rope. The data generated includes phonological awareness, phonics, fluency, and comprehension. The FastBridge Universal Screener is administered to all students to identify those who may be at risk for reading difficulties. Students performing at or below the 25th percentile are identified for additional review and may receive targeted reading intervention and progress monitoring. This information, combined with other formative and summative assessments, informs the instructional decisions and interventions implemented within the classroom as well as any supplemental support provided outside of the regular classroom.

Based on the GCS MTSS Framework, students are identified for different tiers of support with the intensity of intervention matching their specific needs. Tier 1 students, who are at low risk and meeting grade-level expectations, receive core instruction and have their progress monitored through PLCs and common formative assessments. Tier 2 students, who are at some risk or below expectations, receive targeted, isolated skill interventions within the classroom, often with the support of a teacher or Amira tutoring. Students who score at 25% and below are pulled out for small-group reading intervention daily for 30 minutes. Intervention utilizes Reading Horizons and LLI intervention to meet students needs.

For Tier 3 students, who are at high risk and significantly below grade level, our school assigns the highest priority for small-group, evidence-based reading intervention for 30 minutes daily in addition to the 90 minutes of daily reading and writing instruction. This intervention utilizes GCS approved programs Leveled Literacy Intervention and Reading Horizons. We create individualized plans that are developed in collaboration with parents to address reading difficulties, and progress monitoring with FastBridge is conducted based on the student's specific needs.

By using the universal screener data and diagnostic assessments to determine the appropriate intervention pathways, our school can ensure that each student receives the targeted support he or she needs to improve reading proficiency and achieve success.

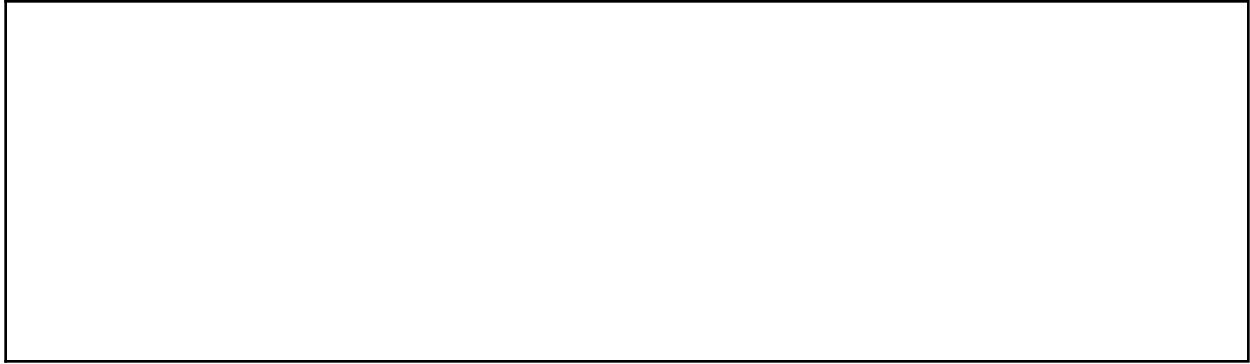
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Section D: Supporting Literacy at Home

Points to Consider:

- Amira Parent Reports indicate strategies for parents/guardians to support literacy development in the home environment.
- Teacher or school newsletters
- Parent Nights focused on literacy

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.
At our school we recognize the vital role families play in supporting students' reading and writing development. To foster this partnership between home and school, we have implemented key components to empower parents and guardians with the tools and resources they need to nurture their child's literacy skills at home. One key component is the Amira Parent Reports which provide personalized strategies for parents to use to support their child's literacy growth. These reports highlight specific areas of strength and areas for improvement and offer tailored guidance on how to reinforce essential skills such as phonemic awareness, fluency, and comprehension. Our teachers and school staff also regularly communicate with families through conferences, phone calls, and newsletters, both digital and printed, which often feature literacy-focused content. These communications share information on upcoming literacy-themed events, such as Parent/teacher panel, where families can learn firsthand from educators about effective strategies to support their child's reading and writing abilities. By fostering this collaborative approach between school and home, we aim to ensure that all our students receive the comprehensive support they need to become confident, proficient readers and writers.



Section E: Progress Monitoring

Points to Consider:

- Amira progress monitoring - expected growth to be ARM growth of $>.1$ per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile
- FastBridge serves as an additional diagnostic screening data point with select students to determine intervention needs, and as a progress monitoring tool to determine response to intervention for students receiving Tier 3 intervention.
- Schools monitor student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2025-2026
- Schools document interventions in the Intervention Connection System (ICS)
- Students identified as needing Tier 2, targeted interventions are progress-monitored monthly. Those needing Tier 3, intensive intervention are progress-monitored every two weeks.
- Students identified as reading above grade level are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency.
- Evidence exists that a fluid response to intervention process is in place to consider instructional needs of students performing below grade level.
- All students below benchmark receive daily interventions in addition to Tier 1 core instruction.

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

School Description of MTSS Progress Monitoring for PreK-5th Grade Students

At Augusta Circle we take a comprehensive approach to ensuring our students achieve

grade-level proficiency in reading. We utilize the Amira progress monitoring system to track individual student growth. Our goal for each student is an Amira Reading Measure (ARM) growth of greater than 0.1 per month or reaching the 25th percentile or higher on the ARM percentile.

Additionally, we monitor student progress through the MTSS (Multi-Tiered System of Supports) and Amira Data Protocol and Reading Horizons data documenting any necessary interventions in the Intervention Connection System (ICS).

Our staff regularly meets in On Track meetings to discuss student progress and determine the best supports to help each one succeed. By closely monitoring reading achievement and growth at the school level and responding with targeted interventions, we are committed to helping each of our students become proficient, grade-level readers.

Students identified as reading above grade level are progress monitored regularly to ensure they maintain or exceed expected growth toward grade-level proficiency. Through Professional Learning Communities (PLCs), student data is regularly examined and discussed to identify areas of need, monitor progress, adjust instruction, and promote continued student growth in all students.

Section F: Teacher Training

Points to Consider:

- Include references to LETRS, PLCs
- Specify job-embedded and ongoing PD on SCCCR ELA standards, high quality instructional materials (curriculum/HMH/Reading Horizons) across the three tiers, data analysis, transfer of learning around the science of reading into classroom practices
- All GCS 4K and preschool special education teachers (3s and 4s) have completed or are currently participating in LETRS for Early Childhood (not LETRS).

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 in PreK-5th grade.

School Description of PLO Opportunities

Augusta Circle Elementary is committed to providing comprehensive teacher training to support reading achievement for all students. Our training is specifically planned to be grounded in the science of reading, structured literacy, and foundational literacy

skills.

Teachers participate in ongoing Professional Learning Communities (PLCs) to collaborate, share best practices, and engage in data-driven decision making. Additionally, the school is implementing the LETRS and Reading Horizons training program which offers extensive professional development in the key components of effective reading instruction.

Through these targeted initiatives, teachers are gaining the knowledge and skills necessary to deliver high-quality, evidence-based literacy instruction that meets the diverse needs of all students.

Section G: Analysis of Data

Strengths: At Augusta Circle we use student performance data to inform instructional decisions. We capitalize on the key strengths of data-driven instruction, including the power of PLCs with rich data driven conversation. Our teachers understand the value of team planning as well as the importance of standards-based instruction. Our teachers use the flexibility of strategy groups and understand the impact of one-on-one conferencing. By embracing these data-driven strategies, we can create a supportive and personalized learning environment that empowers students to reach their full potential.

Possibilities for Growth: as educators we realize there are always possibilities for growth and improvement within our classrooms. As we are in year 2 of the LETRS framework at Augusta Circle, we are learning through training how we can foster more engaging and rigorous literacy lessons. Additionally, the Reading Horizons (K5) and (1st) continued to improve and use data from Reading Horizons to drive instruction. Structured literacy lessons provided by HMH (2nd) serve as a valuable resource guiding us in delivering high-quality instruction. Our teachers will continue to conduct PLCs around data, based on what they are learning. We are committed to implementing new strategies and skills based on the Science of Reading.

By embracing these growth opportunities, we believe we can elevate the learning experiences for our students and propel them towards greater academic success.

***Note: The three questions below are included this year to gauge school-level LETRS implementation.**

"Eligible" teachers for state-funded LETRS training:

- K-3 Classroom Teachers
- 4-5 Classroom Teachers
- Reading Coaches
- Reading interventionists
- K-5 Special Education Teachers
- School Administrators
- Multi-Lingual Teachers

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	8
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	28
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	1

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	8
How many CERDEP PreK teachers in your school have completed EC LETRS?	This should be zero. GCS does not have CERDEP funded PreK classes.
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	This should be zero. GCS does not have CERDEP funded PreK classes.

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

Please provide your previous school 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).

Goal #1: (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC Ready from __97.5 __ % maintain __96__% in the spring of 2025-2026.	Progress: The goal was met, as third-grade students maintained a high level of achievement on the SC Ready assessment. The percentage of students scoring Meets and Exceeds was 96.2% in the spring of 2025–2026, exceeding the goal of maintaining at least 96%. Through ongoing progress monitoring, PLC data analysis, targeted interventions, and differentiated instruction, students were supported in maintaining their academic growth and achievement.
Goal#2: By the end of the 2025–2026 school year, 100% of K–5 students will demonstrate growth in grade level phonics proficiency and improved reading fluency, with at	Progress: The goal was met through consistent phonics instruction using Reading Horizons, targeted reading interventions, and ongoing progress monitoring. (skills

least 80% of students at or above grade level.	checks and multi-skills checks) Students in grades K5 demonstrated growth in phonics proficiency and reading fluency throughout the school year. Data from assessments and progress monitoring were used during PLCs to identify instructional needs and provide targeted support. Overall, at least 80% of students demonstrated reading skills at or above grade level by the end of the 2025–2026 school year.
Goal #3:	Progress:

Section I: **Current** School Year 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 SCDE's 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.**
- While the third grade reading proficiency goal is required for schools serving third grade, schools are strongly encouraged to establish additional goals that address literacy achievement and growth in other grade levels. Early literacy and grade-level proficiency goals across grade levels can help schools build a comprehensive approach to ensuring all students become proficient readers.
- The Reading Plan may be helpful in determining action steps to reach an academic goal. 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 processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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].

Goal #1	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 96. 2% to maintain 96 % in the spring of 2026-2027.
Action Steps:	To reach this goal, third-grade teachers will analyze SC READY and formative assessment data to identify specific reading standards and skills requiring additional support. Teachers will provide targeted, standards-based instruction through differentiated instruction, small groups, and daily reading instruction focused on comprehension, fluency, vocabulary, phonics, and grade-level standards. Student progress will be monitored regularly through classroom assessments, FastBridge, and other benchmark data, with results discussed during PLC meetings to guide instructional decisions and interventions. Students performing at or above grade level will receive enrichment opportunities to promote continued growth, while students needing additional support will receive targeted reteaching and intervention. Teachers will continuously adjust instruction based on student data and communicate with families about ways to support reading growth at home. These practices will support the goal of maintaining at least 96% of third-grade students scoring Meets and Exceeds on the spring 2026–2027 SC READY assessment.

Goal #2	By the end of the 2026–2027 school year, 100% of K5 and 1st grade students will demonstrate growth in grade level phonics proficiency and improved reading fluency, with at least 80% of students at or above grade level.
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Action Steps:	To reach this goal, K5 and first-grade teachers will use Reading Horizons as a consistent, systematic phonics program to provide explicit instruction in foundational reading skills, including phonemic awareness, phonics, decoding, and word recognition. FastBridge screening and progress-monitoring data will be used to establish student baselines, identify students needing additional support, and monitor growth throughout the school year. Students will be served through intervention as well as in Tier 1 instruction. Teachers will use Reading Horizons/Fastbridge data during PLCs to identify instructional needs, group students for targeted intervention, and adjust instruction based on student progress. Students who demonstrate gaps in phonics proficiency will receive additional small-group instruction and targeted Reading Horizons lessons, while students meeting grade-level expectations will receive opportunities to strengthen fluency and apply newly learned skills. Reading fluency will be monitored regularly through FastBridge and classroom assessments to ensure students are progressing toward grade-level expectations. Teachers will collaborate regularly to review data, celebrate student growth, and make instructional adjustments to ensure that 100% of K5 and first-grade students demonstrate growth and at least 80% are performing at or above grade level by the end of the 2026–2027 school year.
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Optional:

Goal #3	
Action Steps:	

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