

A.J. Whittenberg's 2025-2026 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/>.

District Name	Greenville County
---------------	-------------------

School Name	AJ Whittenberg
-------------	----------------

Principal Name	Cameron Brice
----------------	---------------

Principal Email	cbrice@greenville.k12.sc.us
-----------------	-----------------------------

Reading Coach/Literacy Specialist Email	Johanna Hartmann/ jhartmann@greenville.k12.sc.us
---	--

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.

A.J. Whittenberg is committed to ensuring students achieve grade-level proficiency in English Language Arts (ELA) by integrating key components such as oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is aligned with the 2024 South Carolina College and Career Readiness Standards (SCCCR) for ELA and is delivered through multiple formats, including whole group, small group, and individualized one-on-one sessions to provide differentiated support.

Curriculum maps are developed based on Scarborough's Reading Rope, emphasizing the interconnected strands of language comprehension and word recognition. This structure reflects current best practices from reading research. Students engage in activities designed to strengthen phonological awareness, phonics, fluency, vocabulary, and comprehension using standards-based instructional materials.

Daily literacy routines include shared reading, close reading, and collaborative writing. They are incorporated to enhance student engagement and deepen comprehension. Instructional programs such as HMH Into Reading provide a comprehensive literacy framework, focusing on foundational skills. Heggerty Phonemic Awareness delivers daily phonological instruction in 4K, while Reading Horizons offers explicit, systematic phonics instruction in grades K5 through 2.

Student progress is monitored through a variety of assessment tools, including myIGDIs for 4K, MAP for 1st grade, Mastery Connect for grades 2 through 5, and Amira Benchmarks across all grade levels. These assessments align with the components of Scarborough's Reading Rope and are used to ensure that each student receives targeted support to build strong literacy skills and improve overall text comprehension.

Section B: Foundational Literacy Skills, Continued

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.

In alignment with Greenville County Schools, A.J. Whittenberg prioritizes clear, systematic instruction in word recognition to support student progression from foundational sounds to more complex word structures. The instructional programs in place reflect the principles of the science of reading, ensuring a research-based approach to literacy development.

Amira assessments are designed to evaluate students' decoding and word recognition abilities, with a focus on phonological awareness, letter-sound correspondence, high-frequency word recognition, vocabulary development, and reading accuracy and fluency.

For 4K students, the Heggerty Phonemic Awareness program provides explicit instruction in phonological skills, supporting early reading development. In grades K5 through 2, Reading Horizons emphasizes phonological awareness, decoding strategies, and high-frequency word recognition through multisensory instructional methods that enhance student engagement and comprehension.

For students in grades 3 through 5, HMH Into Reading offers individualized instruction targeting phonological awareness, phonics (both decoding and encoding), vocabulary, and comprehension skills.

Connecting assessment data with structured literacy instruction and foundational skill development is essential to establishing a strong reading foundation for students in PreK through 5th grade.

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.

A.J. Whittenberg utilizes a variety of assessment tools to determine the most effective strategies for supporting PreK–5th grade students experiencing reading difficulties. Universal screening and diagnostic assessment data are carefully analyzed to target specific areas of need, such as word recognition or language comprehension. All instructional decisions are aligned with the Greenville County Schools (GCS) Multi-Tiered System of Support (MTSS) Framework to ensure students receive appropriate and timely interventions.

To address identified needs, GCS-approved intervention programs are implemented, including Leveled Literacy Intervention, Reading Horizons, Amira Interventions, and Lexia Core 5. Data gathered from the Amira universal screener and additional assessments inform both classroom instruction and supplemental interventions, all grounded in the principles of Scarborough’s Reading Rope. Reports generated from Amira and Reading Horizons provide valuable insights, guiding educators in selecting effective, individualized strategies.

For 4K students, instructional planning is guided by assessment tools outlined in the GCS 4K curriculum maps. Data from the myIGDIs (My Individual Growth and Development Indicators) is used to inform instruction at all levels, while the DIAL-4 screener helps identify students who may require additional support in academic, developmental, or social-emotional areas. Additionally, online Heggerty Phonemic Awareness assessments are used to monitor and plan for instruction in phonological and phonemic awareness skills.

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.

A.J. Whittenberg has established systems to support parents in promoting their child’s literacy development at home. Amira Parent Reports offer individualized feedback and targeted strategies to strengthen literacy skills. Teachers and staff maintain ongoing communication with families through emails, classroom and school newsletters, and scheduled conferences. Additionally, a literacy-focused Parent Night provides parents with the opportunity to explore instructional approaches and resources that extend learning beyond the classroom. Together, these initiatives support parents to actively contribute to their child’s literacy growth.

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.

A.J. Whittenberg conducts progress monitoring of reading achievement and growth at the school level, utilizing comprehensive data to inform intervention decisions aimed at ensuring students attain grade-level proficiency in reading. For Amira progress monitoring, the expected growth targets include an Accelerated Rate of Improvement (ARM) growth greater than 0.1 per month or reach the 25th percentile or higher on the ARM percentile scale. The school systematically tracks student progress through the Multi-Tiered System of Supports (MTSS), the Amira Data Protocol, and the GCS Intervention Progress Monitoring Data Sheet for the 2025-2026 academic year, as well as the Greenville Progress Monitoring document. Additionally, schools are required to document interventions within the Intervention Connection System (ICS) to maintain a comprehensive record of student support efforts.

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.

Teachers are currently participating in professional development focused on the science of reading, structured literacy, and foundational literacy skills, aimed at enhancing reading achievement for all students. They are engaged in LETRS (Language Essentials for Teachers of Reading and Spelling) training and participate in weekly Professional Learning Communities (PLCs). Additionally, all K4 teachers at A.J. Whittenberg have successfully completed LETRS for Early Childhood, further strengthening their instructional competencies in early literacy.

Section G: Analysis of Data

Strengths:
Teachers use the 2024 South Carolina College- and Career-Ready Standards for instructional planning. The curriculum includes various text types to boost student understanding and engagement. Teachers ask different types and levels of questions to encourage critical thinking and assess comprehension. Interactive discussions about learning goals are promoted. Educators regularly collect assessment data to track student progress. Ongoing professional development for teachers is tailored to student needs, and a systematic approach identifies students needing Tier II interventions to ensure their success.
Possibilities for Growth:
Opportunities for growth include further differentiating instruction to meet diverse learner needs and enhancing formative assessments to guide instruction. Providing more student-led goal setting can foster independence, while strengthening Tier I supports may reduce the need for Tier II interventions. Increasing cross-curricular connections can deepen understanding, and expanding family engagement strategies can reinforce learning at home and support higher-order thinking skills.

***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
- Reading Coaches
- Reading interventionists
- K-3 Special Education Teachers
- School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	23
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	0

How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	6
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	23
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

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: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC Ready from 6% to 5% in the spring of 2025.	Progress: In the spring of 2025, 11% of 3rd grade students scored Does Not Meet on the SC Ready assessment. Due to a shift in demographics, resulting in a greater need for Tier 3 support, we were unable to meet our school goal. However, despite this increase, the goals for Tier 1 and Tier 2 instruction have been successfully achieved.
--	--

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

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 69% to 72% in the spring of 2026.

Action Steps:	Ongoing Tier I and/or Tier II reading interventions will be provided for 3rd grade students scoring below the 30th percentile on the Amira Benchmark. Teachers will monitor progress consistently using a variety of observational tools. Students requiring Tier III support will receive individualized reading instruction grounded in research-based strategies to target specific gaps. Third grade teachers will actively participate in professional learning communities to review student performance and develop differentiated support plans. At-risk students will also benefit from daily small-group instruction tailored to their individual needs.
---------------	--

Goal #2	During the 2025-2026 school year, the goal is to increase the percentage of students in grades 3rd-5th who meet or exceed expectations in English Language Arts (ELA) on the SCReady assessment from 69% to 72%.
Action Steps:	A.J Whittenberg utilizes differentiated reading groups aligned with the GCS literacy framework in order to meet the diverse needs of all students. Professional Learning Communities (PLCs) are implemented to foster collaboration among teachers, allowing them to reflect on instructional practices and analyze student data to drive learning outcomes. In addition, interventions are provided to identified students in the bottom 20% based on SC Ready and district benchmark data. These interventions offer structured support in decoding, fluency, and comprehension based on the components of the Scarborough Reading Rope and Science of Reading.