

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Greenville
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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.

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, FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the literacy screening measure, and Amira Benchmarks across all grade levels. These assessments align with the components of Scarborough's Reading Rope and provide valuable data to identify student needs, monitor progress, and guide targeted literacy instruction. The data is used to ensure that each student receives appropriate support to develop strong literacy skills and improve overall text comprehension.

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.

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, HMM 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.

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.

For grades K-5, Amira universal screener data, along with formative and summative assessments, inform classroom instruction and supplemental interventions. Amira data align with Scarborough's Reading Rope and help educators identify needs in word recognition and language comprehension. Reports within Amira are used to guide targeted instruction. For grades K-3 students scoring below the 25th percentile on Amira, FastBridge diagnostic assessments provide additional information to determine areas requiring targeted support. To address identified needs, GCS-approved intervention programs, including Reading Horizons, Amira Interventions, and Lexia English, are implemented. The 2026-2027 Elementary ELA Tiered Support Continuum guides decisions regarding the level of support. When students are identified as below grade level, intervention plans are developed in collaboration with parents, and progress is monitored based on student need. 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. A.J. Whittenberg also implements a schoolwide program called "Book of the Month" that features a common text and a highlighted positive character trait. 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 strengthen the connection between home, school, literacy, and character development.
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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.	A.J. Whittenberg conducts progress monitoring of reading achievement and growth at the school level, utilizing comprehensive data to inform intervention decisions and ensure students attain grade-level proficiency. For Amira progress monitoring, expected growth targets include an Accelerated Rate of Improvement (ARM) growth greater than 0.1 per month or reaching the 25th percentile or higher on the ARM percentile scale. FastBridge serves as an additional diagnostic screening data point for select students to determine intervention needs and as a progress monitoring tool to determine response to intervention for students receiving Tier 3 intervention. The school systematically tracks student progress through the Multi-Tiered System of Supports (MTSS), the Amira Data Protocol, the GCS Intervention Progress Monitoring Data Sheet, and the Greenville Progress Monitoring document. Additionally, interventions are documented in the Intervention Connection System (ICS) to maintain a comprehensive record of student support efforts.
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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.	Teachers participate in ongoing professional development focused on the science of reading, structured literacy, and foundational literacy skills, aimed at enhancing reading achievement for all students. The majority of our K-3 classroom teachers have completed 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.
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Section G: District 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 supporting students' needs, and a systematic approach identifies students needing Tier II and Tier III interventions to ensure their success.
Possibilities for Growth	Opportunities for growth include further differentiation of instruction to meet diverse learner needs and enhance formative assessments to guide instruction. Providing more student-led goal setting can foster independence, while strengthening Tier I & II supports may reduce the need for Tier III interventions. Increasing cross-curricular connections can deepen understanding and expand family engagement strategies, which help to reinforce learning at home and support higher-order thinking skills.
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?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	23
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	1
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	4
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	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.
Goal #1 Progress	In the spring of 2026, 71.3% of 3rd grade students scored meets or exceeds on the SC Ready assessment.
Previous 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%.
Goal #2 Progress	In the spring of 2026, 71% of 3rd grade-5th grade students scored meets or exceeds on the SC Ready assessment.

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	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 71.3% to 73% in the spring of 2027.
Goal #1 Action Steps	A.J. Whittenberg will provide Tier I, II, and III reading interventions for third-grade students scoring below the 25th percentile on the Amira Benchmark. Progress will be monitored through benchmark assessments, progress-monitoring measures, classroom observations, and instructional data. Tier III students will receive individualized, intensive instruction targeting identified skill deficits. Intervention plans will be adjusted based on student response and progress-monitoring data. Third-grade teachers will collaborate through professional learning communities to analyze performance, identify needs, and monitor intervention effectiveness. At-risk students will receive daily, targeted small-group instruction aligned to individual needs. Instructional decisions will be data-driven and focus on strengthening foundational reading skills, language comprehension, and reading proficiency.
Current Goal #2	Increase the percentage of students in grades 3-5 scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 71.1% to 73% in the spring of 2027.
Goal #2 Action Steps	A.J. Whittenberg uses differentiated reading groups aligned with the GCS literacy framework to meet diverse student needs. Professional Learning Communities (PLCs) enable teachers to collaborate, reflect on instructional practices, and analyze student data to improve learning outcomes. Tier I and Tier II interventions are provided based on student need, offering structured support in decoding, fluency, and comprehension using the Scarborough Reading Rope and Science of Reading components.
File Upload (optional)	