

Armstrong Elementary 2026-2027 Primary and Elementary Reading Plan

Section A: Five Pillars of Reading Instruction

Armstrong Elementary School provides a comprehensive framework for literacy instruction based on 2024 SCCCR ELA standards in an effort to increase student achievement. These standards ensure that all students receive a strong foundation in reading and writing. Armstrong Elementary School utilizes Greenville County Schools' Literary Framework with dedicated time for language and word study components, including phonological awareness, phonics, fluency, and vocabulary using a variety of standards-based materials and resources including Reading Horizons in Kindergarten First Grade, and Second Grade to address explicit, systematic, and sequential phonics instruction. HMH Structured Literacy emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension in upper grades.

Across all grade levels, the Reading component includes a Read Aloud, Focus Lesson, Independent Reading, and Small Group instruction. Additionally, Kindergarten through first grade emphasizes on Shared Reading while 2nd-5th grades focus on Close Reading. The Writing component features a Read Aloud, Focus Lesson and dedicated time for independent writing and small group instruction. Students in Kindergarten and first grade also engage in Community Writing. All grades have dedicated time for Phonics, Grammar, Vocabulary and Handwriting. Time allotted at each grade level for Phonics instruction is aligned to the Read to Succeed Act.

The curriculum maps guide instruction of the SCCCR ELA standards in terms of scope and sequence while also addressing Scarborough's Rope, and include best practices supported by science of reading research. The primary curriculum resource utilized is HMH Into Reading, which highlights the importance of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. In the classroom, it is presented and applied in whole groups, small groups, and during one-on-one conferences.

Oral language is developed across all grade levels through teacher-facilitated, structured discussions where students have an opportunity to exchange ideas amongst peers regarding reading or writing content. It is also developed through teacher read-alouds, and collaborative projects such as integrating science and social studies content as an opportunity for students to apply the literacy skills they've learned to communicate with others.

Phonological awareness is also embedded in our instruction. In grades K-2, teachers utilize Reading Horizons to ensure students participate in daily warm up tasks that address these necessary skills. The skills taught are sequential and progress in difficulty.

Students are asked to practice rhyming words before moving on to more complex skills such as syllable or phoneme blending and segmenting. Grades 3-5, address similar skills using HMH resources embedded in their foundational skills lessons. Regardless of the grade level, students whose data reveals a need for more phonological awareness, are provided this intervention during small groups in class instruction.

Instruction for phonics is implemented across all grade levels. In kindergarten, first grade, and second grade students participate in Reading Horizons, which is used to deliver explicit, systematic, and sequential daily instruction. Within this program, students are not only exposed to phonics in isolation, but are also given opportunities to apply it while reading decodable texts and in their writing – thus aiding in the overall comprehension of text. In grades 3-5, teachers implement HMH Into Reading to address foundational skills standards. Similar to Reading Horizons, these skills taught in isolation are further extended when students are given opportunities to transfer their knowledge into decodable and continuous texts.

Fluency is embedded within lessons and instruction varies by grade level. For example, kindergarten and first grade students receive targeted fluency lessons during shared reading, community writing, and repeated readings in small group instruction. For students in grades 2-5 fluency is addressed during close reading, shared writing, and daily independent reading and writing.

Across all grade levels, teachers highlight 3-5 vocabulary words per week that are extracted from texts that students are actively engaged with. By doing so, students view the vocabulary words as necessary and gain a better understanding of the key role vocabulary plays in developing their comprehension skills. Thus, by focusing on these targeted vocabulary words, students are able to then apply these words to their writing, and in their future independent readings.

Comprehension is the ultimate goal when applying standards and facilitating instruction in each of the aforementioned focus areas. It is purposefully embedded in our ELA block, where students are able to apply foundational literacy skills to better understand the meaning and context of assigned reading and writing content. Teachers use mentor texts to emphasize certain comprehension skills or strategies and subsequently students are given group or independent practice to show they are proficient in these skills.

We leverage a variety of assessment tools to monitor and enhance student learning effectively. One primary tool utilized is Amira which offers benchmark assessments that synthesize students' reading abilities across various tasks aligned with grade-level expectations. The Amira Reading Mastery (ARM) score reflects students' proficiency in

relation to these benchmarks, while its reading subscores are directly aligned with Scarborough's Reading Rope, covering critical areas such as decoding, phonological awareness, high-frequency words, background knowledge, and vocabulary. Furthermore, the Amira assessments provide an Oral Reading Fluency accuracy score, allowing educators to gain a holistic view of each student's reading capabilities and tailor instruction to support their growth. Amira Tutoring is available to students to support the development of the skills mentioned above between Benchmark assessments. Weekly 30-minute tutoring sessions serve as a basis for progress monitoring data for students who qualify for Tier 3 intervention under MTSS (Multi-Tiered System of Supports) guidelines in addition to all Third Grade students.

Other assessments are also utilized. In 1st grade, students are administered MAP three times a year, which provides valuable insights into students' literacy growth. For students in grades 2-5, we implement Mastery Connect TE21 Benchmarks, which allow educators to assess students' understanding of key concepts and skills throughout the school year providing a comprehensive evaluation of student mastery. School-developed common formative assessments enable ongoing monitoring of student progress. Students receiving Reading Horizons instruction in Tier 1 (Grades K-2) and Tier 3 (Pull out intervention using and Resource services). Second graders participate in Skill Checks after every lesson to ensure mastery of the content before advancing to other skills. These students also complete Reading Horizons diagnostic screeners (phonics and phonemic awareness) two times a year and multi-skills checks to aid teachers in determining that a child is meeting standards.

Students in the Multilingual Learners Program (MLP), participate in annual ACCESS testing once a year. This criterion-referenced test measures a student's English skills in the domains of listening, speaking, reading, and writing, comparing their progress against the WIDA English Language Development Standards. The results help our MLP teacher and classroom teacher continue to monitor student progress and guide informed instructional decisions for each student in all five pillars of literacy instruction.

By using a variety of formative assessments including weekly formative assessments and HMM module assessments, teachers are well equipped to triangulate data. This enables them to tailor whole group instruction and facilitate timely interventions as needed. Teaching all of these components in unison aids in the comprehension of texts to meet grade-level English/ Language Arts standards.

Section B: Foundational Literacy Skills, Continued

In alignment with the Science of Reading, Armstrong Elementary has focused on a research-based approach to word recognition instruction and assessment in preK-5th grade. Our goal is to use this approach with emphasis on 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. These skills are taught explicitly using the gradual release model of “I do”, “We do,” and then “You do”. The following materials used are in accordance with the Science of Reading to ensure fidelity.

1. HMH Structured Literacy
 - Phonological awareness, phonics (decoding and encoding), vocabulary and comprehension for 3rd Grade.
2. LETRS
 - Strategies from Volume 1 and 2
 - K-3 includes: word sorts, word chaining of phoneme deletion, addition, and substitution, Elkonin boxes, analogy charts
 - 4th-5th includes: Word sorts, Frayer model, Word webs
3. Reading Horizons for K5, 1st and 2nd grade emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches. Heggerty Phonemic Awareness for 4K – systematic and explicit instruction in phonological and phonemic awareness.
4. 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.
5. Reading Strategies 2.0
 - Research-based Reading strategies emphasize accuracy, fluency and comprehension. It is designed to be used alongside the core Reading curriculum.

Section C: Intervention

Amira universal screener data and additional formative and summative assessments inform interventionists inside the classroom as well as supplemental interventions outside of the Tier 1 and Tier 2 instruction. Amira data is aligned to Scarborough's Reading Rope, which emphasizes the interconnected components of reading, including word recognition and language comprehension. This alignment supports teachers in making informed instructional decisions that target specific areas of need. FastBridge is

being used as another measure of students' foundational reading skills and reading development. Data from FastBridge provides another source of information to help identify skill deficits, monitor student progress, and determine appropriate instructional next steps. Using multiple data sources support decisions regarding flexible grouping, targeted skill instruction, intervention intensity, and ongoing progress monitoring to ensure that students receive responsive, data-driven literacy support.

Students who are below the twenty-fifth percentile on Amira composite score, individualized Amira strands, other standardized tests, or formative assessments (assessing power standards) receive classroom Tier 2 small group instruction. This isolated skill intervention will be addressed by the classroom teacher in a small group within the classroom or with Amira tutoring. Students who are below the twenty-fifth percentile on the Amira composite score and other standardized assessments, high risk on Amira strands, and performing below expectations on formative assessments of power standards meet the criteria for further intervention services. These services include small group reading instruction 3-4 times a week (based on need) with an evidence-based intervention such as Amira tutoring. To address the identified needs of students, the school implements several intervention programs, including: Leveled Literacy Intervention, Reading Horizons, Amira Interventions, and Lexia English based on the students' primary deficit in word recognition or language comprehension.

Tier 3 instruction is for students who are the highest priority are those who are below the fifteenth percentile on phonological awareness and nonsense words strands on Amira, high risk in multiple strands on Amira, and high risk on FastBridge (below the 15th percentile) on MasteryConnect TE21 benchmarks and/or SC Ready. These students are the highest priority and receive evidence-based reading intervention in addition to the required ninety minutes of ELA instruction.

Students receiving Tier 3 instruction are progress monitored at least every 10 days one or more of the following: Amira Tutoring data, FastBridge and/or Reading Horizons Skill Checks or Multi-Skill Checks. The MTSS team meets every two weeks to review progress monitoring data and adjust student group placements as needed. This process maintains the flexibility and fluidity of intervention groups and ensures students receive the appropriate level of instruction for their literacy success.

Through the strategic use of universal screener and diagnostic assessment data, the school effectively identifies the specific reading needs of students. This data-driven approach allows for targeted interventions, ensuring that students in PreK-5th grade

receive the necessary support to achieve grade-level reading proficiency.

Section D: Supporting Literacy at Home

Armstrong Elementary has put into place many systems to communicate regularly with parents on how they can support their child as a reader and writer at home. One key resource is the Amira Parent Reports, which provide specific strategies and recommendations for parents and guardians to foster literacy development in the home environment. These reports are designed to empower families with actionable insights that align with their child's learning, enabling them to engage effectively in their child's reading and writing journey.

Weekly grade-level newsletters communicate the specific family-friendly standards/skills that will be addressed each week. When reading homework is assigned, it often reflects the skill the child is currently learning. Some grade levels differentiate reading homework based on student ability, enabling parents to better support their child at home. For students reading below grade level, a grade-level text is also provided to help parents understand the learning goals for their child. Additionally, a school-wide newsletter is shared weekly with parents, highlighting various literacy activities students are engaged in to enhance their skills.

We utilize social media posts to communicate important information about literacy initiatives and provide tips for parents on how to support their children's literacy skills outside of school. These social media posts often include suggestions for reading activities, information from Greenville Public Library System, and recommended books/audiobooks to read together.

Furthermore, we organize events such as Title I Literacy Night, where parents can participate in workshops and activities that demonstrate effective literacy strategies. During this event, teachers host a literacy workshop or activity to communicate specific strategies, activities, or educate parents on practices to support literacy growth in the home setting. Furthermore, local authors visit to share the writing and publishing process with our students and community.

Armstrong Elementary is proud to partner with Public Education Partners (PEP) to provide two exciting literacy events for our students and families. The first event, the Big Book Celebration, gives every student the opportunity to select books of their choice to take home and add to their personal library. This special event helps promote a love of reading while increasing students' access to high-interest books at home. Our second event takes place during Title I Literacy Night, when PEP volunteers join us to facilitate fun and engaging reading activities for students and their families. Families also receive free books and literacy resources to continue supporting reading and learning at home. Through our partnership with PEP, we are able to strengthen our schoolwide culture of

literacy, increase access to books, and create meaningful opportunities for families to engage in reading together.

Through these combined efforts, we strive to create a supportive environment where parents feel equipped to contribute to their child's literacy development at home while also fostering a sense of community around literacy. This collaborative approach fosters a strong partnership between teachers and parents, ultimately supporting students' literacy growth and success.

Section E: Progress Monitoring

Armstrong Elementary School monitors student progress throughout all 3 Tiers of instruction to make informed data-driven decisions for intervention. Comprehensive data from MTSS, AMIRA Data Protocol and GCS Intervention and monitor student progress utilizing the MTSS & Amira Data Protocol. FastBridge and GCS Intervention Progress Monitoring Data Sheet for 2026-2027.

Our goal is to increase students' reading mastery to the 25th percentile or higher on the ARM percentile by increasing growth by greater than 0.1 ARM growth per month. Teachers, interventionists, coaches, and administrators, have access to student Amira progress, to ensure that students' literacy needs are continuously being met.

Students identified as needing Tier 2, targeted interventions are progress-monitored monthly using Amira. Students participate in weekly 30 minute tutoring sessions on Amira to provide additional data points. Students needing Tier 3 are progressing monitored every two weeks using multiple assessments to assess fluency and comprehension. Teachers, interventionists, coaches, and administrators, have access to student Amira progress, to ensure that students' literacy needs are continuously being met intensive interventions are progress-monitored every two weeks. AES documents interventions in the Intervention Connection System (ICS) during the OnTrack meetings held twice a month. All students below benchmark receive daily interventions in addition to Tier 1 core instruction.

Section F: Teacher Training

Teachers meet in weekly PLC's with the literacy specialist to use data to guide instruction. The coach then uses the data to help plan and implement PD sessions that are needed throughout the school year.

In addition, Pop Up professional development is offered through the Reading Horizons website that teachers have access to. All K5, First Grade and Second Grade teachers will also receive coaching cycles as it pertains to Reading Horizons. Ongoing school-wide professional development on Rigor has been outlined for the 2026-27 school year.

Teacher Planning days have been included in the professional development calendar to used for Data Dives after each Benchmark Assessment.

Teachers are also offered ongoing professional development from the Greenville County School District academics department as well as the Title 1 ELA Academic Specialist that meets regularly with all ELA teams in the building.

Weekly newsletters and a resource hub have been created to support teachers with evidence-based resources based on the science of reading, support with LETRS 1 & 2, and resources to help them with small group instruction.

The Literacy Specialist attends monthly meetings with district support personnel as well as monthly Amira and Reading Horizons data dives. These meetings allow for the Literacy Specialist to gain new information and work to plan professional development for the needs of the staff. The literacy specialist as well as the principal also attend quarterly meetings with the South Carolina Department of Education to gain insights on standards and best practices that can be shared and implemented with staff.

Section G: Analysis of Data

Strengths:
After analyzing the Spring 2026 SC Ready ELA data, we noticed several areas of strength throughout the grade levels. 43% of Armstrong Elementary's overall student population in grades 3-5 scored at or above expectations in ELA. We had 30.3% of our third graders score at or above expectations in Research and Evaluating Ideas, 37.3% of our fourth graders scored at or above expectations in Informational Text and 38% of our fifth graders scored at or above expectations in Literary Text.
Possibilities for Growth:
After analysis of our 2026 SC Ready ELA data, we also noticed areas of opportunity. As a school, we had 46.9% of our 3-5 grade students score not met or approaching in the area of Writing. We also noticed areas of opportunity for individual grade levels. Our third grade had 45.5% of their students not meet expectations in Vocabulary Across the Genre, our fourth grade had 42% of students not meet expectations in Informational Text and fifth grade had 51.4% of students not meet expectations in Writing.

Section H: 2026-2027 School Year SMART Goals and Progress Toward those Goals

Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from <u>52%</u> to <u>55%</u> in the spring of 2026."	Progress: 44% of our third grade students scored meets and exceeds on the SC Ready Assessment. As a result, we did not meet our 2026-27 goal for 3rd graders.
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Section I: 2026-2027 School Year SMART Goals and Action Steps Based on Analysis of Data

Goal #1	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 <u>44%</u> to <u>46.2%</u> in the spring of 2027.
Action Steps:	Direct and Explicit Instruction of SC Standards • Implementation, adjusting HMH curriculum, instruction, artifacts, and assessment to ensure alignment to the rigor of the standards. Small groups formed and instructed based on data Weekly CFAs • Documentation of PLC discussions and collaborative planning • Unpacking Power Standards • Weekly Data Meetings W.I.N Plans (Intervention and Extension) and common formative assessments based on District Module Assessments. Communication and collaboration with pullout teachers (RTI, ML, and Resource) Incorporate half-day plannings to conduct data dives after each Benchmark Assessment.

Goal #2	Increase the percentage of students in grades 3-5 scoring meets/exceeds on the Literary component of Reading on the 2027 Spring SC Ready Assessment from <u>43%</u> to <u>45.5%</u> .
Action Steps:	• Incorporate Small Group data instruction for Tier 1 and Tier 2 instruction around a variety of literary texts as outlined in the assessment specifications. • Use Reading Logs for Independent Reading. • Introduce a variety of genres during IRAs. • Incorporate Literary texts in Library and Guidance lessons during the Related Arts Rotations. • Academic Discourse centered around Literary Texts

	• ML Co-Teaching model in 4th Grade
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