

## 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 Schools
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School Name	Brushy Creek Elementary
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Principal Name	Charles T. Davis, Jr.
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Principal Email	ctdavis@greenville.k12.sc.us
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Reading Coach/Literacy Specialist Email	lhembree@greenville.k12.sc.us
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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.
Brushy Creek Elementary School administers reading assessments and provides instruction for all students based on the 2024 SCCCR ELA Standards. Each classroom schedule includes dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. The Greenville County Schools curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) as well as best practices as supported by science of reading research. Students in all grade levels participate in daily activities including read-alouds, shared

reading, focus lessons, close reading, independent reading and small group instruction, community writing, independent writing, and structured discussions and collaborative projects that support oral language development. Tier one classrooms support a variety of instructional settings, including whole group, small group, strategy groups, and one-on-one conferencing.

To support word recognition, the K4 classroom implements Heggerty's phonemic awareness to provide systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending. Our 4K teacher assesses students in the fall, mid-year, and spring using myIGDIs (Early Literacy-fall, Early Literacy and Math- mid-year, and spring). The K5-2nd grade classroom teachers implement the Reading Horizons Discovery instructional program to provide explicit, systematic, and sequential phonics instruction. Each Reading Horizons lesson builds upon previously taught skills and provides students with opportunities to practice oral language, phonological awareness, phonics, and fluency. To support language comprehension, teachers also utilize a High Quality Instructional Curricular Resource, Houghton Mifflin Harcourt (HMH), to support vocabulary and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards. Third through fifth grade classrooms utilize HMH Structured Literacy to emphasize the importance of phonological awareness, phonics, vocabulary, and comprehension.

All classroom teachers utilize GCS-developed unit assessments, school-developed common formative assessments, Mastery Connect MVPA's (2nd-5th), MAP testing (1st, 2nd), and Amira benchmarks as reading assessments. Once students complete the Amira benchmark, they are given an Amira Reading Mastery (ARM) score. The ARM score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations. The Amira benchmark assessment also provides an Oral Reading fluency accuracy score. Amira benchmark assessment reading subscores align with Scarborough's Reading Rope and include phonological awareness, decoding, high frequency words, vocabulary, structures & reasoning, and background knowledge.

### **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.

Greenville County Schools prioritize 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. Teachers dedicate instructional time each day to teach word recognition skills utilizing Heggerty (4K), Reading Horizons (K5-2nd), and HMH Structured Literacy (3rd-5th).

Our 4K classroom implements Heggerty's Phonemic Awareness to provide systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending. The K5-2nd grade classrooms implement Reading Horizons, which emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches. In addition to the Reading Horizons lesson, students in K5-2nd utilize the software component, which provides students with a daily skill check that teachers can review and use to plan for instruction. Third through fifth grade teachers implement HMH Structured Literacy, which provides practice with phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension.

Students in K5-5th grade utilize Amira. 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.

### **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.

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. Amira benchmark assessments are administered three times per year during scheduled district benchmark windows. The data from Amira is aligned to Scarborough's Reading Rope. Teachers and interventionists utilize Amira reports, such as the class progress report, progress report, reading rope insights, standards mastery report, and student summary report to skillfully guide instruction.

In addition to Amira benchmark assessments, additional formative and summative assessments are used as data points to guide instructional decisions. The Reading Horizons software component (Grades K5-2nd) is real-time data that tracks student

mastery. When a screener or diagnostic assessment indicates a student is below grade level, a plan is developed to address reading difficulties and shared with parents, and progress monitoring occurs according to the student's needs. Instructional decisions and interventions are based on the Greenville County Schools MTSS Framework, matching the students' needs to the level and type of support. The OnTrack team meets twice a month to review student data and to address individual student needs. The Tiered Support team meets monthly to review progress monitoring data and fluidity of intervention groups. The data reviewed is used to identify students that would benefit from additional screening that may result in the assignment of specific classroom interventions and supports or supplemental interventions with a Reading Interventionist, using one of the following approved intervention programs:

- Leveled Literacy Intervention
- Reading Horizons
- Amira Interventions
- Lexia English

Our 4K teacher makes instructional decisions 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. The 4K teacher uses myIGDIs data to inform whole group, small group, and individual instruction as well as DIAL-4 screening results (administered in the fall) to identify individual students whose academic, social-emotional, and/or developmental needs may require further investigation. The 4K teacher also has access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform. Heggerty assessment results can be used to monitor student progress with phonological and phonemic awareness skills, and to plan for instruction.

### **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.

At Brushy Creek Elementary School, parents are invited to support the student as a reader and writer at home in a variety of ways. Amira Parent Reports indicate strategies for parents/ guardians to support literacy development in the home environment. Teachers provide parents with an opportunity to conference twice a year to discuss student progress and tips to support the student as a reader and writer at home. Teachers also communicate with parents through weekly newsletters. Parents are invited to attend a literacy overview presentation to give those attending an opportunity to learn more about the Reading Horizons phonics program and ways to support readers at home. The RTI/Literacy Specialist school website contains multiple resources parents can use to support reading and writing instruction.

## 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.

Brushy Creek Elementary monitors student progress 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. Our school monitors student progress by utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for the 2025-26 school year.

In addition, teachers and interventionists monitor student progress by utilizing the Amira Progress Report. Within the Amira Progress Report, the teacher can view a student's Estimated Mastery score, which is calculated using the several data points collected as students log on and complete tutoring sessions within the Amira software. The Estimated Mastery score continuously updates as students practice with Amira. Students are expected to show an increase of  $>.1$  per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile. Students who receive Tier 2, targeted interventions are progress-monitored monthly. Those who receive 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. All students below benchmark receive targeted interventions in addition to Tier 1 core instruction. The Tiered Support team meets monthly to ensure that a fluid response to intervention process is in place to consider instructional needs of students performing below grade level.

Interventionists document interventions in the Intervention Connection System (ICS). In K5-2nd grades, Reading Horizons daily skill checks and multi-skill checks are also utilized to not only provide data for the teacher to monitor and plan for instruction, but the Reading Horizons software also supports communication between Tier 1 (classroom) and Tier 2 (intervention) by allowing teachers to see student scores in both settings. Teachers and interventionists implement Review and Transfer Days within the Reading Horizons curriculum. During a Review and Transfer Day, students engage in a multi-skill check, which reviews past and present phonics skills. Teachers and interventionists can review the data from the multi-skill checks to provide targeted small group strategies to support reading achievement.

## 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.

Brushy Creek Elementary provides teachers with a variety of training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

- **LETRS:** All GCS 4K and preschool special education teachers (3s and 4s) have completed LETRS for Early Childhood. At Brushy Creek Elementary, all K5-3rd classroom teachers, Reading Interventionists, Multilingual teachers, the Gifted and Talented teacher, K5-3rd Special Education teachers, School Administrators and the Literacy Specialist are completing Volume 2 of LETRS this year.
- **HMH Structured Literacy Training:** All teachers using the HMH Structured Literacy Curriculum were trained by GCS Academic Specialists.
- **Amira Reports:** Teachers were trained on how to administer Amira benchmarks and use it in the classroom, as well as how to access and utilize Amira reports to review student data and plan for instruction.
- **Reading Horizons:** All teachers implementing Reading Horizons have received training on how to effectively implement all components of a Reading Horizons lesson. In addition, teachers are coached by the Literacy Specialist/ Reading Horizons Leadership Committee Member to improve and support Tier 1 instruction.
- **Coach's Corner:** Teachers are provided professional development based on grade level need in relation to HMH Structured Literacy and Reading Horizons implementation. Teachers receive continuous support to meet current student literacy needs based on multiple data points.
- **Professional Learning Communities:** Brushy Creek intentionally fosters a strong culture of collaboration through weekly grade level PLC meetings, where literacy and common assessment data is reviewed and is used to drive instruction. Teachers also meet quarterly with their Vertical Team ensuring that standards and curriculum is aligned schoolwide.

### Section G: Analysis of Data

Strengths:

- Brushy Creek documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.
- All students are provided with phonetic based instruction through the Reading Horizons program (K5-2nd) and HMH Structured Literacy (3rd-5th) in the Tier 1

<p>setting.</p> <ul style="list-style-type: none"> <li>• Brushy Creek provides supplemental instruction by a literacy coach and reading interventionists that is offered during the school day. Reading Horizons is also used as an intervention method for these students.</li> <li>• Brushy Creek ensures that students are provided with wide selections of texts over a wide range of genres to match the student need. Decodables aligned with the scope and sequence of the phonics instruction are appropriately used with students for early literacy instruction in the early childhood grades.</li> </ul>
Possibilities for Growth:
<ul style="list-style-type: none"> <li>• Provide coaching cycles to assist teachers with strengthening Tier 1 literacy instruction</li> <li>• Facilitate monthly learning walks and recalibrations focusing on best practices to support strengthening tier 1 literacy instruction to meet the academic needs of all students.</li> <li>• Facilitate monthly vertical team meetings focusing on improving tier 1 literacy instruction, promoting consistency across grade levels, and increase student engagement and teacher collaboration</li> <li>• Continue to fine tune implementation of Reading Horizons and HMH Structured Literacy</li> <li>• Implement engaging strategies for the Literacy Framework, PLC's, and Data Teams in the instructional program to improve student achievement</li> <li>• Observe teaching and learning in literacy instruction and provide teachers with actionable feedback and resources regarding effective Tier 1 literacy instruction</li> <li>• Conduct focused classroom observations and learning walks to monitor the use of ML supports, the implementation of the Literacy Framework, and alignment to instructional goals. Provide timely, actionable feedback and follow-up support to strengthen practice.</li> </ul>

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	37
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)?	3

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	37
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).

<p>Goal #1: (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC Ready from 17.9% to 14.9% in the spring of 2025.</p>	<p>Progress: We met our goal of reducing the percentage of third graders scoring Does Not Meet in spring of 2025, as determined by SC Ready, from 17.9% to 11.9%.</p>
<p>Goal #2: During the 2024-25 school year, the percentage of students (Grades 3-5) meeting/ exceeding expectations on ELA SC Ready, will increase from 76% to 79%.</p>	<p>Progress: We met our goal of increasing the percentage of students (Grades 3-5) meeting/exceeding expectations on ELA SC Ready (Increased from 76% to 79%).</p>

### Section I: Current 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 2025 as determined by SC READY from 82% to 85% in the spring of 2026.
Action Steps:	Use Reading Horizons, Amira and Mastery Connect Benchmark data to provide students with individualized lessons based on reading levels and classroom performance.

Goal #2	During the 2025-26 school year, the percentage of students (Grades 3-5) meeting/ exceeding expectations on ELA SC Ready, will increase from 79% to 82%.
Action Steps:	<p>Utilize GCS Landing Page to implement standards-based reading lessons and track progress with common assessments.</p> <p>Use GCS Literacy Framework and HMH curriculum resources to provide students with Science of Reading based literacy lessons.</p> <p>Use Reading Horizons, Amira and Mastery Connect Benchmark data to provide students with individualized lessons based on reading levels and classroom performance.</p>