

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*.

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School Name	Bell's Crossing Elementary School
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Section A: Five Pillars of Reading Instruction

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 Bell's Crossing, Literacy instruction is based on the 2024 SCCCR ELA standards. In the Tier 1 setting, teachers include the five pillars of reading instruction during whole group, small group, and one-one conferencing with students. Our teachers use GCS curriculum maps in all grade levels to address both sides of the Scarborough's Rope and the curricular resource HMH into Reading which emphasizes the importance of phonological awareness, phonics, vocabulary and comprehension. In grade K5 and grade 1, the teachers implement the Reading Horizons Discovery Program to address explicit, systematic and sequential phonics instruction. In grades 2nd and 3rd, best practice supplemental phonics/spelling instruction supported by the science of reading research such as Project Read Phonics and Spelling and UFLI spelling/phonics is used. There is dedicated time for

daily oral language development through structured discussions, read-alouds, partner “turn and talk” and collaborative projects. There are daily opportunities for shared reading experiences, Interactive Read-Alouds, close reading, shared writing and independent reading and writing.

In the SPED and Intervention setting, the five pillars are addressed with use of the Reading Horizons Discovery (RHD) and the Reading Horizons Elevate Program for explicit phonological awareness, phonics, and encoding and decoding practice. Comprehension is addressed through the use of decodable RHD transfer stories, Elevate stories and authentic literature when appropriate. The Leveled Literacy Intervention (LLI) Program is also used in Intervention to address language and comprehension needs. Amira Reading is used by students in grades K5-5. The Amira 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. The Amira benchmark assessment reading sub-scores are aligned to the Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, vocabulary and comprehension. Amira benchmark assessments also provide an Oral Reading Fluency accuracy score and skill alignment with the State ELA Standards. Additional assessment tools that help the teachers collect multiple sources of data are MAP for 1st graders, Mastery Connect benchmarks for grades 2-5, GCS developed unit assessments, and Common Formative Assessments created by the grade level teams and FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure.

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.

Bell's Crossing 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 provides opportunities for students to strengthen their phonological awareness, as well as continue to develop their phonics skills (decoding and encoding), vocabulary and comprehension.

Reading Horizons is used by all K5 and 1st grade teachers, special education teachers,

and intervention teachers. This program emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches.

Students in grades 2-5 are provided with supplemental phonics instruction through the use of programs such as UFLI and Project Read Phonics and Linguistics. These programs also emphasize decoding and encoding strategies, high frequency words, and using multi-sensory VAKT learning approaches.

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.

Instructional decisions and interventions at Bell's Crossing are based on the GCS MTSS Framework, matching the students' needs to the level and type of support. Amira universal screener data, FastBridge screening measures and additional formative and summative assessments inform interventions inside the general ed. classroom as well as supplemental interventions outside of the regular classroom. The data from Amira is aligned to the Scarborough's Reading Rope. The data from Amira reports such as the Class Progress Report, Instructional Recommendations, Skills Status, Standards Mastery and Skills Diagnostics reports help guide classroom instruction as well as FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure. The online and paper/pencil phonics screeners for phonemic awareness included with the Reading Horizons Discovery Program (RHD) are used as supplemental sources of data to help inform instruction and form instructional groups as well as form intervention groups. 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.

Tier 2 Intervention Programs such as Leveled Literacy Intervention (LLI), Reading Horizons Discovery (RHD), Amira tutorials/interventions, and Lexia English are implemented to provide instruction to those who have failed to demonstrate grade-level reading proficiency.

The RHD program offers daily skill checks which allow teachers to make instructional decisions about their lesson delivery and pacing. Multi-skill checks inform the teachers about the individual needs of the students they are serving which allows the teacher to fill in the gaps in the skills needed to become more

fluent readers. The RHD cumulative assessments serve as an additional tool to ensure student mastery of the skills previously covered. This allows the teachers to provide remediation when necessary to ensure a strong foundation before moving on to more complex skills. The LLI program focuses on providing explicit, systematic instruction in reading comprehension, language, and vocabulary skills. LETRS phonemic awareness and phonics surveys are being used by teachers as an additional tool to collect student data. ML students at Bell's Crossing receive Lexia English instruction and the data is reviewed by the school's ML teacher as well as classroom teachers to inform next steps in reading 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.

Amira Parent Reports are sent home after each benchmark window. These reports indicate strategies for parents/guardians to support literacy development in the home environment. Teachers include the reading and phonics skills they are focusing on in their classrooms in weekly newsletters. Classroom teachers also hold parent teacher conferences where student strengths and challenges are discussed and a plan of action is developed to strengthen the home-school connections and support. Interventionists and special education teachers send home progress reports quarterly indicating student growth toward their specific end of year reading goals and "at home" information sheets encouraging reading aloud to their children. Research supports parents and other adults reading aloud to students to model fluent and expressive reading, build language and vocabulary skills, enhance comprehension and active listening skills and increase student excitement around literature. The parent/home connection is also built through the use of programs like S.E.E.D.S., where parents are invited into classrooms at Bell's to read various children's literature aloud to students and lead students through activities and discussions related to the stories read together. The school also participates in home/school programs such as Battle of the Books and Read Across America. Bell's Crossing holds a Book Fair twice a year and invites parents to shop for books with their children on designated nights during the Fair. These programs increase student reading engagement and excitement in reading independently within a variety of genres.

Section E: Progress Monitoring

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

Amira progress monitoring is used with an expected 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. Bell's Crossing monitors student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet. Bell's Crossing documents 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. All students below benchmark receive daily interventions in addition to Tier 1 core instruction. Progress monitoring reports are also sent home with students being served by the reading interventionists. Reading Horizons Discovery also provides progress monitoring of reading achievement and growth through multi-skill checks and cumulative assessments in K5-1st grade, special education, and intervention. Mastery Connect (TE 21) benchmark assessments are given and analyzed once per quarter by students in grades 2-5. These assessments show student mastery of specific standards and areas that may need additional support. The assessments are closely aligned to SC Ready and provide a projected proficiency for all students. Bell's Crossing maintains a fluid response to the intervention process. We consider the instructional needs of students performing below grade level when making our decisions about their intervention needs.

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 in PreK–5th grade.

School Description of PLO Opportunities

Bell’s classroom teachers in grades K–3, special education teachers, interventionists, and school administration have completed Volumes 1 and Volumes 2 of the LETRS Program. Many of our 4th and 5th grade teachers are currently working towards the completion of the LETRS program. Teachers work diligently to transfer their learning around the science of reading into their classroom practices. All staff in grades K–5 also received intensive training in Project Read phonics and spelling, writing and linguistics, and reading comprehension. First grade teachers received Orton Gillingham training to aid in providing explicit, direct, and sequential phonics instruction. The teachers at Bell’s Crossing participate in regular PLC discussions and create common formative assessments based on power standards, and discuss student data to inform next steps in their instructional delivery, small group needs, as well as which students need more intensive support. Teachers maintain a heavy focus on power standards as indicated by Greenville County Schools and continue to analyze the lessons within the HMH reading program to ensure their instruction is prioritizing the ELA standards. The goal is to provide students with numerous opportunities to master the power standards to ensure success as they work to build on these skills throughout their educational schooling.

Section G: Analysis of Data

Strengths:

- Teachers ensure students have access to text and materials that are organized and easily accessible.
- Teachers make sure there are a variety of leveled texts (fiction and nonfiction) available to students for independent reading.
- Teachers establish routines and procedures.

- Teachers display artifacts (such as anchor charts) to aid in literacy learning.
- Teachers provide opportunities for parent involvement.
- Teachers are part of strategic partnerships to support students in areas of reading and writing.
- Teachers use the SC state standards when planning instruction.
- Teachers use comprehensive formative assessments and use the data to inform their instruction.
- Teachers are utilizing the strategies taught through LETRS to ensure direct, explicit, and sequential phonics instruction is taking place daily.
- Teachers routinely seek out a variety of professional development opportunities to grow their understanding and implementation of current research and instructional practices.

Possibilities for Growth:

- Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.
- Continue with LETRS training and provide opportunities to collaborate with peers and discuss how our new learning can positively impact student achievement outcomes.

***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?	40

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?	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: (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 88 % to 90% in the spring of 2025-2026.	<u>Progress:</u> The 90% Goal was NOT MET. However, Bell's Third grade students' Meets/Exceeds scores did increase from 88% to 88.9% in the Spring of 2026.
Goal #2: Bell's Crossing second graders will decrease the percentage of students scoring an ARM score on/below the 40% on the Amira 2025 fall benchmark from 20% to 17% in the spring of 2026.	<u>Progress:</u> Bell's Crossing second grade students MET this goal. The percentage of students scoring an ARM score on/below the 40% decreased from 20% to 15%.

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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	<u>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 88% to 90% in the spring of 2026-2027 school year.</u>
Action Steps:	General Education Action Steps: • Teachers will implement and monitor student progress in the following programs: • HMH Structured Literacy Learning within the GCS Literacy Framework providing reading strategy mini-lessons, guided reading groups, strategy groups, book clubs and one-one conferencing. • HMH Structured Literacy Learning within the GCS Literacy Framework

	providing writing strategy mini-lessons, writing strategy groups, and one-one conferencing. • Jennifer Serravallo Reading and Writing Strategies • New GCS Writing Curriculum • Project Read Linguistics and Writing • Project Read TDA strategy mini-lessons • AMIRA tutorials 30 minutes weekly • After school tutoring/remediation <u>Special Education Action Steps:</u> • Teachers will implement and monitor student progress in the following programs: • Reading Horizons (Discovery K-3; Elevate 4-5) • FastBridge Screening and Progress Monitoring <u>Third Grade Intervention Action Steps:</u> • Teachers will implement and monitor student progress in the following programs: • “Pull Out” Reading Horizons Discovery (Phonological Awareness/Phonics/Word Recognition/Decoding and Encoding) • “Pull Out” Leveled Literacy Intervention (LLI) (language and comprehension) • FastBridge Screening and Progress Monitoring <u>State Literacy Specialist (Reading Coach) Action Steps:</u> • Provide coaching to teachers using the AMIRA benchmarking and tutoring programs. • Coordinate and facilitate PD/PLC’s concerning LETRS, the Literacy Framework, SCCCR ELA standards, transfer of SOR/LETRS strategies into classroom practices, guided reading groups, and reading and writing strategies that will have the greatest impact on positive student outcomes. • Model Effective reading/writing instructional strategies. • Train and/or provide support to teachers in data analysis of student reading/writing assessments (formal/informal) and how to use the data to differentiate instruction to impact growth and positive student outcomes. • Collaborative work with the Bell’s Instructional Leadership Team (ILT) and Faculty Council.
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Goal #2	Bell’s Crossing second graders will decrease the percentage of students scoring an ARM score on/below the 40% on the Amira 2026 fall benchmark from 20% to 17% in the spring of 2027.
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Action Steps:	<u>General Education Action Steps:</u> • Teachers will implement and monitor student progress in the following programs: • HMH Structured Literacy Learning within the GCS Literacy Framework providing reading strategy mini-lessons, guided reading groups, strategy groups, book clubs and one-one conferencing. • HMH Structured Literacy Learning within the GCS Literacy Framework providing writing strategy mini-lessons, writing strategy groups, and one-one conferencing. • Jennifer Serravallo Reading and Writing Strategies • New GCS Writing Curriculum • UFLI supplemental phonics program • Project Read Linguistics and Writing • Project Read TDA strategy mini-lessons • AMIRA tutorials for students at/below 25% for 30 minutes weekly • After school tutoring/remediation <u>Special Education Action Steps:</u> • Teachers will implement and monitor student progress in the following programs: • Reading Horizons (Discovery K-3) • FastBridge Screening and Progress Monitoring <u>Second Grade Intervention Action Steps:</u> • Teachers will implement and monitor student progress in the following programs: • “Pull Out” Reading Horizons Discovery (Phonological Awareness/Phonics/Word Recognition/Decoding and Encoding) • FastBridge Screening and Progress Monitoring <u>State Literacy Specialist (Reading Coach) Action Steps:</u> • Provide coaching to teachers using AMIRA benchmarking and tutoring programs. • Coordinate and facilitate PD/PLC’s concerning LETRS, the Literacy Framework, SCCCR ELA standards, transfer of SOR/LETRS strategies into classroom practices, guided reading groups, and reading and writing strategies that will have the greatest impact on positive student outcomes. • Model Effective reading/writing instructional strategies. • Train and/or provide support to teachers in data analysis of student reading/writing assessments (formal/informal) and how to use the data to differentiate instruction to impact growth and positive student outcomes. • Collaborative work with the Bell’s Instructional Leadership Team (ILT) and Faculty Council.

