

## 2026-2027 Primary and Elementary Reading Plan

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| District Name | Greenville County Schools |
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| School Name | Bethel Elementary School |
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| Principal Name | Nurit' M. Sexton |
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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.

Reading assessment and instruction at Bethel Elementary School are aligned with the 2024 South Carolina College- and Career-Ready ELA Standards and grounded in the science of reading. Instruction includes oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Together, these components develop the word-recognition and language-comprehension skills students need to understand grade-level texts.

Bethel follows the Greenville County Schools Literacy Framework and district curriculum maps, which provide a systematic scope and sequence aligned with both sides of Scarborough's Reading Rope. During Tier 1 - Core Instruction, teachers provide high-quality, standards-aligned instruction through whole-group lessons, small groups, strategy groups, and individual conferences. Daily literacy experiences include interactive read-alouds, focus lessons, shared or close reading, independent reading, small-group instruction, community and independent writing, and dedicated language and word study.

Oral language is developed through interactive read-alouds, structured discussions,

collaborative learning, and opportunities for students to explain their thinking. Phonological and phonemic awareness instruction includes explicit work with rhyming, blending, segmenting, and manipulating sounds. Reading Horizons is used in K5 through second grade to provide explicit, systematic, sequential, and multisensory instruction in phonological awareness, phonics, decoding, encoding, high-frequency words, and fluency. HMH Into Reading and HMH Structured Literacy resources support continued word study and foundational-skills development across grade levels.

Fluency is developed through teacher modeling, shared reading, repeated reading, and oral reading practice. Vocabulary instruction is embedded in read-alouds, content-rich texts, direct word study, and morphology. Comprehension instruction includes explicit modeling, discussion, close reading, written responses, and opportunities for students to apply strategies independently. Reading and writing are also integrated with science and social studies to strengthen knowledge building and comprehension.

Bethel uses multiple valid and reliable assessments to evaluate student progress and guide instruction. Amira benchmark assessments are administered three times each year and provide an Amira Reading Mastery score, Oral Reading Fluency information, and subscores aligned with Scarborough's Reading Rope. Additional assessment tools include MAP in first grade, Mastery Connect benchmarks in grades 2–5, GCS-developed unit assessments, school-developed common formative assessments, and Reading Horizons diagnostic assessments, Skill Checks, and Multi-Skill Checks.

Students scoring below the 25th percentile on Amira benchmarks receive additional diagnostic assessment and progress monitoring through FastBridge. Teachers and the intervention team use these results, along with classroom performance and other assessment data, to adjust Tier 1 – Core Instruction, Tier 2 – Targeted Support, or Tier 3 – Intensive Intervention. Grade-level teams also analyze the lowest-performing standards and trends from the 2026 SC READY Reading assessment to plan targeted whole-group and small-group instruction.

Through explicit, systematic instruction, high-quality instructional materials, and the ongoing analysis of multiple data sources, Bethel Elementary provides students with the instruction and support needed to grow as readers, writers, communicators, and thinkers.

## **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.

Word-recognition assessment and instruction for K5 through fifth-grade students at Bethel Elementary are aligned with the science of reading, structured literacy, and foundational literacy skills. Instruction is explicit, systematic, cumulative, and sequential, enabling students to progress from the smallest units of sound to increasingly complex word structures. Students receive instruction in phonological and phonemic awareness, letter-sound correspondence, decoding, encoding, high-frequency word recognition, fluency, vocabulary, and morphology.

In K5 through second grade, Reading Horizons provides systematic, multisensory instruction in phonological awareness and phonics. Students learn to blend, segment, and manipulate sounds; connect sounds with letters; decode and encode words; recognize high-frequency words; and apply these skills while reading and writing. Reading Horizons diagnostic assessments, Phonemic Awareness and Phonics Screeners, Skill Checks, and Multi-Skill Checks help teachers identify specific skill gaps and determine appropriate instructional next steps.

Across grade levels, HMH Into Reading and its structured literacy resources provide continued instruction and practice in foundational literacy skills. Teachers use modeling, guided practice, cumulative review, and independent application to help students transfer their learning to connected text and written expression. Instruction is differentiated during Tier 1 – Core Instruction according to student need.

Amira benchmark assessments are administered three times each year to screen students in K5–5 and measure skills related to word recognition and language comprehension. Amira data include phonological awareness, letter-sound correspondence, decoding, high-frequency word recognition, vocabulary, background knowledge, word-reading accuracy, and oral reading fluency. Teachers use Amira reports to identify strengths and areas of need. Students who score below the 25th percentile receive additional diagnostic assessment and progress monitoring through FastBridge.

Through structured literacy instruction and the use of valid screening, diagnostic, and progress-monitoring assessments, Bethel Elementary identifies foundational skill needs and provides targeted instruction to support students in becoming proficient readers.

## **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.

Bethel Elementary uses universal screening, diagnostic assessments, classroom performance, and formative and summative data to determine targeted intervention pathways for students who have not demonstrated grade-level reading proficiency. Decisions are aligned with the GCS MTSS Framework and the 2026–2027 Elementary ELA Tiered Support Continuum so that the level, frequency, and type of support match each student's identified needs.

Amira serves as Bethel's universal literacy screener for students in K5–5. Its data are aligned with Scarborough's Reading Rope and help teachers determine whether a student's primary needs are related to word recognition, language comprehension, or both. Teachers review Amira's Class Progress Report, Progress Report, Skills Status, Reading Rope Insights, Standards Mastery Report, and Student Summary Report to identify strengths, instructional needs, and appropriate intervention pathways. Amira data are considered with Reading Horizons assessments, classroom formative assessments, Mastery Connect benchmarks, MAP, SC READY results, and teacher observations.

Students in grades K–3 who score below the 25th percentile on the universal literacy screener receive additional diagnostic assessment through FastBridge. FastBridge is also used to progress monitor students scoring below the 25th percentile on Amira benchmarks. Reading Horizons Phonemic Awareness and Phonics Screeners, Skill Checks, and Multi-Skill Checks provide additional diagnostic information related to phonological awareness, decoding, and encoding. These assessments help teachers and interventionists identify specific skill deficits and determine the appropriate entry point and focus for instruction.

During Tier 1 - Core Instruction, all students receive high-quality, standards-aligned literacy instruction with differentiated whole-group and small-group learning. Teachers use screening, diagnostic, and formative data to provide responsive reteaching, targeted practice, or acceleration. Students who require support beyond core instruction receive Tier 2 - Targeted Support through small-group intervention, responsive reteaching, and frequent progress checks. Students with significant or persistent needs receive Tier 3 - Intensive Intervention, which provides individualized, intensive remediation and ongoing progress monitoring in addition to Tier 1 instruction.

Intervention instruction is matched to the student's primary area of need and may include GCS-approved programs and resources such as Reading Horizons, Leveled Literacy Intervention, Amira Interventions, and Lexia English. Students in K5–5 who score below the 25th percentile on Amira participate in 30 minutes of Amira Tutoring each week. All third-grade students also participate in 30 minutes of weekly Amira Tutoring. Tier 3 students receive intensive, evidence-based reading intervention in addition to the required daily core literacy block.

When assessment data indicate that a student is reading below grade level, teachers

and interventionists collaborate with parents or caregivers to develop a plan for addressing the student's reading difficulties. Families receive information about assessment results, instructional goals, intervention services, and ways to support literacy development at home. Individual Reading Plans are developed when required, and families receive ongoing updates regarding student progress.

The MTSS team meets monthly to review current screening, diagnostic, and progress-monitoring data; evaluate students' responses to instruction and intervention; and determine whether supports should be continued, intensified, adjusted, or discontinued. Tier 2 students are progress monitored at least monthly, while students receiving Tier 3 intensive intervention are progress monitored every two weeks. Intervention groups remain fluid so that students can move among levels or pathways of support as their data and instructional needs change.

Through this collaborative, data-driven process, Bethel provides targeted intervention pathways designed to accelerate student growth toward grade-level reading proficiency.

## **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.

Bethel Elementary maintains an ongoing system of communication and support to help parents and caregivers understand how they can strengthen their child's reading and writing development at home. Schoolwide literacy goals, grade-level expectations, and instructional priorities are communicated through teacher and school newsletters, family communications, conferences, and other school information channels.

Amira Parent Reports provide families with individualized information about their child's literacy performance and include strategies for supporting development in areas such as phonological awareness, decoding, fluency, vocabulary, and comprehension. Teachers may also share Reading Horizons family resources and other grade-appropriate activities that reinforce skills being taught in the classroom.

Teachers hold parent-teacher conferences to review each student's progress, discuss assessment results, identify strengths and areas of need, and explain current instructional or intervention goals. These conferences allow teachers and families to collaborate on practical ways to support literacy development at home. Parents of students receiving additional reading support are kept informed of intervention services and progress toward individual goals. When required, Individual Reading

Plans are developed and reviewed collaboratively with families.

School and classroom newsletters provide information about literacy standards and learning, suggestions for reading and writing activities, recommended books or resources, and information about school or community literacy opportunities. These communications help families connect classroom learning with meaningful practice at home.

The literacy specialist, classroom teachers, and intervention team are also available to answer questions, discuss concerns, and provide additional guidance. Through individualized reports, teacher conferences, regular communication, and access to literacy support personnel, Bethel Elementary builds a strong school-home partnership that supports students' continued growth as readers and writers.

## **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**

Bethel Elementary uses a comprehensive progress-monitoring system to evaluate reading achievement and growth and to ensure that instructional and intervention decisions are based on current student data. Teachers, interventionists, the literacy specialist, and administrators analyze multiple data points, including Amira, FastBridge, Reading Horizons assessments, MAP, Mastery Connect benchmarks, common formative assessments, classroom performance, and SC READY data.

Amira provides ongoing information about students' reading development. Expected progress is defined as an Amira Reading Mastery growth rate greater than 0.1 per month, which reflects an accelerated rate of growth, or attainment of the 25th percentile or higher on the ARM percentile. Teachers use the Amira Progress Report and other reports to monitor performance and determine whether students are responding to instruction and intervention.

FastBridge serves as an additional diagnostic screening measure for selected students to help identify specific intervention needs. It is also used as a progress-monitoring tool to measure students' responses to Tier 3 - Intensive Intervention. Reading Horizons diagnostic assessments, Skill Checks, and Multi-Skill Checks monitor foundational literacy development for students receiving Reading Horizons instruction. MAP, Mastery Connect benchmarks, common formative assessments, and

classroom performance provide additional information about students' progress toward grade-level standards.

Progress-monitoring expectations are matched to the level of support:

- Students receiving Tier 2 - Targeted Support are progress monitored at least monthly.
- Students receiving Tier 3 - Intensive Intervention are progress monitored every two weeks.
- Students reading above grade level are monitored to ensure that expected growth is maintained or exceeded and that appropriate enrichment or acceleration is provided.

Students performing below benchmark receive daily intervention in addition to Tier 1 - Core Instruction. Teachers and interventionists use the MTSS and Amira Data Protocol and the current GCS Intervention Progress Monitoring Data Sheet to review student performance and determine whether instruction should be continued, adjusted, intensified, or discontinued. Interventions and student responses are documented in the Intervention Connection System.

The MTSS team meets monthly to review the most current screening, diagnostic, and progress-monitoring data. Intervention groups remain fluid and responsive to student needs. Students may move among levels of support, change intervention pathways, or exit intervention based on their response to instruction and multiple sources of evidence.

Through frequent monitoring, consistent documentation, and collaborative data review, Bethel Elementary ensures that all students—including those performing below, at, or above grade level—receive instruction designed to maintain or accelerate their reading growth.

## **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

Bethel Elementary provides ongoing, job-embedded, and grade-specific professional learning grounded in the science of reading, structured literacy, and foundational literacy skills. Professional learning supports the implementation of the 2024 South

Carolina College- and Career-Ready ELA Standards and the high-quality instructional materials used across Tier 1 - Core Instruction, Tier 2 - Targeted Support, and Tier 3 - Intensive Intervention.

LETRS training strengthens teachers' understanding of the research and instructional practices related to phonological and phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. Teachers apply this learning through classroom instruction, student case studies, data analysis, and collaboration with colleagues. LETRS concepts are reinforced through grade-level Professional Learning Teams and coaching support so that professional learning transfers into daily instructional practice.

Teachers receive ongoing support in implementing HMH Into Reading and Reading Horizons with fidelity. Professional learning addresses standards alignment, lesson design, structured literacy routines, differentiation, and the use of instructional materials across the three tiers of support. K5-2 teachers receive training and follow-up support in Reading Horizons, including the administration and interpretation of phonemic awareness and phonics screeners, Skill Checks, Multi-Skill Checks, and strategies for explicit decoding and encoding instruction.

Grade-level Professional Learning Teams use a continuous learning cycle to analyze assessment data, identify student needs, plan instruction, implement evidence-based practices, and evaluate student results. Teachers examine data from Amira, FastBridge, Reading Horizons, MAP, Mastery Connect, common formative assessments, and SC READY to determine next instructional steps. Training and collaborative support help teachers administer assessments accurately, interpret reports, identify trends, and connect findings to whole-group, small-group, and intervention instruction.

The literacy specialist and instructional coach provide job-embedded support through collaborative planning, modeling, co-teaching, observations, feedback, data discussions, and coaching cycles. Professional learning is responsive to grade-level and individual teacher needs and may address the ELA standards, high-quality instructional materials, science-of-reading practices, assessment administration, progress monitoring, differentiation, or intervention planning.

School and district leaders participate in professional learning and work alongside teachers to connect new learning to classroom practice. Administrators, coaches, and teachers use PLT meetings, MTSS meetings, classroom observations, and student data to monitor implementation, celebrate progress, and identify areas requiring additional support.

Through LETRS, curriculum-based training, collaborative data analysis, and sustained coaching, Bethel Elementary equips teachers with the knowledge and support needed to provide effective literacy instruction and improve reading achievement for all students.

## Section G: Analysis of Data

### Strengths:

Analysis of Bethel Elementary's 2025–26 literacy data indicates strong schoolwide reading growth. Of the 793 K5–5 students with valid fall and spring Amira benchmark scores, 640 students, or 80.7%, demonstrated growth in their Amira Reading Mastery score. This result met the schoolwide goal of 80%. The percentage of students scoring at or above the 25th ARM percentile also increased from 82.1% at BOY to 87.3% at EOY.

Growth was especially strong in the primary grades. The percentage of students demonstrating BOY-to-EOY ARM growth was 94.6% in K5, 87.2% in first grade, and 89.8% in second grade. These results reflect Bethel's continued emphasis on explicit, systematic, and sequential foundational-skills instruction through Reading Horizons, HMH Into Reading, and practices grounded in LETRS and the science of reading.

Third-grade Amira results were also positive. Of the 131 third-grade students with valid BOY and EOY scores, 110 students, or 84%, demonstrated ARM growth. The percentage of third graders scoring at or above the 25th ARM percentile increased from 78.6% at BOY to 87.0% at EOY. Teachers, interventionists, the literacy specialist, and the instructional coach regularly analyze multiple data sources through PLTs and MTSS meetings to adjust instruction, form flexible groups, and provide targeted support.

### Possibilities for Growth:

Although Amira data demonstrated positive third-grade growth, 70% of third graders scored Meets or Exceeds on the 2026 SC READY Reading assessment. This result fell below the school's goal of 72.3%. Bethel will continue strengthening students' ability to transfer foundational reading skills to the comprehension of complex grade-level texts, written responses, and standards-based application. Grade-level teams will analyze the lowest-performing standards and trends from the 2026 SC READY assessment and use those findings to adjust Tier 1 – Core Instruction and targeted small-group support.

Fourth- and fifth-grade students demonstrated lower rates of ARM score growth, at 58.1% and 73.8%, respectively. These results should be interpreted alongside other data. Approximately 86% of students in both grades began the year at or above the 25th ARM percentile, and those strong performance rates were maintained or improved by spring. Because many intermediate students have already developed the foundational skills emphasized within the Reading Rope, Bethel will use Mastery Connect benchmarks, common formative assessments, classroom performance, and

SC READY results in addition to Amira to evaluate growth in comprehension and grade-level standards mastery.

Bethel will continue refining Tier 1 instruction through the PLT learning cycle, expanding the use of FastBridge diagnostic and progress-monitoring data for students below benchmark, and ensuring that students performing above grade level receive appropriate enrichment and acceleration. These actions will support continued growth for students across the full range of reading performance.

**\*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

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| How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?                                                     | 2  |
| How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?                                                   | 35 |
| How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)? | 2  |
| How many eligible teachers in your school are beginning Volume 2 of LETRS this year?                                                 | 2  |
| How many CERDEP PreK teachers in your school have completed EC LETRS?                                                                | 0  |

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| How many CERDEP PreK teachers in your school are beginning EC LETRS this year? | 0 |
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## Section H: Previous School Year SMART Goals and Progress Toward those Goals

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| <p><b>Goal #1:</b><br/>Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds from 70.3% to 72.3% in the Spring of 2026.</p> | <p><b>Progress:</b></p> <p>Bethel Elementary did not meet the stated SC READY target. In spring 2026, 70% of third-grade students scored Meets or Exceeds, representing a decrease of 0.3 percentage points from spring 2025 and placing the school 2.3 percentage points below its target.</p> <p>Although the proficiency target was not met, Amira benchmark data demonstrated reading growth during the 2025–26 school year. Of the 131 third-grade students with valid BOY and EOY ARM scores, 110 students, or 84%, demonstrated growth. The percentage of third-grade students scoring at or above the 25th ARM percentile increased from 78.6% at BOY to 87.0% at EOY.</p> <p>Throughout the year, third-grade teachers, interventionists, and literacy support staff used Amira reports, formative assessments, targeted small-group instruction, and collaborative data reviews to identify student needs and adjust instruction. The difference between Amira growth and SC READY proficiency results indicates a continued need to strengthen the transfer of foundational reading skills to grade-level comprehension, written response, and standards-based application. Bethel will use the lowest-performing trends from the 2026 SC READY assessment to refine Tier 1 instruction and targeted interventions during the 2026–27 school</p> |
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| <b>Goal #2:</b><br>School Wide Goal: 80% of K5–5th grade students will show growth on the Amira benchmark assessment administered Fall to Spring. | <b>Progress:</b><br>Bethel Elementary met this goal. Of the 793 K5–5 students with valid fall and spring Amira benchmark scores, 640 students, or 80.7%, demonstrated growth in their Amira Reading Mastery score from fall 2025 to spring 2026. K5, first, second, and third grades each exceeded the 80% growth target. Schoolwide, the percentage of students scoring at or above the 25th ARM percentile increased from 82.1% at BOY to 87.3% at EOY. Although fourth- and fifth-grade students demonstrated lower rates of ARM score growth, approximately 86% of students in both grades began the year at or above the 25th percentile, and those strong proficiency rates were maintained or improved by spring. Because many intermediate students have already developed the foundational skills emphasized within the Reading Rope, Bethel also uses Mastery Connect, common formative assessments, and SC READY data to evaluate their growth in grade-level comprehension and standards mastery. |

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

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| <b>Goal #1</b>       | 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 Reading, from <b>70% to 72% in the spring of 2027.</b>                                                                                                                                                                                                         |
| <b>Action Steps:</b> | <ul style="list-style-type: none"> <li>• Third-grade teachers will analyze the lowest-performing standards and trends from the 2026 SC READY Reading assessment and use the findings to adjust Tier 1 - Core Instruction.</li> <li>• Teachers will use Amira, Mastery Connect benchmarks, common formative assessments, and classroom performance to plan targeted whole-group and small-group instruction.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• All third-grade students, and students in K-2 &amp; 4-5 below the 25th percentile will complete 30 minutes of Amira Tutoring each week.</li> <li>• Students performing below benchmark will receive daily intervention in addition to Tier 1 instruction. Intervention will be matched to identified needs in word recognition, fluency, vocabulary, or comprehension.</li> <li>• FastBridge diagnostic and progress-monitoring data will be used with selected students to determine intervention needs and evaluate their responses to intervention.</li> <li>• Tier 2 students will be progress monitored at least monthly, and Tier 3 students will be monitored every two weeks.</li> <li>• Third-grade teachers will use the PLT learning cycle to analyze results, identify needs, implement instructional responses, and evaluate student progress.</li> <li>• Teachers, the literacy specialist, interventionists, and administrators will adjust instructional groups and supports as student needs change.</li> <li>• Families will receive information about student progress through Amira Parent Reports, teacher conferences, progress updates, and Individual Reading Plans when required.</li> </ul> |
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| <b>Goal #2</b>       | By spring 2027, at least 80% of K5–5 students with valid fall and spring Amira benchmark scores will demonstrate growth in their Amira Reading Mastery score from fall 2026 to spring 2027.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Action Steps:</b> | <ul style="list-style-type: none"> <li>• Teachers will provide explicit, systematic, and standards-aligned literacy instruction using HMH Into Reading, Reading Horizons in K5–2, and practices grounded in LETRS and the science of reading.</li> <li>• Amira benchmarks will be administered in the fall, winter, and spring. Teachers will use Amira reports and additional assessment data to identify strengths, skill gaps, and appropriate instructional groupings.</li> <li>• Students in K5–5 scoring below the 25th percentile on Amira will complete 30 minutes of Amira Tutoring each week.</li> <li>• Students below benchmark will receive daily intervention in addition to Tier 1 – Core Instruction. GCS-approved resources will be selected according to each student’s identified needs.</li> <li>• FastBridge will provide an additional diagnostic data point for selected students and will be used to monitor students’ responses to Tier 3 – Intensive Intervention.</li> <li>• Grade-level PLTs will review multiple data sources, monitor progress, and maintain fluid instructional and intervention groups.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• The literacy specialist and instructional coach will provide planning support, modeling, feedback, professional learning, and coaching based on grade-level and student needs.</li><li>• Students reading above grade level will be monitored and provided appropriate enrichment or acceleration to maintain or exceed expected growth.</li></ul> |
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