

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*. 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/>.

Important notes:

- Review the [SCDE District and School Reading Plan Rubric](#) to ensure you include elements of “strong evidence” in your narratives for each section of the school’s reading plan.
- This year’s reading plan template reflects the updated law as well as the state’s implementation of the Multi-Tiered System of Supports (MTSS). Please use only the updated reading plan documents when completing this year’s survey.
- This year’s survey also includes questions about the total number of LETRS completers as well as staff in progress with LETRS in your school.

Please submit your reading plan for review to Beverly Pilkey (bholtpilkey@greenville.k12.sc.us) no later than October 8, 2026.

****This is only a template for you to use for drafting your school’s reading plan. Once you receive feedback from Academics, you must complete the [SCDE FormStack](#) to submit your plan to the SCDE no later than the close of business on **October 15, 2026.******

District Name	Greenville County Schools
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School Name	Brook Glenn Elementary
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Section A: Five Pillars of Reading Instruction

Points to Consider:

- Literacy instruction is based on the 2024 SCCCR ELA standards.
- Tier 1 instructional settings: whole group, small group, strategy groups, one-on-one conferencing
- Curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) as well as include best practices as supported by science of reading research.
- Dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary and comprehension using a variety of standards-based materials
- Read Aloud, Focus Lessons, Shared Reading, Close Reading, Independent Reading and Small Group Instruction, Community Writing, and Independent Writing daily
- Oral language development- structured discussions, read-alouds, and collaborative projects
- Refer to the [GCS Literacy Framework](#) as needed.
- High Quality Instructional Materials Curricular Resources in GCS
 - HMH Into Reading
 - HMH Structured Literacy (if applicable in grade 2) emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension.
 - Heggerty Phonemic Awareness in 4K provides systematic and explicit instruction in phonological and phonemic awareness through daily

lessons that engage students in listening, rhyming, segmenting, and blending.

- Reading Horizons in K5 & 1 (grade 2 in some schools) to address explicit, systematic, and sequential phonics instruction
- Reading Assessment Tools in GCS
 - myIGDIs for 4K (Early Literacy-fall, Early Literacy and Math-mid-year and spring)
 - MAP for 1st grade
 - Mastery Connect benchmarks for grades 2-5
 - GCS-developed unit assessments
 - School-developed common formative assessments
 - Amira benchmarks
 - Amira Reading 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.
 - Amira benchmark assessment reading subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary.
 - Amira benchmark assessments also provide an Oral Reading Fluency accuracy score.
 - FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure

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 Brook Glenn Elementary, reading instruction and assessment are designed to align with the 2024 SCCCR ELA standards, ensuring that every student receives comprehensive literacy support that addresses the key components of oral

language, phonological awareness, phonics, fluency, vocabulary, and comprehension. As a school community, our approach integrates Scarborough's Reading Rope, addressing both language comprehension and word recognition, which are fundamental to students meeting grade-level English/Language Arts standards.

We use diverse instructional settings that include whole group, small group, strategy groups, and one-on-one conferencing to meet individual student needs. This differentiated approach allows teachers to tailor instruction to address specific skills such as phonics, fluency, and comprehension.

District provided curriculum maps guide teachers in ensuring that both sides of Scarborough's Rope (language comprehension and word recognition) are addressed. Instructional strategies rooted in the science of reading are embedded into daily routines, offering dedicated time for critical literacy components such as phonological awareness, phonics, vocabulary, and comprehension. Daily literacy practices include shared reading, interactive read-alouds (IRA), close reading, shared writing, and opportunities for independent reading and writing. These activities are designed to promote oral language development, which is supported by structured discussions, collaborative projects, and interactive read-alouds to enhance comprehension and vocabulary.

HMH supports comprehensive literacy development with a structured approach to phonological awareness, phonics, vocabulary, and comprehension, which are all essential for text comprehension. Heggerty Phonemic Awareness (4K) Systematic and explicit instruction in phonological and phonemic awareness is provided through daily lessons. These lessons engage students in activities such as rhyming, segmenting, and blending to build a strong foundation in early literacy. At Brook Glenn, Reading Horizons is used in all K5 - 2nd grade classrooms and offers explicit, systematic, and sequential phonics instruction, supporting word recognition development.

Our assessment tools include a combination of universal screeners and benchmarks like myIGDIs (4K), MAP (1st grade), MasteryConnect benchmarks (grades 2-5), and Amira benchmarks (K5 - 5). These assessments help track student progress in literacy skills such as phonological awareness, decoding,

fluency, vocabulary, and comprehension. Amira Reading Mastery (ARM) Score: The ARM score integrates multiple assessment tasks to provide a comprehensive view of a student's reading ability, including decoding, high-frequency words, and vocabulary. These scores align with Scarborough's Reading Rope, ensuring that the core components of reading development are consistently monitored.

By utilizing an approach to instruction and assessment that emphasizes both word recognition and language comprehension, we ensure that students develop the necessary skills to comprehend texts and meet grade-level standards in English/Language Arts.

Section B: Foundational Literacy Skills, Continued

Points to consider:

- GCS 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 - phonological awareness, phonics (decoding and encoding), vocabulary and comprehension
- Heggerty Phonemic Awareness for 4K - systematic and explicit instruction in phonological and phonemic awareness
- Reading Horizons for K5 & 1 (grade 2 in some schools) -emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches

Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

In PreK-5th grade, word recognition assessment and instruction are carefully aligned with the science of reading, structured literacy, and foundational literacy skills to ensure that students build the necessary skills for reading success. Our approach emphasizes explicit, systematic, and sequential instruction, focusing on the core elements of phonological awareness, phonics, vocabulary, and fluency to support strong word recognition.

The HMH curriculum covers phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension, following the science of reading. It provides structured lessons that build students' understanding of how sounds and letters combine to form words, emphasizing both decoding for reading and encoding for spelling. In PreK, Heggerty provides systematic, explicit instruction in phonological and phonemic awareness. This program teaches young learners foundational skills such as listening for sounds, rhyming, segmenting, and blending. These skills are critical for helping students develop an understanding of how sounds work in words, a key component of word recognition.

In grades K5 - 2nd, Reading Horizons provides a structured, multisensory approach to phonological awareness, decoding, and encoding. It includes strategies for letter-sound correspondence, high-frequency words, and phonics instruction. The sequential nature of the program helps students progressively build word recognition skills, allowing them to move from reading simple to more complex words.

Valid and reliable assessments are in place for screening and progress monitoring of literacy achievement. These tools include myIGDIs for PreK, MAP and MasteryConnect benchmarks for grades 2-5, and Amira benchmarks for K5-5th grade. Amira assessments are used as a universal screener and to track student progress in skills such as phonological awareness, decoding, and fluency, providing actionable data to inform instruction and intervention.

Section C: Intervention

Points to Consider:

- Instructional decisions and interventions based on the [GCS MTSS Framework](#), matching the students' needs to the level and type of support. Refer to the frequency with which the MTSS team meets to review progress monitoring data and the fluidity of intervention groups.
- 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. The data from Amira is aligned to Scarborough's Reading Rope.
 - Amira reports to guide instruction: class progress report, progress report, skills status, reading rope insights, standards mastery report, student summary report
- FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure
- Refer to the [2026-2027 Elementary ELA Tiered Support Continuum](#) document
- GCS approved intervention programs
 - Leveled Literacy Intervention
 - Reading Horizons
 - Amira Interventions
 - Lexia English
- 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.

4K

- Instructional decisions are 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.
- MyIGDIs: Teachers use myIGDIs data to inform whole group, small group, and individual instruction. An overview of available reports can be accessed [here](#).
- DIAL-4: Teachers use DIAL-4 screening results (administered in the fall) to identify individual students whose academic, social emotional, and/or developmental needs may require further investigation.

- Heggerty Phonemic Awareness: Teachers have access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform. Assessment results can be used to monitor student progress with phonological and phonemic awareness skills, and to plan for instruction.
- Highscope

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.

At Brook Glenn Elementary, universal screener and diagnostic assessment data are used within the GCS MTSS Framework to identify students who have not demonstrated grade-level reading proficiency and to determine the most appropriate pathway for targeted intervention. Instructional decisions are based on multiple sources of data, including universal screeners, diagnostic assessments, formative assessments, classroom performance, and progress-monitoring data. The MTSS team meets every two weeks to review student progress and adjust intervention groups and supports as needed. Intervention groups are fluid and may change based on student response to instruction and ongoing data.

Grades K–5

Amira universal screener data, along with additional formative and summative assessment data, is used to identify students' specific literacy needs and inform both core classroom instruction and supplemental intervention. Amira data is aligned with Scarborough's Reading Rope and provides information related to the components of reading, allowing educators to identify whether a student's primary area of need is related to word recognition or language comprehension.

Teachers and interventionists use Amira reports, including the Class Progress Report, Progress Report, Skills Status, Reading Rope Insights, Standards Mastery Report, and Student Summary Report, to identify skill gaps and determine appropriate instructional responses.

For students in grades K–3 who score below the 25th percentile on the universal

literacy screening measure, FastBridge diagnostic assessments are administered to provide more specific information about the student's literacy strengths and areas of need. FastBridge diagnostic data is considered alongside Amira results, classroom performance, and other assessment information to determine whether the student's intervention pathway should primarily address word recognition, language comprehension, or a combination of both. The diagnostic information also helps educators identify the specific skills that should be targeted within the intervention.

Students requiring additional support receive interventions aligned with the 2026–2027 Elementary ELA Tiered Support Continuum and the GCS MTSS Framework. Depending on the student's identified needs and response to instruction, interventions may be provided through Tier 2 or Tier 3 supports. GCS-approved intervention resources used at Brook Glenn include:

- Leveled Literacy Intervention (LLI)
- Reading Horizons
- Amira Interventions
- Lexia Core5

Intervention pathways are matched to the student's identified area of need. Students demonstrating primary needs in word recognition may receive targeted instruction in phonological awareness, phonics, decoding, word recognition, and/or fluency. Students demonstrating primary needs in language comprehension may receive targeted instruction in vocabulary, oral language, background knowledge, language structures, and reading comprehension. Some students may require support across both pathways.

Intervention decisions are not based on a single assessment. The MTSS team considers universal screening, FastBridge diagnostic data for qualifying K–3 students, Amira data, classroom performance, progress-monitoring data, and teacher observations when determining the appropriate level and type of support. This multiple-measures approach allows the school to identify the underlying literacy skills contributing to a student's difficulty and match intervention to the student's specific needs.

When a screener or diagnostic assessment indicates that a student is performing below grade level, the school collaborates with families to develop a plan to

address the student's reading needs. Progress is monitored according to the student's level of need, and intervention intensity, instructional approach, and group placement are adjusted as data indicate.

4K

For 4K students, instructional decisions are based on multiple sources of formative and summative assessment data embedded within the GCS 4K curriculum maps and resources, as well as site-specific common formative assessments. These data are used to identify students who need additional support and to plan whole-group, small-group, and individualized instruction.

MylGDIs: Teachers use MylGDIs data to identify students' early literacy needs and inform whole-group, small-group, and individual instruction.

DIAL-4: The DIAL-4 screening assessment is administered in the fall and is used to identify students whose academic, social-emotional, or developmental needs may require additional investigation or support.

Heggerty Phonemic Awareness: Teachers use Heggerty phonemic awareness assessment data to monitor students' development of phonological and phonemic awareness skills and to plan targeted instruction.

HighScope: HighScope assessment and classroom observation data provide additional information about students' developmental and instructional needs and are considered when planning differentiated learning experiences.

For PreK/4K students, assessment data are used to establish an early understanding of foundational literacy development and to provide targeted support before students enter the formal elementary literacy intervention continuum.

Overall, Brook Glenn Elementary uses a data-informed, needs-based approach to determine targeted literacy intervention pathways. Universal screening identifies students who may require additional support, while FastBridge diagnostic assessments provide more detailed information for K-3 students scoring below the 25th percentile, and ongoing progress-monitoring data provide evidence of students' response to intervention. Together, these data sources allow the school to match students to the appropriate word recognition and/or language

comprehension pathway, intervention intensity, instructional setting, and progress-monitoring schedule while maintaining the flexibility to adjust supports as students respond to instruction.

Section D: Supporting Literacy at Home

Points to Consider:

- Amira Parent Reports indicate strategies for parents/guardians to support literacy development in the home environment.
- Teacher or school newsletters
- Parent Nights focused on literacy

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 Brook Glenn Elementary, a comprehensive system is in place to help parents understand how they can support their child's reading and writing development at home. This system provides parents with accessible resources, clear communication, and opportunities for active involvement in their child's literacy journey.

Amira Parent Reports:

Parents receive detailed reports from the Amira universal screener, which highlight their child's progress in literacy and offer specific strategies to support reading at home. These reports are designed to be user-friendly and provide actionable suggestions that align with the literacy skills being taught in school, ensuring that parents can reinforce those skills in a home environment.

Heggerty Phonemic Awareness Parent Newsletter (4K):

For PreK parents, Brook Glenn Elementary shares the Heggerty Phonemic Awareness Parent Newsletter. This newsletter contains tips and activities that parents can use at home to support the development of phonemic awareness, a

foundational skill for reading and writing. By involving parents early in their child's literacy journey, the school fosters strong home-school collaboration from the start.

Teacher or School Newsletters:

Teachers and the school regularly communicate with parents through newsletters that include literacy tips, reading lists, and suggestions for writing activities. These newsletters serve as a direct way to keep parents informed of classroom learning and ways they can extend that learning at home. Teachers may also provide links to digital literacy resources or recommend reading apps that parents can use with their children.

Parent Workshops Focused on Literacy:

Brook Glenn Elementary hosts a spring parent night specifically focused on literacy. This event provides parents with hands-on strategies for supporting reading and writing at home with make and takes available for parents. Parents can participate in activities that demonstrate literacy, discuss the stages of reading and writing development, and ask questions to better understand how to support their child's progress. In addition to this night, teachers hold student led conferences in which literacy information is shared with families alongside recommendations.

Together, these resources and events create a well-rounded support system that empowers parents to take an active role in their child's literacy development. Through regular communication, accessible resources, and interactive events, Brook Glenn Elementary ensures that parents are well-equipped to help their children grow as readers and writers at home.

Section E: Progress Monitoring

Points to Consider:

- Amira progress monitoring - expected growth to be 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.
- Schools monitor student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2025-2026
- Schools document 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.
- Evidence exists that a fluid response to intervention process is in place to consider instructional needs of students performing below grade level.
- All students below benchmark receive daily interventions in addition to Tier 1 core instruction.

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

At Brook Glenn Elementary, progress monitoring of reading achievement and growth is an ongoing, systematic process used to determine whether students are making adequate progress toward grade-level proficiency. Decisions regarding intervention are based on multiple sources of data and are aligned with the GCS MTSS Framework, MTSS & Amira Data Protocol, and GCS Intervention Progress Monitoring Data Sheet. Student progress is reviewed regularly by teachers, interventionists, and the MTSS team, and intervention groups are fluid so that

instructional support can be adjusted based on student response to intervention.

All students performing below benchmark receive daily intervention in addition to Tier 1 core literacy instruction. The frequency and intensity of progress monitoring are determined by the student's level of need. Students receiving Tier 2 targeted intervention are progress-monitored monthly, while students receiving Tier 3 intensive intervention are progress-monitored every two weeks. Data are used to determine whether students are responding adequately, need changes to their intervention, or require an increase or decrease in the intensity of support.

Amira Progress Monitoring

Amira plays a central role in monitoring reading achievement and growth. Amira data are reviewed to determine whether students are making expected progress and closing the gap toward grade-level proficiency. The expected growth goal for students receiving additional support is an ARM growth rate greater than 0.1 per month to accelerate their rate of improvement or progress toward the 25th percentile or higher on the ARM percentile measure.

Amira progress-monitoring data are reviewed alongside classroom performance, formative and summative assessments, intervention data, and other available measures. These data help teachers and interventionists determine whether instructional adjustments are needed and whether students are demonstrating sufficient growth to continue, modify, intensify, or exit an intervention.

Students who are performing above grade level are also monitored to ensure that expected growth is maintained or exceeded and that students continue to demonstrate grade-level proficiency and appropriate reading achievement.

FastBridge Progress Monitoring

FastBridge serves as an additional diagnostic and progress-monitoring data point within the MTSS process. For select students, FastBridge diagnostic assessment data are used to provide additional information about specific literacy needs and to help determine appropriate intervention. For students receiving Tier 3 intervention, FastBridge is also used as a progress-monitoring tool to evaluate response to intervention and determine whether students are making adequate progress toward their individual literacy goals.

FastBridge data are considered in conjunction with Amira data, classroom assessment results, intervention performance, and teacher observations. Reviewing multiple data points allows the MTSS team to determine whether a student's current intervention is addressing the underlying area of need and whether changes in instructional approach, frequency, intensity, or group placement are warranted.

MTSS Data Review and Fluid Response to Intervention

Brook Glenn Elementary follows the MTSS & Amira Data Protocol to support consistent review and interpretation of student data. The MTSS team meets every two weeks to review progress-monitoring information and make instructional decisions. These meetings provide opportunities to examine student response to intervention and ensure that students are receiving the appropriate level and type of support.

Intervention groups are fluid and responsive to student data. Students may move between groups, intervention levels, or instructional approaches as their needs change. When progress-monitoring data indicate that a student is not responding adequately, the team considers adjustments to the intervention, including the targeted skill, instructional strategy, frequency, duration, group size, or intensity of support. When students demonstrate sufficient progress, intervention may be adjusted or faded while continued monitoring ensures that growth is maintained.

This process allows intervention decisions to be based on the student's response to instruction rather than on a single assessment score.

GCS Intervention Progress Monitoring Data Sheet

Brook Glenn Elementary uses the GCS Intervention Progress Monitoring Data Sheet to document and monitor student progress during targeted and intensive interventions. Teachers and interventionists use progress-monitoring information to establish goals, document intervention implementation, record student performance, and identify trends in growth over time.

The data sheet, in combination with Amira, FastBridge, Reading Horizons Skill Checks, classroom assessments, and other relevant data, provides the MTSS team with a comprehensive picture of student response to intervention.

Intervention Documentation in ICS

Interventions are documented in the Intervention Connection System (ICS). Documentation includes the intervention being provided, the student's level of support, and relevant information regarding the student's progress and response to intervention. Maintaining intervention documentation in ICS provides a record of the supports provided and helps the MTSS team make informed decisions as students move through the continuum of support.

Reading Horizons Skill Checks

For students receiving Reading Horizons intervention, Reading Horizons Skill Checks provide ongoing information about mastery of foundational literacy and phonics skills. These embedded assessments help teachers identify whether students have mastered specific skills or require additional instruction and practice.

Skill Check data are used to guide instructional pacing and targeted small-group or individualized instruction. When students demonstrate difficulty with a specific skill, teachers use the information to provide additional instruction and practice before progressing to more complex skills. For students demonstrating mastery, Skill Check data help teachers determine when students are ready to advance.

Reading Horizons Skill Check data are considered as one component of the broader progress-monitoring process and are reviewed alongside Amira, FastBridge, classroom assessments, and other available data to determine student response to intervention.

PreK/4K Progress Monitoring

For PreK/4K students, progress monitoring is based on developmental and literacy data collected through the GCS 4K curriculum and assessment resources. Teachers use MyIGDIs, DIAL-4, Heggerty Phonemic Awareness assessments, HighScope assessment information, classroom observations, and common formative assessments to monitor student development and determine instructional needs.

These data are used to adjust whole-group, small-group, and individualized

instruction and to provide targeted support when students demonstrate needs in foundational literacy development. Progress is monitored over time to determine whether students are responding to instruction and developing the skills necessary for successful transition into kindergarten and the elementary literacy continuum.

Brook Glenn Elementary uses a multiple-measures, fluid progress-monitoring process to ensure that students receive the level of literacy support necessary to achieve grade-level proficiency. Amira provides ongoing information about reading achievement and growth, while FastBridge provides an additional diagnostic data point for select students and serves as a progress-monitoring measure for students receiving Tier 3 intervention. Reading Horizons Skill Checks and classroom-based assessments provide additional information about specific skill mastery.

Progress-monitoring frequency is matched to the intensity of intervention, with monthly monitoring for Tier 2 students and monitoring every two weeks for Tier 3 students. The MTSS team uses these data to continuously evaluate student response to intervention and adjust instructional supports as needed. Through this process, Brook Glenn Elementary ensures that intervention decisions for PreK–5th grade students are responsive to current data, individualized student needs, and progress toward grade-level reading proficiency.

Section F: Teacher Training

Points to Consider:

- Include references to LETRS, PLCs
- Specify job-embedded and ongoing PD on SCCCR ELA standards, high quality instructional materials (curriculum/HMH/Reading Horizons) across the three tiers, data analysis, transfer of learning around the science of reading into classroom practices
- All GCS 4K and preschool special education teachers (3s and 4s) have completed or are currently participating in LETRS for Early Childhood (not LETRS).

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

Brook Glenn Elementary is committed to ongoing, job-embedded professional learning that strengthens teachers' ability to provide high-quality literacy instruction across all three tiers of support. Professional development is informed by the South Carolina College- and Career-Ready (SCCCR) ELA Standards, the Science of Reading, high-quality instructional materials, student data, and identified instructional needs.

Over the past two years, Brook Glenn staff in grades K5-3 have participated in LETRS training to strengthen their understanding of the science of reading and the research supporting effective literacy instruction. Moving forward, any new staff members in grades K5-3 will complete LETRS training as appropriate to ensure that a common foundation in evidence-based literacy practices is maintained across the school.

Brook Glenn will continue to use the research and professional learning gained through LETRS to inform ongoing professional development, coaching, and instructional practices. Rather than treating LETRS as a stand-alone training, the knowledge and practices developed through the training will continue to be revisited and connected to classroom instruction, PLC conversations, data analysis, intervention planning, and the use of instructional materials. This includes continued attention to the transfer of Science of Reading learning into daily classroom practices, including explicit and systematic foundational skills instruction, language comprehension, vocabulary, fluency, and comprehension.

Professional learning will be job-embedded and ongoing and may include grade-level PLCs, collaborative planning, instructional coaching, modeling, learning walks, analysis of student work and assessment data, and targeted professional development. Professional development will address effective implementation of the SCCCR ELA Standards and the use of high-quality instructional materials, including HMH Into Reading and Reading Horizons, across Tier 1 core instruction, Tier 2 targeted intervention, and Tier 3 intensive

intervention. Teachers will have opportunities to examine how instructional decisions and intervention practices align with student needs and assessment data.

PLCs will serve as an important structure for connecting professional learning to classroom practice. Teachers and instructional support staff will collaboratively examine student data, identify areas of need, plan responsive instruction, discuss the effectiveness of instructional strategies and materials, and monitor the impact of those decisions on student learning. This collaborative process supports the transfer of professional learning into consistent instructional practices across classrooms.

Brook Glenn also recognizes the importance of specialized professional learning for early childhood educators. All GCS 4K and preschool special education teachers serving 3- and 4-year-old students have completed or are currently participating in LETRS for Early Childhood, which supports developmentally appropriate literacy practices for young learners.

Brook Glenn will continue to use student performance data, classroom observations, PLC discussions, intervention data, and current literacy research to identify professional learning needs. This approach ensures that professional development remains responsive, sustained, and connected to classroom practice, with the goal of strengthening Tier 1 instruction and ensuring that students receive increasingly targeted and effective support when additional intervention is needed.

Section G: Analysis of Data

Strengths:

- Writing across grade levels
- Reading vocabulary across genres
- Research
- Reading literary texts

Possibilities for Growth:

- Reading literary text and applying comprehension skills across increasingly complex texts
- Transfer of literacy skills to grade-level, text-dependent tasks
- Reading informational text

***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?	24
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	24
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	4
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	0
How many CERDEP PreK teachers in your school have completed EC LETRS?	This should be zero. GCS does not have CERDEP funded

	PreK classes.
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	This should be zero. GCS does not have CERDEP funded PreK classes.

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: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024 - 2025 as determined by SC Ready from 75% to 77% in the spring of 2025 - 2026.	In spring 2025-2026, 73% of third-grade students at Brook Glenn Elementary scored Meets or Exceeds on the SC READY ELA assessment.
Goal #2:	Progress:
Goal #3:	Progress:

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	Current Goal #1 (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 73% to 75% in the spring of 2026-2027.
Action Steps:	• Analyze SC READY ELA results, universal screener data, diagnostic assessments, and classroom data to identify specific standards and literacy skills contributing to students performing below grade level. • Examine grade-level and student-level data to identify

	patterns in reading literary text, reading informational text, vocabulary, writing, and research/evaluating ideas. ● Establish measurable goals for increasing the percentage of students demonstrating grade-level reading proficiency and scoring Meets or Exceeds on SC READY. Instructional Planning ● Curriculum Review: Ensure HMH Into Reading and other high-quality instructional materials are aligned to the SCCCR ELA Standards and provide intentional instruction and practice in identified areas of need. ● Lesson Planning: Use assessment data to plan explicit, standards-aligned instruction that addresses identified gaps in foundational skills, vocabulary, language comprehension, reading comprehension, writing, and the ability to apply skills to grade-level texts. ● Transfer of Learning: Provide students with frequent opportunities to apply literacy skills in authentic reading, writing, discussion, and text-dependent tasks rather than teaching skills in isolation. ● Differentiation: Use classroom and assessment data to provide targeted small-group instruction and enrichment based on individual student needs. Professional Development and Coaching ● Provide ongoing, job-embedded professional development focused on the SCCCR ELA Standards, Science of Reading, high-quality instructional materials, and effective literacy instructional practices. ● Use LETRS learning and current literacy research to inform continued professional development and coaching, with an emphasis on transferring research-based practices into daily classroom instruction. ● Support teachers in using assessment data to identify instructional priorities, adjust instruction, and plan targeted
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interventions.

- Use PLCs, instructional coaching, modeling, collaborative planning, and learning walks to support consistent implementation of effective literacy practices across classrooms.

Intervention and Support

- Early Identification: Use universal screening, diagnostic assessment, classroom assessments, and progress-monitoring data to identify students who are not demonstrating grade-level reading proficiency.
- Targeted Pathways: Use multiple measures to determine whether students need additional support primarily in word recognition, language comprehension, or both.
- Tiered Interventions: Provide daily targeted intervention in addition to Tier 1 core instruction for students performing below benchmark, with intervention intensity matched to student need.
- Use GCS-approved intervention resources, including Leveled Literacy Intervention (LLI), Reading Horizons, Amira Interventions, and Lexia English, to provide targeted instruction based on identified needs.
- Review intervention effectiveness through the MTSS process and adjust intervention groups, instructional focus, frequency, duration, or intensity based on student response.

Progress Monitoring

- Conduct ongoing formative assessments and progress monitoring to determine whether students are making adequate progress toward grade-level reading proficiency.
- Monitor Tier 2 students monthly and Tier 3 students every two weeks, using Amira, FastBridge when appropriate, classroom assessments, intervention data, and other relevant measures.
- Use the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet to document student goals,

	intervention, progress, and instructional decisions. • Document interventions and student response in the Intervention Connection System (ICS). • Use PLC meetings and MTSS meetings to regularly review progress data, identify students requiring additional support, and adjust instructional and intervention plans. • Monitor students who are already performing at or above grade level to ensure they maintain or exceed expected growth. Brook Glenn will use these actions to build on current progress toward the school's goal of increasing the percentage of students demonstrating grade-level reading proficiency. In spring 2025–2026, 73% of third-grade students scored Meets or Exceeds on the SC READY ELA assessment. Continued analysis of assessment data, strengthened Tier 1 instruction, targeted intervention, job-embedded professional learning, and ongoing progress monitoring will be used to support continued growth in third-grade ELA performance.
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Goal #2	By the end of the school year, 75% of second-grade students will demonstrate an increase in their Amira Reading Mastery (ARM) score by a minimum of 0.7 points, progressing from the beginning-of-year (BOY) assessment to the end-of-year (EOY) assessment.
Action Steps:	• For all students, teachers will use the Amira Instructional Recommendations Report and other Amira reports, including Class Progress Report, Progress Report, Skills Status, Reading Rope Insights, Standards Mastery Report, and Student Summary Report, to identify individual and class-wide areas of need across the Reading Rope, including Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. • Teachers will use students' BOY ARM scores and projected growth to establish individual growth targets and monitor

	progress toward end-of-year expectations. Students will be supported in understanding their individual growth goals and reflecting on their progress as appropriate. • When Amira data indicate that a student is not demonstrating expected growth, teachers will examine the student's most recent performance and tutorial data, including the most recent Amira tutorial recordings when appropriate, to identify instructional needs. Teachers will use this information to adjust small-group instruction, classroom support, and/or intervention. • Following the Middle-of-Year (MOY) Benchmark Assessment, grade-level teams will analyze student growth and identify students who are not demonstrating adequate progress toward their expected growth targets. Teams will use this information, along with classroom, diagnostic, and intervention data, to determine whether additional or more intensive intervention is needed. • Amira progress monitoring will be used as part of a multiple-measures approach. Expected growth is demonstrated when a student's ARM growth exceeds 0.1 per month to accelerate their rate of growth or when the student reaches the 25th percentile or higher on the ARM percentile measure. These data will be considered alongside FastBridge, classroom assessments, intervention data, and teacher observations to inform instructional decisions. • Grade-level PLCs and the MTSS team will regularly review Amira data to identify trends, evaluate the effectiveness of instruction and intervention, and make adjustments to student groupings and instructional supports based on student response.
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Optional:

Goal #3	
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Action Steps:	
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