

2026-2027 Primary and Elementary Reading Plan

District Name	Greenville County School District
School Name	Bryson 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.

Teachers across grade levels administer district mandated literacy screeners to assess students and gather data at the beginning, middle, and end of the school year. These screeners are designed to evaluate both the baseline and progress of student achievement for individual students as well as groups. They assess various areas including phonological awareness, phonics, fluency, vocabulary, and comprehension. The Amira Benchmark is used for all students in K5 through fifth grade. School-wide AMIRA is used to synthesize students' reading ability across multiple performance tasks that vary by grade level based on set grade level criteria. It provides an oral reading fluency score. Students, in grades K5-3, that score below the 25% on Amira are then assessed with the Fastbridge screener. Students that attended summer school are also

given the screener in Fastbridge.

Other assessments include: myIGDIs(K4), Kindergarten Readiness Assessment (KRA), Measures of Academic Progress–MAP (1st & 2nd), and MasteryView Predictive Assessments–MVPA (2nd–5th). MAP is used in first grade (three times a year) and second grade (once a year).

Kindergarten and first grade use Reading Horizons as a benchmarking/assessment tool to implement phonics instruction. Students complete a BOY, MOY, EOY Cumulative Skill Check as well as daily and multi-skill checks to determine mastery. Skills checks are done after each lesson, while multi-skills checks are completed prior to transfer lessons. A Phonics Screener can be used for students who are considered for On Track or Intervention needs. When baseline data is gathered, teachers are able to target learning gaps using whole and small group instructional strategies based on specific needs.

Teachers deliver literacy instruction based on the 2024 SCCCR ELA standards and use a variety of resources to teach each standard. Using the district landing page and pacing guide, teachers employ the universal design for learning (UDL) to create units of instruction that ensure standards are taught. Additionally, units are aligned with the appropriate pacing and resources. Kindergarten and first grade use Reading Horizons to address precise, systematic, and sequential phonics instruction. It ensures different components of phonological awareness are taught. Warm-ups are an explicit review of phonics skills and sentence reading. Decodables help develop fluency, and new vocabulary is introduced and explained throughout the lesson. Houghton Mifflin Harcourt: Into Reading (HMH) is the primary resource used to deliver literacy instruction in kindergarten through fifth grade. It emphasizes the pivotal components defined in the science of reading such as, phonological awareness, phonics, vocabulary, and comprehension.

Teachers use the Literacy Framework to schedule their ELA block for the various literacy components: Reading, Writing, Phonics and Word Study. Embedded in these components are Read Alouds, Reading/Writing Focus Lessons, Shared Reading, Close Reading, and Small Group Instruction in Reading, Writing, and Vocabulary. In addition, the framework sets teachers up to meet intentional goals for integration throughout various subjects. Teachers have flexibility in creating schedules based on student performance data and school-wide resource, intervention, and gifted programs.

District screeners and various assessments such as Common Formative

Assessments (CFA), Summative Assessments, Exit tickets, etc. help teachers to plan for targeted instruction and to diminish gaps in foundational barriers. Teachers are provided support from the Instructional Coach and Literacy Specialist during PLCs and throughout the instructional day. Teachers are able to disaggregate data and have reflective conversations to improve teaching practice by ensuring the implementation of this data driven instruction. PLCs are able to identify strengths and areas of growth across multiple assessments to ensure curriculum maps and resources support student success. Teachers support each other through intentional unit and lesson planning to reflect responsive teaching practices (modeling, conferencing, small group instruction, etc.) that meet student needs. Leveraging power standards and addressing pacing ensures consistent use across all classrooms. During vertically aligned committee meetings, staff members ensure vertical articulation of grade level content and practices.

Progress Monitoring across Tier II and Tier III instruction allows teachers to determine if intervention strategies are effective for increasing student success. Classroom teachers and interventionists are able to collaborate to ensure students needing intervention are receiving core instruction while also receiving intervention in targeted areas.

Teachers in K4 through third grade as well as specialized support staff, are currently enrolled in LETRS. This course allows teachers to gain knowledge based on different foundational reading skills.

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.

For students to be fluent readers they must effectively recognize words to construct the meaning of text. AMIRA is used to determine the baselines over time for individual students in every grade level at Bryson Elementary School. Additional assessments are administered depending on those initial results that vary by grade level.

The use of Reading Horizons, for both instruction and frequent assessment

purposes, prioritizes explicit, systematic, and sequential instruction for word recognition. These protocols guarantee students have the opportunity to build skills in a logical progression, starting with the smallest units of sound and advancing to more complex word structures. The goal is to guarantee basic phonics skills are mastered based on grade level standards and expectations.

We are working hard with our first grade team to increase word knowledge and reading levels by conducting a Sight Word Challenge. This will help us identify students who need extra support and those students who are ready to take on a book study. This helps ensure students are challenged and ready to start preparing for the CogAT and ITBS assessments in second grade.

Additionally, HMH is used because it is a structured, standards based literacy program that is grounded in the science of reading pillars. HMH is scientifically sound and adaptable to individual student needs.

Students with varying academic needs are evaluated using supplementary assessments, such as LETRS resources, FastBridge, and Amira, to determine their learning levels. To become fluent readers, students must effectively decode and recognize words to construct meaning from the text.

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.

After the BOY universal screeners are complete and verified, students that are performing below grade level are then assigned to targeted Intervention groups both inside and outside of the general education setting. These assessments help to determine the individual needs for students such as: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and/or comprehension. The reports from these assessments give classroom teachers, at the Tier II level, and interventionist, at the Tier III level, with possible next steps to provide additional support/strategies beyond core instruction.

The criteria for Intervention states that students who score in the lowest 15th percentile on AMIRA are placed in the schools multi-tiered systems of support

que (MTSS). For additional data, students who score below the 25% on Amira are screened and progress monitored on Fastbridge. These students are provided Tier III intervention delivered by a certified employee.

Teachers at the K4 level use an assessment called MyIgdi's to formatively assess and monitor the literacy, numeracy and social-emotional skills of preschool children. Teachers use the results to screen for students at risk, provide targeted interventions, evaluate the effectiveness of support, and ensure kindergarten readiness.

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.

Our community's family support and engagement are a top priority in supporting our students' success. After each AMIRA assessment administration, individual student score reports are sent home. These reports provide parents with student Amira Reading Mastery (ARM) scores, percentile rankings, subtest scores, and tips to foster reading growth at home. Teachers in K4 implement the Alphabet Blitz program in partnership with families to encourage Letter Identification practice.

Teachers create weekly newsletters containing learning targets, educational topics, and activities for students to engage with at home. These newsletters serve as valuable resources, allowing educators to extend learning beyond the classroom and encourage family involvement in supporting their child's education.

Through effective communication, teachers can ensure that students have access to meaningful learning opportunities even outside of school hours, giving families more accessible opportunities to partner in their child's academic success.

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

Progress monitoring is an essential part of tracking data and is one of our main focuses this year. Teacher teams have created consistent collaborative tracking sheets that can be revisited frequently and intentionally to monitor student progress and inform decisions. AMIRA is also used to monitor students who are performing below grade level and to help develop plans for intervention.

Data is monitored to ensure a guaranteed and viable curriculum including intentional pacing content, resources, and strategies to support student success. Teachers also utilize formative and predictive assessment data to design unit and lesson plans for instructional delivery. The integration of disciplinary literacy is a top priority. Being able to target informational texts, tasks, and conversation across all subject areas provides students the opportunity to expand and share their thinking. The utilization of resources for differentiated support and acceleration is essential to academic growth and development.

Providing diverse and multimedia- rich materials for teaching language arts accommodates all learning styles.

The Instructional Leadership Team (ILT) provides actionable feedback on instructional delivery through the use of learning walks, instructional rounds, and classroom observations. Coaching cycles allow for staff members to collaborate on data disaggregation, intentional planning, and a co-teaching model for instruction.

Together these practices help ensure instruction is responsive to student needs and that data is consistently used to guide intervention and teaching.

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

Bryson Elementary School is committed to ongoing, job-embedded professional learning focused on the science of reading, structured literacy, and foundational literacy skills to improve literacy skills for all students in PreK–5th grade. Professional development is aligned with the SCCCR ELA standards and the Greenville County Schools ELA Instructional Framework and provides high quality instructional materials and resources, including HMH and Reading Horizons, across all three tiers of instruction. The school's Instructional Leadership Team provides professional learning, coaching, and collaborative opportunities that support teachers in transferring their learning into classroom practice. All GCS 4K and preschool special education teachers serving 3 and 4 year olds have completed or are currently participating in LETRS for Early Childhood, while K–2 teachers participate in LETRS. Professional learning is ongoing and includes opportunities for teachers to apply new learning, analyze student data, collaborate through PLCs, and receive feedback and support through coaching and other learning opportunities.

The school's professional learning goals are to build teachers' knowledge and skills so they can support all students in developing necessary reading skills. Professional learning and coaching also provide opportunities for teachers to share experiences, resources, and effective strategies through peer support, mentoring, and collaboration. The school works to build capacity for consistent implementation of the GCS ELA Instructional Framework and uses student data to identify needs and determine instructional practices that support mastery of grade level ELA standards. Professional learning also addresses instructional strategies for diverse learners and provides teachers with opportunities to examine the effectiveness of instruction and make adjustments based on student needs.

Professional learning opportunities are provided through PLCs, coaching

cycles, learning walks, instructional rounds, and other job-embedded experiences that allow teachers to collaborate, observe effective instruction, and apply new learning. Teachers use LETRS, HMH module and unit planning, Power Standards, and standards support sessions to strengthen their understanding of literacy standards, high quality instructional materials and evidence based practices. Data dives, common formative and summative assessments, and progress monitoring help teachers analyze student performance and adjust instruction. Additional support includes strategy groups, Universal Design for Learning, vocabulary instruction, vertical alignment, learning maps, TDW guided support, and coach led modeling of explicit instructional strategies.

A primary focus this year includes Project Read/Write funded through a grant. This professional development supports teachers with instructional best practices for sentence building, paragraph writing, narratives, non-fiction writing, and text-dependent writing. This professional development provides opportunities for teachers to observe the teaching of these strategies from a trained presenter as well as teachers being observed by peers and trained professionals. Debriefing after these observations allows for clear understanding and proper techniques to be shared and discussed. These collaborative discussions guarantee that best practices for writing are provided in all classrooms K5 through fifth grade. Another opportunity for professional development has been a focus on the Fifteen Day Challenge. The Fifteen Day Challenge is a structured framework designed to simplify, energize, and accelerate Professional Learning Communities (PLCs) by focusing collaborative teams on a single fifteen day unit of study. This fifteen day challenge allows teams to dissect power standards, create common assessments, deep-dive into unit planning, and act on data. Together, these opportunities provide ongoing support and help teachers transfer their learning about the science of reading and structured literacy into daily classroom practices across all three tiers.

Section G: Analysis of Data

Strengths:

Most classroom environments support strong ELA Instruction. Meeting areas are clearly established so all students can see and access anchor charts and other materials that support Structured Literacy instruction. All students at Bryson Elementary have access to classroom libraries that are selected to meet

the needs of their students including reading levels, interests, and texts that support the curriculum. Teachers are intentional about providing time in schedules for all components of Literacy instruction. Walkthroughs and Learning walks are used to gather classroom data which helps inform PLC discussions and identify areas for professional development and coaching.

Possibilities for Growth:

All grade levels need continued support with implementing, navigating, and supplementing the HMH resource. The Instructional Leadership Team is working to provide additional learning opportunities and coaching cycles based on individual grade level needs. Student engagement also continues to be an area of focus with opportunities to model and share strategies that increase engagement. There is also a need for more opportunities for student partnerships and accountable talk. Professional Learning Communities and the Instructional Leadership Team continue to deepen their work with power standards and become more strategic in analyzing data from common formative assessments to inform instruction.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	1
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?	4
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
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Section H: **Previous** School Year SMART Goals and Progress Toward those Goals

Goal #1: (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the Spring of 24-25 as determined by SCReady from 72.1% to 75.1% in the spring of 25-26.	Progress: The percentage of third graders scoring at the Meets and Exceeds level in the Spring of 2026 as determined by the ELA SCReady Assessment was 74.2%. We saw an increase of 2.1%, but were still .9% off of meeting our goal of 75.1%.
Goal #2: Third Grade Goal: Reduce the percentage of third graders scoring at the Does Not Meet level in the spring of 2025 as determined by SCReady from 7.1% to 5% in the spring of 2026.	Progress: The percentage of third graders scoring at the “Does not Meet” level in the Spring of 2026 as determined by the ELA SCReady Assessment was 6.5%. We saw a reduction of .6%, but were still 1.5% off of meeting our goal of 5%.

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

Goal #1	Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the Spring of 2026 as
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	determined by SC READY from 74.2% to 79.2% in the Spring of 2027.
Action Steps:	● Teachers will design and deliver standard based and engaging focus lessons using the pacing and resources that the District recommends and supplement with appropriate materials that explicitly teach specific reading strategies and skills. ● Teachers will provide interactive lessons that are accessible to all learners. ● Teachers, interventionists, and coaches will collaborate on strategies that support students at the Tier II and Tier III levels. These strategies will be implemented in the classroom for Tier II students and in pull out intervention groups at the Tier III level. ● Administrators will provide feedback after learning walks and instructional rounds.

Goal #2	Third Grade Goal: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the Spring of 2026 as determined by SCReady from 6.5% to 5% in the Spring of 2027.
Action Steps:	● ILT will foster a collaborative and data informed Professional Learning Community (PLC) in which educators regularly analyze student performance data, reflect on instructional strategies, and share best practices to continuously improve reading and writing outcomes. ● Classroom teachers and interventionists will implement consistent guided/strategy groups to meet the specific reading levels of students allowing for more targeted and personalized support. ● Classroom teachers will leverage Amira’s instructional tools, diagnostic assessments, and teacher resources to differentiate instruction and enrich Tier 1 instruction ● Classroom teachers will provide focused writing instruction that encourages students to cite evidence from texts, thereby strengthening both comprehension and analytical thinking

	across content areas through our Project Read with Written Expression focus. ● Classroom teachers will deliver intensive and data driven remediation for Tier 2 students, ensuring targeted interventions are aligned with individual literacy needs and monitored to ensure growth. ● Interventionist will provide intensive, data-driven and research-based best practices/strategies to support students at the Tier III level. ● Interventionists will progress monitor students using Amira and Fastbridge to monitor growth and target additional areas of support based on individual student needs.
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Goal #3	Increase the percentage of students in the subgroup of special education in third through fifth grade scoring Meets and Exceeds in the Spring of 2026 on the ELA SC READY Assessment from 32.6% to 37.6% in the Spring of 2027.
Action Steps:	● Classroom teachers and special education teachers will implement ongoing, small group interventions for students based on data that determines the greatest area of support to include phonemic awareness, fluency, comprehension, etc. ● Special education teachers will progress monitor students using Fastbridge to monitor and adjust plans and instruction to meet individual student needs. ● Classroom teachers and special education teachers will monitor the effectiveness of accommodations and instructional supports to ensure students with disabilities have appropriate access to grade level ELA instruction and assessments. ● Classroom teachers will increase opportunities for students to read and respond to grade level texts with appropriate scaffolds and supports. ● Classroom teachers and special education teachers will strengthen the use of academic vocabulary used in daily conversations as well as requiring students to apply the use of this vocabulary when communicating and writing. ● The Instructional Leadership Team (ILT) will provide professional development and instructional coaching

	focused on best practices including modeling lessons, coteaching opportunities, and strategy. ● The Instructional Leadership Team (ILT) will facilitate regular grade level PLC meetings where teachers analyze on-going data, discuss student growth and needs and collaborate on next steps for student success. ● School-wide committees (with membership across grade level, support staff, and special education staff) will meet monthly to increase accountable talk around standards and data to promote rigor in instructional delivery across grade levels.
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