

2025-2026 Primary and Elementary Reading Plan

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This year's reading plan prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a copy of the directions on how to complete the school reading plan, please visit the reading plan homepage at: <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed/reading-plans-state-district-and-school/>.

Important notes:

- Review the new [2025-2026 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 6, 2025.

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 14, 2025.

District Name	Greenville County Schools
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School Name	East North Street Academy
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Principal Name	Dr. Jordan Hudson
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Principal Email	johudson@greenville.k12.sc.us
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Reading Coach/Literacy Specialist Email	mgault@greenville.k12.sc.us
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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.

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Reading assessments allow East North Street Academy to closely monitor student progress in the key components of reading - from the foundational skills in PreK-1st grade to the more complex comprehension demands in 2nd-5th grade based on grade level standards.

East North Street Academy currently uses multiple Benchmark Assessments in K4-5th grade, which are given in the Fall, Winter and Spring to closely monitor students' development of full range competencies from foundational skills to higher-order comprehension. AMIRA Benchmark for grades Kindergarten-5th is a Universal Screener which gives an Oral Reading Fluency accuracy score. AMIRA benchmark assessment subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. MyIGDIS screener is administered to all K4 students to track student progress in developing early literacy skills that serve as a building block in learning to read. MAP for 1st Grade provides an overall measure of reading achievement with subscores in foundational skills, language and writing, literature, informational, and vocabulary acquisition. Masteryconnect Benchmarks for 2nd-5th grade is a standards-aligned benchmark assessment that measures progress on grade level learning standards which focus on Vocabulary, Key Ideas and Details, Craft and Structure and Integration of Knowledge and Ideas.

East North Street Academy uses a wide range of assessments. East North Street

Academy utilizes district developed ELA Unit Assessments and school developed formative assessments in grades K4-5th to dive deeper into the Five Pillars of Reading to pinpoint student deficits in certain skills.

East North Street Academy uses data to drive targeted, differentiated instruction to ensure all students meet grade-level English/Language Arts standards. East North Street currently uses District curriculum maps aligned to the 2024 SCCCR ELA standards. District curriculum maps address both the language comprehension and word recognition components of Scarborough's Reading Rope. They incorporate best practices supported by the science of reading research.

East North Street Academy has dedicated time for literacy components. Instructional time is dedicated to the key literacy components, including phonological awareness, phonics, fluency, vocabulary, and comprehension. A variety of standards-based materials and instructional routines are used, such as shared reading, interactive read-alouds, close reading, and independent reading/writing. Oral language development is fostered through structured discussions, read-alouds, and collaborative projects.

East North Street Academy uses many curriculum resources such as, GCS Curriculum Map, HMH Into Reading is the core literacy program, with a focus on phonological awareness, phonics, vocabulary, and comprehension. Heggerty Phonemic Awareness is used in 4K to provide systematic and explicit instruction in phonological and phonemic awareness. Reading Horizons is implemented in K5-2nd grade to deliver explicit, systematic, and sequential phonics instruction.

This comprehensive, research-based approach to literacy instruction, with a focus on the key components of reading, ensures that all students have the skills and strategies needed to comprehend grade-level texts and meet the SCCCR ELA standards.

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.

East North Street Academy places a strong emphasis on explicit, systematic, and sequential instruction for word recognition skills. This ensures students build their skills in a logical progression, starting with the smallest units of sound and advancing to more complex word structures.

AMIRA Benchmark evaluates student proficiency in foundational literacy skills, including: Phonological Awareness, Letter Sound Correspondence, High Frequency words, vocabulary, background knowledge, word reading accuracy and fluency. The data collected from this benchmark helps support instruction for PreK-5th grade instruction.

East North Street Academy utilizes the Greenville County Landing Page, HMH Structured Literacy program, Heggerty Phonemic Awareness, and Reading Horizons which varies by grade levels to prioritize explicit, systematic, and sequential development of foundational literacy skills, GCS ensures that all students build a strong foundation for learning to read. The use of comprehensive assessments like Amira, coupled with high-quality, research-based instructional programs, allows teachers to identify and address gaps in these critical early skills.



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
- Refer to the [2025-2026 GCS Tiered Supports](#) guidance document
- Tier 2 GCS approved intervention programs
 - Leveled Literacy Intervention
 - Reading Horizons
 - Amira Interventions
 - Lexia Core 5
 - 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.

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.

East North Street Academy uses AMIRA Benchmark universal screener data to determine targeted pathways of intervention for students in PreK-5th grade who have failed to demonstrate grade level reading proficiency.

East North Street uses Amira universal screener data, along with other formative and summative assessments, are used to identify areas of need and inform interventions both within the classroom and through supplemental programs. The Amira data is aligned to Scarborough's Reading Rope, providing insights into students' development of both word recognition and language comprehension skills. Amira reports, such as the Class Progress Report, Instructional Recommendations, and Skills Diagnostics, are used to guide instruction.

GCS provides ELA Tiered Support Guidelines to help support schools. The goal is to ensure that the level of intervention and support provided aligns precisely with each student's specific deficiencies in developing word recognition and/or language comprehension skills. By utilizing a comprehensive, data-driven approach, East North Street can most effectively target interventions to accelerate the progress of students struggling to achieve grade-level reading proficiency.

East North Street Academy uses approved intervention programs to help maximize the likelihood of all students achieving grade-level reading proficiency. The approved programs used are Reading Horizons and Leveled Literacy Intervention.

PreK instructional decisions are based on a combination of formative and summative assessments, including: myIGDIs data to inform whole group, small group, and individual instruction DIAL-4 screening results to identify students who may require further support. Heggerty Phonemic Awareness assessments to monitor progress and

plan 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.

East North Street Academy ensures parents have multiple touchpoints to receive accessible, actionable information and resources aligned to the literacy instruction happening at school.

East North Street sends home AMIRA and Heggerty Phonemic Awareness parent letters home to help parents understand how they can support their child's development as a reader and writer at home.

AMIRA Assessment provides parents/guardians with specific strategies and recommendations they can use at home to support their child's literacy development. These reports give families actionable steps to reinforce the skills being taught at school.

Heggerty Phonemic Awareness parent letters are sent home to provide guidance on

supporting the development of critical phonological and phonemic awareness skills.

East North Street Academy holds two conferences per year where teachers review each student's reading progress and performance. During these meetings, teachers go over the student's assessment data, growth, and areas for improvement. Teachers also share student work samples to provide concrete examples of the child's current reading and writing abilities. The conferences ensure parents have a clear understanding of their child's reading level, strengths, and weaknesses. Teachers can give parents specific strategies and activities to try at home to support their child's literacy development in the areas that need the most improvement.

In March East North Street Academy will host a Literacy Night. All students and parents will participate in varying activities that include Reading and Writing.

By equipping families with the knowledge and tools to reinforce these skills at home, East North Street Academy creates a cohesive, collaborative system to support each child's literacy journey.

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
- 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.

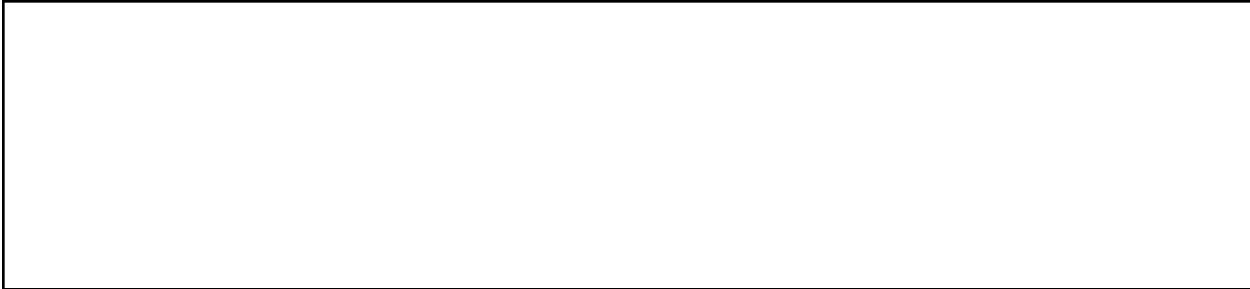
Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

East North Street Academy utilizes a comprehensive system of reading assessments to closely monitor student progress throughout the school year. All students are given benchmark assessments at the beginning, middle, and end of the year to measure reading skills and growth over time. East North Street Academy follows the MTSS & Amira Data Protocol and uses the GCS Intervention Progress Monitoring Data Sheet for 2025-2026 and the Greenville Progress Monitoring document to track student progress. This data is documented in the Intervention Connection System (ICS)

East North Street Academy uses the Amira assessment platform to monitor student reading progress. The expected growth target is an Amira Reading Measure (ARM) growth of at least 0.1 per month, in order to accelerate the rate of progress. Alternatively, the goal is for students to reach the 25th percentile or higher on the ARM percentile. Students who are not meeting the expected growth targets receive targeted interventions. The school has a well-defined process for identifying which students need Tier 2 or Tier 3 interventions based on their Amira assessment data. The interventions provided are closely monitored, and adjustments are made as needed to ensure they are effective.

The use of the Amira platform, along with the established protocols and documentation, provides a structured, data-driven approach to supporting struggling readers.

In addition, students receive more frequent, formative assessments to check for understanding and identify any areas of concern. The school uses a variety of assessment tools, such as running records, fluency checks, and comprehension formative and summative assessments, to get a well-rounded view of each student's reading performance.



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.

The school has made a commitment to providing comprehensive, evidence-based professional development for all teachers in the science of reading. This training is centered around the LETRS (Language Essentials for Teachers of Reading and Spelling) program, which is a research-based, comprehensive professional development course that focuses on the key components of effective reading instruction. Specifically, all GCS 4K and preschool special education teachers (ages 3 and 4) have completed the LETRS for Early Childhood program.

The LETRS training equips teachers with the knowledge and skills to implement structured literacy approaches in their classrooms. This includes a deep understanding of the foundational literacy skills, such as phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers learn how to explicitly and systematically teach these essential components of reading, using a multisensory, structured approach.

In addition to the LETRS training, East North Street Academy has established Professional Learning Communities (PLCs) to foster ongoing collaboration and support among teachers. During PLC meetings, teachers have the opportunity to share

best practices, analyze student data, and work together to refine their instruction in the science of reading and structured literacy. These collaborative discussions help ensure a cohesive, school-wide approach to teaching foundational literacy skills.

By prioritizing comprehensive, evidence-based professional development in the science of reading, structured literacy, and foundational skills, East North Street Academy is demonstrating its commitment to ensuring all students, regardless of their starting point, have the opportunity to become proficient readers and writers.

Section G: Analysis of Data

Strengths: East North Street Academy showed strength in Inquiry and Text Dependent Analysis standards based on SC Ready Data.

Possibilities for Growth: East North Street Academy has possibilities for growth in Reading Informational Text and Writing.

***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
- Reading Coaches
- Reading interventionists
- K-3 Special Education Teachers
- School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	28
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	5
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	3
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	28
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).

<p>Goal #1: (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC Ready from 16 % to 13 % in the spring of 2026.</p>	<p>Progress: 16 % of students scored does not meet by SC Reading Spring 2025</p>
<p>Goal #2: Decrease the percentage of Kindergarten through fifth grade students scoring “at risk” as measured by Amira universal screener benchmarks from fall 2025 from 25 % to 23 % in spring 2026.</p>	<p>Progress:</p>
<p>Goal #3:</p>	<p>Progress:</p>

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.
- 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 57% to 60% in the spring of 2026.
Action Steps:	3rd Graders at East North Street Academy who are not meeting based on the MasteryConnect Predictive Benchmark will be pulled out by a certified Reading Interventionist at least thirty minutes daily. Classroom teachers will pull small groups based on data from MasteryConnect Predictive Benchmark, Cumulative Unit assessments and formative assessments to ensure that all students receive direct support in deficits in all areas of Literacy.

Goal #2	Decrease the percentage of Kindergarten through fifth grade students scoring “at risk” as measured by Amira universal screener benchmarks from fall 2025 from 25 % to 23 % in spring 2026.
Action Steps:	K-5 students who score “at risk” as measured by AMIRA universal screener will complete at least thirty minutes of AMIRA tutoring weekly. Classroom teachers will pull small groups based on data from AMIRA

	data, Reading Horizons data, Mastery Connect data, formative assessments and teacher observation to ensure all students receive direct support in deficits in all areas of Literacy.
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Optional:

Goal #3	
Action Steps:	