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

School Name	Greenbrier Elementary

Principal Name	LeKeisha Brown

Principal Email	lbrown@greenville.k12.sc.us

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Section A: Five Pillars of Reading Instruction

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.

All literacy instruction is grounded in the 2024 SCCCR ELA standards. All Tier 1 teachers dedicate time for whole group instruction, small groups, strategy groups, one-on-one conferencing, Read Alouds, Focus Lessons, Shared Reading, Close Reading, Independent Reading, Community Writing, and Independent Writing. Classroom instruction has dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. Class discussions, read-alouds, and collaborative projects facilitate oral language development.

- We use the following tools to assess students' reading skills to form whole group, small group, and individual instruction:
    - 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.

Curricular resources used for literacy instruction include:
- HMH Into Reading
  - HMH Structured Literacy 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 to address explicit, systematic, and sequential phonics instruction
- Reading Horizons "Skill Checks" daily in K5 and first grade to address strengths and areas for growth/reteaching

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.

Teachers follow curriculum maps that 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. Greenbrier 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 emphasizes phonological awareness, phonics (decoding and encoding), vocabulary and comprehension. Heggerty Phonemic Awareness for 4K provides systematic and explicit instruction in phonological and phonemic awareness.

Reading Horizons for K5 and 1st grade emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches. LETRS training provides teachers with additional skills/ideas to further enforce foundational literacy skills.

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.

Greenbrier utilizes the following data sources to determine intervention in all grade levels:
- Instructional decisions and interventions are based on the GCS MTSS Framework, matching the students' needs to the level and type of support provided.
- 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.
- Tier 2 district approved intervention programs that we use:
  - Leveled Literacy Intervention
  - Reading Horizons
  - Amira Interventions
  - Lexia English

Our K5 and 1st grade classrooms use Reading Horizons "skill checks" to determine the pathway of daily instruction and intervention.

Our two 4K classrooms utilize the following as well:
- 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.
- 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.

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.
Each student grades K5–5th received an Amira Parent Reports indicating strategies for parents/guardians to support literacy development in the home environment. The school also provides updates through parent newsletters and Parent Backpack. Strategies are also shared with parents through weekly teacher newsletters. Teachers share literacy resources and tips through their school websites.

Section E: Progress Monitoring

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.
All students receiving interventions are documented in the Intervention Connection System and updated quarterly or as data becomes available. Student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2025-2026. Students identified as needing Tier 2, targeted interventions are progress monitored monthly. Tier 2 response to intervention process is in place to consider instructional needs of students performing below grade level, our intervention groups are closely monitored and are fluid groups. These groups will change after Amira benchmarking to ensure those who are in tier 2 truly need to stay in tier 2. Those needing Tier 3, intensive intervention are progress-monitored every two weeks. Amira progress monitoring is utilized in each classroom with expected growth to be ARM growth of >.1 per month (to accelerate rate) OR to reach the 25th percentile or higher on the ARM percentile. All students below benchmark receive daily interventions in addition to Tier 1 core instruction. Mastery View Predictive Assessment is used to monitor students' progress towards grade-level literacy standards. Teachers use strategy groups and common formative assessments to

monitor student progress in achieving reading proficiency. Students identified as reading above grade level are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency.

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.

All staff who work with students grade 3 and below are currently participating in LETRS training. This training includes case studies in which teachers can apply their learning in practice. All of our 4K and preschool special education teachers (3s and 4s) have completed or are in the process of completing LETRS for Early Childhood. Teachers at every grade level are participating in the quarterly HMH overview sessions provided by the district. The instructional leadership team attends all collaborative team meetings and supports teachers in the area of literacy. The teams unpack power standards for each HMH Modules, discuss ELA data, making notes as a team on what they should do to enrich students who have mastered the concepts and what additional scaffolds need to be included for those who are falling below the 80% on assessments. Teachers are using the Learning Rope Report from Amira to form small ELA groups in their classrooms. Teachers in K5 and 1st also use daily skill checks and multi-skill checks from Reading Horizon for whole class review and small group instruction. Coaching cycles are also utilized to support literacy instruction.

Section G: Analysis of Data

Strengths:

Utilizing common formative assessments
Working together in teams to analyze data
Using shared reading experiences to scaffold and build fluency
Using SC standards in planning and following the district planning guide
Providing ample texts and other instructional materials in the classroom
Participation in professional learning opportunities provided by the district and using this to extend learning at our school
The systematic use of in-class interventions

Using assessment data to plan targeted classroom lessons Implementing the new ELA curriculum and resources provided by the district
Possibilities for Growth:
Identifying and encouraging strategic reading behaviors Collaborative goal setting with students in the area of literacy

*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?	34
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	0
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	8
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	34
How many CERDEP PreK teachers in your school have completed EC LETRS?	0
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

Section H: 2024-2025 School Year SMART Goals and Progress Toward those Goals

Please provide your previous school goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goal #1: Third Grade Goal: Reduce the percentage of third graders scoring at the "Does Not Meet" level in the spring of 2024 as determined by SCReady from 12% to 9% in the spring of 2025.	Progress: We remained at 12%
Goal #2: n/a	Progress:
Goal #3: n/a	Progress:

Section I: 2025-2026 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: Reduce the percentage of third graders scoring at the "Does Not Meet" level in the spring of 2025 as determined by SCReady from __ % to __% in the spring of 2026.

Goal #1	Third Grade Goal: Greenbrier Elementary will increase the percentage of third graders scoring at the Meets and Exceeds Expectations in the spring of 2025 as determined by SC READY from 76.9 % 2025 to 79.9% in the spring of 2026.
Action Steps:	1. Third grade intervention groups are held with interventionists. 2. The Instructional Coach, Literacy Specialist, and teachers will collaborate to discuss strategies to assist students that score "Does Not Meet" on state testing. 3. The teachers will pull "at-risk" students for additional reading intervention in the classroom. 4. All third grade students will complete 30 minutes of required AMIRA tutoring weekly.

Goal #2	Greenbrier will increase the percentage of students in grades K–5 scoring at the low risk level from the beginning of the year Amira Benchmark from 88% to 91% in the spring 2026 Amira Benchmark.
Action Steps:	1. First through third grade intervention groups are held with interventionists. 2. The Instructional Coach, Literacy Specialist, and teachers will collaborate to discuss strategies to assist students that score "Some risk and high risk" on Amira Benchmark testing. 3. The teachers will pull "at-risk" students for additional reading intervention in the classroom. 4. All students scoring 25% on our universal screener, Amira will complete 30 minutes of required AMIRA tutoring weekly. 5. Literacy instruction follows the Science of Reading framework and the GCS literacy pacing guide.