

2026-27 Lake Forest Elementary

Primary and Elementary Literacy Reflection Tool (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*.

Section A: Five Pillars of Reading Instruction

Literacy instruction at Lake Forest Elementary School is based on the 2024 SCCCR ELA standards.

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. There is dedicated time in the daily schedule for language and word study components, including phonological awareness, phonics, fluency, vocabulary and comprehension using a variety of standards-based materials.

Kindergarten through 5th grade general education classes are using HMH Into Reading, incorporating shared reading, IRA, close reading, shared writing and independent reading/writing daily. There are also opportunities for oral language development- structured discussions, read-alouds, and collaborative projects. Kindergarten-2nd Grade classes are using Reading Horizons to address explicit, systematic, and sequential phonics instruction, incorporating phonetic and phonemic awareness activities, decoding, and encoding practice.

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.

Lake Forest Elementary uses a variety of reading assessments that include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. 4K assesses early literacy skills using myIGDIs for 4K in the fall, mid-year, and spring.

All first grade students, and second grade at the beginning of the year, take the MAP assessment, which addresses all domains of reading and both halves of Scarborough's Reading Rope. 2nd-5th grade take frequent Mastery Connect Benchmarks and assessments, aligned to SC State Standards. There are additional unit assessments developed by Greenville County Schools, as well as School-developed common formative assessments, all aligned to state standards.

Kindergarten through second grade teaches Reading Horizons Discovery curriculum, which incorporates oral language, phonological awareness, phonics, fluency, and vocabulary in a structured sequence. There are skill checks, multi-skill checks, and benchmark assessments in Reading Horizons to assess all of these domains, aligned to South Carolina State Standards.

Lake Forest Elementary uses Amira for all students Kindergarten–5th grade. Amira Benchmarks, three times per year, give students an Amira Reading Mastery (ARM) score, which synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations. The Amira benchmark assessment reading subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. The Amira benchmark assessments also provide an Oral Reading Fluency accuracy score.

Section B: Foundational Literacy Skills, Continued

Lesson plans at Lake Forest Elementary prioritize 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. This data is used as a universal screener and is the starting place for groups and intervention. We also monitor progress in Amira to drive instruction in whole group and small group lessons.

Our ELA curriculum is HMH Structured Literacy to support vocabulary and comprehension.

4K uses Heggerty Phonemic Awareness for systematic and explicit instruction in phonological and phonemic awareness

Our school uses Reading Horizons for K5–2nd, intervention, and special education resource classes, which emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory

learning approaches. The skills in Reading Horizons scope and sequence are the foundational literacy skills aligned to the Science of Reading. We use the multi-skill checks in Reading Horizons to scaffold, reteach, and inform both whole class and small group instruction.

Section C: Intervention

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, Instructional Recommendations, Skills Status, Skills Diagnostics reports.

Instructional decisions and interventions are based on the GCS MTSS Framework, matching the students' needs to the level and type of support. Tier 2 support is provided through Amira Tutoring and grade level intervention groups. Tier 3 interventions include Reading Horizons and Amira interventions. There are targeted pathways of intervention based on what supports students need. For example, if a student shows a low domain of decoding in their universal screener, they are receiving Reading Horizons phonics support in intervention.

In 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. Teachers use myIGDIs data to inform whole group, small group, and individual instruction. An overview of available reports can be accessed [here](#). 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. 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

After each benchmark, teachers in grades Kindergarten-5th will send home Amira Parent Reports, which indicate strategies for parents/guardians to support literacy development in the home environment.

Lake Forest will host a family reading and literacy night in November 2026.

Teacher newsletters communicate skills that each grade level is working on each week.

Section E: Progress Monitoring

Amira provides frequent progress monitoring for students who do the tutoring activities. Their expected growth should be ARM growth of $>.1$ per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile

Lake Forest Elementary monitors student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2026-2027 and the Greenville Progress Monitoring document. Additionally, select students receive progress monitoring through FastBridge. We document interventions in the Intervention Connection System (ICS). Progress monitoring in intervention occurs bi-weekly.

Through review of progress monitoring data, intervention groups and classroom small groups are evaluated, changed, and reformed according to the needs presented in the data.

Section F: Teacher Training

All of our faculty receive ongoing, job-embedded, grade-specific professional development and coaching on SC standards, implementation of curriculum aligned to SC Standards, and use of instructional materials. Teachers also go through assessment and data analysis in Professional Learning Communities. From this, individual grade levels and teachers receive tailored professional development to meet their needs.

All of our Kindergarten through third grade teachers have received or are currently receiving LETRS training, along with special education teachers, ML teachers, and Gifted and Talented teachers. We have 31 faculty members who have completed all of LETRS Volume 1 and LETRS Volume 2. Our two 4K teachers have post completed their LETRS for Early Childhood training. We have 4 new teachers who are in Volume 1 of LETRS this year, and 4 completing Volume 2.

Section G: Analysis of Data

Strengths: According to our SC Ready strand data, vocabulary is a strength. With the addition of Reading Horizons, aligned to the science of reading, our phonics and decoding abilities in grades 1-3 is continuously improving and is a relative strength.

Possibilities for Growth: According to SC Ready strand data, Literary & Research are areas that are lower and need improvement. Along with this, our school is focusing on improving our Response to Intervention this year.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	31
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	5

Section H: 2025-26 School 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 at “Meets” or “Exceeds” level from 69.5% in spring 2025 to 74% in spring 2026.
	Lake Forest did not meet this goal. We ended the year at 65.9%

Goal #2	Increase the percentage of students in grades 3-5 scoring at “Meets” or “Exceeds” level on SC Ready from 62% in spring 2025 to 69% in spring 2026.
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	Lake Forest did not meet that goal. We ended the year at 64.4% Meets or Exceeds.
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Section I: 2026-27 School SMART Goals and Action Steps Based on Analysis of Data

Goal #1	Increase the percentage of third graders scoring at “Meets” or “Exceeds” level from 66% in spring 2026 to 71% in spring 2027.
Action Steps:	-Weekly use of common formative assessments targeting power standards -Increased grade level PLC data discussions about formative assessments -Increased number of coaching cycles across all grade levels -Weekly grade level planning -All third graders will receive Amira Tutoring Intervention -Improve RTI procedures and progress monitoring

Goal #2	Increase the percentage of students in grades 3-5 scoring at “Meets” or “Exceeds” level on SC Ready from 64% in spring 2026 to 69% in spring 2027.
Action Steps:	-Weekly use of common formative assessments targeting power standards -Increased grade level PLC data discussions about formative assessments -Increased number of coaching cycles across all grade levels -Weekly grade level planning -All third graders will receive Amira Tutoring Intervention -Improve RTI procedures and progress monitoring