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 District

School Name	Mauldin Elementary

Principal Name	Jennifer Dodds

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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.
Our focus at Mauldin Elementary is to teach the skills required for proficient reading and writing. The Five Pillars of Reading Instruction consist of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Reading assessments and instruction are designed to support all students in developing essential skills that align with the Read To Succeed Act, as amended by Act 114 of 2024. The current curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) as well as includes best practices as supported by the science of reading research.

There is a dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. Oral language development is supported through shared reading, structured discussion, read-alouds, and collaborative projects.

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 implementation began this year in kindergarten and first grade. The Reading Horizons method delivers engaging, explicit, and systematic phonics instruction through a multisensory approach based on Orton-Gillingham principles. Instruction is cumulative and organized in a sequence that enhances learning and simplifies teaching. Each sound of the English language is explicitly taught along with the letter(s) representing the sound. Five Phonetic Skills are taught to help students |

recognize short and long vowel patterns in words and syllables. Two Decoding Skills are presented to show students how to decode multisyllabic words.

In grades K–5, we utilize HMH Into Reading as our core, high–quality instructional materials.

To monitor progress and inform instruction, GCS utilizes a variety of assessment tools. The early literacy assessment,myIGDIs for 4K, tracks students' growth in key areas. MAP for first grade provides insights into reading skills. MasteryConnect Benchmarks in Grades 2–5 help identify areas for improvement. GCS has developed unit assessments as well as school–developed common formative assessments. Amira Assessments measure various reading skills, providing scores that align with Scarborough's Reading Rope, including phonological awareness, decoding, and fluency. Amira benchmark assessments also provide an Oral Reading Fluency accuracy score. 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.

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.

Word Recognition for PreK–5th grade

Mauldin Elementary 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.

Reading Horizons for K5-1 emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high-frequency words, and multi-sensory learning approaches.

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

The Phonological Awareness Screening Test (PAST) is used as a diagnostic survey of phonological skill coupled with diagnostic measures of phonics, word recognition, spelling, and passage reading fluency.

HMH Into Reading curriculum is implemented in all grade levels. This curriculum is based on research in the essential elements of literacy with scaffolds for multilingual learners and a Spanish-English biliteracy solution.

Section C: Intervention

Multiple data sources are considered in making instructional decisions and determining interventions, with a focus on matching the intensity of the supports/resources to students' needs.

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 provides multiple reports to guide instruction. These reports include Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics reports.

Our reading interventionists adhere to Tier 2 GCS-approved intervention programs, which include Reading Horizons, Amira interventions and Lexia Core 5.

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 data informs teachers to successfully address whole group, small group, and individual instruction.

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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.

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.

Amira Parent Reports indicate strategies for parents/guardians to support literacy development in the home environment.

4K teachers are encouraged to share the Heggerty Phonemic Awareness Parent Newsletter with parents.

Teacher or school newsletters are sent home weekly to connect parents with school activities.

Student-led conferences on Parent Night are focused on literacy, and information is provided to support students at home.

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.

Mastery Connect results are analyzed during PLC's to identify areas of strength and weakness and develop strategies to support student learning.

Formative and summative assessments are examined to ensure assessments align with the standards.

Our school documents interventions in the Intervention Connection System (ICS).

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.

Mauldin Elementary supports teacher learning by offering multiple opportunities for teachers to participate in professional development and training.

Currently, K–3 Special Education teachers, our literacy specialist, interventionists, and administrators are participating in LETRS training.

In addition, teachers are provided with HMH overview support through PLCs. Our literacy specialist and instructional coach schedule coaching cycles throughout the year to support teachers in best practices for literacy instruction. During PLCs, each grade level participates in collegial conversations about student learning, standards-based instruction, and teaching strategies.

Professional development provided by district academic specialists focuses on standards-based literacy instruction.

Section G: Analysis of Data

Strengths:

The teachers use a comprehensive formative assessment system.

Teachers ensure that instruction is explicit and follows a systematic scope and sequence, allowing students to practice new skills and processes by reading and writing authentic texts for the majority of instructional time.

Teachers ensure that instructional content includes comprehension, phonological

awareness, phonemic awareness, phonics, fluency, and vocabulary.
Teachers utilize the South Carolina College and Career Ready Standards when planning instruction.
Teachers ensure texts and other materials are appropriate for the readers in their classrooms.
Teachers prominently display artifacts reflective of student learning.

Possibilities for Growth:
Teachers make instructional decisions and program choices aligned with scientific research and the strategic use of assessments and observations of students.

Teachers facilitate collaboration during PLCs to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.

Teachers provide targeted, effective in-class intervention, which must be 30 minutes in addition to 90 minutes of daily reading instruction.

Intentional usage of Amira for all students in grade 3 and those students in the lower 25th percentile in other grades. |

*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?	41
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)?	5
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	37
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: 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: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024, as determined by SC Ready, from 31.8% to 29.8%	Progress: During the 2024–2025 school year, the percentage of third graders scoring Does Not Meet as determined by SC READY increased from 31.8% in the Spring of 2024 to 34% in the Spring of 2025. This was a 2.2% increase from the previous school year's SCReady Results for those students scoring Does Not Meet but a 3.9% decrease from the previous year's goal Contributing factors identified include instructional gaps, insufficient targeted interventions, and inconsistent use of formative assessment data.

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 third-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 help determine 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 2024-2025 as determined by SC READY, from 69.7% to 73% in the spring of 2024-2025.
Action Steps:	Unpack standards and examine data through weekly PLC's. Utilize Amira three times a week for a total of 30 minutes per week. Data dives after Mastery Connect to identify school, grade level, and student needs. Use SC READY results and formative assessments to identify skill gaps and tailor instruction. Prioritize differentiated small-group teaching, especially in reading. Continue ELA professional development with district academic specialists. Triangulate data using Mastery Connect, Amira reports, and cumulative assessments provided by the district.

Goal #2	Increase the percentage of K–2 students achieving grade–level reading proficiency on Amira Reading Mastery from **70% to 80%** by Spring 2026.
Action Steps:	Implement Reading Horizons and Heggerty phonemic awareness instruction daily in K–2. Use the Amira universal screener data three times a year to identify students who are below the benchmark. Conduct small–group, differentiated instruction in Tier 1 and targeted Tier 2 interventions. Progress monitor Tier 2 students monthly and Tier 3 students biweekly, using ICS and Amira reports. Provide professional development to K–2 teachers on structured literacy and guided reading strategies during PLCs. Communicate progress to parents quarterly through newsletters and conferences with strategies to support literacy at home.

Optional:

Goal #3	
Action Steps:	