

2025-2026 Primary and Elementary Reading Plan

District Name	Greenville County
School Name	Mitchell Road Elementary School
Principal Name	Morgan Warner
Principal Email	awarner@greenville.k12.sc.us
Reading Coach/Literacy Specialist Email	khaltiwa@greenville.k12.sc.us

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.

Literacy Instruction Plan

Literacy instruction at Mitchell Road Elementary School is grounded in the **2024 South Carolina College- and Career-Ready (SCCCR) ELA Standards** and informed by the **Science of Reading** research base. Instruction is intentionally designed to develop both **word recognition** and **language comprehension**, addressing both strands of Scarborough's Rope so that all students can become proficient readers.

Tier 1 Instructional Settings

Tier 1 instruction is delivered through a variety of instructional settings to meet

diverse student needs, including:

- Whole-group lessons
- Small-group instruction
- Strategy groups
- One-on-one conferencing

Teachers flexibly group students based on formative and summative assessment data, regularly adjusting groups to respond to changing needs.

Curriculum & Instruction

Instruction is intentionally designed to integrate **all components of literacy development**:

- **Word recognition** (phonological awareness, phonics, and fluency)
- **Language comprehension** (vocabulary, background knowledge, and comprehension strategies)

Teachers provide daily, dedicated time for both language and word study components using a variety of standards-aligned materials and instructional practices, including:

- Read-alouds
- Focus lessons / mini-lessons
- Shared reading
- Close reading
- Independent reading and small-group instruction
- Community writing, shared writing, and independent writing

Vocabulary instruction is explicitly taught using LETRS word-learning routines and embedded in read-alouds and content-area lessons.

Phonological awareness is supported daily in K–1 instruction.

Oral language development is embedded across all grade levels through structured discussions, turn-and-talks, teacher read-alouds, and collaborative projects.

Examples by Grade Band:

- **4K–Kindergarten:** Daily read-alouds, songs, fingerplays, naming and describing objects, show-and-tell, turn-and-talk, and retelling stories with pictures build foundational oral language.
- **Grades 1–2:** Partner talk, think-pair-share, sequencing retells, asking and answering questions, and using sentence frames expand vocabulary and speaking skills.

- **Grades 3–5:** Socratic seminars, collaborative projects, debates, presentations, and text-based discussions develop academic oral language and critical thinking.

Teachers and administrators reference the **GCS Literacy Framework** to ensure consistency and alignment with district expectations.

Digital Literacy Practice

Amira: Students in third grade, as well as all students who score below the 25th percentile on the Amira benchmark, tutor with Amira weekly. Amira provides AI-powered oral reading practice that listens to students read, gives immediate feedback, and adjusts text difficulty to match their reading level. This supports fluency, accuracy, and comprehension while collecting detailed error analysis and growth data. Teachers use Amira reports to identify skill gaps, plan targeted interventions, and monitor progress over time.

Lexia Core5: Students in grades K–5 use Lexia Core5 daily (approximately 15 minutes per day) to reinforce foundational skills and comprehension. Lexia adapts to each student's skill level and provides targeted practice in phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers review Lexia data weekly to track student growth, identify skill gaps, plan small-group lessons, and provide additional practice for students who need support. Each student has a Lexia-assigned target to achieve each week, and progress is celebrated to build motivation.

High-Quality Instructional Materials (HQIM)

Mitchell Road Elementary uses a variety of high-quality instructional materials to provide equitable, evidence-based literacy instruction, including:

- **HMH Into Reading** – Core ELA resource for grades K–5, includes reading, writing, and vocabulary.
- **Heggerty Phonemic Awareness** – Daily lessons in 4K targeting phonological and phonemic awareness through listening, rhyming, segmenting, and blending
- **Reading Horizons** – Explicit, systematic, sequential phonics instruction for Kindergarten through Grade 2
- **Lexia Core5** – Digital literacy program supporting foundational skills, with data used to guide small-group instruction and MTSS decisions

Assessment

Assessment is used to inform instruction and monitor student progress throughout the year. Tools currently used include:

- **4K:** myIGDIs, Greenville County School's Alphabet Knowledge Record Form (fall, winter, spring), quarterly literacy checklists, and weekly Heggerty phonological awareness checks
- **5K:** Early Literacy KRA
- **Grades K–2:** Reading Horizons Skill Checks
- **Grade 1:** MAP
- **Grades 2–5:** Mastery Connect Benchmarks
- **Grades 1-5:** Grade Level Unit Assessments
- **Grades K–5:** Lexia Core5, Amira Benchmarks (fall, mid-year, spring)

Amira Assessment Data:

Amira provides an Automated Reading Measure (ARM) score, a composite measure combining:

- **Oral Reading Fluency (ORF):** Words correct per minute
- **Error Patterns:** Miscues, omissions, substitutions, self-corrections
- **Prosody:** Phrasing and expression
- **Comprehension:** Responses to comprehension questions

ARM scores and percentiles are used to:

- Determine a student's risk level (at/above benchmark, some risk, at risk)
- Group students for intervention or enrichment
- Monitor growth over time

MTSS / Intervention (Tiers 1 & 2)

Students at risk for reading difficulties are supported through a **Multi-Tiered System**

of Supports (MTSS):

- **Tier 1:** Classroom teachers provide targeted, small-group intervention delivered in addition to regular instruction. Interventions address specific skill deficits such as phonemic awareness, phonics, fluency, and comprehension.
- **Tier 2:** Intervention teachers provide small-group or one-on-one instruction with increased frequency and duration. Teachers are trained in Reading Horizons to provide systematic, explicit instruction.

Progress Monitoring:

- Occurs naturally through Amira tutoring sessions
- CBM measures are administered every two weeks by intervention teachers
- Data is reviewed in grade-level planning meetings to determine student progress and adjust support as needed

Conclusion

Through a comprehensive approach that integrates Tier 1 instruction, digital practice, high-quality instructional materials, assessment, and intervention, Mitchell Road Elementary ensures that every student has the opportunity to meet or exceed SCCR ELA standards. By systematically building strong word recognition, language comprehension, and overall reading proficiency, we prepare students for academic success.

Section B: Foundational Literacy Skills

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 Assessment and Instruction Alignment

At Mitchell Road Elementary School, Word Recognition assessment and instruction for PreK-5th grade students are intentionally aligned with the **science of reading, structured literacy, and foundational literacy skills**. Instruction is **explicit, systematic, cumulative, and multisensory**, ensuring students build skills in a logical

progression — beginning with phonological awareness and progressing to decoding, multisyllabic word reading, and fluent word recognition. Instruction is adjusted based on ongoing assessment to ensure mastery before moving to more complex reading tasks.

Assessment

Word recognition is assessed regularly to ensure instruction is targeted and responsive to student needs.

- **Grades K–5:** The **Amira Benchmark Assessment** evaluates phonological awareness, letter-sound correspondence, high-frequency word recognition, vocabulary, and word reading fluency. Data inform small-group and one-on-one instruction.
- **PreK / 4K:** Early literacy skills are monitored through **Heggerty Phonemic Awareness checks** and teacher-created assessments.
- **Additional Measures:** CBMs, Lexia Core5 progress data, and classroom formative assessments provide multiple points of evidence for identifying students who need intervention.

Benchmark Data and Tiered Support

Beginning-of-year Amira data showed that **13% of students scored below target, 15% approaching target, 23% meeting target, 24% exceeding target, and 25% at mastery.** This informs instructional planning across tiers:

- **Tiers 2 & 3 – Intensive Intervention (0–24th percentile / High Risk):** Students scoring below the 15th percentile receive daily, small-group or one-on-one instruction with a certified reading interventionist (K–3, 5 days/week) or a special education teacher. Intensive reading instruction focuses on phonological awareness, phonics, decoding, and fluency using **Reading Horizons** and **Lexia Core5**. Progress is monitored through Amira, Reading Horizons skill checks, CBM measures, Lexia Core5 skill reports, and other formative assessments.
- **Tier 2 – Targeted Support (25th–39th percentile / Some Risk):** Students with specific skill deficits may receive targeted intervention with a certified interventionist (K–3, 5 days/week), teacher-led small groups using **Lexia Core5** or **Reading Horizons** strategies, or **Lexia Core5 tutoring**. Progress monitoring occurs biweekly.
- **Tier 1 – Core Instruction (Meeting Target):** Students continue to receive high-quality, explicit instruction aligned to the **Science of Reading** and SCCCR ELA standards, focusing on vocabulary, comprehension, fluency, and writing.

- **Enrichment / Extension (Exceeding or Mastery):** Students engage in advanced text work, novel studies, and project-based learning to deepen comprehension, vocabulary, and critical thinking skills.

Instruction by Grade Level

- **PreK / 4K:** Systematic instruction in phonological and phonemic awareness using **Heggerty Phonemic Awareness**.
- **K–2: Reading Horizons** provides explicit, sequential lessons in phonological awareness, decoding/encoding, letter-sound correspondence, high-frequency words, and multisensory learning.
- **Grades 3–5:** Word recognition continues through small-group instruction, decoding strategies, **morphology instruction** (prefixes, suffixes, roots), and fluency practice for multisyllabic word reading and vocabulary development.

Grade-Level Coverage and Staff Roles

- **K–3:** Certified reading interventionists or special education teachers provide daily, targeted Tier 2 and Tier 3 instruction (5 days/week).
- **4th–5th Grades:** Classroom teachers provide small-group intervention during the literacy block using **Lexia Core5** specific strategy lessons.

Coordination with Resource Services

Students with IEPs in resource or self-contained settings receive reading instruction from their **resource or self-contained teacher**. Interventionists only work with these students if a documented need cannot be met within IEP services. Collaboration occurs among the interventionist, resource teacher, and IEP team to ensure instruction aligns with IEP goals.

Ongoing Data Review

Instructional teams regularly review data from **Amira, Lexia Core5, MAP Growth, CBMs**, and classroom assessments to adjust groupings, plan interventions, and provide timely support. This ensures that instruction is **targeted, evidence-based, responsive to student growth, and aligned with the science of reading**.

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.

Use of Universal Screener and Diagnostic Data to Determine Targeted Intervention Pathways

Summary Statement:

At Mitchell Road Elementary School, universal screener and diagnostic assessment data guide targeted reading interventions for PreK–5 students who are not yet reading at grade level. Instruction is **aligned to structured literacy principles**, grounded in the **GCS MTSS framework**, and tailored to each student's needs in either the **word recognition** or **language comprehension** pathway.

Universal Screening and PreK Assessment:

- **K–5:** Students are screened using the **Amira Benchmark Assessment** at the beginning, middle, and end of the year. Amira data provide information on phonological awareness, letter-sound correspondence, high-frequency word recognition, vocabulary, and fluency, aligned to **Scarborough's Reading Rope**.
- **4K:** Students are assessed with **SPEED DIAL** in the fall and site-specific formative and summative assessments from the **GCS 4K curriculum maps**. Results guide early identification of academic, social-emotional, and developmental needs.
- **myIGDIs:** Teachers use **myIGDIs data** to inform whole-group, small-group, and individual instruction across PreK–5.

Diagnostic Assessment:

- Students identified as below grade-level on screeners receive targeted diagnostic assessments, including **Lexia Core5 skill reports**, **Reading Horizons assessments**, **CBMs**, and **classroom formative assessments**.
- **Heggerty Phonemic Awareness assessments** are used to monitor phonological and phonemic awareness skills. Teachers access the **Heggerty online platform reports** to plan instruction and track progress.

Determining Intervention Pathways:

- **Word Recognition Pathway:** Students with deficits in phonological awareness, decoding, or word reading receive **targeted intervention** using **Reading Horizons, Lexia Core5, Lexia English, Amira Interventions**. Instruction is explicit, sequential, cumulative, and multisensory.
- **Language Comprehension Pathway:** Students with adequate word recognition but deficits in vocabulary, listening comprehension, or background knowledge receive instruction with **Leveled Literacy Intervention (LLI)** focused on oral language, vocabulary acquisition, comprehension strategies, and exposure to complex text, aligned to structured literacy principles.

MTSS Implementation and Intervention:

- Intervention decisions follow the **GCS MTSS Framework**, matching student needs to the appropriate tier of support. Intervention groups are **fluid**, adjusted based on ongoing progress monitoring.
- **K–3:** Certified reading interventionists deliver daily, targeted instruction for students on both pathways (5 days/week).
- **4th–5th Grades:** Classroom teachers provide small-group intervention during the literacy block, using **Lexia Core5 and Reading Horizons strategies**, tailored to students' pathways.
- **Parent Collaboration:** Plans for students below grade level are developed in collaboration with parents, with progress monitored and reported according to student needs.

Progress Monitoring and Adjustment:

- Student progress is monitored regularly using **Amira, Lexia Core5, CBMs, DIAL-4, myIGDIs, and classroom assessments**. Instructional teams review data frequently to adjust intervention pathways and ensure students receive the most effective, structured literacy-aligned instruction to reach grade-level proficiency

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.

Supporting Literacy at Home

Mitchell Road Elementary School actively engages parents and guardians in supporting literacy development at home. Our approach emphasizes **communication, resources, and guidance** to empower families to reinforce reading skills outside of the classroom.

Amira Parent Reports:

- Families receive **Amira Parent Reports**, which provide individualized strategies for supporting their child's literacy development at home. Reports highlight areas of strength and growth, and include practical activities to support phonics, decoding, vocabulary, and comprehension.

Parent Communication:

- Teachers, interventionists, and specialists maintain **regular communication with families** regarding student progress and suggested home activities. This may include phone calls, emails, newsletters, or virtual updates.
- **Parent-Teacher Conferences** provide an opportunity to discuss student progress, individualized goals, and literacy strategies that families can use at home.

Family Engagement Events:

- Mitchell Road will host **Parent Literacy Nights**, planned in conjunction with the school book fair. During these events, families receive guidance on selecting **high-quality books** for home reading and learn strategies to support comprehension, vocabulary, and reading fluency.
- Teacher and school newsletters also include literacy tips, recommended reading lists, and guidance for supporting reading at home.

By providing families with **accessible resources, individualized guidance, and**

engagement opportunities, Mitchell Road Elementary ensures that literacy instruction extends beyond the classroom, fostering a strong **home-school partnership** that supports all students' reading growth.

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.

Progress Monitoring

At Mitchell Road Elementary School, student progress in reading is systematically monitored to ensure that all students are on track to meet or exceed grade-level expectations.

Amira Progress Monitoring:

- Students participate in ongoing **Amira progress monitoring**, with expected growth measured as an **ARM growth of >0.1 per month** or attainment of the **25th percentile or higher** on the ARM percentile.
- Progress monitoring data are used to **accelerate student growth** and guide instructional adjustments.

Tiered Monitoring:

- Students receiving **Tier 2, targeted interventions** are progress-monitored **monthly**.
- Students receiving **Tier 3, intensive interventions** are progress-monitored **every two weeks**.
- Students performing above grade level are also monitored to ensure growth is maintained or exceeded.

Documentation and Data Protocols:

- Interventions and progress monitoring are documented in the **Intervention Connection System (ICS)**.
- Teachers and instructional teams utilize the **MTSS & Amira Data Protocol** and

the **GCS Intervention Progress Monitoring Data Sheet (2025–2026)** to review student data, make instructional decisions, and ensure a **fluid response to intervention** for students performing below grade level.

- All students identified as below benchmark receive **daily intervention in addition to Tier 1 core instruction**, ensuring consistent support and targeted skill development.

Fluid Response to Intervention:

- Instructional teams meet regularly to adjust intervention groups, instructional strategies, and intensity based on progress monitoring data, ensuring that each student receives instruction tailored to their evolving needs.

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.

Mitchell Road Elementary School provides high-quality, job-embedded, and ongoing professional development (PD) to support teacher expertise in English Language Arts instruction aligned with the South Carolina College- and Career-Ready (SCCCR) ELA standards. PD ensures teachers implement evidence-based practices across all tiers of instruction and transfer learning into classroom practice.

Early Childhood LETRS Training

All GCS 4K and preschool special education teachers (ages 3 and 4) have completed or are currently participating in **LETRS for Early Childhood**, building a strong foundation in phonological awareness, phonics, fluency, vocabulary, and comprehension.

K–3 LETRS Training

All K–3 teachers and our school leadership team are participating in **LETRS**, now in its second year. LETRS deepens educator’s understanding of the science of reading and equips them to:

- Apply strategies aligned with SCCCR ELA standards across all tiers.
- Analyze student data to inform targeted instruction.
- Implement evidence-based interventions and differentiated lessons.

- Transfer learning from LETRS into classroom practice through coaching cycles, PLC discussions, and collaborative lesson planning.

New Teacher Support and Mentoring

New teachers are paired with a district-trained, certified mentor to learn school-specific expectations. Instructional coaches arrange peer observations and quarterly grade-level planning days so teachers can collaborate, plan detailed lessons, and integrate PD into classroom practice.

Job-Embedded Coaching, PLCs, and Reading Horizons

- **Coaching cycles** led by the literacy specialist and instructional coach provide individualized support for implementing high-quality instructional materials and strategies. Two certified Reading Horizons coaches support teachers in both fall and spring.
- **PLCs** focus on collaborative planning, discussion of LETRS case studies, and analysis of MC data to guide instruction.
- **Peer and district observations** allow teachers to demonstrate Reading Horizons implementation and share best practices.

This is our fourth year of implementing Reading Horizons, and we are beginning to see the impact of this structured literacy/science of reading-based instruction on students as they enter the upper grades. The combination of LETRS training, coaching, PLC collaboration, and targeted mentoring ensures that teachers are well-equipped to deliver high-quality literacy instruction that directly supports measurable student growth in reading across all grade levels.

Section G: Analysis of Data

Strengths: At Mitchell Road Elementary, instructional teams regularly analyze multiple data points (Mastery Connect, Amira, Lexia Core5, MAP Growth, CBMs, and classroom assessments) to inform instruction and interventions. Teachers apply learning from LETRS to adjust instructional practices and improve outcomes. Our school has strong fidelity of Reading Horizons implementation in K-2 classrooms, as evidenced by improved decoding accuracy rates.

Possibilities for Growth: While progress is evident, areas for continued focus include strengthening vocabulary development across grade levels and ensuring consistent

transfer of LETRS strategies into daily practice. Additional training in LETRS/Science of Reading strategies will be provided for 4th and 5th grade teachers this year, through work in PLCs as well as two planned professional development sessions.

***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?	22
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	4
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	7
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	22
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: Third Grade Goal: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SC Ready from 15.6% to 12.6% in the spring of 2025.	Progress: In spring 2025, 7% of third graders scored at the “Does Not Meet” level, exceeding the target and demonstrating significant growth in student achievement. Teacher feedback and walkthroughs confirm stronger phonics instruction contributed to this growth and digging into standards during PLCs contributed to this.
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Section I: **Current** School Year SMART Goals and Action Steps Based on Analysis of Data

Goal #1	(Required) Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 74% to 77% in the spring of 2026.
Action Steps:	<p>Professional Development & Coaching</p> <ul style="list-style-type: none"> • Provide training and coaching in the five pillars of reading (phonological awareness, phonics, fluency, vocabulary, comprehension) across the curriculum, to include IRA mini-lessons, independent reading, strategy groups, and writing/reading in content areas. <p>Checkpoint: Regular check-ins with teachers; track teacher participation and implementation.</p> <p>PLC Support & Standards Alignment</p> <p>Facilitate PLCs for third-grade teachers to analyze standards, determine best practices, and plan lessons aligned to 2024 SCCR ELA standards.</p> <ul style="list-style-type: none"> • Integrate LETRS strategies into PLC discussions and faculty meetings to connect the science of reading with classroom practice.

	<p>Checkpoint: Weekly PLC meetings; PLC agendas document discussions and strategies implemented.</p> <p>Vocabulary & Instructional Strategies</p> <p>Support teachers in reinforcing standard-specific vocabulary in lesson plans, anchor charts, and classroom discussions.</p> <ul style="list-style-type: none"> • Help teachers create and adjust strategy groups for reading, writing, and word study based on student needs. <p>Checkpoint: Observe vocabulary routines and strategy groups and document at least monthly in coaching logs.</p> <p>Data-Driven Instruction</p> <ul style="list-style-type: none"> • Provide support for interpreting student data from Mastery Connect benchmarks, MAP, Amira, Lexia Core5, and grade level assessments. • Assist teachers in using data to plan instruction, adjust strategy groups, and provide targeted interventions. <p>Checkpoint: Review student performance data regularly; track instructional adjustments in PLC notes.</p>
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Goal #2	<p>School-Wide Goal: Increase the percentage of students in Grades 3–5 meeting or exceeding expectations on the SC Ready Reading assessment from 74.1% in spring 2025 to 77.1% in spring 2026 through targeted instruction, interventions, and data-informed instructional practices.</p>
Action Steps:	<ul style="list-style-type: none"> • Analyze Data Regularly – Use 2025 SC Ready results, benchmarks, and progress monitoring tools (e.g., Amira, Lexia, Reading Horizons) to identify student needs and guide instruction. • Deliver Targeted Instruction – Implement differentiated instruction across all tiers aligned with SCCR ELA standards, including research-based strategies in phonics, fluency, vocabulary, and comprehension. • Provide Interventions – Offer small-group and individualized

	<p>support using high-quality instructional materials; adjust interventions based on ongoing progress monitoring.</p> <ul style="list-style-type: none">• Support Teacher Development – Continue LETRS training for K–3 teachers, and provide job-embedded coaching and PLCs to support transfer of learning into classroom practice.• Engage Families – Share resources and strategies to support reading at home and communicate student progress regularly.• Monitor and Adjust – Review data quarterly to evaluate progress toward the goal and adjust instruction, interventions, and professional development as needed.
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