

2026-2027 Primary and Elementary Reading Plan

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School Name	Mitchell Road Elementary
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all PreK-5th grade 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–2 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, coaches, and administrators reference the **GCS Literacy Framework** to ensure consistency and alignment with district expectations.

Supplemental Digital Literacy Practice

Amira provides individualized oral reading practice, immediate feedback, and ongoing data related to reading accuracy, fluency, and student growth. In accordance with district requirements, third-grade students and students who score below the 25th percentile on the Amira benchmark participate in required Amira tutoring sessions. Teachers review Amira data alongside other assessment and classroom data to identify areas of need and inform instruction. Amira supplements teacher-led, evidence-based literacy instruction and intervention; Mitchell Road intentionally limits digital practice to ensure students have ample opportunities for direct instruction, reading, writing, discussion, and interaction with teachers and peers.

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 English:** Multilingual Learners use Lexia English, as required by the district, to support English language development. The program provides individualized practice in speaking, listening, grammar, and academic vocabulary. Teachers and ML staff use student performance data to monitor progress and identify areas requiring additional instruction and support. Lexia English supplements, rather than replaces, explicit teacher-led language and literacy instruction and opportunities for meaningful interaction with teachers and peers.

Assessment

Assessment is used to inform instruction and monitor student progress throughout the year. Assessments 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
- **Grades 1 and 2:** MAP
- **Grades 2–5:** Mastery Connect Benchmarks
- **Grades 1-5:** Grade Level Unit Assessments
- **Grades K–5:** Amira Benchmarks (fall, mid-year, spring)

FastBridge Diagnostic Assessments: Students in grades K–3 who score below the 25th percentile on the Amira universal literacy screener are administered appropriate FastBridge diagnostic assessments to identify specific areas of reading strength and need. Results are considered alongside Amira, classroom performance, curriculum-based assessments, and other available literacy data to identify specific skill deficits and determine appropriate instructional support.

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

Differentiated Literacy Support

Assessment data are used to differentiate Tier 1 instruction through flexible small groups, strategy groups, and individualized support. Students requiring supplemental or intensive support receive additional intervention matched to identified needs through the school's MTSS process, as detailed in Section C. Progress-monitoring procedures are detailed in Section E.

Conclusion

Through a comprehensive approach that integrates Tier 1 and Tier 2 instruction, digital practice, high-quality instructional materials, assessment, and Tier 3 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, 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 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** provides grade-appropriate measures of literacy development, with assessment tasks varying by grade level and providing information related to word recognition, fluency, vocabulary, background knowledge, and other components aligned with Scarborough's Reading Rope.
- **PreK / 4K:** Early literacy skills are monitored through **Heggerty Phonemic Awareness checks** and teacher-created assessments.
- **Additional Measures:** FastBridge diagnostic assessments for identified K–3 students, Reading Horizons skill checks, and classroom formative assessments provide additional information about specific word-recognition skills and instructional needs.

Instruction

- **Word-recognition instruction** is explicit, systematic, sequential, cumulative, and responsive to student performance. Instruction progresses from phonological and phonemic awareness to letter-sound correspondence, decoding and encoding, automatic word recognition, fluent reading, and increasingly complex word analysis.
- **PreK/4K:** Students receive systematic and explicit phonological and phonemic awareness instruction through Heggerty Phonemic Awareness. Instruction develops foundational skills such as rhyme, syllable awareness, onset-rime, blending, segmenting, and manipulation of sounds in preparation for later decoding and word recognition.
- **Kindergarten–Grade 2:** Reading Horizons provides explicit, systematic, sequential instruction in phonological awareness, phonics, decoding and encoding, letter-sound correspondence, high-frequency words, spelling patterns, and fluent word recognition. Multisensory routines provide students with repeated opportunities to hear, say, read, and spell words while building increasingly complex word-recognition skills.
- **Grades 3–5:** Foundational literacy instruction continues according to student need. Teachers provide explicit instruction and practice in decoding and encoding increasingly complex and multisyllabic words, morphology, spelling patterns, automatic word recognition, and fluency. Assessment data are used to identify unfinished foundational skill needs

and determine appropriate small-group or individualized instruction.

Across grade levels, teachers use ongoing assessment to identify specific word-recognition needs, form flexible instructional groups, provide targeted practice, and adjust instruction as students demonstrate mastery. This ensures that foundational literacy instruction remains explicit and responsive while supporting students' access to increasingly complex grade-level text.

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

Mitchell Road Elementary uses universal screener, diagnostic, formative, summative, classroom performance, and progress-monitoring data to identify PreK–5 students who have not demonstrated grade-level reading proficiency and determine the underlying area or areas of reading difficulty. Assessment data are analyzed to determine whether students require targeted support in **word recognition, language comprehension, or both**. Instructional decisions are aligned with the **GCS MTSS Framework and the 2026–2027 Elementary ELA Tiered Support Continuum**, matching each student's identified needs to the appropriate type, intensity, and setting of support.

Benchmark Data and Identification of Student Need

- Beginning-of-year Amira data showed that **13% of students scored below target, 19% were approaching target, 23% were meeting target, 24% were exceeding target, and 21% were at mastery**. These benchmark data provide a schoolwide picture of reading performance and are considered alongside diagnostic, classroom, curriculum-based, and formative assessment data to identify student needs and determine appropriate instructional support.
- For students in **grades K–5**, Amira universal screener data and reports, including Skills Status and Reading Rope Insights, provide information aligned

with **Scarborough's Reading Rope** and help instructional teams identify patterns of strength and need in word recognition and language comprehension. Amira results are considered alongside classroom performance, curriculum-based assessments, Reading Horizons assessments, grade-level formative and summative assessments, and other available literacy data.

- For students in **grades K–3 who score below the 25th percentile on the universal literacy screening measure**, additional FastBridge diagnostic assessments are administered to identify specific areas of reading strength and need. Diagnostic results are analyzed with Amira and other literacy data to determine whether intervention should primarily target word recognition, language comprehension, or both.
- For students in **grades 4–5** who have not demonstrated grade-level reading proficiency, Amira data are analyzed with classroom formative and summative assessments, curriculum-based measures, and other appropriate skill-specific assessments to identify the underlying reading difficulty and determine the appropriate instructional pathway.

No single assessment score or percentile is used in isolation to determine intervention placement or pathway.

Determining the Intervention Pathway

Assessment data are used to identify the specific skills contributing to a student's reading difficulty rather than assigning intervention based solely on an overall benchmark score or percentile.

- **Word Recognition Pathway:** Students demonstrating needs in phonological or phonemic awareness, letter-sound knowledge, decoding, automatic word recognition, or fluency receive explicit, systematic instruction targeted to identified foundational skill deficits. Reading Horizons is a primary GCS-approved intervention resource used to address word-recognition needs. Amira interventions and other approved resources may also be used as appropriate.
- **Language Comprehension Pathway:** Students who demonstrate adequate word-recognition skills but have difficulty with oral language, vocabulary, background knowledge, listening comprehension, or reading comprehension receive targeted language-comprehension instruction. Instruction emphasizes

oral language, explicit vocabulary development, knowledge building, comprehension, and supported work with increasingly complex text.

- **Combined Pathway:** Students may demonstrate needs in both word recognition and language comprehension. For these students, assessment data are used to prioritize and sequence intervention while ensuring instruction addresses both areas of need.
- **Multilingual Learners:** Literacy assessment data are considered alongside English-language proficiency and other available information to distinguish language-development needs from reading-skill deficits. Lexia English is used as a supplemental resource to support English oral language development, including speaking, listening, grammar, and academic vocabulary.

Matching Student Need to Tiered Support

- **All students** receive high-quality, explicit **Tier 1 core literacy instruction** aligned with the Science of Reading and SCCCR ELA Standards. Assessment data are used to differentiate core instruction and provide additional support or challenge according to student need.
- Students with identified skill deficits who do not require more intensive intervention may receive **targeted small-group instruction within Tier 1** and/or **push-in support from an interventionist** within the general education classroom. Push-in services allow interventionists and classroom teachers to collaborate in providing targeted, skill-specific instruction while maintaining students' access to grade-level core instruction.
- Students requiring supplemental intervention receive **Tier 2 targeted support** matched to identified skill deficits. Students scoring in the **16th–24th percentile on Amira generally receive Tier 2 intervention within the classroom**, provided by the classroom teacher and/or through interventionist push-in support.
- Students with the greatest reading needs, including students scoring **at or below the 15th percentile when supported by additional assessment data**, may receive **Tier 3 intensive intervention** from a certified reading interventionist in grades K–3, generally 3–5 days per week, or from a special education teacher when appropriate.

Intervention placement and instructional focus are determined through analysis of

Amira, FastBridge diagnostic assessments, classroom performance, and other available literacy data **rather than percentile alone**. The type, setting, frequency, and intensity of support are matched to the student's identified needs.

Grade-Level Coverage and Staff Roles

- **K–3:** Classroom teachers provide targeted Tier 2 intervention, with interventionists providing push-in support as appropriate. Certified reading interventionists provide more intensive intervention for students with significant reading needs, generally 3–5 days per week, through small-group or individualized instruction. Special education teachers provide specially designed literacy instruction for students with reading-related IEP goals. The type, setting, and intensity of support are determined by individual student needs and assessment data.
- **Grades 4–5:** Classroom teachers provide targeted small-group literacy support during the literacy block based on assessment data and identified skill needs. Instruction is differentiated to address specific areas of need, including decoding, fluency, vocabulary, and comprehension. Interventionists may also provide push-in support within the general education classroom when additional targeted assistance is needed.

Coordination with Special Education Services

- **Students with IEPs** receive specially designed reading instruction and services as outlined in their IEPs. Special education teachers, classroom teachers, interventionists, and other members of the IEP team collaborate to coordinate literacy instruction, align support with students' identified needs and IEP goals, and avoid unnecessary duplication of services.
- When additional intervention support is appropriate, the team considers the student's assessment data, current services, progress, and individual needs when determining the most appropriate instructional support and setting.

Fluid Intervention Groups and Response to Intervention

- Intervention groups are **fluid and skill-based** rather than permanent placements. Students may enter, exit, or change intervention groups as assessment and progress-monitoring data demonstrate changing needs. The instructional focus, frequency, duration, and intensity of intervention are adjusted based on the student's response to instruction.

- Student response is monitored through appropriate measures, which may include Amira data, FastBridge progress-monitoring measures, Reading Horizons skill checks, classroom assessments, and other available literacy data. The MTSS/instructional team reviews progress-monitoring data regularly to determine whether students are responding adequately and whether the intervention pathway, instructional focus, grouping, or intensity should be adjusted.

Specific schoolwide progress-monitoring procedures and frequencies are detailed in Section E.

Parent Collaboration

- When screening or diagnostic assessment indicates that a student has not demonstrated grade-level reading proficiency, plans are developed in **collaboration with parents** to address identified reading difficulties. Families receive information regarding identified needs, instructional support, and student progress, and are provided with appropriate ways to reinforce literacy development at home.

PreK/4K Identification and Intervention Pathways

- **For PreK/4K students**, instructional decisions are based on multiple sources of developmental, formative, and summative assessment data. Because beginning readers may not yet demonstrate the same reading behaviors measured in older students, assessment focuses on precursor skills necessary for later word recognition and language comprehension.
- MyIGDIs data are used to identify strengths and needs and inform whole-group, small-group, and individualized instruction. DIAL-4 fall screening results help identify students whose academic, language, social-emotional, or developmental needs may require further investigation or support. Heggerty Phonemic Awareness assessments provide information about phonological and phonemic awareness development and are used to plan targeted foundational-skills instruction. Classroom observations, HighScope resources, curriculum-based assessments, and other formative data provide additional information about students' oral language, vocabulary, listening comprehension, phonological awareness, and early literacy development.
- These data are used to determine whether a PreK student's primary literacy

needs are related to foundational skills that lead to word recognition, oral language/language comprehension, or both, and instruction is targeted accordingly.

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.

Mitchell Road Elementary School uses an ongoing system of **communication, individualized guidance, family engagement, and access to literacy resources** to help parents and guardians understand how they can support their children as readers and writers at home. Families receive information about student progress, grade-level literacy expectations, and practical strategies for supporting reading, writing, vocabulary, and oral language development beyond the school day.

Individualized Student Information and Guidance

- Families receive **Amira Parent Reports** following benchmark assessment periods. These reports provide information about individual student performance and include specific strategies parents and guardians can use to support literacy development at home.
- Teachers, interventionists, and specialists maintain regular communication with families regarding student progress, areas of strength and need, and ways families can reinforce literacy skills at home. Communication may occur through **parent-teacher conferences, phone calls, emails, newsletters, and other school communication platforms**.
- When students demonstrate reading difficulties, families are included in conversations about identified needs, intervention plans, goals, and progress. Teachers provide suggestions for ways families can reinforce targeted literacy skills at home.

Ongoing Family Literacy Communication

- School literacy goals, grade-level literacy expectations, and information about ways families can support progress toward those expectations are communicated through school and teacher newsletters, parent conferences, family literacy events, assessment reports, and other school communications.
- Teacher and school newsletters may include literacy tips, recommended

reading, information about upcoming literacy events, and ideas for incorporating reading and writing into everyday family routines.

- Families are encouraged to make literacy a natural part of home life through activities such as **reading together, discussing books, retelling stories, visiting the library, writing notes and lists, keeping journals, and encouraging children to write about their experiences and interests.**

Family Literacy Events

- Mitchell Road provides opportunities for families to participate in literacy experiences throughout the school year. During a **Family Literacy Night**, students and families are invited to wear pajamas and “**Cuddle Up and Read.**” Teachers host read-alouds in classrooms, modeling enjoyable and interactive ways for families to share books and talk about reading.
- During Family Literacy Nights, families receive a “**Ways to Grow a Reader and Writer at Home**” handout containing **grade-appropriate suggestions** for supporting literacy development. The handout provides practical, easy-to-use ideas for incorporating **reading, writing, vocabulary, and conversation** into everyday family routines. Suggestions are differentiated by grade level so families have developmentally appropriate strategies to use at home.
- Teachers also invite **guest readers** into classrooms, and community volunteers participate in reading activities with students. These experiences help create a schoolwide culture in which reading is valued, shared, and celebrated.

Increasing Access and Motivation to Read at Home

- **Free books** are distributed to students at selected PTA and family events to help increase access to books and support the development of home libraries.
- Students receive **Reading Bingo** activities during extended school breaks, including winter and spring breaks. These activities encourage students to continue reading when school is not in session and provide families with engaging ways to make reading part of their time together.
- Students who complete Reading Bingo activities are recognized and celebrated at school with incentives such as **popsicles or cookies and milk**, helping build enthusiasm and positive habits around reading.

Through consistent communication, individualized information, family literacy experiences, community partnerships, and increased access to books, Mitchell Road Elementary strengthens the **home-school literacy partnership**. Families are provided with both the information and practical tools needed to support their children as developing readers and writers and to foster positive literacy habits beyond the school

day.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about PreK–5th intervention based on all available data to ensure grade-level proficiency in reading.

School Description of MTSS Progress Monitoring for PreK–5th Grade Students

Mitchell Road Elementary School uses a systematic, schoolwide process to monitor reading achievement and growth for students in PreK–5th grade. Universal screening, diagnostic assessments, progress-monitoring measures, classroom formative and summative assessments, and intervention data are reviewed collectively to determine student progress and response to instruction. No single assessment is used in isolation.

Progress-monitoring data are used to determine whether students are responding adequately to instruction and intervention and whether adjustments are needed in instructional focus, frequency, duration, intensity, or grouping. Students may continue their current support, receive an adjustment to instruction or intervention, move to a different intervention group, or exit supplemental intervention when data demonstrate sufficient progress.

Amira Progress Monitoring

- Amira provides an ongoing measure of reading achievement and growth for students in grades K–5. Student growth is evaluated using the district expectation of **ARM growth greater than 0.1 per month to accelerate the rate of growth or attainment of the 25th percentile or higher on the ARM percentile.**
- Amira progress data are considered alongside other available assessment and instructional data to evaluate student response to instruction and intervention

and identify students who may require changes in support.

FastBridge Progress Monitoring

- For students receiving **Tier 3 intensive intervention**, appropriate FastBridge measures are used for progress monitoring to determine the student's response to intervention. These data help instructional teams determine whether intervention is producing adequate growth or whether adjustments to instructional focus, frequency, duration, group size, or intensity are needed.
- FastBridge diagnostic data may also be considered alongside progress-monitoring data to provide additional information about identified skill needs in word recognition and/or language comprehension.

Tiered Progress-Monitoring Schedule

The frequency of formal progress monitoring is based on the intensity of student need and intervention:

- **Tier 2 – Targeted Intervention:** Students receiving Tier 2 intervention are formally progress-monitored **monthly**.
- **Tier 3 – Intensive Intervention:** Students receiving Tier 3 intervention are formally progress-monitored **every two weeks**.
- **Students At or Above Grade Level:** Student achievement and growth are monitored through benchmark, classroom, and curriculum-based assessments to ensure students maintain or exceed expected growth toward grade-level proficiency. Students performing above grade level receive appropriate enrichment and extension while their continued progress is monitored.

School-Level Data Review and Documentation

- Mitchell Road uses the **MTSS & Amira Data Protocol** and the **GCS Intervention Progress Monitoring Data Sheet** to systematically review student achievement, growth, and response to intervention. The MTSS/instructional team reviews progress-monitoring data **twice monthly**, and intervention services and student progress are documented in the **Intervention Connection System (ICS)**.
- Teachers, interventionists, special education teachers, the literacy specialist, and other members of the instructional/MTSS team review all available data,

including universal screener results, FastBridge diagnostic and progress-monitoring data when applicable, Amira growth data, Reading Horizons skill assessments, classroom formative and summative assessments, and teacher observations.

- Data are reviewed at the individual student, intervention-group, grade-level, and school levels to identify patterns of performance, evaluate response to intervention, and determine whether instructional adjustments are needed.

Fluid Response to Intervention

Mitchell Road maintains a fluid response-to-intervention process. Intervention placement and grouping are not considered permanent. As progress-monitoring data are reviewed, students may:

- continue with the current intervention when adequate progress is demonstrated;
- receive a change in the targeted skill or instructional approach;
- receive increased frequency, duration, or intensity of intervention when progress is insufficient;
- move between intervention groups or levels of support as needs change; or
- reduce or exit supplemental intervention when data demonstrate sufficient progress and skills can be maintained through Tier 1 instruction.

Decisions are based on the student's response to intervention and the full body of available data rather than on a single score or assessment.

PreK/4K Progress Monitoring

- For PreK/4K students, progress toward early literacy proficiency is monitored through myIGDIs, Heggerty Phonemic Awareness assessments, curriculum-based formative and summative assessments, HighScope observations and assessment information, and teacher observations. DIAL-4 screening data provide an additional beginning-of-year data point for identifying students who may require further investigation or support.
- Teachers use these data to monitor growth in early literacy skills, including oral language, vocabulary, phonological and phonemic awareness, alphabet knowledge, and other foundational skills that support later word recognition and language comprehension. Instruction and small-group support are adjusted as students demonstrate growth or continued areas of need.

Ensuring Grade-Level Reading Proficiency

The purpose of Mitchell Road's progress-monitoring system is to ensure that data result in timely instructional action. By regularly examining achievement, rate of growth, skill-specific diagnostic information, and response to intervention, instructional teams determine whether students are making adequate progress and adjust instruction and intervention as needed to support movement toward and maintenance of grade-level reading 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 in PreK–5th grade.

School Description of Professional Learning Opportunities

Mitchell Road Elementary School provides **ongoing, job-embedded professional learning** designed to strengthen teacher knowledge and classroom implementation of the **Science of Reading, structured literacy, foundational literacy skills, SCCCR ELA Standards, and high-quality instructional materials (HQIM)**. Professional learning is differentiated according to grade level, teacher role, and student need and is reinforced through coaching, PLCs, collaborative planning, modeling, co-teaching, classroom observations, and data analysis. The goal is to ensure that professional learning results in consistent, evidence-based literacy practices that improve reading achievement for all students in PreK–5th grade.

LETRS for Early Childhood

- All GCS 4K and preschool special education teachers serving students **ages 3 and 4** have completed or are currently participating in **LETRS for Early Childhood**. This professional learning builds educator knowledge of early language and literacy development, including oral language, phonological and phonemic awareness, alphabet knowledge, vocabulary, and other foundational skills necessary for later reading success.

- Teachers apply this learning through daily classroom instruction, small-group experiences, and intentional language and literacy interactions aligned with the GCS 4K curriculum.

LETRS and Science of Reading Professional Learning

- K–3 teachers participate in **LETRS professional learning** as required by the state and district. LETRS develops teachers' understanding of the research and evidence underlying skilled reading and provides a common knowledge base for instruction in phonological and phonemic awareness, phonics and decoding, spelling and encoding, fluency, vocabulary and oral language, language and reading comprehension, and assessment and data-informed instruction.
- Teachers currently participating in LETRS receive ongoing support with online coursework, professional learning sessions, case-study requirements, and application of LETRS learning to classroom instruction.
- LETRS learning is reinforced beyond completion of the course. The literacy specialist, instructional coach, and school leadership team support teachers in transferring Science of Reading knowledge into daily classroom practice through collaborative planning, coaching, modeling, classroom observations, professional discussions, and analysis of student data.

Foundational Literacy and Reading Horizons

- Teachers in the primary grades K-2 receive ongoing professional learning and support in the implementation of **Reading Horizons**, the school's structured, explicit, systematic, and sequential foundational literacy resource. Training and coaching emphasize effective instruction in phonemic awareness, phonics, decoding, spelling, and fluency.
- Reading Horizons training and support extend across tiers of instruction so that classroom teachers, interventionists, and other instructional staff use consistent language, routines, and instructional practices when addressing foundational reading needs.

- To support the transition from second to third grade, the literacy specialist provides **third-grade teachers with specific guidance regarding the foundational skills students have previously received through Reading Horizons**. Teachers receive information identifying where Reading Horizons instruction concludes at the end of second grade, along with **LETRS-aligned guidance and resources for determining appropriate next instructional steps**. This helps third-grade teachers build upon prior foundational skills instruction while identifying and addressing unfinished learning in decoding, spelling, fluency, and other foundational literacy skills.

Grades 3–5 Science of Reading and Literacy Professional Learning

- Job-embedded professional learning in grades 3–5 focuses on applying Science of Reading principles to the increasingly complex literacy demands of the upper elementary grades. The literacy specialist provides professional learning, resources, modeling, planning support, and coaching in areas including:
 - **fluency, vocabulary, and language comprehension;**
 - **reading comprehension and analysis of increasingly complex text;**
 - **morphology, spelling, and continued development of word-recognition skills;**
 - **writing in response to text and integration of reading and writing;**
 - **accountable talk and academic discourse to increase student thinking and oral language;**
 - **explicit instruction and gradual release of responsibility (I Do, We Do, You Do);**
 - **use of assessment data to form purposeful, flexible strategy groups; and**
 - **evaluation of individual student needs in reading, writing, spelling, and vocabulary development.**
- When teachers identify students with specific literacy difficulties, the literacy specialist assists with analyzing available student data, identifying the

underlying skill need, and providing **specific instructional guidance and resources**. This support helps teachers move beyond identifying that a student is struggling to determining **what the student needs to learn next and how that skill can be explicitly taught**.

This ongoing support ensures that Science of Reading practices extend beyond beginning phonics instruction and continue to inform word recognition, language comprehension, reading, spelling, vocabulary, and writing instruction throughout the upper elementary grades.

Job-Embedded Writing Support

- Teachers receive ongoing, job-embedded professional learning and coaching in implementation of the **district writing framework**. Rather than relying solely on stand-alone professional development sessions, the literacy specialist and instructional coach support teachers as they apply the framework with students through:

- collaborative planning of writing instruction;
- **modeling lessons** in classrooms;
- **co-teaching** with classroom teachers;
- development and use of instructional resources and supports;
- assistance with analyzing student writing to identify instructional needs; and

support with **student writing conferences** and determining appropriate next steps for individual writers.

- This model allows teachers to observe effective writing instruction, practice strategies with support, receive feedback, and apply learning immediately within their own classrooms. Writing support emphasizes explicit instruction, modeling, gradual release of responsibility, oral language, vocabulary, sentence development, organization, revision, and the integration of reading and writing.

SCCCR ELA Standards and High-Quality Instructional Materials

Professional learning throughout the year supports implementation of the **SCCCR ELA Standards** and effective use of district-approved high-quality instructional materials,

including **HMH Into Reading and Reading Horizons**.

- Teachers collaboratively examine standards, curriculum resources, student tasks, and assessment expectations to ensure that daily instruction maintains appropriate grade-level rigor while providing scaffolds for students who need additional support. Professional learning addresses effective use of HQIM across **Tier 1 core instruction and supplemental Tier 2 and Tier 3 supports**, helping teachers maintain alignment between core instruction and intervention.

PLCs, Collaborative Planning, and Data Analysis

- **Professional Learning Communities (PLCs)** and collaborative planning provide ongoing opportunities for teachers to connect professional learning directly to student needs and classroom practice. Teachers and instructional staff analyze universal screener, diagnostic, formative, summative, and progress-monitoring data; examine student work; identify patterns of strengths and needs; and plan appropriate instruction.
- Data analysis is used to help teachers determine whether reading difficulties are primarily related to **word recognition, language comprehension, or both** and to identify specific needs in areas such as phonics and decoding, fluency, spelling, vocabulary, comprehension, and written expression. Teachers use this information to plan whole-group instruction, targeted small groups, strategy groups, and individualized support.

Job-Embedded Coaching and Transfer to Classroom Practice

- The **literacy specialist and instructional coach** provide ongoing job-embedded support throughout the school year. **School administrators** participate in literacy professional learning and use classroom walkthroughs, PLC participation, data review, and collaborative feedback to monitor implementation and identify areas requiring additional support or professional learning. Classroom walkthroughs and non-evaluative observations also allow school leaders and coaches to identify schoolwide strengths, monitor the transfer of professional learning into classroom practice, and determine areas in which additional coaching, resources, or professional learning may be needed.

- Support is responsive to both schoolwide priorities and individual teacher and student needs and may include:

- modeling and co-teaching lessons;
- collaborative lesson and unit planning;
- classroom observations and feedback;
- analyzing assessment data and student work;
- identifying specific student literacy needs;
- forming and adjusting flexible instructional groups;
- assisting with student reading and writing conferences;
- providing targeted instructional resources;
- supporting implementation of HMH Into Reading, Reading Horizons, and the district writing framework; and
- helping teachers apply Science of Reading and LETRS learning to daily instruction.

New Teacher and Ongoing Staff Support

- New teachers receive mentoring and job-embedded support to develop an understanding of district and school literacy expectations, instructional resources, assessment systems, and evidence-based instructional practices. Peer observations, collaborative planning, coaching, and grade-level planning opportunities provide additional support for transferring professional learning into practice.

- Professional learning at Mitchell Road is viewed as an **ongoing cycle rather than a one-time event**:

- **Professional Learning → Collaborative Planning → Modeling/Co-Teaching → Classroom Application → Observation/Coaching → Student Data Analysis → Instructional Adjustment**

Through LETRS, LETRS for Early Childhood, Reading Horizons training and coaching, upper-grade literacy professional learning, writing support, PLC collaboration, data analysis, modeling, co-teaching, and individualized coaching, Mitchell Road Elementary builds teacher capacity to provide evidence-based literacy instruction across PreK–5 and across all tiers of support.

Section G: Analysis of Data

Strengths:

- **Spring 2026 SC READY** results provide evidence of strong overall reading achievement, with **82.6% of third-grade students scoring Meets or Exceeds Expectations** and **80.7% of students across grades 3–5 meeting or exceeding expectations**. Analysis of these outcomes, along with Amira, Mastery Connect, Reading Horizons, and classroom data, indicates that the school's continued implementation of structured literacy, targeted intervention, and collaborative data analysis are areas of strength.
- **Fall 2026 Amira benchmark data** provide an additional measure of current student need, with **approximately 45% of K–2 students meeting or exceeding grade-level expectations**. These data reinforce the need for continued emphasis on explicit foundational literacy instruction, targeted small-group support, and timely diagnostic assessment and intervention for students performing below benchmark.
- A continued strength is the implementation of **structured literacy and Science of Reading practices**. Reading Horizons is well established in K–2, providing students with consistent, explicit, systematic foundational skills instruction. Teachers increasingly apply their **LETRS knowledge** to classroom decision-making, and intentional support is provided to help third-grade teachers build upon the foundational skills students received in K–2.
- Another area of strength is the school's emphasis on **job-embedded professional learning and transfer to classroom practice**. Teachers receive ongoing support through collaborative planning, PLCs, modeling, co-teaching, classroom observations, student conferencing, and analysis of student work and assessment data. In the upper grades, professional learning has focused on **fluency, vocabulary, comprehension, accountable talk, gradual release of responsibility, writing from text, spelling, and the use of student data to form purposeful strategy groups**. Teachers also receive job-embedded support with implementation of the district writing framework through planning, modeling, co-teaching, and student conferencing.

Possibilities for Growth:

- Mitchell Road will continue to strengthen the use of **diagnostic and progress-monitoring data to precisely match instruction to student need**. As FastBridge diagnostic assessments are implemented with identified K–3

students, continued emphasis will be placed on helping teachers and interventionists interpret multiple data sources to determine whether students' primary needs are in **word recognition, language comprehension, or both**, select appropriate instructional responses, and adjust support based on student progress.

- A continued schoolwide focus will be strengthening **language comprehension**, particularly explicit vocabulary and morphology instruction, oral language, background knowledge, and opportunities for students to engage in meaningful academic discussion. This work will build upon previous professional learning in accountable talk, comprehension, and vocabulary and will support students as texts and academic language become increasingly complex across grade levels.
- Analysis of student writing samples, classroom assessments, and teacher observations indicates a continued need to strengthen students' ability to organize ideas, elaborate with relevant details, and use text evidence to support written responses. Mitchell Road will continue to strengthen the integration of reading and writing instruction through ongoing modeling, co-teaching, collaborative planning, and analysis of student work. Teachers will refine explicit writing instruction and use reading, writing, speaking, vocabulary, and knowledge building as mutually reinforcing components of literacy development.
- Finally, Mitchell Road will continue working toward **greater consistency of evidence-based literacy practices across classrooms and grade levels**. PLCs, coaching, classroom observations, and collaborative data analysis will be used to identify effective practices, address areas of need, and ensure that professional learning in the Science of Reading and structured literacy is consistently reflected in daily classroom instruction.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	5
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	26

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?	5
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: 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.	Progress: In spring 2026, 82.6% of third graders scored at the “Meets or Exceeds” level, exceeding the target and demonstrating significant growth in student achievement. Classroom walkthroughs, PLC documentation, and teacher feedback provided qualitative evidence of stronger implementation of explicit foundational skills instruction and increased attention to unpacking and aligning instruction with SCCR ELA Standards. These instructional improvements occurred alongside the gains demonstrated in SC READY achievement.
Goal #2: School-Wide Goal: Increase the percentage of students in Grades 3-5	Progress: In spring 2026, 80.7% of students in grades 3–5 scored at the Meets or Exceeds Expectations level on SC READY Reading, exceeding the

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.	school's target of 77.1%. Classroom walkthroughs, PLC documentation, and teacher feedback provided qualitative evidence of increased attention to explicit literacy instruction, analysis of SCCCR ELA Standards, and the use of assessment data to plan targeted support. These instructional improvements occurred alongside the gains demonstrated in SC READY achievement.
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Section I: **Current** School Year SMART Goals and Action Steps Based on Analysis of Data

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 2026 as determined by SC READY from 82.6% to 85.6% in the spring of 2027.
Action Steps:	Data Analysis and Targeted Student Support - Analyze SC READY, Amira, FastBridge diagnostic data when applicable, Mastery Connect, classroom assessments, and other available literacy data to identify individual student strengths and needs in word recognition, fluency, vocabulary, language comprehension, and written response to text. - Use assessment data to form and regularly adjust flexible strategy groups and determine students who require targeted Tier 1 support, push-in support, or more intensive intervention.

- Provide additional foundational skills instruction for students with identified decoding, spelling, or fluency needs, building upon the Reading Horizons instruction students received in K–2.

Checkpoint: Review student data and flexible groups regularly during collaborative planning/PLC meetings and following benchmark and progress-monitoring assessments.

Standards-Aligned Tier 1 Instruction

- Provide explicit, standards-aligned Tier 1 instruction using the **2024 SCCCR ELA Standards and district-approved high-quality instructional materials.**
- Strengthen instruction in fluency, vocabulary, language comprehension, text evidence, written response to reading, and increasingly complex text.
- Use explicit modeling and **gradual release of responsibility (I Do, We Do, You Do)** to increase student independence.
- Provide frequent opportunities for **accountable talk, collaborative discussion, and writing about reading** to strengthen comprehension and academic language.

Checkpoint: Classroom walkthroughs, collaborative planning, student work, and common assessment data are used to monitor implementation and student response.

Intervention and Progress Monitoring

- Provide targeted intervention based on identified student needs through teacher-led small groups, interventionist push-in services, and Tier 2/Tier 3 intervention as appropriate.
- Monitor students receiving intervention according to district expectations and adjust the instructional focus, grouping, frequency, or intensity based on student response.

Checkpoint: Tier 2 students are formally progress-monitored monthly, and Tier 3 students are formally progress-monitored every two weeks. Intervention groups and services are adjusted based on student response.

Professional Learning and Job-Embedded Coaching

- Provide third-grade teachers with ongoing professional learning and coaching in **Science of Reading practices, SCCCR ELA Standards, comprehension, vocabulary, fluency, writing from**

	text, spelling, and data-informed small-group instruction. • Provide LETRS-aligned guidance and resources to help teachers understand where Reading Horizons foundational instruction concludes in second grade and determine appropriate next instructional steps for third-grade students. • Support teachers through PLCs, collaborative planning, modeling, co-teaching, classroom observations, and analysis of student work. Checkpoint: PLC agendas, coaching documentation, classroom observations, and student work provide evidence of implementation and transfer to classroom practice.
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Goal #2	School-Wide Goal: Increase the percentage of students in Grades 3–5 scoring Meets or Exceeds Expectations on the SC READY Reading assessment from 80.7% in spring 2026 to 83.7% in spring 2027 through targeted instruction, intervention, and data-informed instructional practices.
Action Steps:	Analyze Multiple Sources of Data • Use SC READY results, Amira universal screening and progress data, FastBridge diagnostic and progress-monitoring data when applicable, Mastery Connect, Reading Horizons assessments, classroom assessments, and student work to identify individual and grade-level literacy needs. • Analyze data to determine whether students' needs are primarily related to word recognition, language comprehension, or both, and use findings to guide instructional and intervention decisions. Checkpoint: Data are reviewed following benchmark and common assessment periods and during PLC/MTSS discussions to identify trends and determine instructional next steps. Strengthen Tier 1 Instruction • Provide explicit, differentiated literacy instruction aligned with the 2024 SCCR ELA Standards and Science of Reading. • Strengthen instruction in fluency, vocabulary, morphology, knowledge building, language comprehension, reading comprehension, academic discussion, and writing from text, while providing foundational skills instruction for students with

identified needs.

- Use assessment data to form flexible, skill-based strategy groups within the classroom.

Checkpoint: Classroom observations, student work, common assessment results, and PLC discussions are used to evaluate student response and instructional implementation.

Provide Targeted Intervention and Push-In Support

- Provide targeted small-group and individualized support using district-approved, evidence-based instructional resources matched to identified student needs.
- Provide **interventionist push-in services** within the general education classroom when appropriate. Interventionists work with individual students and small groups to provide additional explicit instruction, modeling, guided practice, and feedback aligned with student data and classroom instruction.
- Adjust intervention groups, instructional focus, frequency, and intensity based on ongoing progress-monitoring data.

Checkpoint: Intervention and progress-monitoring data are reviewed regularly to determine whether students should continue, intensify, modify, or exit supplemental support.

Provide Job-Embedded Teacher Support

- Continue required **LETRS professional learning** for K–3 teachers and reinforce Science of Reading practices across grades through PLCs and job-embedded professional learning.
- Provide teachers with **collaborative planning, modeling, co-teaching, student conferencing, data analysis, classroom observations, and targeted instructional resources**.
- Continue professional learning in vocabulary, fluency, comprehension, accountable talk, gradual release of responsibility, spelling, writing from text, and use of data to form purposeful strategy groups.

Checkpoint: PLC agendas, coaching documentation, classroom observations, and student work are used to monitor transfer of professional learning into classroom practice.

Engage Families

- Communicate student progress and provide families with practical, grade-appropriate strategies for supporting reading and writing at home.

	• Provide literacy resources through parent communication, Amira Parent Reports, family literacy events, and the “Ways to Grow a Reader and Writer at Home” resource. Checkpoint: Document parent communications, literacy resources, and family engagement opportunities throughout the school year. Monitor Progress Toward the Schoolwide Goal • Review grade-level and schoolwide achievement data throughout the year to determine progress toward the 83.7% SC READY Meets/Exceeds goal. • Use interim data to identify students and standards requiring additional attention and adjust Tier 1 instruction, intervention, professional learning, and resource allocation accordingly. Checkpoint: Conduct formal schoolwide reviews following major benchmark periods, with additional student-level progress monitoring occurring according to Tier 2 and Tier 3 requirements.
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Optional:

Goal #3	Increase the average percentage of students in grades K–2 meeting or exceeding grade-level reading expectations on Amira from approximately 45% in fall 2026 to 65% in spring 2027 through explicit, systematic foundational literacy instruction, targeted small-group support, and data-informed intervention.
Action Steps:	Strengthen Foundational Literacy Instruction • Provide daily, explicit, systematic, and sequential foundational literacy instruction using Reading Horizons in K–2, emphasizing phonemic awareness, phonics, decoding, encoding, and automatic word recognition. Use Assessment Data to Guide Literacy Instruction • Analyze Amira benchmark results (fall and winter), Reading Horizons skill checks, and classroom assessments to identify specific foundational literacy needs and form flexible instructional groups. Provide Targeted Intervention • Provide additional small-group instruction and intervention for

	students performing below benchmark. Use FastBridge diagnostic assessments for K–2 students scoring below the 25th percentile on Amira to further identify skill deficits and determine appropriate instructional support. Monitor Student Growth • Monitor students receiving Tier 2 intervention monthly and students receiving Tier 3 intervention every two weeks. Adjust instruction, grouping, and intervention intensity based on student response. Support Teachers Through Coaching and PLCs • Provide ongoing coaching, collaborative planning, and data analysis to strengthen implementation of Reading Horizons and other evidence-based foundational literacy practices. Checkpoint: Review K–2 Amira results following the fall, winter, and spring benchmark assessments. Analyze Reading Horizons skill checks and intervention progress-monitoring data throughout the year to evaluate student growth and adjust instruction. Determine progress toward the goal by comparing the percentage of students meeting or exceeding benchmark in fall 2026 with spring 2027 results.
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