

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Greenville
School Name	Sara Collins Elementary
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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.

To ensure students meet grade level ELA standards, teachers work collaboratively to build a shared understanding of power standards along with the rigor of teaching, identify the progression of skills, and interpret assessment results. Instruction is rooted in Scarborough's Reading Rope and the Science of Reading, addressing both word recognition and language comprehension. Core elements include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Tier 1 instruction is designed to be explicit, systematic, and responsive to student needs. Instruction occurs through whole group, small groups, and teacher-student conferring. Teachers use flexible grouping, curriculum alignment, oral language development and dedicated time for word and language study in order to provide targeted support. PLC work ensures a viable curriculum and consistency by aligning the resources, curriculum maps, and the district's literacy framework.

Daily literacy practices include phonics and word study, vocabulary, focus lessons, shared reading, read-alouds, community writing, and independent reading/writing. Oral language is fostered through structured discussions, partner talk, collaborative projects, and reading responses. These practices strengthen speaking and listening skills, which provide a foundation for reading comprehension. Dedicated time is provided for explicit instruction in phonics, fluency, vocabulary, and comprehension using the following resources: Reading Horizons (K-2nd) and HMH (all grade levels).

Baseline data is gathered and monitored through a variety of assessments, including MAP (1st grade), MVPA (grades 2-5), Amira benchmarks, Fastbridge screening (with select students), districts assessments, and school based common formative assessments. The Amira Reading Mastery score integrates decoding, phonological awareness, vocabulary, fluency, and comprehension which provides a comprehensive language measure aligned with Scarborough's Reading Rope and grade level expectations.

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 for K-5 students aligns with the Science of Reading, Structured Literacy, and foundational literacy skills through Amira benchmark assessments and Reading Horizons. Amira Benchmark Assessments evaluate decoding, phonological awareness, letter-sound correspondence, high-frequency words, vocabulary, comprehension, and reading fluency.

Reading Horizons in K5-2nd grades and multi-tiered support focuses on phonological awareness, decoding, letter-sound correspondence, high-frequency words, and multi-sensory learning to enhance word recognition through explicit, systematic, and sequential instruction.

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.

In Greenville County Schools Amira is used as the universal screener and provides diagnostic data to identify students in K-5th grade who have not demonstrated grade level reading proficiency. This data, aligned with Scarborough's Reading Rope, highlights specific needs in word recognition or language comprehension. Using the GCS MTSS Framework, students are matched to interventions that address their identified deficits.

At Sara Collins Elementary, instructional tiers are defined in accordance with the GCS Tiered Supports Guidance: Tier 1 provides core differentiated instruction, Tier 2 delivers small-group targeted interventions (Guided Reading, Reading Horizons, Amira Interventions, Lexia English), and Tier 3 offers intensive, individualized interventions (LLI, Reading Horizons). Instructional decisions are based on Amira universal screener data, additional formative and summative assessments, and regular MTSS team reviews. Intervention groups remain fluid, and plans are developed with parent notification when students fall below grade level. Progress monitoring occurs with a frequency aligned to the intensity of student needs.

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.

Through school, district, and community partnerships, our school works to strengthen the connection between literacy instruction at school and meaningful reading experiences at home. Throughout the year students are encouraged to participate in these initiatives such as the Greenville County Library Summer Reading Program, Swamp Rabbit Hat Trick Challenge, Read Across America Week, and Greenville Drive Reading All-Stars. A system is in place to help parents understand how to support their child's reading and writing development at home, ensuring a collaborative effort between the school and families.

Parents receive Amira and MVPA Parent Reports providing detailed insights into their child's literacy progress. These reports include specific strategies tailored to each student's needs, offering practical ways for parents to support literacy development at home.

Teachers and the school staff regularly communicate through newsletters, websites, email, and phone messenger to keep parents informed about literacy strategies. Newsletters and emails may highlight tips on fostering reading habits at home and/or suggestions for educational apps. The school's website and phone messenger provide information on upcoming literacy events or workshops designed to engage families in supporting their child's learning journey.

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 and growth is systematically implemented to ensure all students are on track for grade level proficiency. Amira is the primary tool for monitoring reading growth, with students expected to demonstrate an ARM growth rate of greater than .1 per month, or to reach the 25th percentile/higher on the ARM percentile. These growth targets ensure students not only improve but also catch up to grade level peers.

Progress monitoring follows the Greenville GCSD MTSS and Amira Data Protocol along with the GCSD Intervention Progress Monitoring Data Sheet. Students receiving Tier 2 targeted interventions are monitored monthly, while those more intensive interventions are monitored every two weeks. Students identified as reading above grade level are also monitored to ensure growth is maintained or exceeded. All students performing below benchmark receive intervention in addition to tier 1 instruction.

Interventions and progress monitoring results are logged in the Intervention Connections System (ICS). The MTSS team meets to review this data and ensure interventions remain fluid and responsive to student needs. Decisions about interventions are made after careful review of all available data resources, including screeners, formative and summative assessments, and performance in Amira and MVPA.

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.

We are committed to enhancing reading achievement for all students by providing teachers with targeted professional development rooted in the science of reading, structured literacy, and foundational literacy skills. HMH and Reading Horizons combine to create an emphasis on phonological awareness, phonics, fluency, vocabulary, and comprehension. The district and our school continue to provide ongoing teacher training and professional development on how to utilize, plan, and deliver effective lessons using these curriculums. Teachers engage in modeling, guided practice, and collaborative planning to build confidence and consistency in lesson implementation. Follow-up coaching, PLC discussions, and classroom walkthroughs will be used to reinforce professional learning, provide feedback, and support teachers in transferring strategies directly into their daily instruction.

Teachers participated in LETRS (Language Essentials for Teachers of Reading and Spelling) training. LETRS provides educators with in-depth knowledge of phonological awareness, phonics, vocabulary, fluency, comprehension strategies, and the structure of language and how it impacts reading development. LETRS training ensures that teachers understand how students learn to read and how to effectively address reading challenges by applying structured literacy approaches, focusing on explicit and systematic instruction.

In addition to LETRS training, teachers engage in Professional Learning Communities (PLCs) where they collaborate regularly to analyze student data from common formative assessments, share best practices and strategies grounded in structured literacy, align instructional practices with foundational literacy skills and state standards, and discuss how to implement evidence-based reading interventions. PLCs provide a collaborative environment where teachers continuously improve their instructional practices, reflecting on data and making necessary adjustments to support reading achievement for all students.

Section G: District Analysis of Data

Strengths

- Using state standards, district pacing, HMH and Reading Horizons to plan and implement ELA instruction
- Availability of books and resources to support teachers' ELA instruction and students' learning
- Matching the rigor of our ELA teaching and student expectations to the rigor of assessments
- PLC process to unpack standards, create common formative assessments, analyze data, and implement further instruction to ensure student mastery
- Having available time to implement interventions created during PLC
- Dedicated time and structure for vocabulary implementation
- Consistent structure implemented school-wide (mapping) to increase processing and comprehension, while recalling information quickly, and making connections across standards

Possibilities for Growth

- Deepen understanding of ELA standards and curriculum resources to apply them in daily planning and instruction
- Strengthen reading instruction to support both assessment success and application of literacy skills in authentic text
 - More scaffolded instruction so all students, including SPED and ML population, can assess grade-level content
 - 1st and 2nd grade teachers will implement strategies to help students successfully transition from the rigor of instruction and assessments from 1st-2nd grade
 - Strengthen teacher ownership of Tier 2 MTSS in 3rd grade

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	30
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	1
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	3
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

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 66.7% to 69% in the spring of 2026.
Goal #1 Progress	We did not meet this goal. 67.1% of our 3rd grade students scored Meets or Exceeds as determined by SC Ready in the spring of 2026.
Previous Goal #2	Increase the percentage of third-fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 69.3% to 71.3 % in the spring of 2026.
Goal #2 Progress	We exceeded this goal by increasing the number of third-fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC Ready from 69.3% to 74.4% in the spring of 2026.
Previous Goal #3	Increase the percentage of kindergarten -second graders scoring Meeting Proficiency and Demonstrating Mastery in the fall of 2025 as determined by Amira from 63% to 73% in the spring of 2026.

Goal #3 Progress

We met this goal by increasing the percentage of kindergarten-second graders scoring Meeting Proficiency and Demonstrating Mastery in the fall of 2025 as determined by Amira from 63% to 73% in the spring of 2026.

Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	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].
Current Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 67.1% to 69% in the spring of 2027.
Goal #1 Action Steps	-Using Amira benchmark data (and other data) and MTSS to match support level and frequency of intervention to student needs -3rd grade students who are not meeting quarterly grade level benchmarks (MVPA and/or Amira) will be served in tier II and tier III interventions in addition to classroom instruction. -Amira tutoring for all third grade students -3rd grade teachers creating a tier 2 action plan at the conclusion of each MVPA benchmark to increase student proficiency of reading power standards
Current Goal #2	Increase the percentage of third-fifth graders scoring Meets and Exceeds in the spring of 2026as determined by SC READY from 74.4.3% to 76% in the spring of 2027.

Goal #2 Action Steps

- Teachers will participate in collaborative teams to establish clarity with power standards and create common formative assessments aligned with those standards.
- Teachers will create and deliver instructional plans based on the common formative assessment data.
- Teachers will determine students' progress on ELA power standards.
- Teachers will provide and monitor targeted intervention based on student assessment data
- Amira tutoring for all K-5 students in the OnTrack process and for students who qualify for intervention.

Current Goal #3

Increase the percentage of kindergarten-second graders scoring within the Tier 1 range (41-100%) in the fall of 2026 as determined by Amira from 72% to 77% in the spring of 2027.

Goal #3 Action Steps

- Teachers will participate in collaborative teams to establish clarity with power standards and create common formative assessments aligned with those standards.
- Teachers will create and deliver instructional plans based on the common formative assessment data.
- Teachers will determine students' progress on ELA power standards.
- Teachers will provide and monitor targeted intervention based on student assessment data
- Amira tutoring for all K-5 students in the OnTrack process and for students who qualify for intervention.

File Upload (optional)
