

2026-2027 Primary and Elementary Reading Plan

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This year's reading plan prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a copy of the directions on how to complete the school reading plan, please visit the reading plan homepage at:

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed/reading-plans-state-district-and-school/>.

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School Name	Taylors 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 at Taylors Elementary School is rooted in the **2024 South Carolina College- and Career-Ready (SCCCR) English Language Arts (ELA) Standards** and guided by the **GCS Literacy Framework**, which supports high-quality, evidence-based teaching practices. Instruction is purposefully designed to support all students in becoming proficient readers by integrating the key components of effective reading instruction: **oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension**. These components are taught and assessed in alignment with the **Science of Reading** and through a **Tier 1 instructional model** that includes whole group, small group, strategy groups, and one-on-one conferencing.

At our school, curriculum and instruction are intentionally designed to align with both strands of Scarborough's Reading Rope. On one side, students develop strong word recognition through focused work in phonological awareness, phonics, and fluency. On the other hand, they strengthen language comprehension by building oral language, vocabulary, background knowledge, and reading comprehension. Each day includes dedicated instructional time for both language and word study, ensuring that students gain the foundational skills necessary for decoding while also learning to understand and engage with increasingly complex texts.

Literacy instruction is structured around a balanced literacy block. Students begin with read-alouds and focused lessons that build vocabulary and comprehension, then move into shared reading and close reading experiences to deepen their understanding of challenging texts. Independent reading and small-group instruction allow teachers to differentiate learning and provide targeted support. Mentor texts serve as models of effective writing, helping students see and analyze the techniques that authors use. Writing is equally emphasized through both community writing and independent writing opportunities, which reinforce comprehension and support language development. Oral language growth is nurtured intentionally through structured discussions, collaborative projects, and teacher-led read-alouds that encourage students to use and expand their academic vocabulary.

To support this instruction, we utilize a range of GCS-approved High-Quality Instructional Materials (HQIM). HMH Into Reading serves as our core ELA curriculum, guiding both whole-group and small-group instruction. In Grade 2, HMH Structured Literacy provides a systematic, Science of Reading-aligned approach to phonics, vocabulary, and comprehension. Supplemental resources such as Heggerty Phonemic Awareness (K–5) and Reading Horizons (K–2) provide explicit, sequential support for phonological awareness and phonics instruction. Together, these tools ensure that every student receives clear, systematic, and research-based literacy instruction.

Assessment plays a central role in guiding instruction, identifying student needs, and monitoring progress. Students in grades K–3 who score below the 25th percentile on the universal literacy screening measure are administered appropriate FastBridge diagnostic assessments. These diagnostic assessments provide additional information about specific areas of literacy need and help teachers determine targeted instructional

supports and interventions. In first grade, MAP assessments track growth in reading comprehension and foundational skills. Mastery Connect benchmarks (Grades 2–5) provide standards-aligned measures of student mastery, while GCS-developed unit assessments and school-based formative assessments offer regular checkpoints for instructional adjustments. Amira Benchmark Assessments provide comprehensive insights aligned to Scarborough’s Reading Rope, including decoding, phonological awareness, word recognition, background knowledge, vocabulary, and oral reading fluency. The Amira Reading Mastery Score synthesizes these results to provide a clear picture of each student’s overall reading ability in relation to grade-level expectations.

Through the integration of oral language, phonics, fluency, vocabulary, comprehension, and a comprehensive system of universal screening, diagnostic assessment, progress monitoring, and standards-based assessment, our literacy program is built to meet the 2024 SCCCR ELA standards. By combining structured, research-based instruction with high-quality materials and ongoing data analysis, we ensure that every child has the opportunity to grow into a confident and capable reader.

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.

At Taylors Elementary, instruction and assessment in word recognition for PreK through 5th grade are carefully aligned with the Science of Reading, Structured Literacy, and the GCS Literacy Framework. This alignment reflects a commitment to providing all students with explicit, systematic, and sequential instruction that builds reading skills in a logical progression. Students begin with the earliest stages of phonemic and phonological awareness and move toward accurate and fluent word reading, laying the foundation for strong comprehension.

Teachers at Taylors prioritize word recognition instruction that follows a deliberate sequence. Students first develop phonological awareness, learning to identify and

manipulate the smallest units of sound, or phonemes. Instruction then progresses to phonics, where students build knowledge of letter-sound correspondence, practice decoding and encoding strategies, and master high-frequency words. Ultimately, this leads to fluent word reading, which is essential for comprehension and deeper engagement with text.

Instructional resources are tailored to meet students' developmental needs. In Kindergarten through second grade, Reading Horizons provides structured lessons that emphasize phonological awareness, decoding and encoding, letter-sound correspondence, and high-frequency word recognition. Multi-sensory learning approaches are integrated throughout, ensuring that instruction supports diverse learning styles while aligning with Structured Literacy principles. In grades three through five, instruction continues to reinforce decoding, word analysis, and morphological awareness, particularly for students who need additional support in fluency and automaticity. Through HMH Into Reading, students apply these skills to increasingly complex texts, ensuring that word recognition continues to serve as a foundation for comprehension growth.

Assessment plays a vital role in guiding instruction and ensuring that every child receives the support they need. Amira Benchmark Assessments, administered in grades K–5, provide targeted evaluation of phonological awareness, letter-sound correspondence, high-frequency word recognition, vocabulary, background knowledge, and oral reading fluency. The Amira Reading Mastery (ARM) score synthesizes these measures into an overall reading ability score relative to grade-level expectations. Additional tools include MAP Growth for first grade, which offers insight into decoding and foundational skills, and Mastery Connect Benchmarks in grades two through five, which monitor student progress toward ELA standards. GCS-developed unit assessments and school-based formative assessments provide regular checkpoints, while the PAST Screener is used by interventionists to pinpoint specific student needs.

From Kindergarten through fifth grade, Taylors Elementary ensures that both instruction and assessment in word recognition are grounded in research and aligned with the principles of the Science of Reading. With the use of high-quality programs such as Heggerty, Reading Horizons, and HMH Word Study, along with comprehensive assessments like Amira, students gain the foundational skills necessary to become fluent, accurate readers. By focusing on these essential building blocks, Taylors equips every student with the skills they need to meet the 2024 SCCCR ELA Standards and thrive as lifelong readers.

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.

At our school, supporting students who are not yet reading at grade level is a carefully planned, data-driven process aligned with the GCS MTSS Framework and the 2026–2027 GCS Tiered Supports guidance. From PreK through fifth grade, we use universal screener and diagnostic assessment data to identify students' specific areas of need in either Word Recognition or Language Comprehension. This approach ensures that interventions are intentionally tailored to address the root causes of reading difficulties and provide individualized pathways to success.

Students' reading performance is monitored regularly through a combination of universal screeners and diagnostic assessments. The Amira Benchmark Assessments, aligned with Scarborough's Reading Rope, offer detailed insights into key components of reading development, including phonological awareness, decoding, high-frequency word recognition, vocabulary, background knowledge, and oral reading fluency and accuracy. Amira generates a variety of reports—including Class Progress, Skills Status, Reading Rope Insights, Student Summary, and Standards Mastery—that guide instructional planning and group placement. Additional formative and summative assessments, such as MAP Growth, Mastery Connect, and GCS unit assessments, are used alongside Amira data to create a comprehensive picture of each student's strengths and areas for growth.

When a student performs below grade level on these assessments, the MTSS team—comprising teachers, interventionists, administrators, and specialists—meets every six to eight weeks to review progress monitoring data, analyze trends, and determine whether a student's challenges stem from Word Recognition skills, such as decoding, phonics, and phonemic awareness, or from Language Comprehension skills, including vocabulary, background knowledge, and listening comprehension. Based on this analysis, the team assigns or adjusts interventions, placing students in flexible groups that evolve as progress is monitored. Parents are included in the planning process to ensure shared understanding and commitment to supporting student growth.

For students in need of supplemental support, Tier 2 interventions are matched to their specific areas of difficulty. Students struggling with Word Recognition may receive Reading Horizons instruction, which provides explicit, sequential phonics lessons with multisensory support; Amira Interventions, offering targeted practice aligned with assessment results; or Lexia Core5, which focuses on Language Acquisition. Students with Language Comprehension needs may participate in Leveled Literacy Intervention (LLI) for intensive vocabulary and comprehension instruction, Lexia Core5 for language development and complex text engagement, or Lexia English

to support multilingual learners in oral language, vocabulary, and comprehension strategies.

Progress monitoring is conducted weekly or biweekly, depending on the intensity of the intervention and the student's needs. Data from these checks informs instructional adjustments, group composition, and intervention focus, ensuring that support remains responsive and effective. The MTSS team works continuously to align interventions with the GCS Tiered Supports framework and maximize student growth.

Through the strategic use of Amira universal screener data, diagnostic tools, and GCS-approved interventions, our school provides targeted, evidence-based instruction for students below grade-level reading proficiency. Using Scarborough's Reading Rope as a diagnostic framework allows educators to differentiate between Word Recognition and Language Comprehension needs, while the collaborative and fluid MTSS process ensures timely responses that support every student's path to reading success.

Students in grades K–3 who score below the 25th percentile on the universal literacy screener are administered appropriate FastBridge diagnostic assessments to identify specific skill deficits and determine targeted instructional needs. Diagnostic results are considered alongside Amira and other available data to determine whether the student's primary need is within Word Recognition or Language Comprehension and to select an appropriate intervention pathway.

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.

Taylor's Elementary has a consistent system in place to help families understand

literacy expectations, monitor their child's progress, and support reading and writing development at home.

Amira Parent Reports provide families with information about individual student reading performance and specific strategies that can be used at home to support identified areas of need. Teachers and the school also communicate literacy expectations, instructional priorities, student progress, and practical reading and writing strategies through newsletters and ongoing family communication.

Parents are invited to **Student-Led Conferences**, during which students share progress toward their individual **WIGs (Wildly Important Goals)** and discuss the lead measures they are using to achieve their goals. These conferences provide families with opportunities to understand their child's current performance, celebrate growth, and identify areas in which continued support may be needed.

The school also hosts a **Literacy Night**, providing families with interactive opportunities to learn strategies for supporting literacy development at home. Families receive practical activities and resources that can be used beyond the school day to reinforce reading and writing skills.

Through regular communication, individual progress reports, student-led conferences, and family literacy events, Taylors Elementary works to ensure families understand their child's literacy progress and have specific strategies and resources to support continued reading and writing growth at home.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about 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

The school provides for progress monitoring of reading achievement and growth through a structured, data-driven process designed to ensure all students reach grade-level proficiency in reading. **Amira progress monitoring** is utilized to measure achievement and growth, with the expectation that students demonstrate **ARM growth of greater than .1 per month** to accelerate progress or achieve performance at the **25th percentile or higher on the ARM percentile**. **FastBridge** serves as an additional diagnostic data point for select students to determine intervention needs and as a progress-monitoring tool to determine response to intervention for students receiving Tier 3 intervention.

Student progress is monitored utilizing the **MTSS & Amira Data Protocol** and the **GCS Intervention Progress Monitoring Data Sheet for 2026–2027**. All interventions are documented in the **Intervention Connection System (ICS)** to support fidelity and accountability.

Students identified as needing **Tier 2 targeted interventions** are **progress-monitored every two weeks**, while students requiring **Tier 3 intensive interventions** are **progress-monitored every week**. Students reading above grade level are also **monitored** to ensure expected growth is maintained or exceeded.

A **fluid response-to-intervention process** is used to adjust instruction and intervention based on students' individual needs and progress-monitoring data. **All students performing below benchmark receive daily intervention in addition to Tier 1 core instruction**, providing targeted opportunities to accelerate growth toward grade-level 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 PLO Opportunities

Taylor's Elementary is committed to providing ongoing professional learning grounded in the **Science of Reading, Structured Literacy, and foundational literacy skills** to support reading achievement for all students in PreK through fifth grade.

Teachers collaborate in **weekly grade-level PLCs** to analyze student data, identify instructional needs, calibrate expectations, and align instructional practices across grade levels. PLCs provide ongoing opportunities for teachers to use assessment results to plan differentiated whole-group, small-group, and intervention instruction.

Professional development is **ongoing and job-embedded** and includes **PD Diner sessions offered twice annually**. These sessions focus on the **2024 SCCR ELA Standards**, effective implementation of **high-quality instructional materials (HMH and Reading Horizons)** across tiers of instruction, assessment and data analysis, differentiated instruction, and the transfer of Science of Reading knowledge into classroom practice.

The **Literacy Specialist provides ongoing, grade-specific coaching and instructional support** based on teacher and student needs. This support includes collaborating with teachers during PLCs, analyzing assessment and progress-monitoring data, supporting differentiated small-group instruction, and assisting teachers with the implementation of Reading Horizons and Amira resources. The Literacy Specialist also collaborates regularly with intervention teachers to review student progress and determine appropriate instructional next steps.

In addition, Taylor's K-3, ML, GT, administrative staff, and special education teachers have completed or are currently participating in **LETRS training**. Some fourth- and fifth-grade teachers have also elected to participate in LETRS, extending Science of Reading professional learning across the school.

School administrators participate in professional learning and collaborate with the

Literacy Specialist, Instructional Coach, and teacher teams to support implementation of evidence-based literacy practices. Through classroom observations, PLC participation, data review, and instructional leadership, administrators support the transfer of professional learning into classroom practice.

Through weekly PLC collaboration, job-embedded literacy coaching, PD Diner professional learning, LETRS participation, and ongoing data analysis, Taylors Elementary provides a comprehensive professional learning system designed to strengthen teacher practice and improve student literacy achievement.

Section G: Analysis of Data

Strengths:

Growth in K–5 Reading Performance:

Analysis of Amira data indicates positive movement in the percentage of students identified as At Risk. In Fall 2025, **12% of K–5 students were identified in the At Risk range on Amira**, compared with **11% in Spring 2026**. Although the school did not fully meet its goal of reducing the percentage to 10%, the one-percentage-point decrease demonstrates progress in reducing the number of students performing in the At Risk range. This data supports the continued use of targeted small-group instruction, intervention, progress monitoring, and differentiated literacy supports.

Commitment to Evidence-Based Literacy Instruction:

Taylors Elementary continues to strengthen implementation of Science of Reading and structured literacy practices. Reading Horizons is utilized in Kindergarten through

second grade to provide systematic and explicit foundational literacy instruction. In addition, LETRS professional learning has strengthened teachers' knowledge of evidence-based literacy practices, supporting the school's continued focus on improving reading achievement.

Collaborative, Data-Driven Instructional Planning:

Weekly grade-level PLCs provide a consistent structure for teachers to analyze student performance, identify skill and standards-based needs, plan differentiated instruction, and monitor student progress. Teachers use multiple data sources, including Amira, Reading Horizons, Mastery Connect, and classroom assessments, to make instructional decisions and adjust small-group instruction based on student needs.

Possibilities for Growth:

Increase Third-Grade Reading Achievement:

Spring 2026 SC READY data indicate that **71% of third-grade students scored Meets or Exceeds**, compared with **74% in Spring 2025**. This three-percentage-point decline identifies third-grade reading achievement as an area for continued growth. Taylors Elementary will strengthen targeted intervention, differentiated small-group instruction, progress monitoring, and PLC analysis of student performance to increase the percentage of third-grade students meeting or exceeding grade-level expectations.

Continue Reducing the Percentage of Students Identified as At Risk:

Although K–5 Amira data showed improvement from **12% At Risk in Fall 2025 to 11% in Spring 2026**, the school did not meet its goal of reducing the percentage to 10%. Continued attention will be given to students performing below benchmark through targeted daily intervention, differentiated small-group instruction, appropriate diagnostic assessment, and frequent progress monitoring. The school will use Amira and other available assessment data to identify specific areas of need and adjust instruction accordingly.

Strengthen Data-Based Differentiated Small-Group Instruction:

Teachers will continue to strengthen the use of assessment data to create flexible instructional groups based on specific skill and standards deficits rather than broad reading levels. Students requiring additional support will receive targeted instruction matched to identified needs, while students who have demonstrated mastery will receive opportunities for enrichment and acceleration.

Increase Student Engagement and Ownership of Learning:

The school will continue working to increase active student participation during literacy instruction by creating a stronger balance between teacher talk and student talk. Students will also monitor individualized reading goals and lead measures to increase ownership of their literacy growth.

Strengthen Home–School Literacy Connections:

Taylor's Elementary will continue to strengthen communication with families, particularly families of students performing below benchmark, by providing targeted and actionable strategies that correspond with students' identified literacy needs. Families will receive information about student progress and ways to reinforce reading and writing skills at home.

Strengthen Consistent Use of Literacy Data and Resources:

The school will continue to increase consistent use of Amira, Reading Horizons, and other available literacy data across grade levels. PLCs, intervention meetings, and literacy coaching will provide opportunities for teachers to analyze data, determine instructional priorities, monitor student response, and make timely adjustments to instruction and intervention.

***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
- 4-5 Classroom Teachers
- Reading Coaches
- Reading interventionists
- K-5 Special Education Teachers
- School Administrators
- Multi-Lingual Teachers

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	0
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)?	0
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	9

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: Spring 2026 SC READY data indicate that 71% of third-grade students scored Meets or Exceeds, compared with 74% in the previous year. This three-percentage-point decline identifies third-grade reading achievement as an area for continued growth. In response, the school will strengthen data-driven small-group instruction, targeted intervention, progress monitoring, and PLC analysis of student performance.
Goal #2: Reduce the percentage of K-5th grade students scoring in the 'at risk' range in the Fall of 2025 as determined by Amira from 12% to 10% in the Spring of 2026.	Progress: The percentage of K-5 students scoring in the At Risk range decreased by 1 percentage point, from 12% to 11%. Although the school demonstrated improvement, the goal of reducing the percentage to 10% was not met.
Goal #3:	Progress:

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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:

Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 71% to 75% in the spring of 2026-2027
Action Steps:	All students are expected to engage with the Amira Tutor for 30 minutes each week, with activities specifically targeted to their areas of growth. Weekly class total charts are posted to motivate students and celebrate progress. Our full-time intervention teacher prioritizes third-grade students identified as high-risk on the Amira benchmark, using this data to inform targeted instructional support. Each grade level participates in weekly PLCs to analyze student data and refine instructional practices, ensuring alignment with student needs. Through OnTrack and MTSS, third-grade students receive focused attention throughout the year. The Literacy Specialist maintains a comprehensive annual spreadsheet tracking students performing below grade level on screeners, summative assessments, and diagnostic tools. She meets regularly with the intervention team to review progress-monitoring data and collaborates with third-grade classroom teachers at least quarterly to discuss student growth. Every third-grade student has an individualized reading goal, accompanied by lead measures to achieve it. Progress is carefully monitored and tracked throughout the year to ensure every student advances toward proficiency.

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Goal #2	Reduce the percentage of K-5th grade students scoring in the ‘at risk’ range in the fall of 2026 as determined by Amira from 11% to 9% in the spring of 2027.
Action Steps:	Weekly Adaptive Tutoring • All students in the 25th percentile and below engage with the Amira adaptive tutor for 30 minutes per week, using lessons tailored to their individual areas of growth. • Data-Driven Instruction through PLCs • Grade-level PLCs meet weekly, with Amira and Reading Horizons data formally analyzed at least monthly to identify student needs, adjust instructional groups, and determine appropriate instructional next steps. • The Instructional Coach (IC) and Literacy Coach support teachers in differentiating instruction to meet student needs. Standards-Based Assessment Review • Mastery Connect summative assessments are analyzed for grades 2–5. • Standards with less than 50% mastery are reviewed, and next steps are determined for both classwide and individual student interventions. Ongoing Literacy Coaching • The Literacy Coach continues professional development in Reading Horizons to strengthen coaching skills.

	• She supports teachers in Kindergarten through 2nd grade with differentiated instruction with Reading Horizons based on class data. Targeted Intervention for K–3 • The Intervention Lead Teacher collaborates with the Literacy Coach to identify students with the highest need for support based on benchmark data. • The Literacy Coach meets regularly with intervention teachers to ensure individual student needs are addressed using progress-monitoring data. • The Literacy Coach assists teachers with finding differentiated activities in Amira and Reading Horizons Reteach lessons to meet the needs of students who are reading in the at-risk range.
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Optional:

Goal #3	
Action Steps:	