

2026-2027 Primary and Elementary Reading Plan

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School Name	Westcliffe Elementary
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Section A: Five Pillars of Reading Instruction

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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.

Dedicated time is given to reading assessment and explicit, systematic instruction which takes place daily in our school. All literacy instruction is based on the 2024 SCCCR ELA standards. Emphasis is placed on strong Tier 1 instruction that includes whole group, small groups, strategy groups, and conferencing. Instruction addresses both sides of Scarborough's Reading Rope and includes best practices evidenced by the science of reading. Literacy instruction includes read aloud, focus lessons, shared reading, close reading, independent reading, small group instruction, community

writing, and independent reading daily, depending on the grade and need determined from formative assessments. Oral language is addressed through read aloud, structured discussions, accountable talk, and collaborative projects.

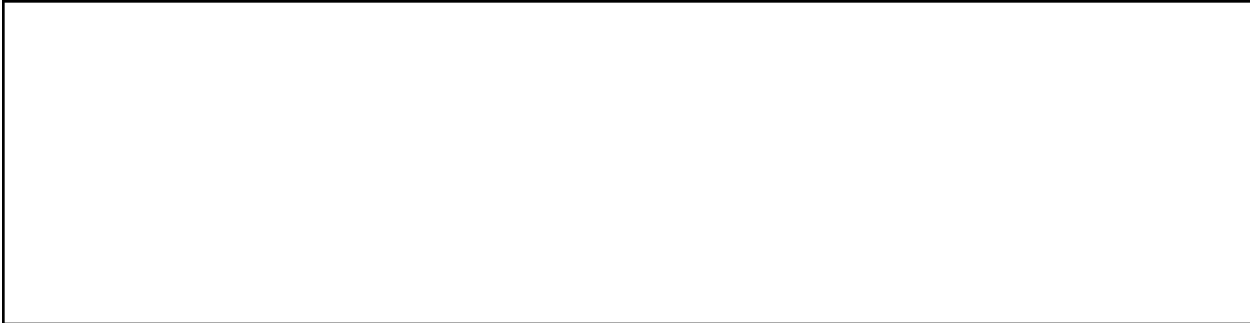
Our K4 class uses Heggerty instruction for phonemic awareness and phonological awareness. These lessons engage students in activities such as listening, segmenting, and blending. This class enjoys daily read alouds to meet the needs of the language portion of Scarborough's Reading Rope. K4 students also learn correct letter formation and practice handwriting daily.

Grades K5-5th, including MLP co-teachers, use Houghton Mifflin *Into Reading* as a curriculum resource to teach students to comprehend grade-level text and meet South Carolina English/Language Arts standards. Time is dedicated each day to vocabulary instruction, phonological awareness and comprehension. K5 classes, first grade, and second grade classes are directed in explicit phonemic awareness, and fluency activities and handwriting each day with *Reading Horizons Discovery* curriculum.

Our SPED team utilizes Reading Horizons to instruct phonological awareness, decoding and encoding, letter-sound correspondence, high frequency words, and multi-sensory learning.

Classroom teachers grades K5-2nd utilize *Reading Horizons* and *Lexia Core English* for classroom intervention.

Assessments, both formative and summative, guide pacing, determine the need for intervention, and formulate next steps. Assessment tools include Amira benchmark and progress monitoring scores, which measure fluency, decoding, phonological awareness, high frequency words, background knowledge, vocabulary, and comprehension. FastBridge assessment for those scoring below 25% on Amira includes benchmark and progress monitoring in fluency, decoding phonological awareness and sight words. This ARM score synthesizes students' reading ability across multiple assessment tasks that provide levels in comparisons to grade level expectations. Amira benchmark assessment reading subscores are aligned to Scarborough's Reading Rope, and provide an Oral Reading Fluency score. K4 students are assessed with myIGIDs for early literacy, 1st graders are assessed with MAP reading, and 2nd - 5th graders are assessed with Mastery View Predictive Assessments. Students who are determined to be high risk are also assessed with FastBridge benchmark and progress monitoring. Other assessments throughout the year are weekly reading assessments, cold read assessments, unit assessments, Greenville County Schools developed unit assessments, and school collaborative team created common assessments. Phonics screeners, spelling screeners, and phonological awareness screeners are also given to determine classroom and tier 2 interventions.



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.

Westcliffe Elementary prioritizes explicit, systematic instruction for word recognition in Tier 1, Tier 2, and Tier 3 instruction, ensuring that students build their skills in a logical progression. Students start with smallest units of sounds and progress to more complex word structures. Reading Horizons is utilized in grades K5-2nd, and provides phonological awareness, decoding, encoding, vocabulary, and comprehension. Heggerty Phonemic Awareness is a resource utilized in K4 to provide explicit and systematic instruction in phonological and phonemic awareness. SPED utilizes Reading Horizons to emphasize encoding, decoding, letter-sound correspondence, high frequency words, and multi-sensory learning approaches. Amira benchmarks provide information about individual student's proficiency in decoding and recognizing words through phonological awareness, letter-correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency. Amira benchmarks evaluate students' proficiency in decoding and word recognition through phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency. FastBridge screening for intervention purposes assesses benchmark and progress monitoring in fluency, phonological awareness, sight words, word reading accuracy, sentence reading and letter recognition.

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.

Instructional decisions and interventions are made based on Greenville County Schools MTSS framework. These interventions are designed to meet the needs of students, including the level and type of support. Decisions for Tier 1 and Tier 2 interventions are based on several data sources. These sources include Amira diagnostic reports, benchmarks and progress monitoring, FastBridge screeners and progress monitoring, phonics screeners, and spelling screeners. From this data, small groups are instructed for intervention using Reading Horizons, HMH interventions, and Lexia English. Data teams meet each nine weeks to review progress monitoring and the fluidity of intervention groups. The data from Amira, Reading Horizons, FastBridge and HMH align to Scarborough's Reading Rope.

Students in K4 are screened utilizing DIAL-4 to determine developmental, social, or academic concerns. myIGDIS data is used to inform and plan instruction and intervention for whole groups, small groups, and individual students. Heggerty is also utilized in K4 to monitor student progress in the areas of phonological and phonemic awareness skills and used to plan instruction.

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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.

Parents are included in their child's literacy through several sources. After each of the three Amira benchmarks, parent reports are sent home that include student results and strategies to try at home. Teachers hold conferences with parents to review students strengths and areas for growth. Monthly newsletters are an expectation for all classes. The Literacy Coach holds parent meetings throughout the year, where strategies for reading and writing at home are shared and modeled, and the Westcliffe Reading Plan is posted on the school website for easy access for parents.
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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

Progress monitoring is ongoing at Westcliffe Elementary. Expected growth measured and documented in Amira is expected to be $>.1$ per month or to reach the 25thile or higher. Use of Amira and Reading Horizons progress monitoring is used specifically by classroom teachers and interventionists, and SPED teachers. FastBridge screening and progress monitoring is used by intervention teachers to determine next steps. Progress Monitoring is documented in the Intervention Connection System. PLCs also monitor student progress on common formative and summative assessments, and discussed weekly in grade level PLCs. All progress monitoring data is used for small group instruction, ensuring all students are receiving the instruction appropriate for them. Students below benchmark expectations receive interventions in addition to Tier 1 core instruction. Data is reviewed by grade level teams and instructional leadership weekly in PLCs, where a path to address weaknesses and extensions are discussed and planned.

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

Westcliffe teachers, coaches, and administration began LETRS training in the fall of 2022. Our K4 teacher completed LETRS for Early Childhood, and all new teachers to

our school are in the process of being trained in LETRS. PLCs are held every week to discuss how students are progressing and what actions should be taken to ensure rich literacy instructional practices based on LETRS and scientific research around best practices in reading instruction. The Literacy Coach is LCF trained, and coaches teachers in planning and teaching using LETRS strategies. Both the Literacy Coach and the Instructional coach also work with grade level collaborative teams in unit planning, and in coaching cycles using the science of reading framework. Instructional leadership meets with grade level teams to analyze FastBridge, Reading Horizons data and Amira data, and discuss how to use this information in teaching practices. The Literacy Coach coaches teachers in how to use Reading Horizons, and how this aligns with the science of reading.

Section G: Analysis of Data

Strengths: Reading Vocabulary (Across Genres)
Possibilities for Growth: Reading Informational Text

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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?	23
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	1
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

Goal #1: Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SCReady from 53 % to _55_ % in the spring of 2026.	Progress: The percentage of third graders scoring Meets and Exceeds in the spring of 2026 was 63.4% The goal was exceeded.
Goal #2:	Progress:

Goal #3:	Progress:
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Section I: Current School Year SMART Goals and Action Steps Based on Analysis of Data

Goal #1	Current 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 63% to 66% in the spring of 2026.
Action Steps:	1. Strategic Tier 2 Instruction based on Power Standards 2. Goal Setting for Students (Student and Home Ownership)

Goal #2	Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 59.7% to 62.7% in the spring of 2027.
Action Steps:	1. Strategic Tier 2 Instruction based on Power Standards 2. Goal Setting for Students (Student and Home Ownership)

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