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/.

District Name	Greenville County Schools

School Name	Sue Cleveland Elementary

Principal Name	Jenni Dunagan

Principal Email	gdunagan@greenville.k12.sc.us

Reading Coach/Literacy Specialist Email	Shelly Lapkin slapkin@greenville.k12.sc.us

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.
Literacy instruction is based on the 2024 SCCCR ELA standards. Curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) as well as include best practices as supported by the science of reading research. Core instruction for Literacy includes HMH Into Reading for all grade levels. Shared reading, IRA, close reading, shared writing, and independent reading/writing are part of daily routines. All teachers have a dedicated time for language and word

study components, including phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. At kindergarten, first grade, and second grade, teachers are using Reading Horizons Discovery, which enables them to give 45 minutes of explicit, systematic, and sequential instruction in phonics and decoding paired with phonemic awareness. Special Education and our intervention teacher are also implementing Reading Horizons Discovery for small group instruction.
In second grade, instruction in HMH Structured Literacy emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension. Oral language development is enhanced through structured discussions, read-alouds, and collaborative projects school-wide. Tier 1 instructional settings include whole group, small group, strategy groups, AND one-on-one conferencing. All teachers have 60 minutes in their schedule to have small group instruction in order to meet the needs of all learners. Through completion of LETRS training, teachers have the expertise in the science of reading for making instructional decisions to meet the needs of students. Curriculum maps provided by the district address both sides of Scarborough's Rope (language comprehension and word recognition), as well as include best practices as supported by the science of reading research.

Teachers use the data from Reading Horizon multi-skill checks to determine needs for small group instruction. In addition, multi-skill checks enable teachers to assess a larger group of skills to determine mastery and next steps.

Three times a year, all students take the Amira Benchmark. From this assessment, students get an Amira Reading Mastery (ARM) score that synthesizes students' reading ability across multiple assessment tasks that vary by grade level. This assessment also provides an Oral Reading Fluency accuracy score for each student. Amira benchmark assessment reading subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. After taking the benchmark, students are tutored by Amira through artificial intelligence for 30 minutes a week. As students read with Amira weekly, they work towards improvements in their literacy skills.

MAP (Measure of Academic Progress) is given to all first graders three times a year and to all second graders once. MasteryConnect is given three times a year to assess the ELA standards at 2nd - 5th grades. Teachers use this data to reteach and differentiate instruction. In addition, all grade levels create and give formative assessments as well as GCS unit assessments.

Heggerty Phonemic Awareness in 4K provides systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending.

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.
Sue Cleveland Elementary prioritizes explicit, systematic, and sequential instruction for word recognition, ensuring that students build their skills in a logical progression, starting with the smallest units of sound and advancing to more complex word structures. Amira benchmark assessments are designed to evaluate students' proficiency in decoding and recognizing words through phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency. Heggerty Phonemic Awareness for 4K is a systematic and explicit instruction in phonological and phonemic awareness. Reading Horizons Discovery is utilized for core instruction for K5, first grade, and second grade. It is also used for Special Education resource students and intervention students at all grade levels. This program emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches.

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 based on the GCS MTSS Framework, matching the students' needs to the level and type of support. The Amira universal screener is given three times a year, school-wide. This data, along with FastBridge screenings, and additional formative and summative assessments, informs

interventions inside the classroom as well as supplemental interventions outside of the regular classroom.
The data from Amira is aligned to Scarborough's Reading Rope and enables teachers to target specific skills needing support. There are many Amira reports that teachers use to help guide instruction. The Class Progress Report identifies growth since the benchmark was given. Instructional Recommendations, Skills Status, and Skills Diagnostics inform teachers where instruction needs to be retaught or delivered during small group interventions. Our Reading Interventionists also uses these reports to monitor progress as well as identify areas that need to be delivered during instruction.
After the Amira Benchmark is given, students are identified as needing supplemental intervention (Tier 3) if their score is below the 15th percentile. These students get 30 minutes a day of intervention from a certified teacher. The interventionist is using Reading Horizons Discovery for students needing instruction with decoding and encoding. Students needing assistance with Comprehension are instructed using Leveled Literacy Intervention. Students who score below the 25th percentile receive tutoring from Amira for 30 minutes a week. These students are also targeted in a small group intervention by the classroom teacher. Every teacher has 60 minutes a day dedicated to differentiating instruction to meet the needs of struggling readers. In kindergarten, first grade, and second grade, teachers use Reading Horizons Discovery for decoding and encoding instruction. Data collected from multi-skill checks help inform instruction for classroom intervention. Teachers use resources from Reading Horizons, Leveled Literacy Intervention, Small Group Reading books, Decodables, and Phonics Intervention.

Tier 2 intervention programs that are used at Sue Cleveland are Leveled Literacy Intervention, Reading Horizons, Amira Interventions, and Lexia English. When a screener or diagnostic assessment indicates a student is below grade level, plans are developed in collaboration with parents to remediate reading difficulties, and progress monitoring occurs according to the needs of the student.

4K Instructional decisions are based on a combination of formative and summative assessments incorporated into GCS 4K curriculum maps and resources, as well as site-specific common formative assessments. Teachers use myIGDIs data to inform whole group, small group, and individual instruction. Teachers use DIAL-4 screening results (administered in the fall) to identify individual students whose academic, social emotional, and/or developmental needs may require further investigation. Teachers have access to Heggerty Phonemic Awareness assessments through the Heggerty PA

online platform. Assessment results can be used to monitor student progress with phonological and phonemic awareness skills, and to plan for instruction.

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.
Teachers at all grade levels send newsletters home weekly to keep parents informed of assignments and activities at school. In addition, our teachers communicate with parents through phone calls and conferences throughout the year to keep parents informed on their child's progress and to discuss ways they can assist at home. Amira Parent Reports are sent home three times a year. These reports indicate strategies for parents/ guardians to support literacy development in the home environment. For third grade parents, we have meetings and conferences to discuss Read to Succeed and how they can help their child achieve their literacy goals. This year, we are using Reading Horizons Discovery for core instruction in kindergarten, first grade, and second grade. We will have parent nights for parents to join teachers to "make and take" items to support literacy learning at home. At Sue Cleveland, we strive to form partnerships with parents in order to meet the needs of all our students.

Section E: Progress Monitoring

Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.
Schools monitor student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2026-2027. Schools document interventions in the Intervention Connection System (ICS). Through Amira's progress monitoring, teachers track students' growth through their Arm's score. The expectation is that students grow .1 or more per month. The goal is for all students to reach the 25th percentile or higher in the ARM percentile. The Amira Benchmark is

given formally three times a year, and progress monitoring is ongoing as students continue to work with Amira. Teachers are able to utilize the Progress Report to view a student's Estimated Mastery score, which is calculated based on the many data points collected during each daily practice session with Amira.

Students identified as needing Tier 2 are instructed in a small group and are progress-monitored every 2 weeks. Those needing Tier 3, intensive intervention are progress-monitored every week. Students identified as reading above grade level are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency. Evidence exists that a fluid response to the intervention process is in place to consider the instructional needs of students performing below grade level.
All students below benchmark receive daily interventions in addition to Tier 1 core instruction.

Section F: Teacher Training

Explain how the school will provide teacher training based on the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

Sue Cleveland 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. All administrators, support staff, and teachers in kindergarten through third grade have completed LETRS training, Volumes 1 and 2. New K–3 teachers are enrolled in LETRS and participate in the two-year training process. In addition, some fourth- and fifth-grade teachers have chosen to participate in LETRS as an optional professional learning opportunity.
All GCS 4K and preschool special education teachers serving three- and four-year-old students have completed or are currently participating in LETRS for Early Childhood, which provides professional learning specifically focused on early language and literacy development.
Professional learning continues beyond formal LETRS training. Teachers meet weekly with instructional coaches and the reading specialist to discuss effective literacy practices, analyze student needs, and strengthen instruction aligned with the Science of Reading and structured literacy principles. In addition, the school's literacy programs, including HMH and Reading Horizons, provide instructional resources and practices grounded in the Science of Reading and support explicit, systematic instruction in foundational literacy skills.

Section G: Analysis of Data

Strengths:
-Teachers are trained in LETRS or are on course to be trained. -Weekly PLC for collaboration and professional development -Programs that support the Science of Reading are in place -60 minutes daily for differentiated instruction in literacy through small group instruction -computer software that provides students with tutoring and practice to improve their literacy skills -Instructional support in place with two instructional coaches and a Literacy Specialist - Tier III instruction in plan with two literacy interventionists.
Possibilities for Growth:
-Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments, and classroom observations. -Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students. -Provide support for implementing data driven reflective conversations to improve teaching practice -Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity. - Foster a collaborative relationship between schools and parents.

***Note: The three questions below are included this year to gauge school-level LETRS implementation.**

"Eligible" teachers for state-funded LETRS training:

- K-3 Classroom Teachers
- Reading Coaches
- Reading interventionists
- K-3 Special Education Teachers
- School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	7

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? 2 - prek, 4- k, 5 - 1st, 5- 2nd, 4 - 3rd, 5 -sp ed, 3 intertension, 3 ic/ rs/ 2 am din	33
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?	6
How many CERDEP PreK teachers in your school have completed EC LETRS?	2
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 at the Meets and Exceeds in the spring of 2025 as determined by SCReady from 59.1 % to 62.1% in the spring of 2026.	Progress: The percentage of third graders scoring at Meets and Exceeds on 2026 SCReady increased from 59.1% to 60.1%. The goal was not met, but progress was made.
Goal #2: Kindergarten-5th Grades: Decrease the percentage of students scoring “at risk” on Amira from 18% in the fall 2025 to 15% in the spring 2026.	Progress: The percentage of students scoring “at risk” on Amira from 18% in the fall of 2025, decreased to 15% in the spring of 2026.

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

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Note the change in language for the 3rd grade goal to align with the SCDE's 2030 vision of 75% of students at or above grade level. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. All goals should align with academic growth or achievement. Schools must provide a minimum of two goals.
- The Reading Plan may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

For all schools serving third grade students, goal #1 MUST read:

Third Grade Goal: Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from _____ % to _____ % in the spring of 2025-2026.

Goal #1	Third Grade Goal: Increase the percentage of third graders scoring at the Meets and Exceeds in the spring of 2025 as determined by SCReady from 60.1 % to 63.1% in the spring of 2026.
Action Steps:	1. Reduce the class size at third grade by adding a third grade teacher through Title I funds. 2. Continue to assure teachers are LETRS trained and using strategies supported by LETRS. 3. HMH curriculum supports the Science of Reading. 4. Daily intentional time dedicated for differentiated instruction through small group instruction. 5. Dedicated time daily for word study and language skills. 6. Coaching for explicit instruction school-wide. 7. All third grade students will be tutored through Amira. 8. Supplemental Intervention for students below the 15th percentile on the Amira Benchmark. 9. Parent meetings about Read to Succeed and their child's progress in ELA. 10. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of

	critical literacy skills for success while maintaining high achievement expectations for all students. 11. Provide support for implementing data driven reflective conversations to improve teaching practice 12. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.

Goal #2	Kindergarten-5th Grades: Increase the percentage of students scoring "on grade level" on Amira from 54% in the fall 2025 to 60% in the spring 2026.
Action Steps:	1. Continue to assure teachers are LETRS trained and using strategies supported by LETRS. 2. HMH curriculum supports the Science of Reading. 3. Daily intentional time dedicated for differentiated instruction through small group instruction. 4. Dedicated time daily for word study and language skills. 5. Coaching for explicit instruction school-wide. 6. All students under 25%ile will be tutored through Amira. 7. Supplemental Intervention for students below the 15th percentile on the Amira Benchmark. 8. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students. 9. Provide support for implementing data driven reflective conversations to improve teaching practice 10. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.