

2025-2026 Primary and Elementary Reading Plan

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School Name	Tigerville Elementary School
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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.

Our literacy instruction at every grade level throughout our school is based on the 2024 South Carolina College and Career Readiness Standards. Our tier 1 instruction includes whole group, small group, strategy groups and one-on-one conferencing to meet the individual needs of students based on classroom and benchmark data. Our district curriculum maps address both language comprehension and word recognition strategies as well as best practices as supported by the science of reading. We have dedicated time for language and word study components including phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. These skills are addressed daily through shared reading, read-aloud, close reading, shared writing, and independent reading/writing of literary and informational texts. During these lessons, teachers model reading and writing to build accuracy and fluency. Teachers also provide practice time with authentic texts in order for students to sustain work on reading and writing. Oral language development is supported through structured discussions, read-alouds, and

collaborative projects. Our K–5 ELA curriculum resource, *HMH Into Reading*, follows a research-based scope and sequence that integrates rich, engaging texts to strengthen oral language, introduce purposeful vocabulary, and deepen background knowledge to foster stronger comprehension. In our K5 and first grade classrooms, teachers utilize the Reading Horizons Discovery phonics curriculum which emphasizes phonological awareness, word decoding and encoding strategies, letter-sound correspondence, and high frequency words using a multi-sensory learning approach. In our second and third grade classrooms, teachers use the structured literacy component of *HMH Into Reading* to teach phonological awareness, phonics, and high frequency words.. In our 4K classroom, Heggerty Phonemic Awareness is used to provide systematic, explicit instruction in phonological awareness through daily lessons that engage students in listening, rhyming, segmenting, and blending routines. In our self-contained special education classroom, the Sound Sensible curriculum is utilized for instruction in phonological awareness, letter-sound identification, and decoding. Additionally, the Spire curriculum is taught to address phonological awareness, letter-sound identification, fluency, vocabulary and comprehension. Sign language is used to enhance instruction for our students with a hearing impairment.

A variety of reading assessment tools are used to inform classroom instruction. Students at all grade levels participate in fall, winter, and spring benchmarks. In K4, we assess students throughout the school year using the MyIGDIs Early Literacy assessment items. We also measure school readiness in the area of language and literacy at the beginning of each school year using the Kindergarten Readiness Assessment. These results are used to identify students with language and literacy needs in order to provide targeted instruction. In first grade, students are assessed using MAP to track proficiency and growth in reading and language throughout the school year. In grades 2–5, Mastery View Predictive Assessments are utilized to assess students' progress with rigorous items aligned to the state ELA assessment. The Amira universal screener is administered to all students K-5. The Amira Reading Mastery score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations. The Amira benchmark subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. It also provides an Oral Reading Fluency accuracy score which updates as students utilize the program. In addition to these benchmarks, teachers regularly and consistently assess standards taught through common formative assessments and GCS-developed reading unit assessments to make instructional decisions for remediation and acceleration of reading and language skills.

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.

Greenville County Schools prioritizes explicit, systematic, and sequential instruction in 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. Daily phonics instruction takes place in grades K-2 and is grounded in the science of reading. In K5 and first grade, we teach the Reading Horizons evidence-based curriculum which emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, and high frequency words through a multi-sensory approach. In 2nd grade, the HMH structured literacy curriculum used to provide instruction in phonological awareness, phonics, vocabulary, and comprehension. Additional targeted, small group phonics, fluency, and comprehension instruction is provided at all grade levels. Teachers collect and analyze formative assessment data to provide on-going, targeted instruction to meet the needs of individual learners. Teachers group students across the grade level to maximize instructional time and align instruction with student needs. The HMH structured literacy component emphasizes phonological awareness, word decoding and encoding, vocabulary, and comprehension. The Reading Horizons Discovery phonics curriculum emphasizes phonological awareness, word decoding and encoding strategies, letter-sound correspondence, and high frequency words using a multi-sensory learning approach. The Heggerty Phonemic Awareness program uses movement-based learning techniques to provide systematic and explicit instruction in phonological and phonemic awareness ranging from simple to more complex skills. In our self-contained special education classroom, the Sound Sensible curriculum is used for instruction in phonological awareness, letter-sound identification, and decoding. Additionally, the Spire curriculum is used to address phonological awareness, letter-sound identification, fluency, vocabulary and comprehension. These programs are aligned to the word recognition and language comprehension skills in Scarborough's Reading Rope. Sign language is used to enhance instruction for our students with a hearing impairment.

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. The assessment of subskills is utilized by teachers to identify strengths and weaknesses in foundational skills to make instructional decisions and aid in differentiation. Additionally, students that need more support in

reading tutor weekly on Amira for 30 minutes. This allows teachers to track their progress and use the data to inform instruction in all of the subskills of Scarborough's Reading Rope. The Kindergarten Readiness Assessment results are used in Kindergarten to determine students with language and literacy needs in order to provide targeted 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.

Greenville County Schools uses a multi-tiered system of support to match tiers of support to students' variety of needs. Within the MTSS framework, students' needs are identified based on valid and reliable assessment tools and supported through evidence-based core instruction and intervention supports. Students are identified for tier 2 and tier 3 supports using several data points. The MTSS team reviews progress monitoring data every 2 weeks and meets every 6-8 weeks to help determine the effectiveness of the interventions and make adjustments as needed. The Amira universal screener data, formative and summative classroom assessments, and benchmark reports inform interventions inside and outside the classroom. The data collected from Amira is aligned to Scarborough's Reading Rope. Teachers and instructional leaders utilize the Amira Class Progress Report, Standards Mastery, Skills Status, and Skills Diagnostic Reports to make instructional decisions. Common formative and summative assessment data is also used by teachers and instructional leadership to inform instruction and provide effective, targeted reading interventions within the classroom. Teachers monitor students and prompt for use of strategic reading behaviors using all sources of information. Reading Horizons is used as an intervention program at our school. This program emphasizes phonological awareness, word decoding and encoding strategies, letter-sound correspondence, and high frequency words using a multi-sensory learning approach. Students are given opportunities daily to transfer what they have learned through reading and writing practice. Embedded in this program are multi-skills checks to monitor student progress. Students are given a phonics assessment to determine placement within the program and to provide targeted instruction. In our 4K program, instructional decisions are based on a combination of formative and summative assessments incorporated into the GCS 4K curriculum maps and resources as well as school-specific common formative assessments. The teacher uses MyIGDIs data to inform whole group, small group, and individual instruction. The teacher uses DIAL-4 screening results to identify individual students whose academic needs may require further investigation. Our K4 teacher has access to the 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. Students who are pulled for tier 2, small group intervention receive 30 minutes of small group targeted, effective instruction aligned with the science of reading in addition to 90 minutes of daily reading and writing instruction. Interventionists collaborate with students to set short term goals for reading proficiency.

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.

In grades K-5, students are assessed using the Amira universal screener in the fall, winter, and spring. Parents are provided with a report which gives information regarding their child's reading progress in decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. Included in this report are strategies for parents/guardians to support literacy in the home environment. Teachers include language and literacy skills being taught in the classroom within their weekly classroom newsletter and on their class website to promote parent involvement. Parents are also provided with resources specific to their child's language and literacy needs at parent-conferences and on-track meetings. These resources may address phonemic awareness, phonics, word decoding and encoding, vocabulary, and/or comprehension based on the needs of the student. Students receiving intervention are provided with a folder for daily practice of the skills taught during intervention. The activities within the folder may include phonemic awareness, phonics, word decoding and encoding, vocabulary, and/or comprehension based on the needs of the student. Additionally, parents regularly receive written communication about their child's progress in intervention. We offer several activities each year to promote language and literacy at home. Families are invited to attend our annual storybook character parade and Bingo for Books events. Students are also invited to participate in a read-athon, the Greenville Triumph's Read to Score program, and the Greenville Drive's Reading All-Stars Program as an incentive to increase reading practice at home. At our school, we understand the importance of early intervention and parental involvement for reading development. Therefore, we will hold a midyear family literacy night for students at all grade levels. At this event, student writing is displayed and families can engage in activities to support reading and writing in the home environment. Parents will be provided with materials to extend reading instruction for students 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 intervention based on all available data to ensure grade-level proficiency in reading.

As part of our district MTSS framework we screen all students; analyze the data to determine tiers of support; provide instruction, intervention, and enrichment support; progress monitor to determine the response to supports; and then analyze the response and make adjustments. We use the Greenville Progress Monitoring Document to determine which data to track that will best align with the students' reading deficit. We collect progress monitoring data every 10 days and meet to review the data every 6-8 weeks to problem solve and make necessary adjustments. We use the GCS Intervention Progress Monitoring Data Sheet to track ELA interventions and monitor student response to intervention. Interventions are documented in the Intervention Connections System. Throughout this process we utilize the district Amira Data Protocol to guide our progress monitoring analysis discussions and make adjustments to intervention. In order to accelerate growth rate, expected ARM growth with Amira progress monitoring is $> .1$ per month or to reach the 25th percentile or higher. When students are consistently showing this type of growth, they are released from intervention. When students are not making expected growth, an additional screener is administered to determine correct placement or to make necessary adjustments to intervention instruction. Students who are pulled for tier 2, small group intervention receive 30 minutes of small group targeted, effective instruction aligned with the science of reading in addition to 30 minutes of weekly Amira tutoring and 90 minutes of daily reading and writing instruction. In our self-contained and resource special education classrooms, Goalbook is used to find appropriate reading goals for students. Goalbook also provides progress monitoring assessments and data sheets to keep track of students' individual reading goals.

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.

Teachers throughout our school will receive training based in the science of reading to support reading achievement for all students. All grade level classroom teachers engage in weekly Professional Learning Communities. During our PLCs we plan grade level instruction based on the 24-25 South Carolina College and Career Readiness Standards. We also analyze data collected through classroom common formative and summative assessments to determine the needs of individual students for remediation and acceleration of reading and language skills.

As part of our school professional development plan, we train teachers on how to unpack the standards to ensure consistency across the grade level and school. We also utilize the standard resources provided by the South Carolina State Department of Education to further clarify the depth of the standards.

All K5-3rd grade teachers, one 4th grade teacher, special education teachers, interventionists, instructional coaches, and administrators are currently participating in LETRS training. The K4 teacher at our school has completed LETRS for Early Childhood training. As a part of LETRS training, all participants are conducting case studies with students who need extra support in reading. At the end of each LETRS unit, participants are meeting to discuss the reflection questions and apply their knowledge to their case studies. In addition, all of our teachers participated in professional development on vocabulary instruction led by the literacy specialist. This training focused on evidence-based routines for explicit vocabulary instruction and provided engaging extension activities to reinforce word learning.

Our instructional coach and literacy specialist provide student-centered coaching cycles for teachers to improve student mastery of the ELA standards using the HMH Into Reading evidence-based curriculum aligned with the science of reading.

Our interventionists, along with our Kindergarten and first grade teachers participate in district training for the Reading Horizons curriculum. The K5 and first grade teachers also receive individual instructional coaching in the Reading Horizons curriculum from district academic leaders and the school instructional leadership team.

Section G: Analysis of Data

Strengths:

- Performance in ELA showed growth in third, fourth and fifth grades with fifth grade showing the highest growth.
- Third grade students' scoring Meets or Exceeds in ELA increased by 8.3%.
- Fourth grade students' scoring Meets or Exceeds in ELA increased by 6%,
- Fifth grade students' scoring Meets or Exceeds in ELA increased by 11%.
- The Instructional Coach and Literacy Specialist conduct PLCs and student centered coaching cycles to support all teachers in planning instruction and analyzing student data.
- Dedicated time for Read Aloud, small group instruction, and independent reading and writing
- SCReady data is analyzed to identify weaker strands for targeted instruction
- Formative and summative assessments are analyzed consistently to make instructional decisions
- Family Literacy Nights are offered to support literacy at home
- The related arts team supports reading instruction in their classrooms by expanding Vocabulary and introducing word nuances.

Possibilities for Growth:

- Implementation of the evidence-based Reading Horizons curriculum in K5-1st grade.
- Aligning tier 1 and tier 2 instruction using the Reading Horizons curriculum in K5-1st.
- Weekly planning and implementation of close reading strategies in grades 2-5.
- A literacy night for families with students in all grade levels.
- Unpacking standards with teachers to improve teacher clarity
- Teachers in grades K-3, interventionists, instructional coaches, and administrators participating in LETRS training.
- LETRS participants completing case studies with struggling readers to apply knowledge into practice
- Professional development focused on vocabulary instruction and extension.
- Teachers in grades K-5 explicitly teaching vocabulary words each week and providing opportunities for students to apply their knowledge

"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?	17
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	0
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?	17
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): Maintain the percentage of third graders scoring at the "Does Not Meet" level in the spring of 2024 as determined by SCReady at 4.3%.	Progress: The percentage of third graders scoring at the "Does Not Meet" level in the spring of 2025 was 0%
Goal #2:	Progress:

Goal #3:	Progress:

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

Goal #1	Third Grade Goal: Maintain the percentage of third grade students scoring Meets and Exceeds in the spring of 2025 as determined by SCReady at 97.6% in the spring of 2026.
Action Steps:	• The Instructional Coach and Literacy Specialist will conduct PLCs and student centered coaching cycles to support teachers in planning instruction and analyzing student data. • Third grade students will receive phonics instruction using a systematic, explicit, and sequential curriculum aligned with the science of reading. • Third grade students will also receive vocabulary, grammar, reading comprehension, and writing instruction for a total of 90-120 ELA minutes per week. • All students will receive small group reading instruction in the classroom targeted to meet their individual needs. • Teachers and instructional leaders will analyze Amira universal screening data to target instruction in the classroom. • Students performing between the 26th% and 39th% on the Amira universal screener will receive tier 2 targeted small group intervention within the classroom 3 days per week.

	• Students performing below the 25th% on the Amira universal screener will receive tier 3 targeted small group intervention outside the classroom with an interventionist 4 days per week for 30 minutes each day using a research-based proven curriculum aligned with the science of reading. • All third grade students will participate in Amira tutoring for 30 minutes each week. • Third grade parents will be informed of their child's reading progress through the Amira universal screening parent report, progress reports, report cards, and parent-teacher conferences. Resources will be provided to parents to promote reading in the home environment.
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Goal #2	Reduce the percentage of students scoring "at risk" in the first grade on the Amira benchmark assessment from 14.6% in the fall of 2025 to 11.6% in the second grade in the fall of 2026.
Action Steps:	Teachers will use the new GCS literacy framework to guide instruction aligned with the science of reading. Teachers will explicitly teach vocabulary words weekly using structured routines and allow students the opportunity to apply their word knowledge with extension activities. Teachers will implement the Reading Horizons Discovery phonics curriculum which emphasizes phonological awareness, word decoding

and encoding strategies, letter-sound correspondence, and high frequency words using a multi-sensory learning approach.

Our interventionists, along with our Kindergarten and first grade teachers will participate in district training for the Reading Horizons curriculum. The K5 and first grade teachers also receive individual instructional coaching in the Reading Horizons curriculum from district academic leaders and the school instructional leadership team.

The Instructional Coach and Literacy Specialist will conduct PLCs and student centered coaching cycles to support teachers in planning instruction and analyzing student data.

Students performing between the 26th% and 39th% on the Amira universal screener will receive tier 2 targeted small group intervention within the classroom 3 days per week.

Students performing below the 25th% on the Amira universal screener will receive tier 3 targeted small group intervention outside the classroom with an interventionist 4 days per week for 30 minutes each day using a research-based proven curriculum aligned with the science of reading.

Students performing below the 25th% will receive 30 minutes of weekly Amira tutoring in addition to the 4 days of tier 3 intervention.

First grade parents will be informed of their child's reading progress through the Amira universal screening parent report, progress reports, report cards, and parent-teacher conferences. Resources will be provided to parents to promote reading in the home environment.