

2025-2026 Primary and Elementary Reading Plan

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| District Name | Greenville County Schools |
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| School Name | Pelham Road Elementary |
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| Principal Name | Kristy Qualls |
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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.

At Pelham Road Elementary, literacy instruction is intentionally designed to align with the 2024 South Carolina College- and Career-Ready (SCCCR) ELA Standards. Instruction and assessment are grounded in the science of reading and address both strands of Scarborough's Reading Rope: language comprehension and word recognition. Tier 1 instruction occurs through whole group lessons, small group instruction, strategy groups, and one-on-one conferences. Students engage daily in Read Alouds, Focus Lessons, Shared Reading, Close Reading, Independent Reading, Small Group Instruction, Community Writing, and Independent Writing. Instruction emphasizes the five essential pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—while fostering oral language through structured discussions, read-alouds, and collaborative projects. High-quality instructional materials and assessments provide teachers with the data and resources needed to ensure students achieve grade-level ELA standards.

Phonemic Awareness

Phonemic awareness is developed through explicit and systematic instruction in the

early grades, primarily supported by *Reading Horizons* in kindergarten and first grade and *HMH Into Reading* in second grade and beyond. Teachers integrate daily practice in segmenting, blending, and manipulating sounds to strengthen phonological awareness and build a strong foundation for decoding. Instruction takes place in whole group, small group, and one-on-one settings, and progress is monitored daily through formative assessments and teacher observation. Amira benchmark assessments also provide data on students' phonological awareness to guide differentiated instruction.

Phonics

Phonics instruction is explicit, systematic, and sequential. In kindergarten and first grade, *Reading Horizons* provides structured phonics lessons that build students' decoding skills, while *HMH Into Reading* and *HMH Structured Literacy* in second grade and beyond reinforce phonics and word study skills. Students receive dedicated time for word recognition, spelling patterns, and high-frequency word practice. Assessment tools such as daily *Reading Horizons* checks, Amira decoding and high-frequency word subscores, and Mastery Connect benchmarks ensure teachers can track mastery and plan targeted small group and one-on-one instruction.

Fluency

Fluency is supported through repeated reading, shared reading, and independent reading experiences embedded in daily instruction. Students build accuracy, rate, and prosody through modeled teacher read-alouds, echo reading, and guided practice with appropriately differentiated texts. Amira benchmark assessments provide Oral Reading Fluency (ORF) accuracy scores, and the Amira Reading Mastery (ARM) score synthesizes progress toward grade-level expectations. Teachers also meet individually with students to listen to them read aloud in order to determine fluency skills in which students need more support.

Vocabulary

Vocabulary instruction is integrated across content areas and is intentionally taught using *HMH Into Reading* resources and supplemental materials. Teachers introduce new vocabulary during read-alouds, close reading lessons, and collaborative discussions, ensuring that students understand both high-frequency and academic vocabulary. Oral language development is prioritized through structured discussions and collaborative projects, which deepen students' understanding and use of words in context. Amira benchmarks also provide data on students' vocabulary knowledge, aligned to Scarborough's Reading Rope, supporting teachers in differentiating instruction for diverse learners.

Comprehension

Comprehension is at the center of literacy instruction and is developed through a balance of whole group and small group lessons, as well as independent reading and

writing. Teachers implement strategies such as predicting, questioning, summarizing, and inferring during close reading and shared reading experiences. Curriculum maps are designed to address both language comprehension (background knowledge, vocabulary, verbal reasoning) and word recognition (phonological awareness, decoding, sight recognition), ensuring a comprehensive approach.

Assessments—including Amira comprehension subscores, Greenville County Schools-developed summative assessments, and teacher-created formative assessments—guide instruction and help monitor student growth. MAP in first grade and Mastery Connect benchmarks in grades second, third, fourth, and fifth further monitor comprehension development, enabling teachers to provide additional support in small groups or strategy groups as needed.

Through a structured approach grounded in the science of reading, Pelham Road Elementary ensures that all students develop strong foundational literacy skills across the five pillars: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Supported by high-quality instructional resources, daily opportunities for reading and writing, and a robust system of assessments, students are equipped to meet and exceed the SCCCR ELA standards.

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 Pelham Road, literacy instruction and assessment in kindergarten- 5th grade are intentionally aligned to the science of reading, structured literacy, and foundational literacy skills. Instruction is explicit, systematic, and sequential, enabling students to progress from the smallest units of sound to more complex word structures in a logical and developmentally appropriate way.

Reading instruction for all students emphasizes word recognition skills, including phonological awareness, phonics (decoding and encoding), and sight word recognition. In kindergarten and first grade, *Reading Horizons* provides daily instruction focused on these foundational skills through multi-sensory approaches that strengthen letter-sound correspondence, decoding and encoding strategies, and high-frequency word recognition. *Reading Horizons* is also used as a core resource for students receiving Tier 2 and Tier 3 interventions, as well as special education services, ensuring that those who need additional support receive targeted instruction in foundational skills. In second grade, *HMH Structured Literacy* continues this progression in upper grades with daily lessons in phonological awareness, phonics, vocabulary, and comprehension, reinforcing the systematic development of word

recognition and language skills.

Assessment practices at Pelham Road are equally aligned to the science of reading. Amira benchmark assessments provide valid and reliable measures of students' proficiency in phonological awareness, letter-sound correspondence, word recognition, vocabulary, background knowledge, and reading fluency. In addition, Amira tutoring is used for ongoing progress monitoring, enabling teachers, interventionists, and school leaders to track student growth over time and adjust instruction as needed. Additionally, kindergarten teachers, first grade teachers, and interventionists utilize *Reading Horizons* skills checks to monitor students' skill development, which are directly tied to current instruction. Data from these assessments inform whole-group, small-group, and individualized instruction, ensuring that all students make steady progress toward literacy proficiency.

Through this combination of research-based instruction, valid and reliable assessments, and data-driven interventions, Pelham Road ensures that every student builds a strong foundation in reading, fully aligned with the science of reading and structured literacy practices.

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 Pelham Road, the process for identifying and supporting students who have not yet demonstrated grade-level reading proficiency is anchored in universal screeners, progress monitoring assessments, as well as standards-aligned assessments. This ensures that every child in kindergarten through 5th grade has a clearly defined pathway of intervention that responds directly to their individual needs.

All students participate in the Amira universal screener three times a year, which provides reliable data on phonological awareness, phonics, word recognition, vocabulary, fluency, and comprehension. When a screener indicates that a student is performing below grade level, teachers and interventionists can use the data provided to distinguish between difficulties in word recognition, decoding, encoding, language comprehension, or fluency.

Assessment data is not used in isolation. Teachers, interventionists, and the Literacy Specialist analyze multiple sources of data—including Amira, classroom assessments, and standards-aligned benchmarks—to determine next steps. Amira reports, such as

the Skills Status Report, Reading Rope Insights, Standards Mastery Report, and Student Summary Report, are especially valuable for targeting instruction. Interim assessment data and diagnostic results are reviewed weekly during grade-level PLCs, where administrators and coaches join teachers to plan interventions. Interventionists and the Literacy Specialist also meet weekly to review progress monitoring results, ensuring interventions remain flexible and responsive.

When a student is identified as reading below grade level, we communicate and work with parents to ensure they are aware of their student's needs and understand the intervention plan we put in place to support their child. We maintain regular communication about each student's progress, so parents clearly understand their student's growth and areas in which they continue to need support. Additionally, we share specific strategies and interventions to remediate reading difficulties, and progress monitoring occurs as frequently as needed based on student performance. Groupings for intervention are fluid, allowing students to move in and out of support structures as their progress is tracked.

Pelham Road offers a range of evidence-based Tier 2 programs, including Leveled Literacy Intervention, Reading Horizons, and Amira Interventions. Multilingual learners also receive targeted support through Lexia Core 5 and Lexia English, which strengthen both language and foundational literacy skills. Students who continue to demonstrate significant reading challenges receive intensified support through Tier 3 interventions, guided by diagnostic data and closely monitored for effectiveness.

Through the systematic use of universal screeners, progress monitoring assessments, and standards-aligned assessments, Pelham Road ensures that students who are below grade level receive targeted, research-based interventions. These pathways are individualized, collaborative, and continuously monitored, which reflects our school's commitment to helping all students achieve 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.

At Pelham Road Elementary, we have a comprehensive system in place to ensure that all parents and caregivers understand how to support their children as readers at home. This system provides clear communication of school literacy goals, regular updates on student progress, and practical tools families can use to promote reading development beyond the classroom.

Parents receive Amira Parent Reports three times per year, following benchmark

assessments. These reports explain student progress and outline specific literacy strategies for use at home, ensuring families know how to reinforce instruction. In kindergarten and first grade, additional *Reading Horizons* Multi-Skill Check Reports are sent home, which highlight areas of strength, areas for growth, and concrete ideas for practice at home. To further support clarity, teachers share parent-friendly state standards documents, which explain grade-level literacy expectations in accessible language.

Families are kept regularly informed of literacy goals and student progress. Weekly newsletters preview upcoming reading and writing skills, offering strategies that parents can use to support these goals at home. Ongoing progress reports and assessments are sent home to update families on how their child is progressing toward meeting state standards. In addition, fall conferences for all students provide families with specific data and insights into their child's development as a reader.

Pelham Road also builds strong home-school partnerships through events that focus on literacy. Our annual Literacy Night engages families in hands-on literacy activities while equipping parents with tools to support reading at home. Community partners such as PEP, the Public Library, and the School Improvement Council (SIC) join in to extend support and resources for families. We also offer Lunch and Learn sessions, providing targeted workshops on strategies parents can use to encourage literacy growth.

Finally, we foster a culture of reading at home through community partnerships with the Greenville Drive's *Reading All Stars* program, the Greenville Triumph's *Read to Score* initiative, and our annual Summer Reading program, all of which encourage families to engage with books together outside of school.

Through these layered systems—reports, newsletters, conferences, events, and partnerships—Pelham Road Elementary ensures that literacy goals are clearly communicated and that parents are regularly equipped with both information and practical strategies.

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.

At Pelham Road, a comprehensive system is in place to ensure ongoing progress monitoring that supports reading achievement and growth for all students. Progress is measured using Amira, with an expectation of accelerated growth (ARM > .1 per

month) or attainment of the 25th percentile or higher on the ARM percentile scale. This system relies on multiple data points and ensures that all students are monitored consistently to track growth and inform instruction.

Students in need of additional support are placed into tiered interventions that align with our Multi-Tiered System of Supports (MTSS) framework. Tier 2 students receive monthly progress monitoring, while Tier 3 students are progress-monitored every two weeks to ensure timely adjustments to instruction. In addition, students reading above grade level are progress-monitored to confirm that they maintain or exceed expected growth toward continued grade-level proficiency.

All students performing below benchmark receive daily interventions in addition to Tier 1 core instruction, ensuring that instructional gaps are addressed without sacrificing exposure to grade-level content. Intervention plans and adjustments are carefully documented in the Intervention Connection System (ICS) for accuracy and accountability.

Evidence demonstrates a fluid response-to-intervention process at Pelham Road. Intervention groups are reviewed and adjusted throughout the year based on multiple data points and student performance trends. Our team of interventionists, supported by the Literacy Specialist, meets bi-weekly to analyze data, collaborate on strategies, and consider the instructional needs of students performing below grade level.

Furthermore, the school leadership team regularly reviews the most current progress-monitoring data from Amira and the GCS Intervention Progress Monitoring Data Sheet. These meetings provide opportunities to evaluate student growth, refine instructional practices, and adjust interventions in real time to ensure that all students are supported on their path to reading success.

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.

Pelham Road is committed to providing professional learning that is research-based, job-embedded, and directly connected to improving teaching and learning. Strong evidence of this commitment is seen in our continued investment in LETRS training, with most teachers completing Volume 2 and several 4th and 5th grade teachers beginning Volume 1. This professional development deepens teachers' understanding of the science of reading and provides the skills and knowledge necessary to

strengthen instructional practices aligned with research-based principles.

Teachers receive ongoing, grade-specific professional development and coaching support through multiple structures. Our Professional Learning Communities (PLCs) remain a priority, with embedded training and modeling provided throughout the year. PLCs serve as a collaborative space for teachers to analyze data, plan instruction across all three tiers, and intentionally align their instruction to the SC College- and Career-Ready ELA Standards. Instructional Leadership plays a key role in ensuring new learning is transferred into practice, guiding teachers in connecting LETRS content and other professional development to daily classroom instruction, and holding teams accountable for implementation.

The Literacy Specialist collaborates with grade-level teams to plan instruction using high-quality instructional materials (HMH and Reading Horizons), ensuring alignment to standards and the science of reading. Instructional planning includes data analysis, tiered supports, and intentional transfer of professional learning into instructional decision-making. Additionally, teachers engage in coaching cycles with the Literacy Specialist and Instructional Coach, where they co-plan, co-teach, and reflect on practices. These cycles emphasize the use of data to inform instruction, support assessment administration, and ensure that classroom practices remain effective, standards-based, and rooted in research.

Finally, both school and district leaders actively participate in professional learning alongside teachers, reinforcing the importance of instructional priorities and connecting new learning to classroom practices. Leaders also provide ongoing accountability by supporting teachers in the consistent application of professional development to improve student outcomes.

Through LETRS training, strengthened PLCs, collaborative planning with high-quality instructional materials, coaching cycles, and leadership engagement, we are ensuring that professional learning is sustained, job-embedded, standards-aligned, and focused on transferring knowledge of the science of reading into effective classroom practices.

Section G: Analysis of Data

Strengths:

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| <ul style="list-style-type: none"> - School-wide, the percentage of students scoring 'Meets' and 'Exceeds' exceeded the district average. - The percentage of third graders scoring Does Not Meet on SC Ready in the spring of 2024 decreased from 11.1% to 6.4%. - Based on SCReady 2025 Spring scores, third and fifth grades both performed highest in the area of Grammar. - Based on SCReady 2025 Spring scores, fourth grade performed highest in the area of Research. |
| Possibilities for Growth: |
| <ul style="list-style-type: none"> - Based on SCReady 2025 Spring scores, third and fifth grades both performed lowest in the area of Literary Text. - Based on SCReady 2025 Spring scores, fourth grade performed lowest in the area of Vocabulary Across Genres. |

***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

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| How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? | 33 |
| 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)? | 5 |
| How many eligible teachers in your school are beginning Volume 2 of LETRS this year? | 33 |
| How many CERDEP PreK teachers in your school have completed EC LETRS? | 0 |

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| How many CERDEP PreK teachers in your school are beginning EC LETRS this year? | 0 |
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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).

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| Goal #1: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SCReady from 11.1% to 8.1% in the spring of 2025. | Progress: The percentage of third graders scoring Does Not Meet on SC Ready in the spring of 2024 decreased from 11.1% to 6.4%. |
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Section I: **Current** School Year SMART Goals and Action Steps Based on Analysis of Data

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| 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 84.6% to 87.6% in the spring of 2026. |
| Action Steps: | Instructional Design and Support: <ul style="list-style-type: none"> Tier One: <ul style="list-style-type: none"> Teachers will utilize curriculum and resources (HMH) grounded in the science of reading to ensure instruction supports all components of word recognition and language comprehension. Teachers will provide differentiated, small group instruction for all students based on data from multiple resources (including Amira, formative assessments, and benchmarks). Teachers will participate in unit planning that supports that backward design process, ensuring teachers have clarity around the new curriculum to support student learning. Increase focus on literary text and vocabulary when unit planning to support weakest strands on SCReady data. Tier Two– Students scoring in the 25th %ile and below will participate in 30 minutes of Amira tutoring each week, which supports students’ individual oral reading and comprehension needs. These students also receive small group reading intervention using Reading Horizons. |

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| | <p>Students whose Amira ARMs score is below the 40th %ile will receive additional small group intervention strategy groups.</p> <ul style="list-style-type: none"> • Tier Three–Students work with Special Education teachers in small groups on phonics, fluency, comprehension, and writing skills using Reading Horizons. <p>Data Analysis:</p> <ul style="list-style-type: none"> • Continue to utilize assessments to drive instruction and tiered supports for students. • Routinely progress monitor students to ensure mastery of skills and plan intervention for students not yet at mastery. • Collaboratively analyze and plan for instruction in PLCs (including Coaches and Interventionists when possible). |
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| Goal #2 | <p>Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 84.8% to 87.8% in the spring of 2026.</p> |
| Action Steps: | <p>Instructional Design and Support:</p> <ul style="list-style-type: none"> • Tier One– <ul style="list-style-type: none"> ○ Teachers will utilize curriculum and resources (HMH) grounded in the science of reading to ensure instruction supports all components of word recognition and language comprehension. ○ Teachers will provide differentiated, small group instruction for all students based on data from multiple resources (including Amira, formative assessments, and benchmarks). ○ Teachers will participate in unit planning that supports that backward design process, ensuring teachers have clarity around the new curriculum to support student learning. ○ Increase focus on literary text and vocabulary when unit planning to support weakest strands on SCReady data. • Tier Two– Students scoring in the 25th %ile and below will participate in 30 minutes of Amira tutoring each week, which supports students’ individual oral reading and comprehension needs. These students also receive small group reading strategies intervention to support language comprehension. • Tier Three–Students work with Special Education teachers in small groups on phonics, fluency, comprehension, and writing skills using Reading Horizons. <p>Data Analysis:</p> <ul style="list-style-type: none"> • Continue to utilize assessments to drive instruction and tiered supports for students. • Routinely progress monitor students to ensure mastery of skills and plan intervention for students not yet at mastery. • Collaboratively analyze and plan for instruction in PLCs (including Coaches and Interventionists when possible). |

