

2024-2025 Schoolwide Reading Plan - Bethel Elementary School

School Name	Bethel Elementary School
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Principal Name	Nurit' Sexton
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Principal Email	nsexton@greenville.k12.sc.us
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Reading Coach/Literacy Specialist Email	Susan Krawczyk, Literacy Specialist skrawczyk@greenville.k12.sc.us
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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.

Reading assessment and instruction at Bethel Elementary School is designed to align with the 2024 SCCCR ELA standards and includes a comprehensive approach that incorporates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This approach is foundational for developing students' abilities to comprehend grade-level texts and meet English/Language Arts standards.

Instruction is delivered through Tier 1 settings, which include whole group lessons, small group instruction, strategy groups, and one-on-one conferencing. These varied instructional formats provide targeted support while addressing individual student needs. The school's curriculum maps are designed to address both language comprehension and word recognition, in alignment with Scarborough's Reading Rope model, ensuring that best practices from the science of reading are integrated into daily instruction.

We dedicate time to language and word study components to focus on essential literacy skills like phonological awareness, phonics, fluency, vocabulary, and comprehension. This is supported by standards-based materials, such as HMH Into Reading, which emphasizes structured literacy and the development of these key areas. For younger students in K5-1, Reading Horizons provides explicit, systematic, and sequential phonics instruction. Instructional practices like shared reading,

interactive read-alouds (IRA), close reading, shared and independent writing, and independent reading are incorporated into daily lessons to promote literacy engagement and development.

Oral language development is emphasized through structured discussions, read-alouds, and collaborative projects, which help students build the skills necessary for language comprehension and fluency.

To monitor and assess student progress, we use a range of tools. For example, the MAP assessment is administered in 1st grade, while MasteryConnect benchmarks are used for grades 2–5. Additional assessments include GCS-developed unit assessments, school-developed formative assessments, and Amira benchmarks. These assessments provide data on student reading ability, with subscores aligned to Scarborough's Rope, assessing areas like decoding, phonological awareness, high-frequency word recognition, background knowledge, vocabulary, and fluency. The Amira Reading Mastery score provides a comprehensive measure of student performance, highlighting growth areas in relation to grade-level expectations.

By combining evidence-based instructional practices with ongoing assessment, our literacy instruction is designed to meet the diverse needs of all students, helping them achieve grade-level standards and become proficient readers.

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.

Word recognition assessment and instruction for K5–5th grade students at Bethel Elementary are closely aligned with the science of reading, structured literacy, and foundational literacy skills. Our approach is centered on explicit, systematic, and sequential instruction, ensuring students build their word recognition abilities in a logical progression, starting with phonological awareness and advancing through letter–sound correspondence, decoding, and more complex word structures.

For assessment, Amira benchmark assessments play a critical role in evaluating students' proficiency in decoding and recognizing words. These assessments focus on phonological awareness, letter–sound correspondence, high-frequency words, vocabulary, background knowledge, word reading accuracy, and fluency. The data gathered from these assessments allows us to pinpoint students' strengths and areas for growth, aligning our instructional strategies with their individual needs.

On the instructional side, HMH Structured Literacy emphasizes key components of

word recognition, including phonological awareness, phonics (both decoding and encoding), vocabulary, and comprehension. This structured approach ensures that students are receiving targeted, research-based instruction in the foundational literacy skills necessary for word recognition.

For K5-1 students, Reading Horizons is a vital part of our instruction. It emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high-frequency words, and multisensory learning approaches. This systematic program allows our youngest learners to grasp foundational skills through multiple modalities, reinforcing their ability to recognize and decode words effectively.

Overall, our word recognition instruction is aligned with structured literacy practices that are supported by the science of reading. By providing explicit, sequential instruction and utilizing evidence-based assessments, we ensure that all students are equipped with the foundational literacy skills necessary for reading success.

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.

Bethel Elementary School utilizes universal screener and diagnostic assessment data to strategically guide intervention pathways for students, in alignment with the GCS MTSS Framework. This framework ensures that each student receives the appropriate level and type of support based on assessment data from Amira and other formative and summative evaluations. The goal is to address individual needs and support reading development through a tiered system of instruction and intervention.

Universal screener data, particularly from Amira assessments, play a critical role in determining targeted interventions. These assessments, aligned with Scarborough's Reading Rope, provide detailed insights into students' proficiency in key reading areas such as phonological awareness, decoding, high-frequency word recognition, background knowledge, and vocabulary. The comprehensive reports generated by Amira, including Class Progress Reports, Instructional Recommendations, Skills Status, and Skills Diagnostics, enable teachers to make data-driven decisions about instruction and the need for additional interventions beyond the core classroom setting.

Tier 1: Core Instruction

Students classified as Low Risk—scoring at or above the 40th percentile on all Amira measures and standardized assessments, and meeting expectations on Common Formative Assessments (CFAs)—receive core instruction through the regular classroom curriculum. These students are closely monitored through PLCs and CFAs to ensure consistent progress toward grade-level standards. If any instructional gaps are identified, teachers make targeted adjustments within the core instruction framework to address specific needs.

Tier 2: Targeted Support

For students identified as Some Risk—scoring between the 25th and 39th percentile on the Amira composite or on individual strands, or showing below-expectation performance on power standards as indicated by formative assessments—small-group interventions are implemented. These targeted interventions, led by the classroom teacher, focus on isolated skill deficits, such as phonological awareness or decoding, and may include teacher-led instruction or Amira tutoring.

Students at a Higher Risk—those scoring below the 25th percentile on the Amira composite or specific strands and demonstrating below-expectation performance on formative assessments—require more intensive support. These students participate in small-group reading interventions 3–4 times per week, using evidence-based programs such as Amira Tutoring, designed to address their specific needs and accelerate reading growth.

Tier 3: Intensive Support

Students identified as High Risk—scoring below the 15th percentile on the Amira composite and individual strands (such as phonological awareness or Nonsense Word strands in K–5), or showing similar risk levels on multiple strands like fluency and comprehension for grades 2 and above—receive the most intensive intervention. These students are likely to demonstrate low performance on standardized assessments such as MC TE21/SCREADY. In addition to the standard 90-minute daily reading/writing block, these students receive daily, 30-minute small-group reading interventions using evidence-based programs like Amira, Reading Horizons, or Lexia Core 5, delivered by certified instructors.

Through ongoing monitoring of Amira reports (Class Progress, Instructional Recommendations, Skills Status, and Skills Diagnostics), combined with formative assessments, Bethel Elementary School ensures that all students—from those meeting grade-level expectations to those requiring intensive support—are provided with the appropriate interventions needed to achieve reading success.

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 Bethel Elementary School, we have a comprehensive system to help parents understand how they can support their child's reading and writing development at home. Our goal is to strengthen the school-home partnership by providing parents with the resources and guidance needed to foster literacy growth beyond the classroom.

A key resource for parents is the Amira Parent Reports, which offer personalized insights into their child's progress in literacy. These reports include specific strategies and activities that parents can use to support reading and writing at home, focusing on areas such as phonological awareness, decoding, vocabulary, and comprehension. The strategies are tailored to each child's needs, allowing parents to effectively reinforce the skills being developed in school.

In addition to the reports, we hold regular parent-teacher conferences, where teachers share student progress, review assessment data, and provide actionable advice on how parents can help at home. These meetings offer an opportunity for parents to collaborate with teachers on a personalized plan for literacy support.

Parents also receive regular communication through school and classroom newsletters, which include practical tips for reading and writing activities at home, recommendations for reading materials, and updates on upcoming literacy events or workshops.

Furthermore, our literacy specialist and intervention team are available for parent contact. Parents can reach out to these specialists to ask questions, discuss concerns, or get additional support on how to assist their child's reading and writing development at home. This open line of communication ensures that parents have access to expert guidance in supporting their child's literacy growth.

By providing personalized reports, regular communication, and access to literacy experts, Bethel Elementary ensures that parents are equipped with the tools and support necessary to help their child succeed as a reader and writer.

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 Bethel Elementary School, progress monitoring of reading achievement and growth is comprehensive and multi-faceted, ensuring that students are consistently working toward grade-level proficiency in reading. Our approach incorporates various tools and assessments to track progress and guide decisions about interventions.

One key tool is the Amira assessment, which provides continuous data on students' reading growth. Students are expected to demonstrate an ARM (Amira Reading Mastery) growth rate of at least 0.1 per month, or to reach the 25th percentile or higher on the ARM percentile, to ensure they are progressing toward grade-level expectations. Teachers can view each student's Estimated ARM score using the Amira Progress Report, which updates continuously as students practice. This real-time data serves as a critical gauge of overall progress and allows teachers to adjust instruction as needed.

In addition to Amira, our school uses Reading Horizons for progress monitoring, especially for students in kindergarten through 1st grade. This tool provides regular checks on foundational reading skills, ensuring that students are making steady progress in areas like phonological awareness, decoding, and high-frequency word recognition.

For students in grades 2-5, Mastery View Predictive Assessment (MVPA), a formative assessment tool in Mastery Connect that helps gauge student progress and predict summative outcomes. MVPA assessments are designed to identify student understanding of key state standards, provide insights into student strengths and learning gaps, align continuous improvement work, predict student outcomes on objectives and standards. Based on the results, teachers organize strategy groups to target skill deficits and provide more focused, small-group instruction.

Progress monitoring data from all these sources is reviewed using the MTSS & Amira Data Protocol and the GCS Intervention Progress Monitoring Data Sheet for the 2024-2025 school year. Additionally, our school documents all interventions in the Intervention Connection System (ICS), ensuring that support strategies are tracked and adjusted as needed.

By combining real-time data from Amira, progress monitoring through Reading Horizons, and MVPA benchmark assessments, Bethel Elementary ensures that every student's reading growth is closely monitored and that instructional interventions

are tailored to meet individual needs, helping all students work toward grade-level reading 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.

Bethel Elementary School is committed to providing ongoing teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. Our professional development plan focuses on equipping teachers with the knowledge and strategies needed to deliver high-quality literacy instruction through a variety of research-based programs and collaborative efforts.

LETRS (Language Essentials for Teachers of Reading and Spelling)
Teachers receive extensive training through LETRS, a research-based professional development program that focuses on the science of reading. This training helps teachers deepen their understanding of structured literacy and foundational reading skills, such as phonological awareness, phonics, and fluency. LETRS case study discussions are also incorporated into our weekly PLC (Professional Learning Community) meetings, allowing teachers to apply their learning in practical ways and collaborate with colleagues on implementing best practices in their classrooms.

HMH Into Reading

To support teachers in using the district's adopted HMH Into Reading curriculum, Bethel Elementary provides a 9-week overview training that aligns with district-level professional development. This ensures that all teachers have a thorough understanding of the curriculum and how to effectively implement it in their classrooms. Ongoing coaching cycles are also in place to provide individualized support and feedback to teachers as they implement HMH Into Reading strategies in their daily instruction.

Reading Horizons Training and Coaching

For K-1 teachers and others using Reading Horizons, we offer both initial training and follow-up coaching sessions. These sessions focus on explicit, systematic phonics instruction, decoding, and other foundational literacy skills that are essential for early readers. The coaching cycles provide teachers with opportunities to observe best practices, receive feedback on their instructional delivery, and refine their approach to teaching reading.

PLCs and Collaborative Support

Weekly PLC meetings are a core component of our professional development plan. These meetings provide dedicated time for teachers to collaborate with their grade-level teams, SPED (Special Education) teachers, MLP (Multilingual Learner Program) staff, and other support staff. During PLCs, teachers have the opportunity to discuss instructional challenges, share successful strategies, and receive guidance from literacy specialists and instructional coaches. This collaborative approach ensures that all teachers have access to ongoing support and professional growth, with a focus on improving literacy outcomes for all students.

Through a combination of LETRS training, HMH Into Reading curriculum support, Reading Horizons coaching, and collaborative PLCs, Bethel Elementary ensures that teachers are well-equipped to deliver high-quality, science-based reading instruction that meets the needs of all students.

Section G: Analysis of Data

Strengths:

The strength of our staff lies in their expertise, dedication, and strategic use of research-based instructional practices, particularly those grounded in the science of reading. Our teachers are skilled in delivering structured literacy instruction, using a variety of instructional materials tailored to meet diverse student needs. Through continuous professional development in programs like LETRS, HMH Into Reading, and Reading Horizons, they stay current on the latest research and apply these practices effectively in the classroom.

A core strength of our staff is their data-driven approach to instruction. Teachers regularly analyze assessment data to identify specific student needs and adjust their instruction accordingly, ensuring that every student receives targeted support. This data-driven mindset is reinforced in our Professional Learning Communities (PLCs), where teachers collaborate to refine strategies, share insights, and continuously improve their practices.

Our staff's commitment to using a variety of instructional materials—aligned with the science of reading—ensures that students are engaged and challenged at all levels. With strong support from interventionists, an instructional coach and a literacy specialist, our team works together to provide the highest quality instruction, driving literacy growth and overall student achievement.

Possibilities for Growth:

Areas of Possible Growth:

1. Integration of Literacy Across Content Areas:

There is an opportunity to further integrate literacy instruction across all subject areas. Encouraging teachers to embed reading and writing skills into subjects like science, social studies, and math will help students strengthen literacy in diverse contexts, improving comprehension and critical thinking across the curriculum.

2. Ongoing Training in the Science of Reading:

While our staff has made great strides in understanding the science of reading, continuing professional development in this area is vital. Providing ongoing training will deepen teachers' expertise and ensure that instructional practices remain aligned with the latest research.

3. Application of Professional Learning:

Encouraging teachers to consistently implement new learning from professional development into their daily instruction is essential for improving student outcomes. Coaching cycles, peer observations, and follow-up support can help teachers confidently apply new strategies, particularly those grounded in the science of reading.

4. Strengthening Literacy Interventions and Progress Monitoring in Tier 1:

Enhancing the consistency of individualized interventions and progress monitoring in the Tier 1 setting will improve targeted support for students. Using data more effectively to adjust interventions based on student progress can lead to better outcomes for students who need specific reading skill development.

By focusing on these areas—integrating literacy into content areas, continuing science of reading training, applying professional learning, and refining interventions in Tier 1 instruction—our school can further enhance literacy achievement and support the overall growth of all students.

Section H: 2023-24 School 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: Reduce the percentage of third graders scoring Does Not Meet in the

Progress: The percentage of third graders scoring Does Not Meet on SC

spring of 2023 as determined by SC Ready from 14.6% to 11.6% in the spring of 2024.	Ready in the spring of 2024 was 21.5%.
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Section I: 2024–25 School 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. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic 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: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SCReady from ___ % to ___ % in the spring of 2025.

Goal #1	Third Grade Goal: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SCReady from 21.5 % to 18.5% in the spring of 2025.
Action Steps:	<p>Targeted Intervention Groups -</p> <ul style="list-style-type: none"> Identify at-risk students using Amira and formative assessments. Provide small-group interventions with programs like Amira Tutoring, Reading Horizons, and LLI. Monitor progress weekly through assessments and Amira reports. <p>Increase Tier 1 Small Group Instruction -</p> <ul style="list-style-type: none"> Expand Tier 1 small group instruction focused on phonics, fluency, vocabulary, and comprehension. Adjust instruction based on monthly data reviews during PLC meetings. <p>Professional Development -</p>

	<ul style="list-style-type: none"> • Provide ongoing training in the science of reading via LETRS and HMH Into Reading. • Conduct weekly PLC meetings for case studies, strategy discussions, and instructional support. <p>Progress Monitoring -</p> <ul style="list-style-type: none"> • Track growth using Amira Estimated Mastery Scoring and Reading Horizons checks. • Review data weekly in PLCs to adjust instruction and interventions. <p>Parental Engagement -</p> <ul style="list-style-type: none"> • Share Amira Parent Reports and conduct parent-teacher conferences. • Provide literacy support strategies through newsletters and workshops. <p>Benchmark Assessments -</p> <ul style="list-style-type: none"> • Administer MAP and MVPA benchmarks in fall, winter, and spring. • Use data to provide differentiated instruction and reteaching as needed.
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