

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/>.

Important notes:

- Review the [SCDE District and School Reading Plan Rubric](#) to ensure you include elements of “strong evidence” in your narratives for each section of the school's reading plan.
- This year's reading plan template reflects the updated law as well as the state's implementation of the Multi-Tiered System of Supports (MTSS). Please use only the updated reading plan documents when completing this year's survey.
- This year's survey also includes questions about the total number of LETRS completers as well as staff in progress with LETRS in your school.

Please submit your reading plan for review to Beverly Pilkey (bholtpilkey@greenville.k12.sc.us) no later than October 8, 2026.

****This is only a template for you to use for drafting your school's reading plan. Once you receive feedback from Academics, you must complete the [SCDE FormStack](#) to submit your plan to the SCDE no later than the close of business on **October 15, 2026**.****

District Name	Greenville County Schools
---------------	---------------------------

School Name	East North Street Academy
-------------	---------------------------

Principal Name	Dr. Jordan Hudson
Principal Email	johudson@greenville.k12.sc.us
Reading Coach/Literacy Specialist Email	Michelle Gerst mgerst@greenville.k12.sc.us

Section A: Five Pillars of Reading Instruction

Points to Consider:

- Literacy instruction is based on the 2024 SCCR ELA standards.
- Tier 1 instructional settings: whole group, small group, strategy groups, one-on-one conferencing
- Curriculum maps address both sides of Scarborough's Rope (language comprehension and word recognition) as well as include best practices as supported by science of reading research.
- Dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary and comprehension using a variety of standards-based materials
- Read Aloud, Focus Lessons, Shared Reading, Close Reading, Independent Reading and Small Group Instruction, Community Writing, and Independent Writing daily
- Oral language development- structured discussions, read-alouds, and collaborative projects
- Refer to the [GCS Literacy Framework](#) as needed.
- High Quality Instructional Materials Curricular Resources in GCS
 - HMH Into Reading
 - HMH Structured Literacy (if applicable in grade 2) emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension.
 - 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.
 - Reading Horizons in K5 & 1 (grade 2 in some schools) to address explicit, systematic, and sequential phonics instruction
- Reading Assessment Tools in GCS
 - myIGDIs for 4K (Early Literacy-fall, Early Literacy and Math-mid-year and spring)
 - MAP for 1st grade
 - Mastery Connect benchmarks for grades 2-5
 - GCS-developed unit assessments

- School-developed common formative assessments
- Amira benchmarks
 - Amira Reading Mastery (ARM) score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations.
 - Amira benchmark assessment reading subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary.
 - Amira benchmark assessments also provide an Oral Reading Fluency accuracy score.
- FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure

Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

East North Street Academy uses a comprehensive system of instruction and assessment to monitor students' development in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction and assessment progress from foundational literacy skills in K4 through first grade to increasingly complex vocabulary and comprehension demands in grades 2–5. All instruction is aligned with the 2024 South Carolina College- and Career-Ready English Language Arts Standards.

Students in K4–5 participate in benchmark assessments during the fall, winter, and spring. The myIGDIs screener is administered to all K4 students to monitor the development of early literacy skills. In grades K–5, Amira serves as the universal literacy screener and provides data related to oral-reading fluency, decoding, phonological awareness, high-frequency words, background knowledge, and vocabulary. First-grade students also participate in MAP assessments, which measure achievement in foundational skills, language and writing, literature, informational text, and vocabulary acquisition. MasteryConnect benchmarks in grades 2–5 measure students' progress toward grade-level standards in vocabulary, key ideas and details, craft and structure, and integration of knowledge and ideas.

Benchmark data are supplemented by district-developed ELA unit assessments and school-developed common formative assessments. Teachers also gather evidence through student discussions, oral responses, conferences, written responses, fluency checks, and daily classroom observations. Together, these measures provide a comprehensive view of students' performance across the literacy components and help

teachers identify specific strengths and areas of need.

Teachers use assessment data to plan targeted, differentiated instruction in whole-group, small-group, strategy-group, and individual settings. District curriculum maps provide a research-based scope and sequence aligned with the 2024 SCCCR ELA Standards and address both the word-recognition and language-comprehension strands of Scarborough's Reading Rope. Teachers use assessment results to form flexible instructional groups, reteach skills, provide additional practice, and adjust the level of instructional support.

East North Street Academy provides dedicated instructional time for oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Students develop oral language through structured discussions, interactive read-alouds, collaborative learning, and opportunities to explain their thinking. Instructional routines such as shared reading, close reading, independent reading, writing, and small-group instruction support students' fluency, vocabulary, comprehension, and application of grade-level standards.

HMH Into Reading serves as the school's core literacy program and supports instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Heggerty Phonemic Awareness is used in K4 to provide systematic and explicit instruction in phonological and phonemic awareness. Reading Horizons is implemented in K5–2nd grade to provide explicit, systematic, and sequential instruction in phonological awareness, phonics, decoding, encoding, and high-frequency word recognition. Together, these high-quality instructional materials, assessment practices, and differentiated instructional routines support students in developing the skills necessary to comprehend grade-level texts and meet the SCCCR ELA Standards.

Section B: Foundational Literacy Skills, Continued

Points to consider:

- GCS 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.
- HMH Structured Literacy – phonological awareness, phonics (decoding and encoding), vocabulary and comprehension
- Heggerty Phonemic Awareness for 4K – systematic and explicit instruction in phonological and phonemic awareness

- Reading Horizons for K5 & 1 (grade 2 in some schools) -emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words, and multi-sensory learning approaches

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.

East North Street Academy provides explicit, systematic, and sequential instruction in foundational literacy and word-recognition skills aligned with the science of reading and structured literacy. Instruction begins with the smallest units of sound and progresses through phonemic awareness, letter-sound correspondence, phonics, decoding, encoding, sight-word recognition, and increasingly complex word structures.

In K4, Heggerty Phonemic Awareness provides explicit instruction in phonological and phonemic awareness. Student development is assessed using myIGDIs, Heggerty assessments, and classroom-based formative measures. In K5–2nd grade, Reading Horizons provides a systematic and sequential progression of instruction in phonological awareness, letter-sound correspondence, decoding, encoding, high-frequency word recognition, and multisensory word-learning routines. HMH Into Reading and the GCS curriculum maps provide additional standards-aligned instruction and practice in foundational literacy skills.

Amira serves as the universal literacy screener for students in grades K–5 and evaluates skills including phonological awareness, letter-sound correspondence, decoding, high-frequency word recognition, word-reading accuracy, and fluency. Students in grades K–3 who score below the 25th percentile on Amira are administered appropriate FastBridge diagnostic assessments to identify specific foundational skill deficits. Amira, FastBridge, program-based assessments, and classroom formative assessments are used to screen students, monitor progress, form flexible instructional groups, and adjust instruction based on student response.

Students in grades 3–5 who demonstrate unfinished foundational literacy needs receive explicit, targeted instruction aligned with their identified word-recognition deficits in addition to grade-level core instruction. The use of valid and reliable assessments, high-quality instructional materials, and targeted intervention allows teachers to identify and address foundational literacy gaps across K4–5 so that all students continue progressing toward grade-level reading proficiency.

Section C: Intervention

Points to Consider:

- Instructional decisions and interventions based on the [GCS MTSS Framework](#), matching the students' needs to the level and type of support. Refer to the frequency with which the MTSS team meets to review progress monitoring data and the fluidity of intervention groups.
 - Amira universal screener data and additional formative and summative assessments inform 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.
 - Amira reports to guide instruction: class progress report, progress report, skills status, reading rope insights, standards mastery report, student summary report
 - FastBridge diagnostic assessments for students in grades K-3 who score below the 25th percentile on the universal literacy screening measure
-
- Refer to the [2026-2027 Elementary ELA Tiered Support Continuum](#) document
 - GCS approved intervention programs
 - Leveled Literacy Intervention
 - Reading Horizons
 - Amira Interventions
 - 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.
- MyIGDIs: Teachers use myIGDIs data to inform whole group, small group, and individual instruction. An overview of available reports can be accessed [here](#).
- DIAL-4: 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.
- Heggerty Phonemic Awareness: 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.
- Highscope

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.

East North Street Academy uses universal screening, diagnostic assessments, and classroom data to determine targeted intervention pathways for students who have not demonstrated grade-level reading proficiency. In grades K–5, Amira universal screener data are reviewed with formative and summative assessment results to identify areas of need in word recognition and language comprehension. Amira reports, including the Class Progress Report, Instructional Recommendations, Skills Status, and Reading Rope Insights, provide additional information to guide instructional decisions.

Students in grades K–3 who score below the 25th percentile on the Amira universal screener are administered appropriate FastBridge diagnostic assessments to identify specific skill deficits. For students in grades 4–5, Amira data, standards-aligned assessments, classroom performance, and additional skill-aligned measures are reviewed to determine specific instructional needs. Teams use these data and the GCS ELA Tiered Support Guidelines to determine whether students require targeted support in phonological awareness, phonics, decoding, fluency, vocabulary, background knowledge, or comprehension.

Interventions are matched to each student's identified word-recognition or language-comprehension needs and are provided in addition to Tier 1 core instruction. East North Street Academy uses district-approved intervention programs, including Reading Horizons and FastBridge interventions. Teachers and interventionists monitor students' responses to intervention using Amira, FastBridge, program-based assessments, and classroom formative assessments. Progress-monitoring data are regularly reviewed through the MTSS process, and intervention intensity, instructional strategies, and group placement are adjusted as students' needs change.

When screening or diagnostic data indicate that a student is performing below grade-level expectations, the school collaborates with the student's parents or caregivers to communicate the identified area of need, planned intervention, and progress-monitoring process.

In K4, intervention decisions are based on multiple sources of data. Teachers use myIGDIs results to identify early-literacy needs and plan whole-group, small-group, and individualized instruction. DIAL-4 screening results help identify students whose needs may require further investigation, while classroom-based formative assessments and teacher observations are used to monitor progress and adjust instruction. Heggerty Phonemic Awareness provides daily, explicit instruction in phonological and phonemic awareness. Together, these instructional and assessment

practices provide a targeted pathway of support for K4 students who have not yet demonstrated expected early-literacy skills.

Section D: Supporting Literacy at Home

Points to Consider:

- Amira Parent Reports indicate strategies for parents/guardians to support literacy development in the home environment.
- Teacher or school newsletters
- Parent Nights focused on literacy

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.

East North Street Academy provides families with multiple opportunities to receive accessible, actionable information and resources aligned with the literacy instruction occurring at school. School literacy goals and grade-level reading and writing expectations are communicated to families throughout the school year so they understand the school's priorities and how they can support literacy development at home.

Families of students in grades K–5 receive Amira parent reports that explain their child's performance and provide specific strategies and recommendations for supporting literacy development at home. These reports give parents and caregivers practical steps for reinforcing skills taught at school.

East North Street Academy holds a minimum of two parent-teacher conferences each year. During these two required conferences, teachers review each student's assessment data, growth, strengths, and areas for improvement. Teachers may also share student work samples to provide concrete examples of the child's current reading and writing abilities. Families receive strategies and activities targeted to their child's needs so they can reinforce literacy skills at home.

Throughout the year, East North Street Academy provides opportunities for families and community members to partner with teachers and students in activities that promote literacy. Literacy activities and resources are embedded into schoolwide events, including Multicultural and STEAM Nights. Community and family members are also invited to read with students through the Readers are Leaders program, and literacy resources are shared with students and families during Read Across America Week. These opportunities support family engagement in literacy while extending

reading experiences beyond the classroom.

By regularly communicating student progress, school literacy goals, and practical home-support strategies, East North Street Academy creates a collaborative system that equips families to support each child's development as a reader and writer.

Section E: Progress Monitoring

Points to Consider:

- Amira progress monitoring - expected growth to be ARM growth of $>.1$ per month (to accelerate rate) OR to reach the 25th%ile or higher on the ARM percentile
- FastBridge serves as an additional diagnostic screening data point with select students to determine intervention needs, and as a progress monitoring tool to determine response to intervention for students receiving Tier 3 intervention.
- Schools monitor student progress utilizing the MTSS & Amira Data Protocol and GCS Intervention Progress Monitoring Data Sheet for 2025-2026
- Schools document interventions in the Intervention Connection System (ICS)
- Students identified as needing Tier 2, targeted interventions are progress-monitored monthly. Those needing Tier 3, intensive intervention are progress-monitored every two weeks.
- 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 intervention process is in place to consider instructional needs of students performing below grade level.
- All students below benchmark receive daily interventions in addition to Tier 1 core instruction.

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about PreK-5th intervention based on all available data to ensure grade-level proficiency in reading.

School Description of MTSS Progress Monitoring for PreK-5th Grade Students

East North Street Academy utilizes a comprehensive system of reading assessments to monitor student achievement and growth throughout the school year. All students participate in benchmark assessments at the beginning, middle, and end of the year. K4 students are monitored using myIGDIs, Heggerty assessments, and classroom-based formative assessments, while students in grades K-5 are assessed

using Amira and other grade-level measures. The school follows the MTSS and Amira Data Protocol and uses the current GCS Intervention Progress Monitoring Data Sheet and Greenville Progress Monitoring document to track student progress. Intervention plans and progress-monitoring data are documented in the Intervention Connection System (ICS).

East North Street Academy uses Amira to monitor student reading progress. The expected growth target is an Amira Reading Measure (ARM) increase of greater than 0.1 per month or attainment of the 25th percentile or higher. Students in grades K–3 who score below the 25th percentile on the Amira universal screener are administered appropriate FastBridge diagnostic assessments to identify specific skill deficits and determine the need for Tier 2 or Tier 3 intervention. Students performing below benchmark receive daily intervention in addition to Tier 1 core instruction. Students receiving Tier 2 intervention are progress-monitored monthly, while students receiving Tier 3 intervention are progress-monitored every two weeks using Amira, FastBridge, and other skill-aligned measures.

The MTSS team meets regularly to review the most current progress-monitoring data, evaluate each student's response to intervention, and adjust instructional strategies, intervention intensity, or group placement as needed. Students performing above grade level are also monitored through benchmarks such as MAP and MVPA, formative, and summative assessments to ensure that expected growth is maintained or exceeded. Together, these assessment and review processes provide a structured, fluid, and data-driven approach to meeting the needs of all readers.

Section F: Teacher Training

Points to Consider:

- Include references to LETRS, PLCs
- Specify job-embedded and ongoing PD on SCCR ELA standards, high quality instructional materials (curriculum/HMH/Reading Horizons) across the three tiers, data analysis, transfer of learning around the science of reading into classroom practices
- All GCS 4K and preschool special education teachers (3s and 4s) have completed or are currently participating in LETRS for Early Childhood (not LETRS).

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students in PreK-5th grade.

School Description of PLO Opportunities

East North Street Academy provides ongoing, evidence-based professional learning designed to strengthen literacy instruction and improve student achievement. Professional development is aligned with the science of reading, structured literacy, foundational literacy skills, the 2024 SCCR ELA Standards, and the high-quality instructional materials used across all tiers of instruction.

LETRS provides eligible staff members with research-based professional learning in the essential components of reading instruction, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Through LETRS, teachers develop the knowledge and skills necessary to provide explicit, systematic, and structured literacy instruction. All GCS 4K teachers have completed or are currently participating in LETRS for Early Childhood. East North Street Academy supports teachers in transferring their LETRS learning into classroom practice through professional learning, collaborative planning, PLC discussions, and job-embedded coaching.

East North Street Academy provides monthly school-based professional development based on student data, instructional priorities, and teacher needs. Topics include implementation of the SCCR ELA Standards, analysis of benchmark and formative assessment data, alignment of instruction with identified student needs, and effective use of high-quality instructional materials across Tiers 1, 2, and 3. Greenville County Schools also regularly provides professional learning related to Amira administration and reporting, benchmark-data analysis, Reading Horizons implementation, the GCS Writing Framework, and other district literacy initiatives.

Professional Learning Communities provide ongoing, grade-specific opportunities for teachers to analyze student data, share effective practices, plan standards-aligned instruction, and evaluate students' responses to instruction and intervention. The literacy specialist and instructional coach provide job-embedded support through PLC facilitation, collaborative planning, modeling, instructional resources, feedback, and coaching cycles. This support helps teachers connect professional learning to daily classroom instruction and refine their practices based on student needs.

The Instructional Leadership Team participates in professional learning and supports accountability for implementation by reviewing instructional plans, assessment data, student work, and evidence of classroom practice. Together, LETRS, monthly school-based professional development, district training, PLC collaboration, and job-embedded coaching create a cohesive professional-learning system designed to strengthen literacy instruction and improve reading and writing outcomes for all students.

Section G: Analysis of Data

Strengths:

East North Street Academy 1st and 2nd grade students demonstrated strength in Vocabulary and Literary Text according to MAP data. East North Street Academy 3rd – 5th grade students demonstrated strength in the area of Informational Text according to SCReady Data.
Possibilities for Growth:
1st and 2nd grade students demonstrated possibilities for growth in the area of Foundations of Literacy and Informational Text according to MAP data. 3rd – 5th grade students demonstrated possibilities for growth in the area of Vocabulary and Writing standards according to SCReady Data.

***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
- 4-5 Classroom Teachers
- Reading Coaches
- Reading interventionists
- K-5 Special Education Teachers
- School Administrators
- Multi-Lingual Teachers

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	23
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	4
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	4
How many CERDEP PreK teachers in your school have completed EC LETRS?	This should be zero. GCS does not have

	CERDEP funded PreK classes.
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	This should be zero. GCS does not have CERDEP funded PreK classes.

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: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 57% to 60% in the spring of 2026.	Progress: For the Spring 2026 SC Ready assessment, East North Street Academy decreased to 54.6% of third graders scoring Meets and Exceeds.
Goal #2: Decrease the percentage of Kindergarten through fifth grade students scoring “at risk” as measured by Amira universal screener benchmarks from fall 2025 from 25 % to 23 % in spring 2026.	Progress: For the last Amira Benchmark in the Spring of 2026, the percentage of Kindergarten through fifth grade students scoring “at risk” decreased to 12%.
Goal #3:	Progress:

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.**
- While the third grade reading proficiency goal is required for schools serving third grade, schools are strongly encouraged to establish additional goals that address literacy achievement and growth in other grade levels. Early literacy and grade-level proficiency goals across grade levels can help schools build a comprehensive approach to ensuring all students become proficient readers.
- 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: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].

Goal #1	Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 54.6% to 60% in the spring of 2027.
Action Steps:	Third graders at East North Street Academy who are not meeting based on the MasteryConnect Predictive Benchmark will receive Tier 2 and/or Tier 3 research-based interventions provided by a certified teacher and/or reading interventionist. Tier 2 support will maintain monthly progress monitoring and Tier 3 support will maintain weekly progress monitoring through FastBridge. Classroom teachers will teach small groups based on data from the MasteryConnect Predictive Benchmark, Cumulative Unit assessments, and Common Formative Assessments that are analyzed during weekly Professional Learning Community work to ensure that all students receive direct support in deficits in all areas of Literacy.

Goal #2	Decrease the percentage of Kindergarten through Fifth grade students scoring “at risk” as measured by Amira universal screener benchmarks from Fall 2026 from 18% to 15% in spring 2027.
Action Steps:	Kindergarten through Fifth grade students who score “at risk” as measured by the Amira universal screener will complete at least thirty minutes of Amira tutoring weekly. Additionally, classroom teachers will pull small groups based on data from Amira, FastBridge, Reading Horizons (K-2), Mastery Connect (2-5), MAP (1-2), Cumulative Unit assessments, Common Formative assessments, and teacher observation to ensure all students receive direct support in deficits in all areas of Literacy.

Optional:

Goal #3	
Action Steps:	