South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 7
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 21
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 7
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 0

Section A: 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.

To effectively support PreK-5th grade students in meeting grade-level English/Language Arts standards, GREEN's comprehensive reading assessment and instruction approaches integrate several key components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Oral Language: K -1 teachers integrates portions of Project Read: Written Expressions to assist in building sentence structure and verbal expression in the foundational grades along with UFLI. Additionally, teachers model through Read Alouds, Choral reading passages, and small groups. Focus on expanding vocabulary, improving sentence structure, and enhancing the ability to articulate thoughts. Activities include storytelling, discussions, and interactive dialogues to foster expressive and receptive language skills. The teacher will evaluate students' ability to understand and use spoken language through informal conversations, storytelling, and structured oral tasks. The teacher observes and evaluates proficiency in vocabulary usage, sentence structure, and verbal expression.

Phonological Awareness: GREEN teachers implement activities that help students recognize and manipulate sounds in words, such as playing rhyming games, segmenting words into individual sounds, and blending phonemes. Teachers in Grades K-2 integrate UFLI to meet the phonological awareness needs of their students. The teachers use tools like rhyming, phoneme segmentation, and blending tasks to gauge students' awareness of sounds in spoken language.

Phonics: Through the use of high quality instructional materials like Savvas-MyView and UFLI, Teachers model systematic phonics skills, including letter-sound correspondence, word families, and syllable patterns. In small groups, teachers use explicit instruction and practice with decodable texts

to reinforce these skills. Teachers assess students' understanding of letter-sound relationships and their ability to decode words. In small groups, activities, and phonic assessments, teachers can assess students' understanding of letter-sound relationships.

Fluency: In grades K-5, The teacher will model fluency through interactive read alouds. The teacher will provide opportunities for repeated reading, model fluent reading, and use strategies such as echo reading and choral reading. Encourage practice with texts at an appropriate level of difficulty.The teacher will also utilize small group instruction and one-on-one instruction, to measure reading fluency, accuracy, and expression through the use of reading materials (decodable & leveled text passages, novel studies) accuracy, and expression.

Vocabulary: In all subject areas, teachers provide explicit vocabulary instruction by the use of direct instruction, context clues, and word-learning strategies. Integration of vocabulary in not only ELA but all subject areas is key. Teachers assess vocabulary knowledge through tasks that evaluate students' understanding of word meanings and their ability to use words in context. These include activities, projects, and quizzes.

Comprehension: Beginning in Kindergarten, but expanding in depth each year, teachers discuss read alouds and text passages by teaching comprehension strategies such as predicting, questioning, clarifying, and summarizing. This is modeled through discussions about the texts, graphic organizers, and various types of written responses. Teachers use a range of methods to assess comprehension, including questioning, retelling, summarizing, and analyzing texts on tests, activities, and projects.

Section B: 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.

Teachers incorporate explicit instruction, practice/application, progress monitor, and differentiate based on the needs of their students. Using the standards as a guide per grade level, teachers tailor their instruction to meet the needs of the students. With the use of sound walls, word walls, word study, decodable texts, and the integration of technology, teachers can address Word Recognition.

Section C: 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.

GREEN Charter Elementary utilizes i-Ready Inform assessments and Literacy Tasks as universal screeners. The data gathered from these assessments are used not only for benchmarking; but for progress monitoring. The teacher and Literacy Coach will identify students who need assistance. I-Ready provides guidance on areas for remediation and enrichment

Section D: 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.

i-Ready is given as the first benchmark to assess a student's reading ability. The information is sent home along with a letter detailing more information about how the benchmark information is used. Parents are encouraged to communicate with the teacher if they have specific concerns. In addition, third grade parents are informed throughout the school year about the SC Ready. Third grade students who are projected to be in the low Approaches range or Does Not Met category for SC Ready will have a conference with teacher and literacy coach to address any concerns and how to best assist the student.

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

GREEN provides i-Ready (literacy tasks) for monitoring reading achievement and growth at both the classroom and school level. Based on i-Ready Inform, the Literacy Coach compiles a list of students per grade/classroom who are projected to be on watch or needing intervention. The teacher will meet with grade levels about academic concerns and a plan for closing the achievements gaps. The Literacy Coach will actively monitor students data to determine if academic achievement and growth occurs within the next benchmark or tasks.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

The school has continued LETRS training this year for K-3 grade teachers, coaches, administration, and SPED. Additionally, all ML teachers, new general K-3 teachers have begun Volume One. It is optional for 4-5th grade and two upper grade teachers are continuing with volume 2. In addition, the school has provided PD on the i-Ready system. Along with those PDs, the school provides PLCs geared towards the needs of ELA and Math up to twice a month. Additionally, the Literacy Coach monitors and provides one-on-one assistance to teachers.

Section G: Analysis of Data

Strengths	**Possibilities for Growth**

● Students performed above expectations on the SC Ready for 3rd Meets/exceeds ● K-2 grade utilizes a systematic and explicit phonics program that supports a strong literacy foundation. ● Most grade levels utilizing the High Quality Instructional Material: Myview and iReady weekly	● Continued collaboration among SPED/ML and General teachers on student's academic abilities and transfer what is occurring between classrooms. ● Vertical alignment and collaboration among grade levels to use similar vocabulary and instructional methods. ● Teachers utilize data driven and differentiated small groups during their literacy block and WIN time based on the needs of the students.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's 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).

Goals	Progress
Previous 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 86.9% to 88%.	We had 84.2% score meet or exceed Expectations on the SC Ready.

Previous Goal #2:GREEN Charter Elementary will increase the average percentage of students in grades 3–5 scoring meets or exceeds on SCReady, from 82.7% in spring 2025 to 83% in spring 2026.	We had 81.33% overall for 3-5 scoring meets or exceeds on the SCReady in Spring 2026. 3- 84.2% 4-78.5% 5-81.3%
Previous Goal #3:GREEN Charter Elementary will increase the number of second grade students performing At/Above Benchmark as determined by STAR Reading from 76 to 80% by the Spring 2026 Benchmark.	Second grade scored 82% at or above on the STAR Ready for Spring 2026.

Section I: Current 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 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.

- 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 progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2027 as determined by SC READY from 84.2% to 85%.	• Utilize the i-Ready inform data for grouping. Target areas for maximum growth. • Communication with families of students not yet reaching proficiency

	• Observations bimonthly by instructional leadership team with feedback.
Current Goal #2: GREEN Charter Elementary will increase the average percentage of students in grades 3–5 scoring approaches, meets, or exceeds on SCReady, from 92.3% in spring 2026 to 93 % in spring 2026.	• Utilize i-ready data for small groups • Intentional planning of small groups during literacy block and WIN Time • Cross curricular units to help with reading informational texts in other subject areas • Provide strategies to parents to help at home.
Current Goal #3: GREEN Charter Elementary will increase the number of second grade students performing At/Above Benchmark as determined by iReady Reading from 37% on Fall 2026 to 65% by the Spring 2027 Benchmark.	• Instructional Coach to help with Tier 1 and Tier 2 instruction • Intentional planning of small groups during literacy block and WIN time • Observations bimonthly by instructional leadership team with feedback