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.

First graders projected to score DNM and Approaches on SC Ready = 12
Second graders projected to score DNM and Approaches on SC Ready = 11

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 0
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 1
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4
- How many teachers in your school are beginning Volume 2 of LETRS this year? 9
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? N/A
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? N/A

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.

GREEN Charter School Lowcountry uses HMH Into Reading as the core ELA curriculum to provide standards-aligned instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers provide explicit instruction through whole-group, small-group, and differentiated learning experiences. Literacy is also integrated through Project Lead the Way (PLTW), allowing students to apply reading, writing, vocabulary, speaking, and listening skills within authentic STEM experiences.

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 use the Structured Literacy component of HMH Into Reading to provide explicit and systematic instruction in foundational literacy skills, including phonemic awareness, phonics, decoding, encoding, high-frequency words, and word analysis. The Core Phonics Survey is used to identify specific skill gaps and guide targeted instruction. Kindergarten through third grade teachers are participating in LETRS during the 2026–2027 school year to deepen their understanding and implementation of science-of-reading practices.

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.

i-Ready Inform serves as the school's universal screener, and the Core Phonics Survey provides additional diagnostic information to identify specific foundational reading needs. Data is used to determine whether students need targeted support in word recognition, language comprehension, or both. Based on identified needs, students receive targeted intervention during small group instruction using resources such as i-Ready Tools for Instruction and EasyCBM for progress monitored to determine instructional next steps.

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.

GREEN Charter School Lowcountry supports families through i-Ready family reports, conferences, teacher communication, family literacy resources and support. As the Literacy Coach, I provide weekly family literacy newsletters with grade-band-specific reading strategies for K–2, 3–5, and 6–8. The first eight weeks focus on foundational literacy strategies, followed by eight weeks of vocabulary strategies, then strategies for literary and informational-text comprehension. These newsletters provide families with practical strategies they can use at home to strengthen students' reading skills. Resources are translated when appropriate to support multilingual families. Additionally, we plan to host nine Saturday Academy sessions, January 2027 - March 2027, to support families with reading skills and strategies.

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.

Teachers and instructional leaders monitor reading achievement using i-Ready Inform, Core Phonics Survey results, classroom assessments, student work, and intervention progress-monitoring data. Data is reviewed during PLC, MTSS meetings, and faculty staff meetings to monitor growth, adjust instruction, regroup students, and determine whether interventions should be continued, intensified, or changed.

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.

Teachers receive ongoing professional learning in the science of reading, structured literacy, and foundational literacy through professional development, PLCs, collaborative planning, instructional coaching, and feedback. Kindergarten through third grade teachers are participating in LETRS during 2026–2027. Professional learning is reinforced through classroom implementation, coaching, and analysis of student data.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Phonological awareness is a strength in the upper elementary grades, with 0% of students below grade level in Grades 3–5. ● High-frequency word recognition is a relative strength in Grades 3–5, with only 15% of Grade 3, 6% of Grade 4, and 7% of Grade 5 students below grade level. ● Phonics performance improves across Grades 3–5, decreasing from 51% below grade level in Grade 3 to 38% in Grade 4 and 18% in Grade 5. ● 23% increase in meets/exceeds on SC Ready Reading for Grade 3.	● Vocabulary is a significant area for growth, with 81% of Grade 4 and 82% of Grade 5 students below grade level. ● Comprehension is a priority area, particularly in Grades 4–5. Overall comprehension is below grade level for 84% of Grade 4 and 89% of Grade 5 students. ● K–2 foundational skills remain an area of focus. Phonics is below grade level for 79% of Kindergarten, 83% of Grade 1, and 73% of Grade 2 students, indicating a need for explicit, systematic foundational-skills instruction.

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): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 29.7 % to 26 % in the spring of 2025.	We increased the amount of students in Grade 3 scoring meet/exceeds to 58% on SC Ready Reading Spring 2026.
Previous Goal #2: By Spring 2026, increase the percentage of students scoring Exceeds in grades 4–7 by at least 5 percentage points.	None of the grade levels increased by 5 percentage points however Grade 7 came close with an increase of 4%.
Previous Goal #3: By Spring 2026, decrease the percentage of 3rd grade students scoring *Approaches* from 61.5% to 48%.	We decreased the percentage of students scoring approaches to 31%.
Previous Goal #4: By Spring 2026, decrease the percentage of 1st grade students scoring below the 10th percentile on the STAR Reading benchmark from 18% to 9%.	We decreased the percentage of first grade students scoring below the 10 percentile to 12%

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 2025-2026 as determined by SC READY from 41 % to 60% in the spring of 2026-2027.***	➔ Target Priority Skills: Teachers will identify one priority ELA skill each week based on student needs and provide additional practice during morning work, small groups, exit tickets, or independent practice. Evidence of Progress: Lesson plans, student work, exit tickets ➔ Monitor Student Progress: Review student performance every 4–6 weeks during PLCs and adjust instruction based on student growth and areas of need. Evidence of Progress: PLC notes, assessment data, progress-monitoring tracker ➔ Increase SC READY-Aligned Practice: Provide students with weekly grade-level reading passages and text-dependent questions, including opportunities to cite evidence and respond in writing. ➔ Evidence of Progress: Student work, exit tickets, common assessments

Current Goal #2: ***By May 2027, GREEN Charter Lowcountry will reduce the percentage of K–2 students performing below grade level in phonics on i-Ready Inform by at least 30 percentage points from their Fall 2026 baseline, as measured by the end-of-year i-Ready Inform assessment.*** ***Fall baselines: Kindergarten 79%, Grade 1 83%, and Grade 2 73% below grade level in phonics.***	➔ Daily Structured Literacy: K–2 teachers will implement the Structured Literacy component of HMH Into Reading daily, with explicit instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency words. ➔ Diagnose and Target: Teachers will use the Core Phonics Survey to identify specific foundational skill gaps and create targeted, skill-based/small groups. ➔ Monitor and Respond: Teachers will review progress-monitoring data during PLC/MTSS data cycles and regroup students or adjust the skill focus and intensity of intervention based on student progress.
Current Goal #3: ***By May 2027, Grades 3–5 teachers will explicitly teach 3–5 high-utility academic and domain-specific vocabulary words each week through HMH Into Reading and PLTW, resulting in a 30 percentage point decrease in students performing below grade level in vocabulary on the i-Ready Inform assessment from Fall 2026 to Spring 2027.*** Fall vocabulary baseline: **64% of Grade 3, 81% of Grade 4, and 82% of Grade 5 students** were below grade level in vocabulary.	➔ Teachers will explicitly teach **3–5 vocabulary words weekly** using student-friendly definitions, morphology/word parts, context clues, examples, and non-examples. ➔ Students will have **multiple opportunities each week to use the targeted vocabulary in speaking, reading, and writing**, including HMH Into Reading and PLTW activities. ➔ Grade-level teams will review **vocabulary performance during PLC/data cycles** and use results to determine reteaching and small-group instruction.