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

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 11
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4

Section A: 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 for K-5 students at Greenwood include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts and ensure students meet grade-level English/Language Arts standards.

Greenwood Elementary provides reading instruction aligned to the South Carolina ELA standards through HMH Into Reading, Orton-Gillingham instructional practices, Lexia, and other district-approved resources. Instruction addresses oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through explicit whole-group instruction, differentiated small-group instruction, and targeted intervention. The district CAD and instructional resources provide a coherent scope and sequence to support grade-level literacy development.

Of the 120 required minutes, instructional time is dedicated to independent reading through the use of Accelerated Reader (AR). Students are encouraged to read daily in school and at home to meet quarterly and year long goals. Student goals are determined by their range of reading according to their most recent STAR data, providing differentiated goals. Student progress is documented on individual reading logs and teachers confer with students regarding their progress.

In addition, Lexia Core5 Reading, a computer-based program grounded in the science of reading, is used to provide a structured approach to reading that adapts to each student's needs. All K-5 students have access to Lexia and use the program both in school and at home. Teachers utilize data from Lexia to address student deficits in reading and provide tiered support.

Formative and summative assessments are used to drive reading and writing instruction and help staff and students at Greenwood Elementary monitor learning progress. Assessment measures used at Greenwood include: HMH weekly/module reading and writing assessments, STAR Reading/Early Literacy, Linkit, KRA, Lexia placement assessment, records of oral reading, text dependent writing,

Renaissance CBMs, Orton-Gillingham, and resources from LETRS for Tier 2 and 3 Intervention, weekly encoding/spelling, Literacy Assessment Portfolios (LAP), observations, and anecdotal notes. All available data is used to determine if students are meeting grade level expectations according to South Carolina ELA standards and indicators. Students consistently scoring below are identified and provided additional in classroom support. If necessary, students may also be assigned to an interventionist for additional support based on student data and needs.

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.

Through LETRS and Orton-Gillingham training, Greenwood teachers have been introduced to the frameworks: Simple View of Reading and Scarborough's Reading Rope. By using the Orton-Gillingham (OG) approach, teachers deliver direct and explicit instruction in phonics which increases students ability to decode and read grade appropriate text. K-2 teachers provide decoding and encoding opportunities daily during instruction through the use of Elkonin boxes and orthographic mapping. The OG scope and sequence is used to teach high-frequency words. K-2 teachers utilize HMH, OG, and other decodable readers during whole and small group instruction. Teachers and interventionists for grades 3-5 may use these resources as well to meet the needs of students with achievement gaps.

Renaissance STAR CBMs are used to assess and progress monitor students' word recognition in the areas of receptive/expressive words, sight/high frequency words, phoneme segmentation, and letter naming/sounds when applicable.
The HMH Into Reading curriculum includes sight word recognition and daily phonics blending review. Although intended for grades K-2, all teachers up to grade 5 have online access to materials which can be utilized during intervention and small group instruction based on student needs.

Our universal screener, STAR Reading, is administered three times per year in order to benchmark student progress.. Based on data after each assessment window, additional students may be added for tier 2 and 3 support from interventionists.

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.

Greenwood Elementary uses STAR Reading and STAR Early Literacy as universal screeners to identify students who may be at risk for reading difficulties. Students demonstrating risk on the universal screener are reviewed using multiple sources of data to determine

whether additional diagnostic assessment is needed. Diagnostic measures, including available STAR CBMs and other skill-specific assessments, are used to identify specific areas of need and determine the appropriate pathway and intensity of intervention.

When data indicate foundational literacy needs, diagnostic information is used to identify deficits in areas such as phonological awareness, phonics, decoding, encoding, automatic word recognition, and fluency. Students demonstrating adequate word-recognition skills but continued difficulty with comprehension receive targeted support in areas such as oral language, vocabulary, background knowledge, syntax, and comprehension. Intervention decisions are based on multiple data points rather than a single assessment score. Students receiving Tier 2 or Tier 3 intervention are progress monitored using measures aligned to their identified needs, and goals and supports are adjusted based on student response.

Literacy Assessment Portfolios (LAPs) are created for students in grades 1–3 whose beginning-of-year STAR Grade Equivalent score indicates they are more than one-half grade level below the expected grade-level benchmark. Students receiving LAPs are provided targeted intervention and progress monitoring throughout the school year. Students in grades 1–3 are considered for Summer Reading Camp based on applicable state and district eligibility criteria at the end of the school year.

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.

Greenwood strives to ensure parents are aware of how they can provide reading and writing support at home. Information is shared with parents via our school newsletter, teacher newsletters, classroom platforms (Google Classroom/Class Dojo), Title One meetings, and Title One Family nights. Greenwood provides a parent resource library with tools to help parents support reading and writing at home. Families are also provided with practical strategies and resources to support foundational reading skills, fluency, vocabulary, comprehension, and writing at home in ways that reinforce classroom instruction.

Parents are encouraged to read with their child at home and document at home reading through Accelerated Reader (AR) logs. ELA module reviews are shared with parents for additional home support.

Parent teacher conferences are held a minimum of twice per school year. Parents are always welcome to conference with their child's teacher at any time throughout the year.

SC READY score reports are provided to parents of grades 3-5 students and outlines students strengths and areas for growth.

Section E: 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.

Greenwood Elementary monitors reading achievement and growth through multiple sources of data, including STAR Reading and STAR Early Literacy, LinkIt benchmarks, HMH assessments, classroom assessments, Lexia data, and intervention progress-monitoring measures. STAR and LinkIt are administered at established benchmark intervals to monitor overall achievement and growth, while students receiving targeted intervention are progress monitored more frequently using measures aligned to their identified skill needs.

Teachers, interventionists, instructional support staff, and administrators regularly review student data through PLCs, MTSS meetings, grade-level meetings, and other collaborative data-review structures. Teams use multiple data points to identify student needs, establish intervention goals, monitor student response to instruction, and determine appropriate next steps. When progress-monitoring data indicate that a student is not responding adequately to intervention, support is adjusted as needed through changes in grouping, instructional strategies, frequency, intensity, or tier of intervention.

Section F: 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.

K-3 classroom teachers/assistants, administrators, and instructional coaches are currently receiving training in the science of reading through LETRS. K-3 classroom teachers and assistants have been trained in Orton-Gillingham (OG), an evidence-based structured literacy approach that is grounded in the science of reading.

The application and transfer of LETRS and OG training are expected to be implemented into classroom instruction. Staff meetings, Professional Learning Communities (PLC), and weekly grade team meetings are allotted times for additional training and reinforcement of the science of reading, structured literacy, and foundational literacy skills. Additional coaching and professional learning are provided throughout the year based on student achievement data, classroom observations, and identified teacher needs.

Section G: Analysis of Data (Use above and any current data such as 2025-2026 SC Ready Scores, current STAR reports, module assessments, etc.)

Strengths	Possibilities for Growth
• Fourth grade demonstrated the strongest overall SC READY ELA proficiency in spring 2026, with 60.4% of students scoring Meets or Exceeds Expectations. • Across grades 3–5, at least 80% of students scored Approaches Expectations or higher on SC READY ELA: 82.1% in third grade, 80.2% in fourth grade, and 82.9% in fifth grade. • Third grade demonstrated a solid foundation for continued growth, with 56.0% of students scoring Meets or Exceeds and an additional 26.2% scoring Approaches Expectations. • Collaborative structures, including PLCs, MTSS data reviews, intervention services, and instructional coaching, support data-informed literacy instruction.	• Increase grade-level proficiency across grades 3–5, with particular attention to fifth grade, where 48.8% of students scored Meets or Exceeds Expectations in spring 2026. • Move students from Approaches Expectations to Meets Expectations, particularly in fifth grade, where 34.1% of students scored Approaches Expectations. • Reduce the percentage of students scoring Does Not Meet Expectations across grades 3–5 through targeted Tier 1 instruction and skill-specific intervention. • Continue strengthening comprehension, vocabulary, and text-dependent writing through explicit, standards-aligned instruction and regular analysis of student work and assessment data.

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
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 46.7% to 49.7% in the spring of 2026.	Greenwood Elementary exceeded this goal. The percentage of third-grade students scoring Meets or Exceeds on SC READY ELA increased from 46.7% in spring 2025 to 56.0% in spring 2026, exceeding the established target of 49.7%. This represents an increase of 9.3 percentage points. Continued emphasis will be placed on strengthening Tier 1 instruction and providing targeted

Goals	Progress
	support to move additional students toward grade-level proficiency.
Goal #2: By the end of March 2026, 4th grade students will increase their percentage of meets or exceeds from 29% on Linkit Form A to 70% on Linkit Form C.	Greenwood Elementary made progress toward this goal but did not meet the established target. On the spring 2026 LinkIt Form C assessment, 47.1% of fourth-grade students scored Meets or Exceeds, falling slightly below the school's goal of 50%. Fourth-grade reading achievement will continue to be supported through standards-aligned Tier 1 instruction, targeted small-group instruction, and regular analysis of student performance data to identify and address specific areas of need.
Goal #3: By the end of March 2026, 5th grade students will increase their percentage of meets or exceeds from 30% on Linkit Form A to 60% on Linkit Form C.	Greenwood Elementary did not meet this goal. On the spring 2026 LinkIt Form C assessment, 30.8% of fifth-grade students scored Meets or Exceeds, below the established goal of 50%. Fifth-grade reading achievement will remain an area of focus, with continued emphasis on strengthening Tier 1 instruction, identifying specific standards and skill gaps, providing targeted small-group instruction and intervention, and using assessment data to monitor student progress and adjust instruction.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

Goals	Progress
Goal #1: By spring 2027, Greenwood Elementary School will increase the percentage of third-grade students scoring Meets or Exceeds on SC READY ELA from 56.0% in spring 2026 to 60% in spring 2027.	• Analyze SC READY, LinkIt, STAR, HMH, and classroom assessment data during PLCs to identify priority standards, student groups, and specific skill needs. • Provide targeted small-group instruction and intervention based on identified needs in word recognition, vocabulary, comprehension, and written response.

Goals	Progress
	• Use formative and benchmark assessment data to identify misconceptions and plan timely reteaching, remediation, and enrichment. • Provide explicit instruction and practice with grade-level complex text, vocabulary, comprehension, and text-dependent writing. • Progress monitor students receiving targeted intervention using skill-aligned measures and adjust grouping, instructional strategies, frequency, or intensity based on student response. • Intentionally monitor students performing in the Approaches Expectations range and provide targeted support designed to move them toward Meets Expectations. • Review progress toward grade-level SC READY goals regularly through PLC, MTSS, and leadership data-review meetings. • Provide coaching and professional learning based on student achievement data, classroom observations, and identified instructional needs.
Goal #2: By spring 2027, Greenwood Elementary School will increase the percentage of first-grade students scoring above 794 on the spring STAR assessment from 61.3% in spring 2026 to at least 70% in spring 2027.	• Analyze STAR Reading/STAR Early Literacy, HMH, Lexia, Orton-Gillingham, and classroom assessment data to identify specific foundational literacy needs. • Use diagnostic measures when screening data indicate a potential reading difficulty to identify needs in phonological awareness, phonics, decoding, encoding, automatic word recognition, and fluency. • Provide explicit, systematic foundational-skills instruction aligned to the grade-level scope and sequence during the core ELA block. • Provide targeted small-group instruction and intervention based on identified skill needs.

Goals	Progress
	• Use flexible grouping and adjust groups throughout the year based on student performance and progress-monitoring data. • Progress monitor students receiving targeted intervention using skill-aligned measures and adjust instructional strategies, frequency, or intensity when students are not making adequate progress. • Review first-grade achievement and growth regularly during PLC and MTSS meetings to identify students needing additional support. • Provide families with practical strategies and resources to reinforce foundational reading skills and fluency at home.
Goal #3: By spring 2027, Greenwood Elementary School will increase the percentage of fifth-grade students scoring Meets or Exceeds on SC READY ELA from 48.8% in spring 2026 to 52.8% in spring 2027.	• Analyze SC READY, LinkIt, STAR, HMH, and classroom assessment data during PLCs to identify priority standards, student groups, and specific skill needs. • Provide targeted small-group instruction and intervention based on identified needs in word recognition, vocabulary, comprehension, and written response. • Use formative and benchmark assessment data to identify misconceptions and plan timely reteaching, remediation, and enrichment. • Provide explicit instruction and practice with grade-level complex text, vocabulary, comprehension, and text-dependent writing. • Progress monitor students receiving targeted intervention using skill-aligned measures and adjust grouping, instructional strategies, frequency, or intensity based on student response. • Intentionally monitor students performing in the Approaches Expectations range and provide targeted

Goals	Progress
	support designed to move them toward Meets Expectations. ● Review progress toward grade-level SC READY goals regularly through PLC, MTSS, and leadership data-review meetings. ● Provide coaching and professional learning based on student achievement data, classroom observations, and identified instructional needs.