

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan for Angel Oak Primary
2025-2026

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? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 12
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 6
- How many CERDEP PreK teachers in your school have completed EC LETRS? 4
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 2

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.

Angel Oak Primary is a new school this year serving K3-1st grade students. As a newly configured primary school for younger students we will be heavily focused on LETRS – ‘Science of Reading’ and Heggerty’s this year to ensure that all of our primary students have the necessary mastery of phonological awareness, phonics, and fluency that is necessary to build great readers with sound comprehension skills. We will build all of our daily instruction around making sure that our students are ready to move from learning to read to reading to learn. Teachers will be using the CKLA curriculum for Kindergarten and 1st grade, while K4 will be using the Creative Curriculum. Using the data from iReady, Fastbridge, myIGDI’s and Heggerty the reading coach and the classroom teachers will work closely to make sure that instruction is purposeful, creates a productive struggle, and is centered around the skills need for students to master the phonemic skills to become fluent readers, writers, and speakers.

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.

Angel Oak Primary will use LETRS assessments, Heggerty’s screeners iReady, Fastbridge, and myIGID’s to monitor the progression of students mastering foundational literacy skills. SPIRE will be used in intervention classes for Kinder and 1st and will be monitored through MTSS every 4 data points. Once students have reached the progression goal they will be moved back into the classroom for on grade level instruction and monitored by the reading coach. The reading coach will ensure that teachers are using the information gleaned from the data to drive instruction and facilitate needed changes for the student’s success.

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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.

At Angel Oak Primary we use a combination of universal screeners, district data (summer slide for 1st graders), and intervention strategies to make sure that our students are working towards being grade-level proficient in reading. Teachers use all the data available to them from iReady, Fastbridge, myIGDI's, Heggerty, and any data shared from the district (i.e. Summer Slide Students) to work together to group students in the classroom. The Reading Coach uses the same data to set students up for Reading intervention and Reading Partners to ensure that they are getting the additional support that they need to be reading on grade level. Student progress is monitored regularly and adjustments are made as needed for individual students.

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.

At Angel Oak Primary we hold a Book Nooks for Kindergarten and 1st grade. Parents are invited to come hear a book read aloud with their student and complete a literacy activity that goes along with the book. Each family gets to take the book home with them. At home literacy skills are shared with the parents by the reading coach. For the 1st grade Book Nook the reading coach explains the R2S requirements and the ramifications of not meeting the required iReady score. Parents are given easily completed at home literacy skills to help their 1st grader reach the required score of a 414 by the spring of 2026. Data Conferences will be held on November 3rd the reading coach will be a part of the team for the 1st grade students so that she can answer any questions the parents may have about R2S.

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.

At Angel Oak Primary PLC's are held weekly for all grade levels K3-1st. Data is visited bi-weekly to ensure that instruction is centered on the needs of the student's mastery of the needed literacy skills to become proficient readers, writers, and speakers. Teachers can change the domains in iReady to ensure students are exposed to material that causes them a productive struggle. Fastbridge is used weekly to progress monitor students on the R2S list, in intervention, and have IEP's. Data is discussed monthly for reading during MTSS to ensure that all tiered needs are met.

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.

At Angel Oak Primary 22 of our 30 Kindergarten and 1st, Intervention, and SPED teachers have already completed LETRS training. Eight teachers are currently completing Volume 2 of LETRS. The reading coach utilizes LETRS strategies in PLC's at least once a month. Teachers are encouraged to utilize the LETRS assessments that they learned about to help give them another data point when concerns about a student mastering the foundational literacy skills are seen. All teachers in Kinder and 1st use the district approved structured literacy program CKLA. This curriculum is also solidly grounded in the science of reading.

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Section G: Analysis of Data

Using the Fall 2025 data as a starting point for the new Angel Oak Primary the reading coach and the classroom teachers identified our strengths and weaknesses. These were also shared with the MTSS team.

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● Kindergarten – 54% scored at or above grade level in Comprehension when using informational text.● 1st Grade – 36% scored at or above grade level on comprehension when using informational text.	<ul style="list-style-type: none">● Kindergarten was low in high frequency words. 86% scored one grade level below leaving only 14% on or above grade level● 1st Grade – 67% scored 1 or 2 grade levels below on high frequency words leaving only 33% on or above grade level

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).

Angle Oak Primary is a new school so there are no previous SMART Goals.

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Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year].	
<u>Previous Goal #2:</u>	
<u>Previous Goal #3:</u>	

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.

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- 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.

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Goals	Action Steps
<p><u>Current Goal #1</u> The 34 1st grade students identified by iReady that showed a Summer Slide from Spring of 2025 to Fall of 2025 will meet or exceed their stretch goal by the end of the 25/26 school year on iReady.</p>	<ol style="list-style-type: none"> 1) Teachers will be informed of their students that are among the 34 that showed a summer slide and monitor their paths weekly. 2) Teachers will assign lessons to promote ‘productive struggle’ to the summer slide students. 3) Summer slide students will be placed in an iReady group and their progress will be monitored by the reading coach and teachers. 4) Summer slide students will have their iReady paths adjusted to where they ended in the spring of 2025 by the end of the 1st quarter.
<p><u>Current Goal #2:</u> The 35 1st grade students that scored below the 25th% on iReady that are on the Read to Succeed list will be above the 25th% by the end of the 25/26 school year.</p>	<ol style="list-style-type: none"> 1) Parents will be notified by email and a letter sent home that their student is currently on the Read to Succeed list for the 25/26 school year. The letter will explain the score that they need in the Spring of 2026 for them to not have to attend Summer Reading Camp is a 414. Strategies will be given to parents that they can do at home to help. The reading coach will also be part of the required parent/teacher data conferences in November.

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	<ol style="list-style-type: none">2) All 35 R2S students will receive some type of Reading intervention during the 25/26 school year. I.E.- reading intervention, reading partners, ESOL support, co-teaching support, and small group instruction with the reading coach.3) R2S will have their paths changed at the end of each quarter on iReady to encourage 'productive struggle'.
<p><u>Current Goal #3:</u> All CD and Kindergarten teachers will use Heggerty's data to ensure that students are leaving CD and Kindergarten with the necessary phonemic skills in letter names and sounds to continue building the foundational skills needed to become good readers.</p>	<ol style="list-style-type: none">1) Teachers will use the Heggerty's data tracker provided by the reading coach to assess CD and Kinder students 4 times a year.2) Heggerty's data will be looked at after each data point to find the weakness and strengths of the students.3) Teachers will use the data to adjust Heggerty's whole and small group instruction.4) The reading coach will conduct monthly walkthroughs during the Heggerty's block to ensure that it is being implemented correctly and that adjustments are being made to promote progress towards phonemic mastery of letter names and sounds.