

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

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

LETRS Questions:

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?
1
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?
2
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1).
We have 37 eligible teachers

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.*

Orange Grove Charter School uses numerous formative and summative assessments to aid in the comprehension of texts in order to meet grade-level ELA standards. The iReady Diagnostic is given to all students in grades K-5 three times a year to gain a baseline in phonological awareness, phonics, high frequency words, vocabulary, and comprehension. The FastBridge Early Reading assessment is given to our Kindergarten students to assess letter sounds, letter names, onset sounds, concepts of print, word segmenting, and sight word recognition. Our 1st grade students also complete the FB Early Reading to assess sight words, word segmenting, nonsense words, and sentence reading fluency. Students complete the KRA assessment and the FastBridge in Kindergarten while our Pre-K students are assessed using MyIGDIs. Students in Grades 3-5 complete the SCReady ELA state testing.

Orange Grove uses the HMH Into Reading Curriculum this year which is based on and aligned to the Science of Reading. Our K-2 classrooms also implement Heggerty to focus on phonics and phonemic awareness. Really Great Reading is used in our Kindergarten classrooms to enhance research-based literacy instruction across the grade level. The Literacy Footprints guided reading system is implemented in our 2nd grade classrooms which uses leveled readers and guided reading lesson plans that integrate reading, writing, and phonics. SPIRE and SPIRE Next programs are utilized at all levels of our intervention programs with certified reading specialists.

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.*

HMH Into Reading is the literacy curriculum we use in grades K-5 which develops strong readers through daily, explicit, and systematic early literacy skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Into Reading is a differentiated curriculum that is designed to support all learners and provide scaffolds for multilingual learners and students currently testing below grade level. Reading and writing instruction are embedded into the curriculum so that ELA standards are not taught in isolation. The curriculum includes decodable readers for our K-2 students, leveled readers for our 3-5 students, as well as novel

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units for students in grades 3-5. Our K-2 students use Amira which is an online, AI reading tutor that uses a beginning placement test to connect reading fluency assessment results with the core content of the curriculum.

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.*

Universal screeners and diagnostic assessments are given to all Orange Grove students in the Fall, Winter, and Spring. The iReady diagnostic is given to students in grades K-5 and FastBridge Early Reading in grades K and 1. All students are expected to spend 30-45 minutes per week on their Reading MyPath as one tool to increase the reading growth of our students over the course of the school year. Students who score in the 30th percentile or below on the Fall diagnostic are eligible for pull-out, small group instruction with the Academic Specialist we have on each grade level. This Tier 2 intervention uses SPIRE and SPIRE Next as determined by the placement test for the program. These groupings are fluid and can change according to bi-weekly progress monitoring or after the Winter iReady testing. The Tier 3 and special education students use the Orton-Gillingham based Wilson program.

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.*

Orange Grove begins each school year with individual or small group LEAP parent conferences to discuss the fall screeners and diagnostic assessments. These meetings are also a time for teachers and parents to review historical data from the previous year's iReady, STAR, SCReady testing. OG teachers send home weekly classroom newsletters with student work, grades, and extra opportunities for parents to review and further their child's academic progress at home. Parents are aware of quarterly Accelerated Reader goals and iReady MyPath minutes and have access to these programs at home. OG teachers are available and consistently meet with parents in person, by phone, or email whenever it is needed and/or requested by the parent.

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.*

Orange Grove actively monitors the reading growth of its students throughout the school year to make instructional decisions based on the most current data. Our Tier 2 students are progress monitored bi-weekly and our Tier 3 are progress monitored weekly by the grade level academic specialists and special education teachers for either fluency or comprehension. These teachers then meet approximately every 5-6 weeks with the Reading Coach, SPED Department Chair, and School Psychologist to review the progress monitoring data points obtained to determine if the student is progressing towards on-grade level reading performance. A determination is made by this group if a student needs to move to MTSS team for further discussion and/or evaluation. Our general education teachers meet weekly in grade level meetings to discuss all student's progress with on-grade level classroom instruction, iReady progress, and how students perform

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each quarter on STAR testing. Teachers also meet with the reading coach at least twice a year in data conferences to review all of the data points collected on students in their classes.

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.*

Orange Grove teachers have all participated in the HMH Into Reading professional development and are continuing to learn and write lesson plans using this new curriculum. They are all Read to Succeed certified or in the process of obtaining R2S certification.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<p>According to iReady 2024-2025 data...</p> <ul style="list-style-type: none"> ● 81% of Orange Grove 2nd Graders Met or Exceeded Annual Typical Growth in Reading ● 90% of K-5 Orange Grove students are on/above grade level in reading ● Currently ranked as the #6 Elementary School in SC according to schooldigger.com <p>According to SCReady 2024-2025 data...</p> <ul style="list-style-type: none"> ● 84% of OG students scored Meets/Exceeds in grades 3-8 on SCReady ELA testing 	<ul style="list-style-type: none"> ● LETRS training for teachers ● Continue implementing the HMH Into Reading Curriculum ● Increase academic growth and progress on iReady and SCReady for all subgroups including students receiving special education services.

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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
<u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SCReady ELA from 5.3% to 4.5 % in the spring of 2024.	In the Spring of 2024, 5% of Orange Grove third graders scored Does Not Meet on the SCReady ELA standardized test.
<u>Goal #2:</u> By the Spring of 2024, 70% of all students will meet or exceed one year’s projected growth on iReady Reading testing.	In the Spring of 2024, 77% of all OG students Met or Exceeded Annual Typical Growth on iReady Reading testing

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. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.

Goals	Action Steps
<u>Goal #1 (Third Grade Goal):</u> By the Spring of 2025, reduce the percentage of third graders scoring Does Not Meet as determined by SCReady ELA from 5% to 4.5 %.	Bi-weekly/weekly Fastbridge Progress Monitoring Guided Reading SRA Guided Reading Heggerty Phonemic Awareness Sounds Sensible,SPIRE, and SPIRE Next Intervention Curriculum Wilson Reading HMH Basal Text Reading/Writing Workshop Small Group Leveled Reading Instruction Accelerated Reader Program iReady MyPath

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Goals	Action Steps
<p><u>Goal #2:</u> By the Spring of 2025, 80% of all K-5 students will meet or exceed one year's projected growth on iReady Reading testing.</p>	<p>Bi-weekly Fastbridge Progress Monitoring SRA Reading Mastery Heggerty Phonemic Awareness Guided Reading Sounds Sensible, SPIRE, and SPIRE Next Intervention Curriculum Wilson Reading HMH Basal Text Reading/Writing Workshop Small Group Leveled Reading Instruction Accelerated Reader Program iReady MyPath</p>