

2026-27 Primary and Elementary Reading Plan

District Name	Florence 05
School Name	Johnsonville Elementary
Principal Name	Landon Johnson
Principal Email	ljohnson@fsd5.org
Optional: Reading Coach Email	rtanner@fsd5.org
Optional: Submitter Email	rtanner@fsd5.org

Section A: Five Pillars of Reading Instruction

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.

Johnsonville Elementary adopted HMH Into Reading and Structured Literacy curriculum. Teachers use the assessments within the Into Reading curriculum and iReady diagnostic reports to guide instruction as well as informal assessments to guide literacy instruction on a daily basis. The curriculum is strongly correlated to the Science of Reading and LETRS. Into Reading is aligned to our 2024 SCCCR ELA standards. It is a complete on grade-level curriculum focused on foundational skills, oral language, phonological awareness, phonics, fluency, vocabulary, writing, communication and comprehension of fiction and nonfiction texts.

We also use iReady for benchmark assessments, personalized learning, standards mastery, and growth monitoring to meet on grade level standards.

Section B: Foundational Literacy Skills

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.

JES has implemented Into Reading and Structured Literacy. The Structured Literacy component is closely aligned to the Science of Reading and LETRS. Structured Literacy follows the LETRS model phonics lesson plan. As part of our foundational skills instruction and assessment students receive instruction in Phonological Awareness, Visual, Auditory, and Blending Reviews, Phonics Focus Skill, Handwriting, Spelling, Dictation, Irregular Words, Decodable Texts, and Fluency Practice. Kindergarten and first grade teachers also use Secret Stories for phonics instruction, and UFLI Phonics Program is another supplemental curriculum that we use to meet the needs of our students in foundational skills instruction and intervention. The majority of teachers have successfully completed training in LETRS Volume 1 and 2 and are implementing these practices in their classrooms.

Section C: Intervention

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.

JES Uses iReady Diagnostic Assessments three times per year. Teachers also utilize the PAST - Phonological Awareness Screening Test, the LETRS Word Recognition Survey, fluency assessments, iReady literacy tasks, along with UFLI phonics screeners and classroom observations to target pathways for intervention for students performing below grade level. The MTSS team meets every 5-6 weeks to plan intervention and evaluate students for intervention based on this data. Teachers, Interventionists, Coaches and Administration analyze data and create goals for students in Tier 2 and Tier 3.

Teachers and Interventionists use progress monitoring - UFLI or iReady Literacy Screeners- to monitor student progress toward their goals.

Parents are informed when students are not on grade level and teachers and interventionists keep parents informed of their student's progress.

Section D: Supporting Literacy at Home

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.

JES hosts a school-wide Family Literacy Night once each year. This is an opportunity for us to share with parents steps that they can do at home to help support their student in a fun way. Each grade also has literacy events that parents are invited to attend throughout the year.

Third Grade holds an annual Read 2 Succeed/Act 114 Parent Night during the first quarter to discuss and explain ACT 114 and 3rd grade retention policy. We focus on getting the parents of our Tier 2 and Tier 3 students to participate to learn ways they can help their child in reading and writing.

Parent Teacher conferences are held 2 times per year, but teachers and parents can make arrangements to meet throughout the year.

All grade levels have a weekly newsletter, a Facebook page, Schoology, and DOJO to keep parents informed of student progress and keep communication pathways open.

Section E: Progress Monitoring

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.

JES monitors reading achievement and growth at the classroom and student level through HMH assessments and reports, iReady personalized learning is monitored weekly, growth progress reports, standards mastery, and diagnostic data are also used throughout the year. All students have an Intervention/Enrichment block daily. Students in Tier 2 and 3 receive daily intervention, and students in Tier 1 receive daily enrichment. Tier 1 are students are also monitored to ensure continued growth. Teachers also use iReady literacy tasks and UFLI progress monitoring tasks to monitor Tier 2 and 3. Students in Tier 2 are progress monitored at least monthly. Students in Tier 3 are progress monitored at least every 2 weeks. This data is used to plan further intervention and instruction. The MTSS Team meets to review progress monitoring and other relevant data points every 5-6 weeks.

Section F: Teacher Training

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.

The majority of teachers in grades 4K-4th, Special Education teachers, 5th grade ELA teachers, Administration, and Coaches have successfully completed LETRS Volume 1 and 2 training. The Reading Coach is a Volume 1 and Volume 2 LETRS Local Certified Facilitator. Teachers new to our district are also receiving LETRS training. Our monthly PLCs focus on reinforcing and applying these skills in our classrooms. The reading coach and administration are observing these practices in the classrooms. Administration and coaches routinely conduct learning walks and observations to determine strengths and areas of growth in instructional practice. The reading coach conducts regular "coaching cycles" with teachers. Additionally, PLCs focus on use of HQIM and unit/lesson internalization.

Section G: District Analysis of Data

Strengths

1. The majority of teachers in grades 4K-5th grade, Special Education, coaches and administration have successfully completed Volume 1 and Volume 2 of LETRS training.
 2. The Reading Coach is a Volume 1 and 2 LETRS Locally Certified Facilitator.
 3. New Teachers and teachers new to our district are receiving LETRS Training.
 4. Teachers use SC College and Career Readiness Standards to drive instruction.
 5. Teachers work together to use data to target students that need intervention.
 6. Teachers and interventionist work together to pull small groups of students both in and out of the classroom to target needed interventions.
 7. Teachers are using HQIM or high quality instructional materials, HMH Into Reading and Structured Literacy curriculum to provide rigorous, on grade-level instruction.
 8. Students are actively engaged in constructing meaning by reading, writing, listening, and speaking.
 9. Teachers routinely use formative and summative assessments to plan instruction.
 10. Grades 3 and 5 showed great academic achievement on SC Ready Reading in the Spring of 2026.
 11. Monthly PLCs focus on application of LETRS, cooperative planning, and use of our HQIM.
 12. JES has a strong relationship with the Johnsonville Public Library. 4K-2nd grade students attend story time at the library. The library participates in our literacy and parent events, and partners with us for Summer Reading Camp.
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Possibilities for Growth

1. Teachers will be meeting with HMH professional development consultants to strengthen best practices using our HQIM and time management within our literacy block.
2. Reading Coach and teachers will continue to participate in coaching cycles to strengthen implementation of HMH reading curriculum and LETRS strategies. The focus to strengthen our best practices, encourage reflection, improve engagement, rigor, and academic feedback.
3. Student goal setting and tracking their own data. Emphasize students taking ownership for their learning.
4. Teachers will collaboratively plan and internalize their reading lessons.
5. JES has grown in reading SC Ready scores but will continue to push toward the state goal of 75% met or exceeds. Our long range goal is 75% met or exceeds in reading for JES.

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

4

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

25

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

2

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?

3

How many CERDEP PreK teachers in your school have completed EC LETRS?

1

How many CERDEP PreK teachers 0
in your school are beginning EC
LETRS this year?

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

Previous Goal #1	Increase the percentage of 3rd graders scoring meets and exceeds in the spring of 2025 as determined by SC Ready from 41% to 50% in Spring of 2026.
Goal #1 Progress	JES met and exceeded this goal. 64% of third grade students scored met or exceeds on SC Ready in the Spring of 2026.
Previous Goal #2	By May of 2026 teachers at Johnsonville Elementary will routinely analyze and use data to plan targeted classroom instruction and effective intervention resulting in 75% of all students meeting their typical annual growth on iReady Reading Diagnostic testing.
Goal #2 Progress	JES did not meet this goal. Only about 50% of students met their typical growth goal on iReady reading.
Previous Goal #3	By May of 2026 5K and first grade teachers at Johnsonville Elementary will routinely analyze and use data to plan in class instruction on foundational skills using Structured Literacy and effective intervention resulting 71% of students in grades 5K-1st grade scoring green (on grade level) in the phonics domain on iReady diagnostic.
Goal #3 Progress	JES did meet this goal. 71% of students in kindergarten and 1st grade were green in the phonics domain of iReady reading on the Spring 2026 diagnostic.

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

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 64% to 65% in the spring of 2027.

Goal #1 Action Steps

Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 64% to 65% in the spring of 2027.
Teachers will assess performance on iReady to determine areas of growth for students.

Teachers will expose students to rigorous questioning by focusing on how the standard will be assessed and the depth of knowledge that will be assessed.

Teachers will use the Into Reading curriculum to provide rigorous on grade level instruction and assessment.

Teachers will pull students for small group instruction based on their areas of growth determined by data sources.

Additional intervention is provided to Tier 2 and Tier 3 students by an interventionist or a classroom teacher daily during an intervention period.

Teachers will receive additional professional development from HMM consultants on best practices using their curriculum.

Teachers will cooperatively plan using LETRS strategies and HQIM to internalize the lesson to be taught to make it more engaging and meaningful to students.

Current Goal #2

By May of 2027 5K- 2nd grade teachers will routinely analyze and use data to plan in class instruction on foundational skills using Structured Literacy and effective intervention resulting in 72% of students in grades 5K -2nd grade scoring green (on grade level) in the phonics domain on iReady diagnostic.

Goal #2 Action Steps

Teachers will use strategies that they learned in LETRS training and will continue to have training and PLCS centered on application of LETRS.

Teachers will utilize and implement the Structured Literacy curriculum in their classrooms.

Teachers will pull students into small groups based on the growth in the phonics domain.

Teachers will utilize the PAST and LETERS Word Recognition Survey to determine the needs of struggling students.

Teachers will use UFLI Phonics program to intervene where needed.

Current Goal #3

By May of 2027 students in grades 3-5 will increase the vocabulary domain from 36% of students scoring green (grade level) to 50% of students scoring green (grade level) on the vocabulary domain of iReady Reading Diagnostic.

Goal #3 Action Steps

Teachers will use vocabulary planning strategies that they learned in LETRS training, and PLCs will focus on selection and explicit instruction of vocabulary.

Teachers will focus on vocabulary strategies and morphology rather than a memorized lists of vocabulary words.

File Upload (optional)
