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| |  | | --- | | **Formstack Submission For: 2025-26 Primary and Elementary Reading Plan** Submitted at 10/02/25 8:38 AM | | |  |  | | --- | --- | | **District Name:** | Florence 05 | | **If other, please provide your district:** |  | | **School Name:** | Johnsonville Elementary | | **Principal Name:** | Landon Johnson | | **Principal Email:** | ljohnson@fsd5.org | | **Optional: Reading Coach Email:** | rtanner@fsd5.org | | **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 assessment reports to guide instruction as well as informal assessments to guide literacy instruction on a daily basis. This 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. | | **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 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. Teachers are currently receiving training in LETRS and are implementing these practices in their classrooms. | | **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 3 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 of 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. | | **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, things that they can do at home to help their student in a fun way. Each grade is required to have literacy events that parents are invited to attend throughout the year. Third grade holds an annual Read 2 Succeed/Act 114 Parent Night early in the year to discuss Act 114 and 3rd grade retention. We focus on getting the parents of our Tier 2 and Tier 3 parents 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. | | **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 school level through HMH assessments and reports, iReady personalized learning is monitored at least weekly, growth progress reports, standards mastery and diagnostic data are also used throughout the year. Teachers also use iReady literacy tasks and UFLI progress monitoring tasks. This data is collected and used to plan further intervention and instruction. | | **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. :** | All teachers grade 4K-4th, Special Education teachers, 5th grade ELA teachers, Administration and Coaches are currently completing LETRS training. Our monthly PLCS focus on the application of these skills (Bridge to Practice) in our classrooms. The reading coach and administration are observing these practices in the classrooms. Administration and coaches routinely have learning walks and determine strengths and areas of growth. The reading coach conducts "coaching cycles" with teachers. | | **Strengths:** | 1. All teachers in grades 4k- 5th grade, Special Education, coaches and administration are receiving LETRS training. 2. Teachers use SC College and Career Readiness Standards to drive instruction. 3. Teacher work together to use data to target students that need interventions. 4. Teachers and interventionist work together to pull small groups of students in and out of the classroom to target students that need interventions. 5. Teachers routinely use formative and summative assessment to plan instruction. 6. Students are actively engaged in constructing meaning by reading, writing, listening and speaking. 7. Teachers are using the HMH Into Reading and Structured Literacy curriculum to provide rigorous, on grade-level instruction. 8. Grades 4 and 5 showed great academic achievement on SC Ready Reading in Spring of 2025. 9. Johnsonville Elementary has a strong relationship with the Johnsonville Public Library. 4K-1st grade students attend story time at the library. The library participates in our literacy and parent events. 10. Monthly PLCS focusing on Bridge to Practice and areas of growth from learning walks. | | **Possibilities for Growth:** | 1. Teachers and students will collaborate to set measurable short-term goals aimed at growing reading behaviors. 2. PLCS focused on writing with Ashley Johnson, a consultant that helped write the SCCCR ELA 2024 standards. 3. Reading Coach and and teachers will continue to participate in coaching cycles to strengthen implementation of HMH reading curriculum and LETRS strategies. The focus is to strengthen our best practices, encourage reflection, improve engagement, rigor, and academic feedback. 4. Students are tracking their own data. The hope is that they will take more ownership in the data. | | **How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:** | 28 | | **How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:** | 0 | | **How many eligible teachers in your school are beginning Volume 1 of LETRS this year?:** | 6 | | **How many eligible teachers in your school are beginning Volume 2 of LETRS this year?:** | 28 | | **How many CERDEP PreK teachers in your school have completed EC LETRS?:** | 1 | | **How many CERDEP PreK teachers in your school are beginning EC LETRS this year?:** | 1 | | **Previous Goal #1:** | Reduce the percentage of third graders scoring at the DNM level in the Spring of 2024 as determined by SCReady from 22% to 20% in the spring of 2025. | | **Goal #1 Progress:** | JES did not meet this goal. The percentage of 3rd graders scoring Does Not Meet in the Spring of 2025 was 24%. | | **Previous Goal #2:** | By May of 2025 teachers at Johnsonville Elementary will routinely analyze and use data to plan targeting in class instruction and effective intervention resulting in 73% of all students meeting their typical annual growth on iReady reading diagnostic. | | **Goal #2 Progress:** | JES did not meet this goal. 62% of all students met their typical growth by Spring of 2025 on iReady reading diagnostic. | | **Previous Goal #3:** | By May of 2025 5K and grade 1 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 in 60% of students in grades 5K and first grade scoring green (on grade level) in the phonics domain on iReady reading diagnostic. | | **Goal #3 Progress:** | JES met this goal. 70% of 5K and 1st grade students at JES scored green (on grade level) in the phonics domain on the iReady reading diagnostic in the spring of 2025. | | **Current 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 the Spring of 2026. | | **Goal #1 Action Steps:** | Teachers will access performance on iReady to determine areas of growth for students. Teachers will expose students to rigorous questioning by using the Backward by Design process of 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 in small groups based on their areas of growth determined by data sources. Additional intervention is given to Tier 2 and 3 students by an interventionist or a classroom teacher daily during an intervention period. Teachers will receive additional professional development on the SCCCR writing standards. Teachers will receive additional professional development on providing academic feedback that will boost student engagement and acheivement. | | **Current Goal #2:** | By May of 2026 teachers at Johnsonville Elementary will routinely analyze and use data to plan targeting in class instruction and effective intervention resulting in 75% of all students meeting their typical annual growth on iReady Reading Diagnostic testing. | | **Goal #2 Action Steps:** | Teachers will continue to meet with grade level teams; the reading coach and administration to analyze data and determine focus areas of instruction. Teachers will pull students into small groups based on their areas of growth as determined by data sources. Teachers will increase attention on rigorous questioning and rigorous assessments that match the SCCCR standards by using Into Reading curriculum and iReady lessons. Students and teachers will set short term goals and track their data on iReady personalized learning. Teachers and the school administration have developed a new incentive plan for encouraging personalized learning. | | **Current Goal #3:** | My 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 in 71% of students in grades 5K-1st scoring green (on grade level) in the phonics domain on iReady diagnostic. | | **Goal #3 Action Steps:** | Teachers will continue to receive training in 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 LETRS Word Recognition Survey to determine the needs of struggling students. The reading coach will hold monthly PLCS with teachers to discuss the implementation and application Bridge to Practice of LETRS in the classroom. | | |