

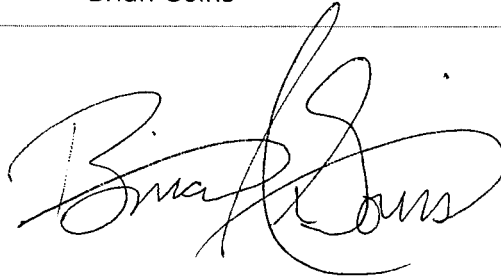
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2025-2026 District Reading Plan

District Name Florence 05

Superintendent Name Brian Goins

Superintendent Signature

A handwritten signature in black ink, appearing to read "Brian Goins", is written over a horizontal line.

Completer Name Angela Tanner

Completer Title Chief Accountability Officer

Completer Email atanner@fsd5.org

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district 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.

Schools in this district adopted HMH Into Reading (elementary) and Into Literature (secondary) for reading, writing, phonics, and grammar instruction. Structured Literacy within Into Reading was adopted as well. This curriculum is strongly correlated to the Science of Reading and LETRS. Into Reading is 100% aligned to our SCCR 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. Into Literature is 100% aligned to our SCCR ELA standards. It provides grade-level instruction in all aspects of language arts instruction. Into Literature focuses on building comprehension while incorporating grammar and vocabulary skills, and provides assessments along with activities to check for mastery in these skills. Vocabulary and grammar workbooks were also purchased at the secondary level to enhance instruction and mastery of the ELA standards. Johnsonville Elementary and Middle also uses iReady diagnostic assessments three times per year, personalized instruction, growth monitoring, and standards mastery to check students' progress towards mastery of the ELA standards. Johnsonville Middle and High also utilize Progress Learning to assess students on state-level standards to better prepare them for standardized tests as well as to ensure they are reading on grade-level.

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

Into Reading and Structured Literacy have been implemented at the elementary level. The Structured Literacy component of Into Reading is closely aligned to the Science of Reading and LETRS. Structured Literacy follows the LETRS-model phonics lesson plan. For 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. Elementary teachers are currently receiving training in LETRS and are implementing these practices in their classrooms. Phonics screeners and word recognition surveys are used to further determine instructional needs of struggling readers. Into Literature is utilized to teach and assess the mastery of reading and literacy skills. iReady Pro provides foundational skill instruction for students still needing phonics instruction. Teachers monitor data from HMH, iReady, and Progress Learning to determine mastery of reading skills. Daily independent reading is incorporated to encourage and support literacy skills. Teachers, Instructional tutors and Special Education teachers provide additional instruction to students performing below grade-level. The media specialists teach literacy-based lessons throughout the year to support the importance of literacy and to provide students with resources.

Section C: Intervention

Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

iReady Diagnostic Assessments are used three times per year. iReady is also used to progress monitor through growth monitoring checks and standards mastery. Elementary teachers also utilize the PAST - Phonological Awareness Screening Test, the LETRS Word Recognition Survey, fluency assessments on AMIRA, along with UFLI phonics screeners and classroom observations to target pathways for intervention of students performing below grade-level. HMH, Progress Learning, and classroom data is used by the MTSS team and teachers to determine what instructional strategies are needed. MTSS teams meet every 5-6 weeks to plan intervention and evaluate students for intervention based on this data. Progress Learning is used to check for mastery and the data is used for pull-outs and remediation. Teachers also use formative assessments to monitor mastery within their classrooms.

Section D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

Family Literacy Nights are hosted yearly at each school in our district to encourage literacy and to involve parents, students, and the community. Third grade holds an annual Read 2 Succeed meeting early in the school year to discuss the Read 2 Succeed Law and ways parents can help their child find success within reading and writing. Parent-teacher conferences are held twice a year, but teachers make arrangements to meet with parents throughout the year via in-person, email, or phone. School and district websites are also used to communicate opportunities for success with the families and communities represented in our district. Parents have access to our district's digital learning platform, Schoology. Students also have access to DISCUS, SORA, Teen Book Cloud and Destiny Discover through our Literacy Corner featured on our schools' websites for eBook resources.

Section E: Progress Monitoring

Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

HMH, iReady, and Progress Learning assessments are assigned by teachers to monitor proficiency of on grade-level reading standards. iReady personalized learning is monitored weekly. iReady growth progress reports, standards mastery, and diagnostic data are also utilized throughout the year. Incentives are used to celebrate student growth and mastery of standards. Johnsonville High also looks at student growth from Pre-ACT to the ACT to determine proficiency.

Section F: Teacher Training

Explain how the district 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 of grades 4K through 5th, Special Education teachers, administration, and instructional coaches have either completed, or are currently completing LETRS training. PLCs are regularly held to focus on the application of LETRS skills to classroom instruction. The literacy coach and administration are observing these practices in classrooms. Teachers in our school district also participate in regular PLCs on the ELA standards, the district HMH curriculum, and data-driven instruction. Teachers are also required to have the Read 2 Succeed certification.

Section G: District Analysis of Data

Strengths

1. Teachers use formative and summative assessment data to plan instruction.
 2. Teachers use SCCCR ELA Standards to drive instruction.
 3. Literacy instruction is integrated in all subject areas.
 4. Teachers provide students and parents with access to digital texts and literary involvement through the utilization of Schoology, media center resources, newsletters, and parent conferences.
 5. Administration, instructional coaches, and teachers work together to conduct Professional Development Opportunities on a routine basis.
 6. Teachers and instructional tutors work together to pull groups of students in and out of the classrooms to target students that need interventions and extra assistance.
 7. Teachers are using the HMH Into Reading, Structured Literacy, and Into Literature curriculum to provide rigorous, on grade-level instruction.
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Possibilities for Growth

1. Administration, instructional coaches, and teachers work together to provide targeted professional development on a monthly basis on LETRS Bridge to Practice, new ELA standards, rigorous instruction, and using data to drive instruction.
2. Data conferences with students to increase reading and writing achievement.
3. Teachers modeling reading and writing to build accuracy and fluency in reading and writing.
4. The literacy coach and teachers will participate in coaching cycles to strengthen best practices, encourage reflection, improve engagement and rigor, and structure small group instruction.

Description Area

*Note: The two questions below are now required by Act 114 (passed in 2024).

NEW: Please provide the total number of FIRST graders from the 2024-25 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.

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NEW: Please provide the total number of SECOND graders from the 2024-25 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.

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

Previous Goal #1

Reduce the percentage of third graders scoring at the Does Not Meet level in the Spring of 2024 as determined by SC Ready from 22% to 20% in the spring of 2025.

Goal #1 Progress

Our school district 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 2025, teachers of students in 5K-8th grades 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 diagnostic testing.

Goal #2 Progress

Our school district did not meet this goal. 61.5% of all students met their typical growth by Spring of 2025 on iReady reading diagnostic.

Previous Goal #3

During the 2024-2025 school year, Florence School District Five will collaborate, plan, and host a district-wide literacy events for students, parents, and the community to promote literacy skills and strategies for success.

Goal #3 Progress

Florence School district Five successfully met this goal by hosting a district wide "Read Under the Lights" event at the Flashes Stadium in October. A collaborative team from all schools planned and implemented this event for our community to promote literacy and strategies for student success.

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

For all districts 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 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

1. Teachers will access performance on iReady to determine areas of growth for students.
2. 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.
3. 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.
4. Additional intervention is given to Tier 2 and 3 students by an interventionist or a classroom teacher daily during an intervention period.
5. Teachers will receive additional professional development on the SCCCR writing standards.
6. Teachers will receive additional professional development on providing academic feedback that will boost student engagement and achievement.

Current Goal #2

By May of 2026, all 5K-8th grade teachers 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

1. Teachers will meet with grade level teams, instructional coaches, and administration to analyze data and determine focus areas of instruction.
2. Teachers will pull students into small groups based on their areas of growth as determined by data sources.
3. Teachers will increase attention on academic vocabulary and rigorous questioning, along with rigorous assessments that match the SC College and Career Readiness standards by using the Into Reading and Into Literature curriculum and iReady lessons.
4. The literacy coach will develop and lead professional development for teachers based on implementation of the Into Reading and Into Literature curriculum and implementation of the SCCCR ELA standards.

Current Goal #3

Florence School District Five will increase the percentage 3rd-8th grade Gifted and Talented students scoring exceeds in ELA from %55 to 60% as measured by SC Ready scores.

Goal #3 Action Steps

1. Teachers will analyze performance on SC Ready using Teacher Navigator to determine areas of growth for students.
 2. 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.
 3. Teachers will use the Into Reading curriculum to provide rigorous on grade level instruction and assessment.
 4. Teachers will use iReady formative data to identify GT students who are performing at the top of "meets" and design enrichment groups targeting higher-order skills.
 5. Provide PD on strategies for pushing GT students from proficiency to mastery (questioning techniques, advanced writing feedback, complex text scaffolding).
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