SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-2027 District Reading Plan

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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.	Florence School District Five provides standards-aligned reading assessments and instruction that systematically addresses oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to support students in comprehending grade-level texts and meeting the South Carolina College- and Career-Ready (SCCCR) ELA Standards. At the elementary level, Johnsonville Elementary School implements HMH Into Reading, including its Structured Literacy components, as the core curriculum for reading, writing, phonics, and grammar instruction. The curriculum is fully aligned with the SCCCR ELA Standards and incorporates Science of Reading principles and practices reinforced through LETRS professional learning. Instruction explicitly addresses foundational skills, including oral language, phonological awareness, phonics, and fluency, while integrating vocabulary, writing, communication, and comprehension of increasingly complex literary and informational texts. At the secondary level, Johnsonville Middle School and Johnsonville High School implement HMH Into Literature, which is aligned with the SCCCR ELA Standards and provides grade-level instruction in reading comprehension, vocabulary, grammar, writing, and communication. Students engage with grade-level literary and informational texts while developing the vocabulary, language, and comprehension skills necessary to analyze and understand increasingly complex texts. Vocabulary and grammar resources supplement the core curriculum at the secondary level to provide additional practice and support mastery of ELA standards. Assessment data are used to monitor student progress and inform instruction. Johnsonville Elementary and Johnsonville Middle Schools administer the i-Ready Diagnostic three times annually and use personalized instruction, growth monitoring, and Standards Mastery assessments to monitor students' progress toward grade-level ELA standards. Teachers use these data, along with classroom and curriculum-embedded assessments, to identify student strengths and instructional needs and adjust instruction accordingly. Johnsonville High School uses HMH curriculum-embedded assessments and Progress Learning to monitor mastery of grade-level standards, identify instructional needs, and support students in preparing for standards-aligned assessments. Through the integration of standards-aligned core instruction, explicit development of foundational and language comprehension skills, and ongoing assessment of student progress, the district provides a coherent approach to developing the reading skills students need to comprehend grade-level texts and meet SCCCR ELA expectations.

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.	Florence School District Five aligns reading instruction and assessment with the Science of Reading, structured literacy, and foundational literacy skills through evidence-based core instruction, targeted assessment practices, and additional instructional support based on student need. At the elementary level, HMH Into Reading and its Structured Literacy component have been implemented to provide explicit, systematic foundational literacy instruction. Structured Literacy is closely aligned with the Science of Reading and reinforces instructional practices addressed through LETRS professional learning. Foundational skills instruction includes phonological awareness; visual, auditory, and blending reviews; explicit phonics instruction; handwriting; spelling; dictation; irregular word recognition; decodable text practice; and fluency development. Elementary and special education teachers are participating in LETRS training and applying these evidence-based practices within classroom instruction. Assessment is used to identify specific foundational skill needs and guide instructional decisions. Phonics screeners and word recognition surveys provide additional diagnostic information for students experiencing difficulty with reading. Teachers also analyze data from HMH, i-Ready, and classroom assessments, as applicable by grade level, to monitor student progress and determine mastery of reading skills and grade-level standards. At the secondary level, HMH Into Literature is used to provide and assess grade-level reading and literacy instruction. For students who continue to demonstrate gaps in foundational reading skills, i-Ready Pro provides additional foundational skills instruction, including phonics support, based on identified student needs. This allows foundational literacy to continue to be addressed beyond the elementary grades rather than assuming that all students have mastered these skills. Students performing below grade level receive additional targeted instruction from classroom teachers, instructional tutors, and special education teachers based on identified needs and assessment data. Intervention and/or special education resource support provides additional opportunities to develop reading fluency, stamina, vocabulary, and comprehension, while media specialists reinforce literacy through literacy-based instruction and access to appropriate reading resources throughout the school year. Collectively, these practices establish a K-12 continuum of evidence-based reading instruction and assessment in which foundational skills are explicitly taught, student needs are identified through multiple measures, and instructional support is adjusted based on student performance.

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.	Florence School District Five uses universal, interim, diagnostic, and formative assessment data in combination to identify students who have not demonstrated grade-level reading proficiency, determine specific areas of reading need, and establish appropriate pathways for intervention. At the elementary and middle school levels, the i-Ready Diagnostic is administered three times annually as a universal assessment to identify students' current reading performance, measure growth, and determine areas in which additional support may be needed. Between diagnostic administrations, i-Ready Growth Monitoring and Standards Mastery assessments provide interim data to monitor progress and students' mastery of grade-level skills and standards. When universal and interim assessment results indicate that an elementary student is performing below grade level, teachers use additional diagnostic assessments to identify the specific foundational reading skills contributing to the student's difficulty. These measures include the PAST (Phonological Awareness Screening Test), LETRS Word Recognition Survey, UFLI phonics screeners, along with classroom observations and other formative assessment data. Using multiple measures allows teachers to distinguish among needs related to phonological awareness, phonics and word recognition, fluency, and other reading skills so that intervention can be matched to the student's identified area of need. Assessment data are reviewed through the district's MTSS process to determine appropriate instructional responses and intervention pathways. MTSS teams meet approximately every five to six weeks to review student performance, identify or adjust interventions, and evaluate students' response to the intervention provided. Teachers and MTSS teams consider data from i-Ready, HMH, diagnostic assessments, classroom assessments, and observations, as applicable, when making these decisions. Curriculum-embedded assessments, and classroom formative assessments provide additional evidence of standards mastery and are used to identify students requiring remediation or targeted instructional support, including pull-out instruction when appropriate. Progress-monitoring data are then used to determine whether students are responding adequately to intervention or whether the intensity, focus, frequency, or instructional approach should be adjusted. Through this process, the district uses assessment data not simply to identify students performing below grade level, but to diagnose specific reading needs, match students with targeted interventions, monitor their response, and adjust intervention pathways based on evidence of progress.

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.

Florence School District Five provides multiple opportunities and resources throughout the year to help families understand their children's reading development and how they can support literacy at home. Communication and family engagement occur through schoolwide literacy events, grade-level meetings, parent-teacher conferences, digital resources, and ongoing communication between families and school staff.

Johnsonville Elementary and Johnsonville Middle School host an annual Family Literacy Night designed to engage students and families in literacy activities and provide parents with strategies and resources they can use to support reading at home. At the elementary level, third-grade families participate in an annual Read to Succeed meeting early in the school year. During this meeting, parents receive information about Read to Succeed requirements, grade-level reading expectations, and ways they can support their child's development in reading and writing.

Parent-teacher conferences are scheduled twice each year, providing families with opportunities to discuss their child's reading performance, progress, and areas of need with teachers. Teachers also maintain communication with families throughout the year through in-person meetings, email, and telephone conversations. These ongoing interactions allow teachers to share student-specific information and recommend strategies families can use to reinforce literacy skills at home.

The district and schools also provide families with access to digital literacy resources and learning platforms. Parents can access Schoology to support communication and stay informed about student learning. Students have access to digital reading resources, including DISCUS, SORA, Teen Book Cloud, and Destiny Discover, through the Literacy Corner on school websites. These resources expand students' access to eBooks and other literacy materials for reading beyond the school day.

Together, these structures provide families with information about student progress, practical strategies for supporting reading, and access to literacy resources that encourage continued reading and literacy development at home.

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.	Florence School District Five uses multiple sources of assessment data to monitor reading achievement, growth, and progress toward grade-level proficiency throughout the school year. Data from HMH, i-Ready, Progress Learning, and classroom assessments are reviewed to evaluate students' mastery of grade-level reading standards and to identify students who require additional instructional support or intervention. At Johnsonville Elementary and Johnsonville Middle Schools, i-Ready Diagnostic data are reviewed throughout the year to monitor achievement and growth, while Growth Monitoring and Standards Mastery data provide additional information about students' progress between diagnostic administrations. Student participation and progress within i-Ready Personalized Instruction are monitored weekly to determine whether students are making appropriate progress in identified areas of need. HMH curriculum-embedded assessments and Progress Learning assessments provide additional evidence of students' mastery of grade-level ELA standards. At the high school level, HMH and Progress Learning assessment data are used to monitor mastery of grade-level reading and ELA standards. Johnsonville High School also reviews PreACT and ACT data as an additional measure of student growth and college-readiness proficiency in reading and English. At the school and district levels, available assessment and progress-monitoring data are used collectively to identify patterns of achievement and growth, determine whether students are progressing toward grade-level reading proficiency, and identify students requiring additional support. When data indicate that a student is not making sufficient progress, additional diagnostic and classroom data are considered to determine the specific area of need and inform decisions regarding the focus, intensity, and delivery of intervention. Subsequent progress-monitoring data are then used to evaluate the student's response and determine whether the intervention should be continued, adjusted, or intensified. The district also recognizes and celebrates student growth and standards mastery through school-based incentives, reinforcing student engagement and continued progress toward reading 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.	Florence School District Five provides ongoing professional learning to ensure that teachers have the knowledge and instructional skills necessary to implement reading instruction grounded in the Science of Reading, structured literacy, and foundational literacy skills. All teachers in 4K through grade 5, special education teachers, administrators, and instructional coaches have either completed or are currently completing LETRS training. This professional learning strengthens educators' understanding of the research and instructional practices associated with how students learn to read, including foundational literacy skills and evidence-based approaches to reading instruction. The district extends this learning through ongoing professional learning communities (PLCs) focused on applying LETRS knowledge and practices to classroom instruction. PLCs also provide continued professional learning related to the SCCCR ELA Standards, implementation of the district's HMH curriculum, and the use of assessment data to inform reading instruction and intervention. This structure supports teachers in connecting professional learning to the instructional materials, standards, and student data they use in daily practice. Professional learning is reinforced through classroom implementation and instructional feedback. The literacy coach and school administrators conduct classroom observations to monitor the application of evidence-based literacy practices and identify areas in which teachers may need additional support, coaching, or professional learning. In addition, teachers complete the applicable South Carolina Read to Succeed professional learning and endorsement requirements. Collectively, LETRS training, ongoing PLCs, curriculum-focused professional learning, classroom observation, and instructional coaching provide a continuous system for strengthening teacher capacity to deliver effective reading instruction and improve reading achievement for all students.

Section G: District Analysis of Data

Strengths

1. Standards-Aligned Core Literacy Instruction
The district implements HMH Into Reading, Structured Literacy, and Into Literature to provide consistent, rigorous, grade-level literacy instruction aligned with the SCCCR ELA Standards.
2. Use of Multiple Data Sources to Inform Instruction
Teachers use universal, diagnostic, formative, interim, and summative assessment data to identify student needs, monitor reading achievement and growth, and adjust instruction.
3. Data-Informed Intervention and Progress Monitoring
Teachers, instructional tutors, and MTSS teams use student performance data to identify students requiring additional support, provide targeted interventions, monitor progress, and adjust instruction based on students' response to intervention.
4. Strong Emphasis on Foundational Literacy and Evidence-Based Reading Practices
Elementary literacy instruction incorporates structured literacy and Science of Reading practices, including explicit instruction in phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension.
5. Collaborative Professional Learning and Instructional Support
Administrators, instructional coaches, and teachers engage in ongoing professional learning and PLCs focused on LETRS, ELA standards, curriculum implementation, assessment data, and evidence-based literacy practices.
6. Literacy Support Across the K-12 Continuum
The district provides a progression of literacy instruction from foundational reading skills in the elementary grades to increasingly complex vocabulary, comprehension, analysis, and written response at the secondary level, while continuing to address foundational skill gaps when identified.
7. Family Access to Literacy Information and Resources
Schools provide families with multiple opportunities to support literacy development through Family Literacy Nights, parent conferences, digital learning platforms, school communication, and access to digital and print reading resources.
8. Collaborative Structures for Supporting Students Below Grade Level
Classroom teachers, special education teachers, instructional tutors, coaches, and administrators collaborate to provide differentiated and targeted support for students who have not yet demonstrated grade-level reading proficiency.

Possibilities for Growth	1. Strengthen Consistency and Fidelity of Evidence-Based Literacy Instruction Continue strengthening consistent implementation of Science of Reading, structured literacy, LETRS-aligned practices, and the district's adopted ELA curriculum across classrooms and grade levels. 2. Strengthen the Connection Between Assessment Data and Intervention Refine the district's process for using universal, diagnostic, interim, formative, and progress-monitoring data to identify specific reading needs, match students with appropriate interventions, and determine when interventions should be continued, adjusted, or intensified. 3. Increase Consistency of Progress Monitoring and Data-Based Decision Making Establish greater consistency across schools and grade levels in the frequency of progress monitoring, documentation of intervention effectiveness, and use of student data by teachers, MTSS teams, school leaders, and district staff. 4. Increase Student Ownership of Literacy Growth Expand opportunities for students to understand their reading and writing data, establish meaningful learning goals, monitor their progress, and reflect on their growth. 5. Strengthen Explicit Modeling and High-Impact Literacy Practices Increase consistent use of explicit teacher modeling, think-alouds, purposeful small-group instruction, and other evidence-based practices that develop fluency, comprehension, written expression, independence, engagement, and rigor. 6. Strengthen Job-Embedded Coaching and the K-12 Literacy Continuum Expand coaching and collaborative professional learning to strengthen instructional practice while continuing to develop a coherent K-12 approach that addresses foundational literacy needs and increasingly complex reading, writing, vocabulary, and comprehension demands.

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

NEW: Please provide the total number of FIRST graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	36
NEW: Please provide the total number of SECOND graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	23

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	Our district met and exceeded this goal with 64% of third grade students scoring met or exceeds on SC Ready in the Spring of 2026.
Previous 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 Progress	Our district did not meet this goal with only 60% of students in grades 5K-8th meeting their typical annual growth on the iReady Reading Diagnostic.
Previous 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 Progress	Our district did not meet this goal with only 54% of 3rd-8th grade Gifted and Talented students scoring exceeds in ELA on the 2026 SC Ready ELA assessment.

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	Florence Schoool District 5 will 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

1. Implement rigorous, standards-aligned Tier 1 ELA instruction with fidelity.
Third-grade teachers will implement HMH Into Reading and Structured Literacy to provide explicit, systematic, grade-level instruction aligned with the SCCCR ELA Standards. Instruction will address foundational literacy skills, vocabulary, fluency, comprehension, writing, and engagement with complex literary and informational texts.
2. Strengthen standards-based instructional planning and intellectual preparation.
Teachers will use collaborative planning and unit and lesson internalization to identify the intent of priority SCCCR ELA standards, determine the level of rigor and cognitive demand required, anticipate student misconceptions, and plan standards-aligned questions, tasks, and assessments.
3. Use multiple measures of assessment data to identify student needs and inform instruction.
Teachers and instructional leaders will analyze i-Ready Diagnostic, Growth Monitoring, Standards Mastery, HMH curriculum-embedded assessments, classroom formative assessments, and other available student data to identify strengths, skill gaps, and students who are not on track to demonstrate grade-level reading proficiency.
4. Use diagnostic data to match students with targeted small-group instruction and intervention.
When assessment data indicate that students are performing below grade level, teachers will use appropriate diagnostic measures-including PAST, the LETRS Word Recognition Survey, UFLI phonics screeners, and classroom observations, as appropriate-to identify specific reading needs. Teachers will use these findings to provide targeted small-group instruction matched to identified skill deficits.
5. Provide systematic Tier 2 and Tier 3 intervention and monitor students' response.
Students requiring additional support will receive targeted intervention during the designated intervention period from the classroom teacher, interventionist, instructional tutor, or other appropriate instructional personnel. Progress-monitoring data will be reviewed regularly through the MTSS process to determine whether interventions should be continued, adjusted, or intensified.
6. Strengthen writing instruction as an integral component of literacy achievement.
Third-grade teachers will participate in targeted professional learning and collaborative planning focused on the SCCCR ELA writing standards, including explicit modeling, text-dependent writing, use of evidence, written response to reading, and alignment of writing tasks to grade-level expectations.
7. Strengthen the quality of academic feedback and student

ownership of learning.
Teachers will provide specific, timely, and actionable academic feedback connected to learning targets and success criteria.
Students will have opportunities to review their performance data, set literacy goals, monitor progress, and reflect on their growth in reading and writing.
8. Monitor implementation and student outcomes through collaborative data review and instructional support. Teachers, the literacy coach, school administrators, and district staff will regularly review student achievement and growth data, classroom implementation, and intervention effectiveness. PLCs, coaching cycles, classroom observations, and feedback will be used to strengthen implementation of evidence-based literacy practices and address identified instructional needs.

Current Goal #2	By May 2027, at least 75% of students in grades 5K-8 will meet or exceed their Typical Growth target on the i-Ready Reading Diagnostic, as a result of consistent use of assessment data to inform grade-level instruction, targeted small-group instruction, and intervention.

Goal #2 Action Steps

1. Implement a consistent cycle of collaborative data analysis and instructional planning.
Teachers will regularly collaborate with grade-level/content teams, instructional coaches, and administrators to analyze i-Ready Diagnostic, Growth Monitoring, Standards Mastery, HMH curriculum-embedded assessments, classroom formative assessments, and other available data to identify student strengths, skill gaps, and instructional priorities.
2. Use assessment and diagnostic data to provide targeted small-group instruction.
Teachers will use multiple data sources to group students flexibly according to identified instructional needs. Small-group instruction will be targeted to specific reading skills and adjusted as students demonstrate progress or additional needs.
3. Provide targeted intervention for students who are not demonstrating adequate reading growth.
Students who are not making sufficient progress toward grade-level proficiency or their i-Ready Typical Growth targets will receive targeted intervention based on identified skill deficits. When appropriate, additional diagnostic assessments will be used to determine specific foundational reading needs and match students with appropriate intervention.
4. Monitor student response to instruction and intervention and adjust support accordingly.
Teachers and MTSS teams will use i-Ready Growth Monitoring, Standards Mastery, diagnostic assessments, HMH assessments, classroom formative data, and other available progress-monitoring measures to determine whether students are responding to instruction and intervention. Data will be reviewed regularly to determine whether supports should be continued, adjusted, or intensified.
5. Strengthen rigorous, standards-aligned Tier 1 literacy instruction.
Teachers will implement HMH Into Reading, Structured Literacy, and Into Literature, as applicable by grade level, to provide rigorous instruction aligned with the SCCCR ELA Standards. Collaborative planning will emphasize grade-level text, academic vocabulary, comprehension, writing, purposeful questioning, and tasks and assessments aligned to the rigor and cognitive demand of the standards.
6. Provide targeted, job-embedded professional learning and coaching.
The literacy coach, administrators, and district instructional leaders will provide professional learning, PLC support, and coaching based on identified teacher and student needs. Professional learning will emphasize Science of Reading and structured literacy practices, effective implementation of HMH resources, SCCCR ELA Standards, data-driven instruction, small-group instruction, and intervention.

7. Monitor progress toward the district growth goal throughout the year.
School and district leaders will review i-Ready achievement and growth data at established checkpoints during the year, including beginning-, middle-, and end-of-year Diagnostic administrations, to determine progress toward the 75% Typical Growth target. Results will be used to identify grade-level and student-group trends, evaluate the effectiveness of instructional and intervention practices, and determine necessary adjustments.

Current Goal #3	By May 2027, the percentage of African American (ATSI Subgroup) students in grades 3-5 performing on or above grade level in Reading on the i-Ready Diagnostic will increase by at least 5 percentage points from the Fall 2026 baseline, as measured by the Spring 2027 i-Ready Reading Diagnostic.

Goal #3 Action Steps

1. Provide rigorous, standards-aligned Tier 1 literacy instruction with targeted support for identified students.
Teachers will implement HMH Into Reading and Structured Literacy with fidelity and provide grade-level instruction aligned with the SCCCR ELA Standards. The certified interventionist will provide targeted push-in support in grades 3-5, with emphasis on strengthening students' access to and success with Tier 1 ELA instruction.
2. Use multiple measures of data to identify and respond to specific student needs.
Teachers, the interventionist, literacy coach, and administrators will analyze i-Ready Diagnostic, Growth Monitoring, Standards Mastery, HMH assessments, classroom formative assessments, and appropriate diagnostic reading measures to identify specific skill gaps and determine targeted instructional responses for Black students in grades 3-5.
3. Strengthen vocabulary, comprehension, and foundational literacy instruction through collaborative planning and instructional internalization.
Grade-level teams will use PLCs and collaborative planning to strengthen unit and lesson internalization, academic vocabulary, comprehension of grade-level text, foundational literacy skills as needed, and alignment of instructional tasks and questioning to the rigor of the SCCCR ELA Standards.
4. Monitor implementation and student progress through the established ATSI progress-monitoring process.
School and district leaders will review student achievement and growth data, intervention documentation, collaborative planning evidence, and implementation/fidelity data at established ATSI progress-monitoring checkpoints. Results will be used to identify students who are not responding adequately and determine necessary adjustments to instruction, intervention, or support.
Fall i-Ready → Establish subgroup baseline
ATSI monitoring cycles → Review student + implementation/fidelity evidence
Winter i-Ready → Formal progress checkpoint
Spring i-Ready → Determine attainment of the 5-percentage-point goal
SC READY → Confirm whether improvement is transferring to state-level grade-level performance
5. Provide job-embedded professional learning and coaching based on student and implementation data.
The literacy coach, administrators, and district staff will provide targeted professional learning, coaching, classroom observation, and feedback focused on HQIM implementation, structured literacy, unit and lesson internalization, vocabulary development, small-group instruction, and effective use of assessment data. Professional learning priorities will be adjusted based on student outcomes and evidence gathered through the ATSI monitoring

process.

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