Florence School District One
Reading Plan

Presented to
Read to Succeed Team
Office of Early Learning and Literacy
Division College and Career Readiness
South Carolina Department of Education
DISTRICT READING PLANS
The goal of Read to Succeed is to improve student reading achievement for all students, Prekindergarten through twelfth grade. Pursuant to the Read to Succeed Act 284 legislation, all districts are required to annually submit a District Reading Plan, which supports research-based reading instruction. The District Reading Plan must accurately depict and detail the role of district and school leadership, assessment, curriculum, instruction and intervention, professional development, classroom libraries, parent involvement, and community/business partnerships in the support of student learning in reading and writing.

The District Reading Plan must include a focus on the following:

- Leadership to guide and support scientifically-based reading research practices aligned with state policies
- Clear and measurable student achievement goals
- Professional development for teachers in reading and writing instruction
- A systemic reading and writing assessment and instruction plan for all students
- Intensive interventions for struggling readers who are not able to comprehend grade-level texts
- Expansion of school/classroom libraries to provide a wide selection of texts over a wide range of genres and written on a wide range of reading levels
- A system for helping parents understand how they can support their child as a reader at home
- A strategic plan for developing partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading and writing

The District Reading Plan must address the following elements:

1. Develop a leadership plan to guide and support scientifically-based reading research practices aligned with state policies.

The District Reading Plan must detail who will serve as the district leader to support research-based reading practices aligned with state policies, specifically Read to Succeed; include the district leader and/or district office’s role, including specific responsibilities to improve student achievement district-wide.

Guiding Questions: Who will serve as the district leader to support research-based reading practices? How will the district leaders and/or district office inform all stakeholders about the Prek-12 District Reading Plan? How will the district leader and/or district office support research-based reading practices and effective writing instruction aligned to state policies, specifically Read to Succeed? Duties to consider:
• leading and supporting administrators and teachers to become more effective practitioners in literacy teaching
• informing stakeholders about the state and district reading plans
• providing information on Read to Succeed legislation, and guidance with implementation
• engages staff district-wide in using data to inform all instruction
• providing research-based reading instructional resources and support
• facilitating research-based professional development district-wide, including a focus on implementing professional learning communities at the school level
• ensuring coordination between all reading programs, including federal program area services (i.e., Title I, Title III, IDEA), as appropriate
• ensuring information on district’s schools student progression plan, to ensure that students are proficient readers by the end of grade three.
• monitoring and evaluating the implementation of the District Reading Plan, providing updates to the School Board, addressing implementation successes and challenges including attainment of student achievement goals;
• providing leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches;
• selecting a district literacy leadership team and conducting district-wide literacy meetings;
• ensuring that the reading coach is not used as a reading resource teacher, a substitute, an administrator, or in any other capacity that takes them away from being a full time professional development resource for teachers;
• monitoring and evaluating the process for the implementation of the district’s and school’s reading plans. Process for feedback to be provided based on monitoring; and
• establishing a system of support for principals as literacy leaders including collaborative professional development opportunities for principals and reading coaches.

**District Team**

- District Superintendent – Dr. Randy Bridges
- Assistant Superintendent of Instruction: Randy Koon
- Director of Elementary Education-R2S State Liaison: Lorna McBride
- Director of Secondary Education: Dr. Kelvin Wymb
- Early Childhood Director –Dr. Floyd Creech
- English Language Arts District Coordinator: - Kim Kinley-Howard
- Reading Recovery District Coordinator: Cynthia Coldiron
- Speech Therapy and Medicare District Coordinator – Dr. Karen Long
- FSD1 Reading Coaches
- FSD1 Middle School and High School Department Chairs
Individual school teams will include content-area teachers from all instructional levels, the state funded reading coach, the media specialist, certified personnel from the special education and ELL departments, and the school administrator.

A systematic planning time has been established to align the Florence School District One Reading Plan with the state guidelines, while ensuring the reading plan components and implementation are research-based and determined by district’s data and student needs. This plan will clearly define the role of reading coaches as mandated by State Legislation Read to Succeed Act 284 to each stakeholder. During the 2014-15 school year, coaches and administrators have received these guidelines in district meetings and school meetings, in writing, as well as through the district’s Read to Succeed liaison.

Informing Stakeholders
During the 2016-2017 school year, FSD1 instructional staff, including the district literacy leadership team, will provide professional development for all instruction-based faculty and staff members on the use of instructional strategies and research-based best practices that promote reading and writing improvement throughout the curriculum in all content areas. Ongoing learning opportunities will be delivered at district and individual school sites.

FSD1 instructional staff will review and assess the implementation of the reading plan at monthly administrative meetings in order to provide guidelines and develop materials for principals to use with their faculty members and parent organizations. Literacy team members, including state funded coaches at individual schools, will communicate with their building administrators throughout the school year in order to monitor progress of the reading plan.

District-Wide Literacy Professional Learning, Collaboration, and Support
District and school reading leadership teams will provide ongoing professional development to all content area teachers and instructional support staff based on the needs of the school as indicated by student performance data. These professional learning opportunities will be accomplished through school-wide, grade level, and/or individual training and state funded coaching. Utilizing well-trained teachers to support all staff will assist schools in building capacity for effective literacy instruction.

1 For the purposes of this document, “staff” is defined as administrators, guidance counselors, certified teachers in all content areas, and media specialists.
Elementary, middle, and high school level teacher leaders will participate in professional learning communities and be able to assist classroom teachers in implementing strategies to improve the rigor and effectiveness of reading, writing, and communication instruction inclusive of all modes of literacy skills. The school-based literacy leadership team, to include the state funded coach, will also implement writing plans for all content areas.

District secondary schools will have literacy leaders who have been trained by the district to provide professional development for all staff members on the use of instructional strategies that promote research based reading, writing, and literacy strategies throughout all content areas/curriculum. New literacy programs (SREB Literacy Design Collaborative, Mathematics Design Collaborative), which include extensive teacher professional learning opportunities, will be piloted at all middle and high schools.

The following resources will assist in monitoring the implementation and progress of the FSD1 reading plan:

- Data from teacher-generated formative assessments
- District benchmark assessments (includes NWEA MAP, CASE TE-21, district reading and writing assessments, content area assessments)
- School grade-level and team reviews
- Content area reviews
- Course summative assessments
- State standardized assessments

Coordination Between Programs
An administrator will meet with the literacy team at the school level to ensure that Title I, Title III, IDEA, and LDC are in alignment with Read to Succeed legislation. The school representative will then report at the district level in their monthly curriculum leadership meetings to relay pertinent information/data from individual schools.

Student Progression Plan
FSD1 staff will evaluate the reading plan at monthly principal meetings, provide guidelines, and develop materials for principals to use with their staff members and parent organizations. Literacy team members at individual schools will communicate with their building administrators throughout the school year in order to monitor implementation and progress of the reading plan to ensure that all students are reading on level by the end of third grade. Plans for intervention include:

- Required attendance in the Summer Reading Camp for struggling readers in elementary grades
• Curricular interventions such as Graduate Florence Academy and the English Essentials course for struggling readers in middle and high school.

Leadership and Support in Defining the Role of Reading Coaches
Systematic planning time will be allotted to align the FSD1 reading plan with the state guidelines, while ensuring the reading plan components and implementation are research-based and informed by district’s data and student needs. Oversight will ensure the roles of reading coaches will be clearly defined and enacted as mandated by state legislation Read to Succeed Act 284 to each stakeholder.

During the 2014-15 school year, coaches and administrators have received these guidelines in district meetings and school meetings in writing, as well as through the district’s Read to Succeed liaison. At each school site, these guidelines will be reviewed weekly to ensure state funded reading coaches are being used effectively to coach teachers on research-based best practices in the areas of reading, writing, and communication throughout the curriculum. Following an initial meeting with the state liaison/literacy specialist, quarterly meetings will be held with state funded reading coaches and administrators.

2. Establish clear and measurable student achievement goals.
Measurable student achievement goals for literacy are necessary to drive instruction and to evaluate overall effectiveness of the literacy program. Clear and measurable student achievement goals should be set for each grade K-12, including early literacy goals for Prekindergarten. Establish measurable student achievement goals using state and local assessment results. If certain grades do not have a state test, use local assessments to drive student achievement goal setting. Include action steps clearly articulated for goal attainment by the end of each year for each grade level, Prek-12.

Guiding Questions: Using state assessment data, what are the student achievement goals for each grade, Prek-12? If state assessment data is not available for specific grades, what local assessment data will be used to set student achievement goals? What were the steps taken to establish goals for each grade, Prek-12?
**FSD1 Student Achievement Data:**

**ACT-Aspire – Spring 2015**

### Reading

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ACT – Aspire – Spring 2015

### Writing

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*Writing scores included as a literacy component.*

*Exceeding, Ready, Close, In Need of Support*
Based on state and local assessment data, student achievement goals have been established for each grade level:

- For Pre-K, assess student reading readiness and implement strategic plans to provide students the necessary foundations for reading success.
- For grades 3-12, increase the number of students in FSD1 reading on or above grade level based on state and national summative assessments.
- For grades 3-12, reduce the number of FSD1 students scoring at the lowest achievement level on the state and national summative reading assessments.
- For grades 3-12, increase the number of FSD1 students scoring proficient (or equivalent) or above on the state and national summative reading assessments.
• Accelerate the progress of historically underperforming readers in FSD1 on assessments in grades K-12 as compared to both state and FSD1 progress.
  o African American students
  o Hispanic students
  o Native American students
  o Students eligible for free or reduced lunch under federal guidelines
  o Limited English Proficient (LEP) students
  o Migrant students
  o Students with non-speech disabilities
• Decrease the number of students requiring remediation.
• Increase family awareness of and involvement in children’s literacy development in FSD1.
• Work with FSD1 stakeholders to increase the number of community partnerships in FSD1.

Steps taken to establish these goals were based on the following:
• Student performance data (district and school) on the following assessments:
  o DRA2
  o NWEA MAP
  o STAR
  o PASS (Social Studies and Science)
  o ACT-Aspire
  o EOCEP
  o ACT
  o DRA2
  o NAEP (Grades 4, 8, and 12)
  o Teacher Observations and Assessments
• State-funded reading coaches’ assessment of their respective elementary schools
• Teacher and administrative academic progress observations of respective middle and high schools
• An acknowledgement of the decline in academic progress and achievement overall as recognized in global comparisons
• In expectations of fulfilling the profile of the SC College and Career Ready graduate for each student in FSD1

Secondary grade level assessments will vary and are based on content area, state and district goals, and national standards. One or more of the following assessment tools will be included in determining student achievement goals and/or measure student growth.
• SLO post-test will meet targeted scores (based upon SLO pre-test scores).
• EOC (math, English, science, social studies) will reflect state projections for improvement.
3. Provide systematic professional development for principals and teachers.

Professional development is the vehicle used to provide principals and teachers with the support, knowledge, skills and instructional practices they need to deliver effective instruction school-wide. Effective professional development opportunities are job-embedded and include five critical characteristics: 1) collaborative learning: Teachers need opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects, 2) links between curriculum, assessment and standards, 3) active learning: Teachers need to apply new knowledge in the classroom and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time, 4) deeper knowledge of content and how to teach it, 5) sustained learning over time.

Ongoing training and support, offered through different delivery models, help principals and teachers master their craft with the goal of improving student achievement.

Guiding Questions: How will the district provide systematic professional development for principals and teachers in the area of scientifically-based reading instruction, discipline-specific literacy and intervention? How will the district provide professional development to help schools use assessment data to target instruction and intervention based on student needs? How will the district utilize reading coaches to provide job-embedded professional development? How will professional development be targeted at individual teacher needs, as determined by analysis of student performance data? What delivery models will be used to help ensure all educators can have access to professional development opportunities?

Systematic professional development for administrators and staff will be established through the following methods:

- Site-based professional development will be offered through e-learning for critical content courses needed beginning at the elementary level in 2015.
- Individual coaching for teachers will be provided by state-funded reading coaches as part of job-embedded responsibilities through coaching cycles and professional learning communities.
- Reading coaches will attend ongoing professional learning opportunities provided by SCDE literacy specialists to inform their responsibilities as school literacy leaders.
- Attendance at off-site professional learning opportunities provided by SCDE (South Carolina Department of Education), SCIRA (South Carolina State Council of The International Reading Association), SERRRA (Southeastern Reading Recovery/Early Literacy Conference), SCCTE (South Carolina Council of Teachers of English), SCCSS
(South Carolina Council for the Social Studies, SCCTM (South Carolina Council of Teachers in Mathematics), SCSTA (South Carolina Science Teachers Association) will provide opportunities for growth in content and also in the integration of literacy.

- State-funded reading coaches, curriculum coordinators and coaches, and Reading Recovery teachers will provide job-embedded professional development to staff.
- Staff will receive training on integrating literacy best practices into their area of instruction.
- On the district level, teachers and instructional leaders will attend monthly district curriculum-assessment and best practices meeting.
- Quarterly school-wide assessment data will be analyzed at the district level to determine needs of individual schools or needs of the entire district. Further professional development will be planned based on the current needs.
- Teacher training, collaboration, and implementation of strategies that are specific to the middle and high school levels will be facilitated by the Southern Regional Education Board Literacy Design Collaborative and Math Design Collaborative in the content area models.
- All teachers will be provided opportunities to participate in summer institutes that focus on standards-based curriculum alignment with content that links reading to communication and writing.
- Teachers will be provided with targeted professional development based on student data and needs.

Interventions will be addressed through the following methods:
  - Teacher determinations utilizing Tier 1, 2, and 3 Intervention Protocol
  - State-funded reading coaches, reading specialist, and Reading Recovery teachers will provide site-based training on Tier 1 and 2 intervention (Allington).

(See Element 5 for elaboration.)

4. Provide a comprehensive assessment system.
As reading and writing assessments take many forms, formative and summative, assessments serve as the basis for delivering student-driven instruction. Educators must use assessments to identify students who are at risk academically in order to adjust instructional strategies to meet each student’s individual needs. Assessment systems should assess all research-based reading components including: phonological awareness, phonics, fluency, vocabulary, and comprehension, and be used to regularly monitor student progress. Progress monitoring is a practice that assists teachers in using student data to continually evaluate the effectiveness of their teaching in order to make informed instructional decisions to best meet individual student needs.
Guiding Questions: What are the formative and summative assessments used as part of the district’s comprehensive assessment system? How will assessment be utilized to enable teachers to measure student progress in reading and writing to better inform instruction and intervention decisions? How will the assessment results be used to evaluate the district’s overall literacy program for all students? How will the district ensure assessment results are clearly communicated and provided to parents in a timely manner?

The Florence School District One Reading Plan provides a comprehensive assessment and progress monitoring system. Teachers and other educators will use both formative and summative assessments to monitor all research-based components, including phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and all other literacy skills. Teachers, state-funded reading coaches, and other educators knowledgeable in both kinds of data are critical for an effective progress monitoring process.

At the beginning of the year, teachers will conduct grade level specific diagnostic assessments. Once the data has been collected and teachers have been trained on how to evaluate the data, state-funded reading coaches will assist teachers in setting goals based on student needs. An action plan in the form of Individual Progress Plans (for students in K-S-3) and Student Learning Objectives at all grade levels and in all content areas will be utilized by each teacher to determine growth targets.

Principals and Reading Recovery teachers will collaborate to determine the most effective intervention that the Reading Recovery teacher can provide for support to students in grades K-3 having an Individual Progress Plan for reading after commitment to required intervention for first grade students has been fulfilled. Reading Recovery teachers may be available to:

- Lead three Literacy Lab sessions
- Provide small group reading intervention

Effective progress monitoring will occur utilizing the data from the following formative and summative assessments.

Formative Assessments

These assessments will be used to inform the teacher of students’ strengths and needs in order to plan instruction and interventions to support student growth.

- Teacher Observations
- DRA2
- Dominie
● Istation
● PALS
● STAR
● NWEA MAP Testing
● CASE -21 Assessments (Aligned to SC-CCR Standards)
● Access for ELL 2.0
● District Benchmarks in all content areas (Aligned to SC-CCR Standards)
● Running Records/Item Analysis (Elementary Level)
● Data from Reading Conferences
● Data from Writing Conferences
● Reading Logs
● Reader-Response Journals
● Reading Renaissance Record
● Teacher Assessments
● District Benchmark Writing in Response to Text

Summative Assessments
These assessments will be used to monitor student growth and effectiveness of the district school reading plans.

- State (PASS, DRC)
- Mid-Year and Final Exams
- PSAT (High School)
- ACT (High School)
- WorkKeys
- SLOs
- Brigance for Math and Reading (Special Education)

All teachers, including special education teachers, will use formative assessments to continuously monitor student progress and identify students who are at risk in order to adjust instructional strategies to meet each student’s individual needs.

- Progress monitoring will assist teachers in using student data to continually evaluate the effectiveness of their teaching and to make informed instructional decisions.
- Progress monitoring will enhance learning because students are receiving immediate feedback and timely instruction.
- Progress monitoring will enable the district to follow the progress of individual students, a class of students, individual schools, and, ultimately, the entire district.

In order to cultivate schools where all students are reading by third grade, FSD1 will ensure that every stakeholder has knowledge of and, therefore, a vested interest in its schools by providing public access to information through a variety of means. Local media (radio
stations, newspapers, and television) will work with the district and individual schools to inform the public about the district’s reading plan. The district will use more specific pathways to relay information to students, parents, educators, and all other stakeholders including:

- Updated district and school websites
- Newsletters (print/electronic)
- Student interims and report cards
- School report card
- District report card
- Parent Link
- Student conferences
- Parent/teacher conferences
- Title I parent meetings
- Teacher communications with parents (phone calls, scheduled conferences)
- Power School
- Newspaper
- Test scores notifications sent to parents

Communication paths for secondary will include additional components:

- The teachers will communicate the results of assessments through the timely and accurate recording of grades in Power School. Students will access their own scores on varied assessments by utilizing PowerSchool.
- Teachers will communicate results of assessments, academic performance, and progress to parents through parent-teacher conferences, progress reports, report cards, phone calls, emails, or letters.
- Guidance Conferences
- Teacher lesson plans and web pages will be current and updated in a timely manner to reflect content and strategies of the classroom.
- School web pages will be current and updated in a timely manner to reflect all pertinent information for the school, contact information, and helpful resources.
- Individual schools will sponsor showcase events which highlight student achievement as well as academic achievement in literacy.

In addition to the electronic school data available to the district, schools may be asked to provide the district with additional data (e.g. number of teacher conferences, parent attendance at school functions, etc.).

The district will use results of formative and summative assessments, staff, student, and parent feedback to evaluate, analyze, and make appropriate changes to its overall literacy program.
5. Establish exemplary literacy classrooms for all students, Prek-12.
There are five critical elements of exemplary literacy classrooms.

Element 1: Significant time devoted to actual reading and writing.
Research is clear that in order to support and challenge students to reach proficient and advanced levels of literacy growth, the time students are expected to read and write for authentic purposes must dramatically increase during the school day.

Guiding Questions: How much time will be devoted to reading and writing in all classrooms, Prek-12? The Read to Succeed legislation requires 90 minutes of daily reading and writing instruction for all students, and additional 30 minutes of time for interventions on a daily basis for those identified students. Specify the allocations of time the district provides for PreK-2, 3-5, 6-8 and 9-12. Does the schedule maximize instructional time?

Element 1: Significant Time Devoted to Actual Reading and Writing
In order for Florence School District One to achieve the goal of having every child reading at or above grade level, literacy instruction is the responsibility of all educators and in all content areas. Each teacher’s ELA block will include at least 90 minutes of literacy instruction daily in PreK-5th grade and an additional 30 minutes of independent reading practice and interventions as needed. For grades 6-12, students will receive at least 90 minutes of literacy daily across the content areas. The five components of reading should will be embedded into the ELA block, including: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction will include whole group and small groups with a primary purpose of differentiation. Immediate intensive intervention will be provided to students with specific needs with additional time.

As research indicates reading and writing have a reciprocal relationship. Writing should be explicitly taught. It is expected that spelling, writing, and handwriting will be taught, but if the lesson does not pertain to one of the five components of reading, the skills will be addressed outside of the 90 minute block (ex: outside of the reading portion of the ELA block).

The district will ensure that a minimum of 90 minutes reading instruction time will be provided by teachers. The district will encourage a framework that supports a 90 minute block of time, such as the Balanced Literacy Framework or Reading Workshop Model, to implement literacy instruction in the classroom. In noting that writing in response to reading improves comprehension, the district will provide models to schools (administrators, coaches, and teachers) on how this instruction looks. Building
administrators and coaches will be asked to monitor those schedules. The typical Balanced Literacy Framework consists of Read Aloud, Shared Reading, and Independent Reading and Word Work. The Reading Workshop Model consists of a Mini-lesson, Read aloud, Independent Reading, Conferring, and Sharing. In addition to working within the school, the district will also coordinate with the Drs. Bruce and Lee Foundation Library for reading and research opportunities. The district will also establish a partnership with the Florence Area Literacy Council for training and support. The schools will provide summer literacy programs for struggling readers which will offer remediation, support and enhancement. The district proposes self-contained classrooms K-12 maximize reading instructional time as well.

Balanced Literacy Framework
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Reading Workshop Model
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The district will expand school and classroom libraries through state and district funds, grant opportunities, EIA (Reading) funds, and Scholastic/Book club resources. These resources will provide the necessary books for students to become successful readers. FSD1’s goal is to provide a variety of genres and a wide range of reading levels (above, on, and below grade level) for all Prek-12 classrooms across the curriculum.

Media specialists, in collaboration with the curriculum coordinator and Reading Recovery teacher, will act as a consultant for the purchasing of books in order to appropriate for a wide range of genres, reading levels, interests, and to ensure that books are appropriately matched to the reading levels of students. Classroom libraries will provide interest leveled books for students, thus increasing reading time for all students, as well as choice. S.B. Newman indicated in his article published in *The Reading Research Quarterly* (1999) “Books make a difference: A study of access to literacy,” that access to books increases read time 60%. The district’s goal is to put books in the hands of all students.

The content for classroom libraries will be determined in the following areas:

- Student Interest Inventories
- Varied Subject Areas and Interest
- Varied Levels
- Curriculum-Reflected Content

**Element 2: Numerous books matched to the students’ reading levels.**

“We need to show students how to read and then let them read. Worksheets don’t help. Reading, talking about what they have read, writing, and thinking are what students need to be doing” (Stephanie Harvey, presentation at the SCDE Research to Practice conference, Columbia SC, September 23, 2014).

Providing access to numerous books in the classroom is proven to be important for all students, but particularly critical for disadvantaged students who are less likely to have access to books and print materials at home.

The South Carolina State Reading Plan offers several research based suggestions to support classrooms that are literacy-rich to become successful readers. In *Conversations*, Regie Routman provides a review of the research regarding the impact of literacy-rich classroom environments on student achievement. The study in the early 1990s found that ‘effective reading programs are usually supported by classroom libraries’ (International Association for the Evaluation of Educational Achievement, 1992). Research has shown that ‘better libraries are related to better reading, as measured by standardized tests’ (Krashen 1998). Access to books increases the amount of reading children do (McQuillen 1998), and the easiest way to ensure student access to books is through a well-designed and organized classroom library.
Guiding Question: How will the district expand school/classroom libraries providing a wide selection of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students

The district will expand school and classroom libraries through state and district funds, grant opportunities, EIA (Reading) funds, and Scholastic/Book club resources. These resources will provide the necessary books for students to become successful readers. FSD1’s goal is to provide a variety of genres and a wide range of reading levels (above, on, and below grade level) for all Prek-12 classrooms across the curriculum.

Media specialists, in collaboration with the curriculum coordinator and Reading Recovery teacher, will act as a consultant for the purchasing of books in order to appropriate for a wide range of genres, reading levels, interests, and to ensure that books are appropriately matched to the reading levels of students.

Classroom libraries will provide interest leveled books for students, thus increasing reading time for all students, as well as choice. S.B. Newman indicated in his article published in *The Reading Research Quarterly* (1999) “Books make a difference: A study of access to literacy,” that access to books increases read time 60%. The district’s goal is to put books in the hands of all students.

The content for classroom libraries will be determined in the following areas:
- Student Interest Inventories
- Varied Subject Areas and Interest
- Varied Levels
- Curriculum-Reflected Content

Element 3: High-quality instruction in reading skills and strategies.

“Effective readers, even at their earliest levels, read in five to seven word phrases rather than word by word.” –Richard Allington, “What Really Matters for Struggling Readers” (2006)

Proficiency in phonemic awareness, word recognition, reading fluency, vocabulary and comprehension are necessary competencies for success in reading. Students need direct, thoughtfully organized instruction in all of these areas to become proficient readers. The National Reading Panel released a report in 2000 that indicated that proficiency in phonemic awareness, word recognition; reading fluency, vocabulary, and comprehension are necessary competencies for success in reading. Students need direct, thoughtful, organized, and regular instruction in all of these areas to become proficient
readers (National Reading Panel Report, 2000). The sets of skills which are the foundations for successful readers must be taught in concert and include 1) language skills – oral language, vocabulary, and comprehension, 2) mechanics of reading that include skills related to knowledge of letters and sounds, and 3) content knowledge, which allows students to have an easier time understanding what they read. Reading curriculum, materials and/or reading instructional strategies provide support with delivering thoughtfully organized reading instruction aligned to the five components of scientifically-based reading instruction.

Guiding Question: *What research-based reading curriculum, instructional strategies, materials and/or instructional strategies will be implemented to ensure high-quality reading instruction?*

**Element 3: High Quality Instruction in Reading Skills and Strategies:**
Teachers, administrators, and others in FSD1 will use a variety of multimodal texts, best practices, and research based strategies in their classrooms daily. Whole group instruction, small group instruction, and one to one instruction are a guaranteed classroom experience. Teachers are required to differentiate instruction based on student strengths, interests, and needs. The district’s goal is to provide and maintain consistently high-quality literacy instruction across all content areas in our district. The shared understanding is that reading and writing are an integral part of learning in all content areas.

The literacy curriculum is based on the South Carolina College and Career Ready standards and is outlined in the district’s Curriculum Alignment Document (CAD), which is located and accessed through the FSD1 intranet so that every educator and administrator providing instructional guidance and support to ensure shared experiences and expectations for all of the students being served.

The following are included among the identified instructional strategies and best practices the district will utilize to differentiate and scaffold instruction for all readers:

- **Read A-louds (Three throughout the school day)**
- **Modeling (I do, We do, You do)**
- **Model Think A-louds (stop and share your thinking)**
- **Writing Workshop**
- **Reading Workshop**
- **Reading conferences**
- **Writing conferences**
- **Think-Pair-Share; Turn and Talk**
- **Shared reading: all eyes on one text**
- **Small group instruction with a strategic focus**
- **One-on-one conferences for reading and writing**
- Collaborative work
- Literacy stations (reading, writing, researching)
- Reader Response journal (informal writing)
- Quick Writes: informal
- Extended writing: formal
- Note-booking

**Materials:**
- Classroom libraries (variety of genres and levels)
- School library (variety of genres and levels)
- Mentor texts
- Picture books
- Novels
- Professional Literature (recommended professional literature to be utilized.)
  - *What Really Matters for Struggling Readers* by Richard Allington
  - *Reading Strategies Book* by Jennifer Seravallo
  - *Teaching Reading in Small Groups* by Jennifer Seravallo
  - *On Solid Ground: Strategies for Teaching Reading K-3* by Sharon Taberski
  - *7 Keys to Comprehension* by Susan Zimmermann and Chryse Hutchins
  - *Writing Essentials* by Regie Routman
  - *A Guide to Writing Workshop* by Lucy Calkins
  - *Do I Really Have to Teach Reading* by Cris Tovani
  - *I Read it, but I Don’t Get it* by Cris Tovani
  - *Classroom Strategies for Interactive Learning* by D.R. Buehl

**Formative Assessments:**
- Reading conference records
- Writing conference records
- Anecdotal notes
- Running records
- Kidwatching
- SEI (Student Engagement Inventories)
- Reading logs
- Journals - informal and formal writing
- Responses to open-ended
- Dialogue with students
- Checklists
- Exit Slips
- Study Island
- Orton-Gillingham
- Accelerated Reader program
- Score CASE TE-21 (Formative Assessment Creator)
- Benchmarks
Element 4: Prevalence of small group and individualized instruction.
Teachers must consider the types of grouping arrangements they use during literacy instruction. They need to employ a variety of grouping formats throughout their literacy instructional blocks of time, to include whole class, small group, and individualized instruction to provide opportunities for students to learn specialized reading skills based on their specific needs. According to Tomlinson (2009), whole group instruction will not meet the needs of every child. Small group and individualized instruction based on evidence from current classroom data, observations, and school, district, or state assessments are necessary components of the teacher’s literacy block to meet the needs of all students.

Guiding Question: What flexible grouping strategies will be used to meet the needs of all students?

Element 4: Small group and individualized instruction:
Teachers will use their formative data to assess student strengths and needs and then plan instruction that meets those needs. Students who have the same needs will be pulled together in a flexible group where they will receive strategic instruction in an intimate
setting for a shortened period of time that will be engaging and meaningful. These flexible groups are best used in short 10 minute spans of time with 2-4 students.

Flexible grouping strategies primarily utilized to increase student engagement and to differentiate instruction include:

- Teacher-directed groups (Introducing new information or summarizing student work)
- Whole-group (introducing new concepts/problem-solving)
- Small-group (addressing common needs, reinforcement, and enrichment)
- Collaborative groups (problem-solving, projects)
- Literature/Reading Circles (sharing ideas, brainstorming)
- Performance-based group (skills achievement)
- Think-Pair-Share (generating idea)
- Student-led groups (gradual release, responsibility for learning)

Within each classroom in the district, these groupings will continually vary based on the ongoing and changing needs of the students.

**Element 5: Increased instructional focus and intensity based on students’ needs**

To meet the needs of struggling readers, it is critically important that classroom teachers are knowledgeable about the reading process and understand how to provide the instructional support, the materials, and most importantly the time every day that is devoted to explicit and systematic instruction and student reading practice. Instruction must be adjusted to meet students’ individual needs in reading. The Read to Succeed legislation requires that interventions be provided to all struggling readers who are not able to comprehend grade-appropriate texts. The South Carolina Department of Education promotes a Response to Intervention (RtI) multi-tiered approach to differentiate instruction for all students. Through this approach, teachers will identify struggling readers early and offer the intensity of support students need beginning with high-quality instruction, intervention and ongoing progress monitoring. Students are monitored to ensure they are progressing as expected, and when they are not, they should receive additional, more intensive reading instruction. Assessment data should be analyzed and used in order to drive instructional decision-making to meet students’ needs.

Students must be provided with research-based instruction that addresses deficit areas, as determined by the assessment system. For K-3 students having reading difficulties, intensive intervention must be at least thirty minutes in duration and be in addition to the ninety minutes of daily reading and writing instruction provided to all K-3 students. Supplemental instruction outside of the school day may be needed for some students. Supplemental instruction shall be provided by teachers who have a literacy
teacher add on endorsement and offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

The law requires schools to notify any parent whose child is a struggling reader, including what kind of interventions their child will receive to address their reading difficulties, and that their child may be retained in 3rd grade if the student continues to struggle in reading. The district supports the development of individual progress plans for any prekindergarten and K-3 student with a reading deficiency, and supports intensive literacy instruction (Reading Recovery) that is different from what the child has already received.

**Guiding Questions:** How will the district ensure teachers have the knowledge-base and skill to intensify instruction for students having reading difficulties? How will the district promote a RtI multi-tiered system of support? How will assessment data be analyzed and used in order to drive instructional decision-making for all students, specifically struggling readers? How will instruction be intensified for students having reading difficulties (e.g. more time, smaller group size, more explicit and systematic instruction targeted at student needs, more guided practice, and immediate corrective feedback)? How much time will be devoted to intensive intervention for struggling readers (e.g. struggling readers will receive thirty minutes of intervention on a daily basis, and above and beyond the ninety minute reading block)? How will supplemental instruction be provided outside of the school day; and for whom? How will the school communicate with parents that their child has been identified? What documentation will be used to notify parents of the intensive interventions that their child will receive? What documentation will be used to notify parents for possible retention?

**Element 5: Increased instructional focus and intensity based on students’ needs**

The district will ensure that teachers have the knowledge base, skills, and support to intensify instruction for students having reading difficulties by providing educators the opportunity to take the necessary courses to receive their South Carolina Reading Endorsement. Curriculum coordinators will promote the RtI multi-tiered system and assist teachers in the intervention process. R2S reading coaches will provide professional development on best practices and strategies. Curriculum coordinators, coaches, and other reading specialists will work with teachers to provide reading interventions to students. Summative and formative assessment data will be monitored and analyzed in order to drive instruction with the purpose of meeting the student’s needs. Data teams of professional learning communities will look at various assessments and discuss best practices and strategies to provide assistance for struggling readers and drive instruction. Intervention will be intensified for students having reading difficulties. Individual Progress Plan (IPP) will be used to monitor student matriculations from grade level to grade level.
The RTI model will be followed by implementing the following:

- **Tier 1:** This intervention is done in the classroom. This intervention time-frame will extend up to 5-8 weeks. All teachers are required to implement small group instruction (5-8 students) as well as differentiated instructions using research based strategies and best practices daily. Students who are identified as struggling readers will receive targeted instruction based on specific needs indicated by performance data.

- **Tier 2:** This intervention will also be done in the classroom. This intervention will last 8-15 weeks. The teacher will meet with a team of reading experts (reading recovery, grade level teachers, curriculum coordinator, and reading coaches) to discuss specific interventions that will target the student's individual needs according to the data. The team will meet every 3-5 weeks to review formative and summative assessments and discuss progress monitoring of the students strengths and needs. The interventions will be done in a small group setting (1-4 students) 3-5 times a week. The utilization of small groups will specifically address the needs of the student.

- **Tier 3:** This intervention is done in the classroom. This intervention will last 20+ weeks. The teacher in the classroom will meet with a team of reading experts (reading recovery, grade level teachers, curriculum coordinator, and reading coaches) to discuss specific intervention that will target the student's individual needs according to the student performance data. The team will meet every 3-5 weeks to review formative and summative assessment and discuss progress monitoring of the students strengths and needs. The interventions will be done one on one in the classroom with the teacher or out of the classroom with the reading expert daily. The one on one instruction will be driven by formative assessments and data collected from on-going assessments like, but not limited to, MAP, STAR, Study Island, and other formative and summative assessments (Allington).

Supplemental literacy instruction will be provided to students who are identified as struggling readers based on a multitude of data sources outside of the school day through volunteers under the direction of certified teachers, computer-based programs that can be accessed at home and other locations, summer reading programs, summer school, and partnerships with school and county library systems.

Schools will communicate with parents in a confidential manner through the use of mail, phone calls, and parent conferences. Parents will be asked to come in and meet so that
the certified teacher can present an intervention plan and discuss interventions that their child will receive in school as well as interventions that may occur out of school and at home. Parents will be informed in writing if their child is in danger of failing during interim periods, at the end of every nine weeks, and more frequent intervals as determined by the district or school.

According to Act 284 in 2017-2018 students that are not proficient in reading will be retained.

Students retained must be provided more intensive interventions using effective instructional strategies to improve the student’s specific reading deficiency. The district is required to:

- Provide summer reading camps;
- Provide a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction;
- Provide students with a highly-effective teacher as determined by student performance data and performance evaluations;
- Provide written notification to the parent that his/her child has not met promotion requirements, and the reasons the child is not eligible for a good cause exemption. The notification must also describe the proposed interventions that will be provided;
- Implement a policy for the midyear promotion for any student who can demonstrate mastery of third grade skills and is ready to be promoted to fourth grade.

Guiding Questions: How will the district communicate the third grade reading goal to all stakeholders? What additional strategies or interventions will be implemented to support struggling readers that aren’t progressing at the rate they need to be to reach grade level reading by the end of third grade? How will you educate parents on the grade level expectations as students progress from grade to grade?

As required by Read to Succeed legislation Act 284, FSD1 will communicate to parents the status of their child’s reading progress and action steps the school is taking if a student is not substantially meeting his/her goals. District schools will

- Post the required third grade reading requirements for promotion on the district website.
- Release pertinent information and notification to local media outlets.
- Notify parents of grade level expectations at the beginning of each year and/or semester
- Hold school-based, parent and community meetings at individual schools within FSD1. Additional Notification:
  - 4K/5K Readiness Assessment with IEP Accommodations Readiness
Additional strategies for intervention include the following provisions:

- Students who are not progressing at the targeted rate they need to be to reach grade level reading by the end of third grade will be given further assessments to identify specific skills that require intervention.
- Students will be provided with additional reading instruction in small groups and/or one-on-one settings both inside and outside the regular classroom.
- FSD1 will hold community meetings at various community locations to educate parents on the grade level expectations as students progress from grade to grade.
- The district will post requirements on its district website and submit articles to the local newspapers and/or magazines regarding reading requirements for promotion in all grades.

6. Foster partnerships to communicate Read to Succeed goals and to promote literacy achievement.

Local school districts are encouraged to create family school community partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer. Schools and districts should partner with county libraries, community organizations, local arts organizations, faith based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency.

**Guiding Question:** How will the district create partnerships with business and community organizations to raise awareness of the importance of literacy district-wide? What supports will be in place to increase the volume of reading in and out of school?
Florence School District One will continue to increase school and community relations in focus areas that benefit our students, inclusive of literacy. The district will partner with community businesses and organizations to achieve the goals of the district plan. These partnerships include extending or initiating the following efforts:

- The School Foundation has partnered with FSD1 to establish StartSmart, an early childhood initiative to promote reading and advanced preparation for kindergarten.
- The school district will work with the Bruce and Lee Public Library to inform students and parents of programs available year round, as well as all the facility has to offer to support our students.
- Classes will be offered to parents to support the continuation of the program.
- The School Foundation will support the district through educational grants in grades K-12.
- FSD1 business partners/faith based organizations in the community will provide mentoring and tutoring activities for students outside of regular hours before and after schools.
- Sponsors such as Wal-Mart, Harris Teeter, Horace Mann, IGA, Dollar General, Donors Choose, and Bi-Lo are local organizations in our community that support our teachers through various grant opportunities.
- APT and Kiwanis are local civic and school-based organizations that offer grants and funding to our teachers to support instructional resources for our students.
- School Volunteers

Increasing the volume of student reading in and out of school will be addressed in individual school reading plans specifically based on the school’s student population and data.

7. Support parents’ understanding of the Read to Succeed legislation, and how they can support their child as a reader at home.

Parents play a critical role in the reading development of children. As a child’s first teacher, parents should have print language-rich homes. Books are the key ingredient to creating a literacy-rich home environment. Families can support language and literacy learning by creating a home atmosphere in which reading, writing, talking, and listening are a natural part of daily life. In a review of research Fiore (2006) states school leaders must be willing and able to recognize that the diversity and socioeconomic status of the community may hinder effective school and parental collaboration. Many families may still feel that their interests are not fully taken into account and may be reluctant to get involved. The principal must be willing and able to recognize the extent of this disconnection and make an extra effort to communicate and collaborate with all families.

**Guiding Question:** How will the district inform parents about Read to Succeed? How will the district help parents support their child as a reader at home?
The district will inform parents of Read to Succeed and how to support their child as a reader at home using a variety of research-based methods and strategies.

- Parents will receive information regarding the Read to Succeed legislation through Title I newsletters that are issued by schools, during Title I parent meetings, as well as via the district and individual school websites. Information will be shared with parents about early intervention programs and how to apply/enroll students at these meetings.
- Effective, research-based strategies and information on early interventions will be shared in brochures, videos, Home-School Connection newsletters, etc.
- Title I family nights and parent workshops will allow the school community to connect with parents and model how they can help their child at home. Schools will survey parents to identify needs on how to best support learning and acquisition of various skills needed.
- Workshops will be provided at strategic locations in the district to target and support various designated parent groups based on low socio-economic status and challenging home environments to equip parents with the skills they need to support student learning. By modeling the *I do, we do, you do* method, parents will be armed with the tools and strategies necessary to provide proper support at home. Teachers will provide literacy-rich materials that are available for take home work, including books, homework journals, letter tiles, etc.
- The School Foundation has partnered with FSD1 to promote reading and advanced preparation for kindergarten. The program currently provides support to parents of district preschoolers derived from pediatricians and school psychologists. Partnership efforts to empower parents with best practices and to create a pathway for connection between parents and Florence School District One will be expanded.
- For secondary schools, family nights and parent workshops will allow the school community to connect with parents and model how they can help their child at home. Schools will survey parents to identify needs on how to best support learning and acquisition of various skills needed. At this level, parents will also receive information regarding the Read to Succeed legislation through school newsletters, during parent conferences and APT meetings, as well as via the district and individual school websites.

Information will also be shared with parents and community members through social media, including: the FSD1 Facebook page, individual schools’ Facebook pages, Twitter, and other outlets. Weekly radio public service announcement opportunities for
disseminating information at all levels will be expanded. Information will also be shared with parents and community members through social media, including: the FSD1 Facebook page, individual schools’ Facebook pages, Twitter, and other outlets.

**District Literacy Leadership Team**

Insert in the table below a list of all team members, roles, and contact information.

<table>
<thead>
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**Using the questions below, please describe the process the team used for developing the plan (including data gathering and collecting feedback), how the team will communicate the plan and the importance of a focus on literacy to stakeholders (post on web, share at faculty meetings, etc. including any brand statement and messaging) and how the team plans to monitor implementation of the plan over the next year (schedule of meetings, setting up Task Forces to get specific tasks completed, etc.).**

**District Strategic Planning Questions**

1. **Context** How does this plan connect to other planning documents and other district initiatives?
2. **Current state of literacy in the district** Why is it important to focus on improving student literacy in our district?
3. **Vision statement** What would literacy and learning look like in our district if a literacy improvement initiative were successful?
4. **Improvement goals** What is our overall measurable literacy improvement goal? What are measurable goals in each of four areas: systematic use of data, standards-based curriculum, system of tiered instruction and intervention, and family and community involvement?
5. **Action steps** What actions will be taken in the next year to support progress toward each goal (by whom, when, using what resources as well as how success will be measured)?

6. **Progress Monitoring** How will we know that progress is being made? How will we share that information?

7. **Expectations for schools** What does the district expect schools to do relative to the district plan?

8. **Team information and process** Who created the plan? What process was used to create the plan?

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**The Mission** of Florence School District One is to Educate! Prepare! Inspire!

**Our Vision**
All students will be highly motivated, successful, and responsible citizens of an ever-changing society.

**We Believe...**

- Learning is a life-long process.
- Cultural diversity enhances the learning experience.
- A challenging curriculum and high expectations promote high levels of achievement.
- The quality of relationships impacts student learning.
- Every person in the organization contributes to the success of the children.
- The child is at the center of all decision making.
- An informed community is a supportive public.
- A safe and nurturing environment is essential for learning.
- Technology advances the learning experience.
- Learning experiences should include collaboration, creative and critical thinking, and effective communication.
- The successful development of students is a partnership between parents and school

The FSD1 literacy plan was developed in alignment with the district’s shared vision and mission, in conjunction and alignment with the district’s school improvement and effective schools plans. This vision of literacy in Florence School District One focuses on all students within the district achieving a higher level of literacy as evidenced by performance based data and authentic assessment. This vision is facilitated by highly trained teachers, administrators, and others who directly impact student learning.
While the current state of literacy across the district is in varying stages of development from developing to sustaining, it is the expectation for all Florence School District One schools to support the district plan for improvement. These expectations include

- Schools having literacy-rich classrooms in every content area
- Acquisition of high quality reading libraries
- District schools providing support systems for parents in literacy awareness.
- Professional learning opportunities playing a critical role in the growth and development of teacher capacity.
- Collaboration among teachers and administration in plan implementation and monitoring
- Each school providing site-based professional development to train teachers and others in to provide research-based strategies for literacy instruction.
- Systematic utilization of small group and individualized instruction for differentiation
- Implementation of authentic formative and summative assessments.
- Engaged students who are fluent and can read for sustained periods of time
- Partnerships with community members working with the schools

The district will utilize the following action steps to achieve the goals of the vision:

- Sharing the plan with all staff, students, parents, and community stakeholders through a variety of venues previously noted.
- School based and district level data review sessions to monitor progress
- Ongoing communication with parents at all grade levels as a part of the progress monitoring process
- Train teachers, administrators, and others in state recommended literacy courses at all levels
- Provide ongoing professional development through reading coaches, online courses, workshops, and conferences.

The Florence School District One reading plan was created by members of the strategic planning and literacy team: Assistant Superintendent of Instruction: Randy Koon; Director of Elementary Education: Lorna McBride; Director of Secondary Education: Dr. Kelvin Wymbs; ELA District Coordinator: Kim Kinley-Howard; Reading Recovery District Coordinator: Cynthia Coldiron; Early Childhood Education Coordinator: Dr. Floyd Creech, Dr. Karen Long: Speech Therapy and Medicare Coordinator, and FSD1 elementary level reading coaches, and secondary department chairs.
Members of the committee attended both SCDE task force meeting and technical assistance sessions to acquire key guidelines and information for developing a plan. In addition, ongoing consultation and feedback was provided throughout the process by content area curriculum coordinators, administrators, ELL teachers, and others. Individual school teams included content-area teachers from all instructional levels, the reading coach, the media specialist, a representative of special education and ELL, and the school administrator.

Florence School District One Reading Plan Timeline

<table>
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<tr>
<th>September 2015</th>
<th>District Planning Meetings</th>
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| October – December 2015 | ● SCDE Read to Succeed Task Force Meetings  
● Regional Technical Assistance Sessions  
● Weekly Reading Plan Development  
● Elementary and Secondary Level  
● Committee Completion of FSD1 Draft Document  
● Selection of Individual School Committees |
| January 2016 | ● Review of Plan by School Administrators  
● Review of District Plan by School Committees  
● Feedback on District Plan  
● Revision of District Plan |
| January – March 2015 | ● Individual School Faculty – Overview-Purpose  
● School Committees Reading Plan Development |
| March 23, 2016 | ● Submission of Individual Schools Reading Plans  
● Review of School Plans |
| April 25, 2016 | ● Submissions to SCDE Read to Succeed Committee:  
  ○ Florence School District One Reading Plan  
  ○ Individual School Plans for Elementary, Middle, and High Schools |
| August 2016 | ● Public Notification  
● Implementation and Progress Monitoring |
References


