



Instructional Updates



KEEPING YOU CONNECTED
To What Matters Most

Ensuring Our Students Are College and/or Career Ready & Are Productive and Responsible Members of Society

Board Goals

Goal 2: Academic Achievement

To improve the academic success of all students.

Goal 3: Reading Readiness

To increase the number of students reading on grade level in grades K – 3.





Literacy Plan Highlights



K-3 teachers regularly conduct comprehensive reading assessments and analyze next steps. (DRA2+ benchmarks ([Developmental Reading Assessment](#)), IRLA ([Independent Reading Level Assessment](#)), and progress monitoring assessments)

- Teachers use data to guide decisions made in developing small group plans (4 week plans).
- Teachers meet weekly in PLCs ([Professional Learning Communities](#)) and grade level meetings to engage in learning about new strategies for teaching reading and writing.
- Monthly staff development meetings, with data analysis, are conducted to address literacy needs.
- LETRS ([Language Essentials for Teachers of Reading and Spelling](#)) training for all elementary teacher, special education teachers, literacy coaches and interventionist.
- Class schedules provide for 120 minutes of daily reading and writing instruction.
- Teachers and students work to build stamina in independent reading, tracking progress on reading stamina charts.

Spring 2025 Literacy Plan Goals

Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from **36% (73/203) to 26% (59/227) in the spring of 2025.**

Met Goal only **15.6% (35/225)** of third graders scoring Does Not Meet.

Goal #2: (Reading Level) By Spring of 2025, increasing the number of students K-6 reading on or above grade level from **61% to at least 70%** of students as determined by DRA2+, ILRA, and/or NWEA Reading MAP Lexile for 4th-6th grade.

Progress was made toward moving students to grade level reading, the final percentage was 65%. Our goal was not met.

Goal # 3: (Reading Comprehension) By Spring 2025, students in 5K- 8th grades will demonstrate progress towards proficiency of grade level content by meeting their expected projected growth on NWEA MAP **in ELA increasing from 39% Fall 2024 to at least 60% by Spring 2025.**

Met Goal: **62.2%** of students in 5K-8th graders met their expected projected growth.

Spring 2026 Goals



Goals	Action Steps
Goal #1: <u>(Third Grade Goal)</u>: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 55.6 % to 59.6 % in the spring of 2026.	• Provide professional development that emphasizes research-based best practices and Backward Design. • Use Mastery Checks that are aligned to the South Carolina state standards. • Strategic individualized instruction in reading will be provided during one-on-one reading conferences and small group sessions. • Teachers will use standards based spiral reviews to review skills and concepts throughout the year. • Implement iReady digital program with fidelity.
Goal #2: <u>(Reading Level)</u> By Spring of 2026, increasing the number of students in grades K-6 reading on or above grade level from 65% in Spring of 2025 to 70% in Spring of 2026 as determined by DRA2+ or IRLA.	• Strategic individualized instruction in reading will be provided during one-on-one reading conferences and small group sessions. • Teachers will complete progress monitoring assessment every two weeks with students who are reading one or more grade levels below the current grade level. • Implementation of phonics-based strategies in Grades 5K-2nd.
Goal #3: <u>(Reading Comprehension)</u> By Spring of 2026, students in 5K-8th grades will demonstrate progress towards proficiency of grade level content by meeting their expected projected growth on iReady based on Reading diagnostic increasing from 34% in Fall of 2025 to 60% in Spring of 2026.	• Strategic small group interventions using IRLA, Reading Fluency, Read 180, MAP Learning Continuum • Implementation of comprehension-based strategies for Grades 3rd-6th (to include research-based concepts from J. Serravallo).

Wrap Around Support

Schools	Services
LCECCA	Stepping Stones Pee Dee Mental Health
MSE	Stepping Stones Pee Dee Mental Health
JC Lynch	Stepping Stones Pee Dee Mental Health
Scranton	Stepping Stones Pee Dee Mental Health
Olanta	Stepping Stones Pee Dee Mental Health
Dr. Ron E. McNair	Stepping Stones Pee Dee Mental Health
Lake City High School	Stepping Stones Pee Dee Mental Health
J Paul Truluck	Hope Health Pee Dee Mental Health



IKA-R (Admin Rule)

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and college credits for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

Students who are enrolled in dual enrollment classes must earn a 75 70 or higher to continue enrolling in dual enrollment classes. If a student scores below a 70, the student/parent will be responsible for paying for the course. —~~If a student earns less than 75 70 in a dual enrollment course, the student must retake the class to improve the grade before enrolling in a new dual enrollment course. If a student refuses to retake the class and enrolls in a new dual enrollment class, the student/parent will be responsible for paying for the dual enrollment course.~~



District Wellness Policy- ADF



Recommending the Model Policy:

Differences:

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.



District Wellness Policy- ADF

Competitive Foods and Beverages

See Policy ~~EEA~~-EFE, Competitive Foods Sales/Vending Machines, for more information. Foods made available, but not sold do not have to meet the Smart Snacks requirements, but healthy items are encouraged.

(~~See "Exempt Fundraisers Memorandum 2015".~~ Beginning with SY 2017-18 and thereafter, the days per exemption is 1 day (up to 30 of 1 day each). SCDE considers applications for additional exemptions above this limit on a case-by-case basis and subject to district policy.

See administrative rule EFE-R, Competitive Food Sales/Vending Machines, for additional information on competitive foods and fundraisers.



District Wellness Policy- ADF

District Goals for Health and Wellness

using Smarter Lunchroom techniques and through strategies and best practices meeting the USDA Smart Snacks in School nutrition standards. using research based practices and through adherence to a policy of 100 percent of foods and beverages promoted to students meeting the USDA Smart Snacks in School nutrition standards.



District Wellness Policy- ADF

District Wellness Committee/Coordinated District Health Advisory Council

****First paragraph, Last sentence:**

The designated officer for ensuring district compliance with the wellness policy and oversight of the committee will be Superintendent or his/her designee. (Refer to ~~LWP Contacts~~) **Director of Food Services, 843-374-8652.**



Competitive Food Sale/Vending Machines- Code: EFE/EFE-R

****Fourth paragraph:**

Schools will not offer or sell any foods of minimal nutritional value in the food service area during meal periods. ~~Foods of minimal nutritional value are those which contribute less than five percent of the Reference Daily Intake (RDI) for any one of several key nutrients and are grouped into the following four categories:~~

- ~~☐ soda water (which includes all carbonated beverages)~~
- ~~☐ water ices~~
- ~~☐ chewing gum~~
- ~~☐ certain candies~~

All school vending machines will contain foods and beverages that meet Smart Snacks requirements.

****Sixth paragraph:**

The **principal** ~~and school food supervisor~~ is responsible for ensuring that the foods from vending machines and/or other non-cafeteria/competitive foods are sold in compliance with federal guidelines, state regulations, and district policy.



SAVE THE DATE

IT'S THE **20TH** ANNIVERSARY OF THE
DR. RONALD E. MCNAIR
5K RUN & WALK
SATURDAY OCTOBER 18TH, 2025

RON MCNAIR MEMORIAL PARK
7:00 AM - 7:45 AM
ON-SITE REGISTRATION

8:00 AM - 10:00 AM
RACE START TO FINISH TIME
ON-SITE REGISTRATION

REGISTRATION
WWW.RUNSIGNUP.COM

MUSC HOSPITAL
MOBILE HEALTH WILL
BE ON SITE

FREE HEALTH SCREENINGS

- BLOOD PRESSURE
- DIABETES
- CHOLESTEROL
- HEARING
- SICKLE CELL
- BREAST CANCER AWARENESS INFORMATION
- FLU VACCINES-POSSIBLE
- CHIROPRACTIC

THE SOUTH-EAST AVIATORS GROUP
OF BLACK PILOTS
WILL BE DOING A FLY OVER AT
NOON IN HONOR OF
DR. RONALD E. MCNAIR

Omega Psi Phi
FRATERNITY
WILL BE ATTENDING
IN HONOR OF
DR. RONALD E. MCNAIR

Walk Ambassador
Dr. Tyrone Wallace
Chiropractor



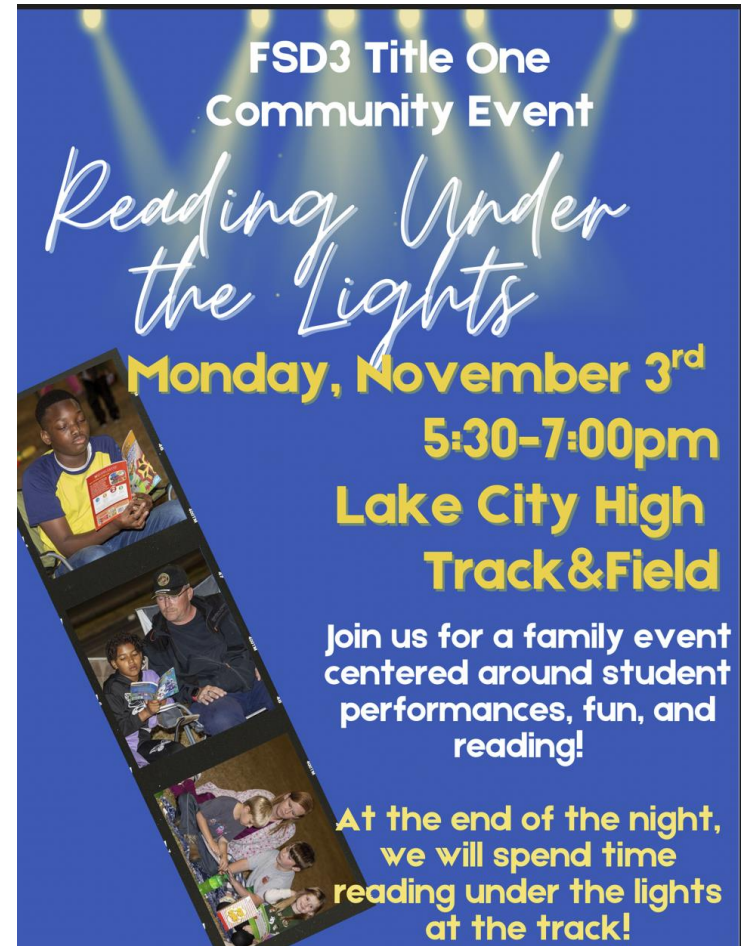
FSD3 Title One
Community Event

Reading Under the Lights

Monday, November 3rd
5:30-7:00pm
Lake City High
Track & Field

Join us for a family event
centered around student
performances, fun, and
reading!

At the end of the night,
we will spend time
reading under the lights
at the track!





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