

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

School Name:	Bridge Creek Elementary
SIDN:	4002096
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	121 Bombing Range Road
Address 2:	
City:	Elgin, SC
Zip Code:	29045
School Renewal Plan Contact Person:	Kristen Eubanks
School Plan Contact Phone:	803-419-2159
School Plan E-mail Address:	keubanks@richland2.org

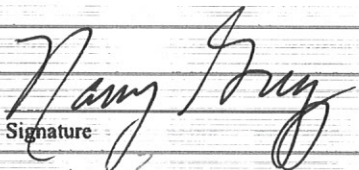
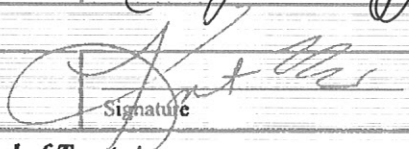
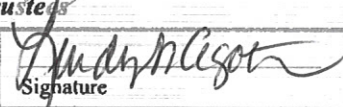
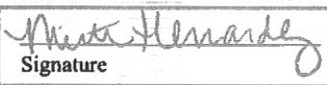
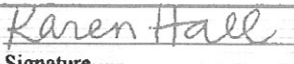
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Nancy Gregory</u> Printed Name	 Signature	4/24/23 Date
Principal		
<u>Kristen Eubanks</u> Printed Name	 Signature	3-30-23 Date
Chairperson, District Board of Trustees		
<u>Lindsay Agostini</u> Printed Name	 Signature	4/24/23 Date
Chairperson, School Improvement Council		
<u>Mirta Hernandez</u> Printed Name	 Signature	3-30-2023 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Karen Hall</u> Printed Name	 Signature	3-30-23 Date

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<i>Principal</i>		
<u>Kristen Eubanks</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, District Board of Trustees</i>		
<u>Lindsay Agostini</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, School Improvement Council</i>		
<u>Mirta Hernandez</u> Printed Name	_____ Signature	_____ Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Karen Hall</u> Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Kristen Eubanks
2.	Teacher	Janille Harvey-Roberts
3.	Parent/Guardian	Lakesha West-Missouri
4.	Community Member	Kendria Cartledge
5.	Paraprofessional	Elise Boffen
6.	School Improvement Council Member	Mirta Hernandez
7.	Read to Succeed Reading Coach	Karen Hall
8.	School Read To Succeed Literacy Leadership Team Lead	Karen Hall
9.	School Read To Succeed Literacy Leadership Team Member	Marian Simmons
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed		
	School Read To Succeed Literacy Leadership Team Member	Christi Wuori
	School Read To Succeed Literacy Leadership Team Member	Taurean Robinson

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>



Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

NEEDS ASSESSMENT DATA

Provide the link to your district's most recent School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9RSZzaWQ9NDAwMjA5Ng>

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Formative Assessment Data

Measures of Academic Progress (MAP)

Table 1: Percent of Students Who Met Their Growth Target on MAP by Subject and Subgroup-1st and 2nd grade

Subject and Subgroups	2020-2021		2021-2022	
	Count	Percent	Count	Percent
Mathematics				
All Students	68	41.2	149	44.3
Ethnicity				
American Indian or Alaskan Native	1	100.0	0	0
Asian	0	0	0	0
Black or African American	46	34.8	101	42.6
Hispanic or Latino	9	55.6	20	55.0
Native Hawaiian or Other Pacific Islander	0	0	0	0
Two or More Races	6	33.3	16	33.3
White	6	66.7	16	44.3
Gender				
Female	34	41.2	78	39.7
Male	34	41.2	71	49.3
Reading				
All Students	67	31.3	156	34.6
Ethnicity				
American Indian or Alaskan Native	1	0.0	0	0
Asian	0	0	0	0
Black or African American	45	28.9	108	33.3
Hispanic or Latino	9	33.3	20	30.0
Native Hawaiian or Other Pacific Islander	0	0	0	0

Two or More Races	6	33.3	12	33.3
White	6	50.0	16	50.0
Gender				
Female	34	32.4	80	42.5
Male	33	30.3	76	26.3

Summative Assessment Data

South Carolina READY

Tables 2.1 and 2.2 show the percent of students in grades 3 through 5 who scored Meets or Exceeds Expectations on the SC Ready English Language Arts and Mathematics tests for the 2020-2021 and 2021-2022 school years by subgroup

Table 2.1: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	238	29.8	252	50.8
Gender				
Female	110	36.4	115	59.1
Male	128	24.2	137	43.8
Ethnicity				
Asian	6	66.7	4	75.0
Black or African American	167	24.6	165	43.0
Hispanic or Latino	27	29.6	32	62.5
White	22	31.8	26	57.7
Additional Races/Ethnicities	16	68.8	25	76.0
IEP				
Non-Speech IEP	32	6.3	35	17.1
Non-IEP	206	33.5	217	56.2
English Proficiency				
Limited English Proficient	13	30.8	18	55.6
Non-Limited English Proficient	225	29.8	234	50.4
Poverty				
Pupils in Poverty (PIP)	162	27.8	164	51.2
Non-Pupils in Poverty	76	34.2	88	50.0

-- Data not reported for subgroups less than 10 students.

Table 2.2: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	238	34.5	252	54.0
Gender				
Female	110	38.2	115	52.2
Male	128	31.3	137	55.5
Ethnicity				
Asian	6	66.7	4	75.0
Black or African American	167	28.1	165	47.3
Hispanic or Latino	27	37.0	32	65.6
White	22	41.0	26	69.2
Additional Races/Ethnicities	16	75.0	25	64.0
IEP				
Non Speech IEP	32	6.3	35	25.7
Non IEP	206	38.8	217	58.5
English Proficiency				
Limited English Proficient	13	46.2	18	66.7
Non-Limited English Proficient	225	33.8	234	53.0
Poverty				
Pupils in Poverty (PIP)	162	32.1	163	50.3
Non-Pupils in Poverty	76	39.5	89	60.7

-- Data not reported for subgroups less than 10 students.

Percent of Students Satisfied with Social and Physical Environment

Table 3 shows the percent of students who were satisfied with the social and physical environment based on the results of the State Report Card Climate Survey

Table 3: Percent of Students Satisfied with Social and Physical Environment

	2021	2022
BCE	83.1%	88.1%

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
Primary School (K - 2)	
1.	Since returning from COVID, our primary students (K-2) have made some progress in meeting the MAP growth targets in reading and math, but have significant gains to make in order to get back to our pre-COVID results. Prior to COVID, 51% of our first graders and 62.9% of our second graders met growth targets in ELA. Likewise, 63% of first graders and 62% of second graders met Math growth targets. Post-COVID MAP growth target data are as follows. First grade: 36% (ELA) 24% (Math) and second grade: 41% (ELA) 31% (Math). This is not surprising as students in the primary grades experienced their foundational learning with COVID safety parameters in place such as virtual learning and social distancing. As a result, our primary students' pre-reading and number sense foundational skills are not as strong as they once were pre-pandemic. We plan to focus on using data to form small group differentiated instruction in math and reading as well as the utilization of supports including Orton Gillingham to continue to strengthen our student literacy and numeracy skills. We also plan to implement a parent engagement plan to equip and encourage parents to support literacy foundational skills at home.
Elementary/Middle School (3 - 8)	
2.	Since returning from COVID, our elementary students (3-5) have made significant progress in scoring met or exceeds on SC READY in ELA and Math. However, we have room for improvement to get back to our pre-pandemic results. Prior to COVID, 55.4% of our students met or exceeded expectations in math and 49.6% of students met or exceeded expectations for ELA. Post-COVID scores are as follows. 54% of students met or exceeded expectations for Math, and 50.8% of students met or exceeded expectations for ELA. To continue improvement, we plan to provide targeted monthly professional development and observational feedback based on our yearly ELA and Math goals. In addition, we plan to provide authentic Math and ELA STEAM-M integrated learning experiences for students to develop real-world connections to the standards they are learning.
Teacher/Administrator Quality	
3.	Upon entering school, we believe that students must be taught how to use 21st Century Skills to be fully prepared for their futures. Our work with AVID helps us reach this mission and fully aligns with the Profile of the SC Graduate and our 5 C's of Character Program. We teach our students how to collaborate, communicate, think critically, be creative and caring. Our 5C's of Character are integrated through the teaching of standards in each classroom, specifically using AVID's WICOR. Through WICOR, our students are taught how to organize their work, how to study, and how to use inquiry through reading a text and written expression to analyze their learning. We are proud to be a Certified AVID School and our plan is to continue to dig deeper with our AVID work to maintain our AVID Certification or higher.
School Climate	
4.	Overall, on the SY 22 School Climate Survey, student perceptions of our social and physical environment were significantly lower than other categories. 23.2% of students disagreed they were satisfied with the social and physical environment of our school. In order for students to reach their full potential, they need to feel safe. In addition, having a safe and comfortable learning space is a key factor in ensuring that students are ready to learn each day. We believe that focusing our attention on improving the socio-emotional, behavioral, and physical environment aligns with our vision of "every child, every chance, every day".

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of Bridge Creek Elementary students satisfied with the social and physical environment will increase from 88.1% to 93.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
www.screportcards.com (Climate Survey SY21- 22)	88.1%	Projected Data: 89.1%	90.1%	91.1%	92.1%	93.1%

Action Plan

Strategy #1: Develop positive pride for our school's physical resources and facilities.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide roles and jobs for each grade level to take “ownership” in our building which may include: -group to reorganize/redecorate specific student areas -cleanliness challenges and celebrations -beautification day -daily/weekly jobs and roles around the campus	SY 23-28	-Magnet Lead -Admin Team	\$10,000	-At Risk -Title 1 -DOD (depending on yearly funds)	-List of yearly student opportunities
2. Involve Student Council to get input and feedback, as well as ideas for promoting school pride.	SY 23-28	-Magnet Lead -Reading Coach -TLC -Admin Team	\$0	n/a	Student Council Agenda Items
3. Invite student leaders to host tours (and Magnet Night) to showcase our school with visitors.	SY 23-28	-Magnet Lead -Admin Team	\$0	n/a	List of students who tour and welcome visitors during school showcase visits.
Strategy #2: Develop positive pride for our choices and interactions with one another.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement student leadership opportunities to support and serve one another (i.e. Safety Patrol, Student Council, Reading Buddies, Make someone smile day etc..)	SY 23-28	-Coaches -Admin Team -Teachers	\$2000	-At Risk -Title 1 -DOD (depending on yearly funds)	-Yearly list of club offerings and leadership opportunities

2. Integrate Socio-Emotional Learning school-wide into all that we do to include: -5C's of Character -PAW Drawings -Town Hall live and video -Guidance lessons -Quarterly celebrations -Student goal celebrations -Morning Meetings -SEL dress up days -Family Events -Friday Student Clubs -K-2nd SEL Libraries	SY 23-28	-Admin Team -LSS Team -PTO -Teachers	\$5000	-PTO funds -At Risk -Title 1 -DOD (depending on yearly funds)	-SEL Plan Yearly -Town Hall videos and agendas -Guidance lessons -SEL dress up days -Club offerings per quarter
3. Through our MTSS process, allow identified students to check in and out with a trusted adult as needed. In addition, when needed, encourage students to take a break in the office to self regulate and talk over their feelings.	SY 23-28	-Admin Team -LSS Team -Teachers	\$0	n/a	-CICO list of students and interventions
4. Have regular data team meetings to review progress monitoring data for students identified as needing extra Tier 2 or 3 levels of support. Work with our LSS Team and Teachers to provide and adjust intentions to help them be successful in the Tier 1 environment.	SY 23-28	-Admin Team -LSS Team -Teachers	\$1000 *student incentives for reaching goals	-At Risk -Title 1 -DOD (depending on yearly funds)	-Data Team minutes -Data Team agenda

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of 1st and 2nd grade Bridge Creek Elementary students meeting their MAP Growth goal in Reading will increase from 34.6% to 49.6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
MAP Reading Scores (SY 22) Student Met Growth Target	34.6%	Projected Data: 37.6%	40.6%	43.6%	46.6%	49.6%

Action Plan

Strategy #1: Provide monthly professional development and instructional support to assist our teachers in using data to form small groups and to differentiate instruction to help our students make academic improvements in literacy.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development support for teachers on analyzing their MAP and Mastery Connect scores to identify individual student needs and develop plans to meet with small groups/individuals to differentiate instruction during Reading Workshop and RTI blocks.	SY 23-28	-Reading Coach -Admin Team	\$0	n/a	-Yearly Professional Development agendas and presentations
2. Ensure that all employees teaching in K-3 and RTI are Orton Gillingham trained.	SY 23-28	-Reading Coach -Admin Team	\$1275 per employee	Title 1 At Risk or DOD (depending on year)	Roster of trained employees
3. Meet with teachers every 6 weeks during data teams to monitor student progress, determine areas of support and develop intervention plans for students in RTI.	SY 23-28	-Reading Coach -RTI Coach -RTI Team -Admin Team	0	n/a	-Data Team Agendas -Tier 2 and Tier 3 lists
Strategy #2: Increase the number of parents involved in the literacy development of their elementary students at home.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. During Fall Parent-Teacher Conferences, our teachers will give parents an outline of next steps for supporting their child's reading development at home.	SY 23-28	-Teachers -Admin Team -Reading Coach	0	n/a	-Evidence outline of individual student plans shared with parents (documentation kept by Reading Coach). -Student Literacy Assessment Portfolios

2. Resources for improving literacy at home will be shared at least quarterly in school newsletters.	SY 23-28	-Reading Coach -Principal	0	n/a	-Newsletters sharing literacy strategies
3. At least two times yearly during family events, we will provide resources to parents that help them support their child with reading at home (i.e. Literacy Nights, PTO Events, Open House, etc..)	SY 23-28	-Reading Coach -Teachers -Administrators	\$2000 per year	Title 1, At Risk or DOD (depending on yearly funding)	-Examples/Pictures of resources provided -Budgeted items shared with families (i.e. resources for STEAM-Mazing Literacy Night)

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Bridge Creek Elementary will increase the percentage of fourth-grade students scoring meets or exceeds on SC READY ELA from 45.6% to 55.6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY (SY 22) ELA Scores	45.6%	Projected Data: 47.6%	49.6%	51.6%	53.6%	55.6%

Action Plan

Strategy #1: Analyze SC Ready to set yearly ELA school-wide goals and provide monthly professional development and feedback aligned to those goals.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Identify yearly ELA goals using SC Ready and provide monthly reading PD through at least one of the following: -PD Playground -Faculty Meeting -STEAM-M Meeting -R2 Content Specialist support -AVID Writing, Inquiry, Collaboration, Organization, Reading (WICOR) support -Reading Coach support -Grade Level PD (including Minute PDs)	SY 23-28	-Admin Team -Coaches	\$0	n/a	-agendas or presentations from monthly professional development -yearly ELA goal
2. ELA feedback aligned with our goals will be provided during walk-through observations and WICOR feedback. WICOR feedback will be provided to teachers on triplicate postcards. Admin will keep a copy and a copy will be left for the teacher with praise for the inclusion of WICOR and feedback on how to incorporate more facets of WICOR.	SY 23-28	-Admin Team -Coaches	\$500 (WICOR Cards)	-At Risk -Title 1 or -DOD (depending on yearly funds)	-WICOR walkthrough cards -Walkthrough observation records
3. Our AVID WICOR goals will be aligned to our literacy goals. During our monthly AVID PD and AVID newsletter, we will provide support aligned to our AVID WICOR goals (ELA).	SY 23-28	-AVID Team -Magnet Curriculum Specialist	\$0	n/a	-agendas from monthly AVID PD -monthly AVID newsletters -yearly AVID goal
4. Fourth-grade teachers will use common formative assessments throughout the school year to guide both whole and small-group ELA instruction.	SY 23-28	-Teachers -Admin Team -Reading Coach	\$0	n/a	-Lesson Plan -Team Meetings -Walkthrough Observations
Strategy #2: Through enrichment opportunities, students will be provided authentic learning experiences integrating ELA into STEAM-M.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Authentic learning experiences on STEAM-M days will be provided during school and will be integrated and aligned to our ELA goals.	SY 23-28	-Magnet Curriculum Specialist -Teachers -Admin Team	\$5000	-At Risk -Title 1 or -DOD (depending on yearly funds)	-STEAM-M agendas and schedules
2. Authentic learning experiences integrated with our ELA goals will be provided during STEAM-M Literacy Family Nights.	SY 23-28	-Magnet Curriculum Specialist -Coaches -Teachers -Administrators	\$2000	-At Risk -Title 1 or -DOD (depending on yearly funds)	-Family Literacy Night brochures -Family Literacy Night agenda/itinerary
3. We will implement at least three STEAM-M PBL projects yearly per grade level that integrate Research, Inquiry and 5 C's: Caring, Collaboration, Critical Thinking, Creativity, and Communication.	SY 23-28	-Magnet Curriculum Specialist -Teachers -Administrators	\$6000	-At Risk -Title 1 or -DOD (depending on yearly funds)	-List of PBL projects per grade level per year
4. At least two STEAM-M field studies (in school or off site) will be offered per grade level per year. There will be an integrated ELA component to each field study.	SY 23-28	-Magnet Curriculum Specialist -Teachers -Administrators	\$20,000	-At Risk -Title 1 or -DOD (depending on yearly funds)	-list of field studies per year
5. Our Magnet Curriculum Specialist, TLC, and Reading Coach will provide targeted professional development support for teachers to integrate STEAM-M with our ELA goals at least two times per year.	SY 23-28	-Magnet Curriculum Specialist -Reading Coach -Teachers -Administrators	\$0	n/a	-list of agendas/presentations

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Bridge Creek Elementary will increase the percentage of fifth-grade students scoring meets or exceeds on SC READY Math from 45.2% to 55.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY Math (SY 22)	45.2%	Projected Data: 47.2%	49.2%	51.2%	53.2%	55.2%

Action Plan

Strategy #1: Analyze SC Ready to set yearly Math school-wide goals and provide monthly professional development and feedback aligned to those goals.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Identify yearly Math goals using SC Ready and provide monthly reading PD through at least one of the following: -PD Playground -Faculty Meeting -STEAM-M Meeting -R2 Content Specialist support -AVID WICOR support	SY 23-28	-Admin Team -Coaches	\$0	n/a	-agendas or presentations from monthly professional development -yearly Math goal
2. Math feedback aligned to our goals will be provided during walk-through observations and WICOR feedback.	SY 23-28	-Admin Team -Coaches	\$500 (WICOR Cards)	-At Risk -Title 1 or -DOD (depending on yearly funds)	-WICOR Walkthrough Cards -Walk-through observation Feedback
3. Our AVID WICOR goals will be aligned to our math goals. During our monthly AVID PD and AVID newsletter, we will provide support aligned to our AVID WICOR goals (Math).	SY 23-28	-AVID Team -Magnet Curriculum Specialist	\$0	n/a	-agendas from monthly AVID PD -monthly AVID newsletters -yearly AVID goal
4. Fifth-grade teachers will use common formative assessments throughout the school year to guide both whole and small-group ELA instruction.	SY 23-28	-Admin Team -Coaches	N/A	N/A	-Lesson Plan -Team Meetings -Walkthrough Observations
Strategy #2: Through enrichment opportunities, students will be provided authentic learning experiences integrating Math into STEAM-M.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Authentic learning experiences on STEAM-M days will be provided during school and will be integrated and aligned to our Math goals.	SY 23-28	-Magnet Curriculum Specialist -Teacher -Administrators	\$5000	-At Risk -Title 1 or -DOD (depending on yearly funds)	-STEAM-M agendas and schedules
2. We will implement at least three STEAM-M PBL projects yearly per grade level that integrate our 5 C's: Caring, Collaboration, Critical Thinking, Creativity, and Communication aligned to our math goals.	SY 23-28	-Magnet Curriculum Specialist -Teachers -Admin Team	\$6000	-At Risk -Title 1 or -DOD (depending on yearly funds)	-List of PBL projects per grade level per year
3. At least two STEAM-M field studies (in school or off site) will be offered per grade level per year.	SY 23-28	-Magnet Curriculum Specialist -Teachers -Admin Team	\$20,000	-At Risk -Title 1 or -DOD (depending on yearly funds)	-list of field studies per year
4. Each Friday during Related Arts, students will select a STEAM-M club to explore each nine weeks.	SY 23-28	-Related Arts Teachers -Magnet Specialist	\$0	n/a	-List STEAM-M club offerings each nine weeks
5. Our Magnet Curriculum Specialist will provide targeted professional development support for teachers to integrate STEAM-M to align with our Math goals at least two times per year.	SY 23-28	-Magnet Specialist -Teachers -Admin Team	\$0	n/a	-List of agendas/presentations

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Bridge Creek Elementary will maintain “Certified” or higher distinction by AVID Center based on the annual Coaching and Certification Instrument (CCI).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID CCI Annual Designation (SY 22)	Certified	Projected Data: Certified or higher	Certified or higher	Certified or higher	Certified or higher	Certified or higher

Action Plan

Strategy #1: Provide teachers with professional development to increase rigor through the integration of WICOR strategies in all classrooms.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide monthly PD training on using AVID WICOR strategies (PD Playground sessions, faculty meetings, and/or STEAM-M meetings)	SY 23-28	-Magnet Lead - AVID site team	\$0	n/a	-Annual CCI -walk-through -WICOR data -site team agendas -PD Materials
2. Provide AVID monthly Newsletter with WICOR feedback	SY 23-28	-AVID Site Team -Admin Team -Magnet Lead	\$0	n/a	-newsletter evidence -AVID site team minutes
3. Provide AVID training for our staff through off-site and on-site training using AVID and R2 AVID personnel.	SY 23-28	-R2 AVID Team -AVID Consultants	\$10,000	-At Risk -Title 1 -DOD (depending on yearly funds)	-Agendas -certificates of completion -presentation materials
Strategy #2: Monitor and provide on-going feedback to all teachers on their AVID WICOR Integration in the classroom.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. During walk-through observations, provide feedback using the walkthrough observation tool.	SY 23-28	Admin Team	\$0	n/a	-Walk-through observation data
2. Follow annual AVID site team plan and goals.	SY 23-28	-AVID Site Team -Magnet Lead -Admin Team	\$5000 (AVID Materials)	-At Risk -Title 1 -DOD (depending on yearly funds)	Evaluation through Annual CCI (through AVID)

3. On Wednesdays, our leadership team will observe and provide feedback using WICOR Wednesday cards.	SY 23-28	-Admin Team -Coaches	\$500 (WICOR cards)	-At Risk -Title 1 -DOD (depending on yearly funds)	-WICOR Wednesday feedback -AVID WICOR Tracker
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Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.				
A Comprehensive System of Assessment ● Summative Assessment ○ SC Ready ● Universal Screener ● Formative Assessment ○ Fountas and Pinnell, DRA, Dominic ○ MAP ○ Star Reading ○ iReady ○ 4K Assessments: PALS, Gold, MyIgGDIs ● Team Focused Data Based Decision Making ○ Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan ● Documentation of Data				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge.	☐	☐	☒	Running Records, Phonological Awareness Screening Test (PAST) Assessment, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	☐	☐	☒	
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).	☐	☐	☒	
A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention.	☐	☐	☒	



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School Name:

B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☐	☒	Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	☐	☐	☒	
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	☐	☐	☒	
B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina.	☐	☐	☒	
B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	☐	☐	☒	



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B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.			
	Rarely	Sometimes	Routinely
B6. Teachers use shared writing experiences to model accuracy and fluency in writing.	☐	☐	☒
B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	☐	☐	☒
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	☐	☒
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	☐	☐	☒
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	☒



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School Name:

C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Supplemental Instruction

- Foundational Reading Skills
 - Listening Comprehension
 - Concepts about Print
 - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)
- Small Group and Individual Instruction to Target and Intensify Instruction

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	☐	☐	☒	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	☐	☒	
C3. Teachers provide targeted, effective in-class intervention which ○ must provide targeted and intensified individual and small-group instruction; and ○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☐	☒	



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School Name:

D. This school embeds practices reflective of exemplary literacy-rich environments.				
Inquiry-based Learning: • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading/Shared Writing/Interactive Writing • Immersion into How Words Work (Phonics – Affixes) • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for much of the instructional time.	☐	☐	☒	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	☐	☒	
D3. Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	☐	☐	☒	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	☐	☒	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts)	☐	☐	☒	
D6. Teachers prominently display artifacts reflective of student learning.	☐	☐	☒	



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School Name:

D. This school embeds practices reflective of exemplary literacy-rich environments.				
D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	☐	☐	☒	

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Reading Engagement: • Student Choice • Blocks of time to read, write, and research • Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	☐	☐	☒	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	☐	☐	☒	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☐	☒	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	☒	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts.	☐	☐	☒	



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School Name:

F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development • Literacy Competencies for PreK-5th Grade Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning • Early Learning Standards for 4K • REL Practice Guides on WWC • Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching	☐	☐	☒	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: ○ Study groups ○ Collaboration with school coach ○ Book Clubs	☐	☐	☒	



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School Name:

G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Literacy Partnerships

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. ○ County libraries are used to increase the volume of reading in the community over the summer ○ State and local arts organizations ○ Volunteers ○ Social service organizations ○ School media specialists	☐	☐	☒	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	☐	☐	☒	



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School Name:**

H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	☒	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls



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Section I: Analysis of Data

Strengths	Possibilities for Growth
-Teachers use a variety of data to differentiate instruction (DI block, reading, and writing workshops) to meet the individual needs of our learners. -The daily master schedule allows for maximized instructional time. -Students participate in authentic experiences through STEAM-M integration with the ELA block. -Teachers provide PBL and integrated reading and writing experiences across content areas. -Quality professional development is provided throughout the year and is aligned to our yearly reading goals. -Teachers use a variety of texts and genres across content areas.	- We will continue to find unique ways to help our parents become more aware and involved in their child's reading development. - We will implement HMH (our new reading curriculum for 3rd-5th graders) and Orton Gillingham (K-3rd) to provide small group guided reading support with fidelity. -We will provide increased opportunities for students kindergarten through fifth graders to write as they reflect and learn across content areas (i.e. quick writes, respond to texts, sentence frames, interactive read alouds, morning message, or learning logs).



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Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals

Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goal #1: All schools serving third grade: Reduce the percentage of third graders performing below grade level in the fall of 2020–21 as determined by SC Ready from 38.9% to 25% in the spring of 2021.	Progress: We met our goal! On the administration of SC READY (ELA), our third graders scoring DNM dropped to 20.3% on the spring of 2022 administration.
Goal #2: By the Spring of 2022, we will maximize instructional time during the ELA block to ensure that each student has minimally 30 minutes of eyes on text daily.	Progress: We met our goal! Based on walkthrough observations and lesson plans, every student had at least 30 min of eyes on text daily.
Goal #3: The percentage of students scoring in the low category on the 2022 SC READY ELA (Literary Text Overall) will be reduced in half (5 th graders- from 56.8% to 28.4% and 4 th graders- from 64.3% to 32.2%).	Progress: While we reduced the number of students scoring in the low category on the 2022 SC Ready (ELA) in Literary Text Overall, we didn't reduce it in half. The scores are below. 4th grade- 41.1 % (reduced by 23.2 points) 5th grade- 41.1 % (reduced by 15.7 points)



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Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

Goal #1: <u>Third Grade Goal:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY (ELA) from 20.3 % to 18 % in the spring of 2023.	Action Steps: -Identify students through MAP and Mastery Connect and plan targeted small group instruction. - Workshop, ELA, Writing, RTI/DI blocks will be used to meet with small groups based on formative and summative data.
Goal #2: Reduce the total number of non-scorable TDAs from 21.9% on the 2022 SC READY (ELA) to 18% on the Spring 2023 SC READY (ELA).	Action Steps: -Teachers will be expected to provide daily opportunities (K-5) for students to write across content areas. - Teachers will be given ways to get student writing across content areas during PD playground offerings and team meeting professional learning opportunities through our Reading Coach. - AVID site team will provide additional support and PD on "Writing to Learn" and strategies will be included in AVID newsletters for staff. - Learning in the Loo will include strategies for "Writing to Learn"
Goal #3: Increase the number of parents who agree or strongly agree that “my teachers tell me how I can help my child learn” from 77.1% on the 2021 parent climate survey to 83% on the 2023 parent climate survey.	Action Steps: We will provide literacy resources in our monthly newsletter through handouts that will help parents support their child's literacy development. We will provide literacy handouts during our family events.



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Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

During parent/teacher conferences, our teachers will provide parents with specific ways that will help support their child's reading goals.