

School Renewal Plan Cover Page

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

School Name:	Richland Northeast High
SIDN:	4002079
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Richland 2
Address 1:	7500 Brookfield Road
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	
School Plan Contact Phone:	
School Plan E-mail Address:	

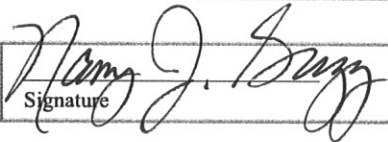
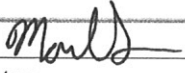
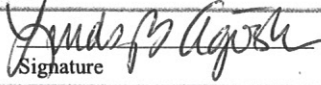
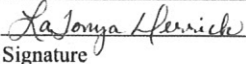
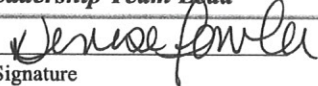
Required Signature Page

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	7/4/23 Date
Principal		
<u>Mark Sims</u> Printed Name	 Signature	4/4/23 Date
Chairperson, District Board of Trustees		
<u>Lindsay Agostini</u> Printed Name	 Signature	4/24/23 Date
Chairperson, School Improvement Council		
<u>LaTonya Derrick</u> Printed Name	 Signature	April 4, 2023 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Denise Fowler</u> Printed Name	 Signature	4/4/23 Date

School Renewal Plan Table of Contents

Title Page	1
Signature Page	3
Assurances	4
Stakeholders	6
Waiver Requests	7
Needs Assessment Data	8
Executive Summary of Needs Assessment (Summary of Conclusions)	11
Performance Goals and Action Plans	13
Read to Succeed	34

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Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Mark Sims
School Plan Contact Phone:	803-699-2800
School Plan E-mail Address:	msims@richland2.org

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<i>Chairperson, School Improvement Council</i>		
<u>LaTonya Derrick</u> Printed Name	 Signature	 Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Denise Fowler</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))	
N/A	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	<p>Developmental Screening</p> <p>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.</p>
N/A	<p>Half-Day Child Development</p> <p>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.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
N/A	<p>Parenting and Family Literacy</p> <p>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.</p>
Yes	<p>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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	Mark Sims
2.	Teacher	MaryAnn Sansonetti-Wood
3.	Parent/Guardian	LaTonya Derrick
4.	Community Member	Jason Peck
5.	Paraprofessional	Eronda Jackson
6.	School Improvement Council Member	Pamela Williams
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Denise Fowler
9.	School Read To Succeed Literacy Leadership Team Member	Stephani Sharpe
	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	

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=eT0yMDIyJnQ9SCZzaWQ9NDAwMjA3OQ>

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.)

End of Course Examination Program (EOCEP)

Tables 1.1 and 1.2 show the percent of students who achieved a passing score on the Algebra 1 and English 2 EOCEPs for the 2020-2021 and 2021-2022 school years by subgroup.

Table 1.1: Percent of Student Who Received A Passing Score on the English 2 EOCEP by Subgroup

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	134	58.2	348	79.8
Gender				
Female	66	59.1	188	85.1
Male	67	58.2	149	73.2
Ethnicity				
Asian	--	--	---	---
Black or African American	68	61.8	211	79.1
Hispanic or Latino	37	32.4	72	72.2
White	26	80.8	36	88.9
Additional Races/Ethnicities	--	--	14	100.0
IEP				
Non-Speech IEP	20	50.0	48	60.4
Non IEP	114	59.7	289	83.0
English Proficiency				
Limited English Proficient (LEP)	20	15.0	44	52.3
Non-LEP	114	65.8	293	84.0
Poverty				
Pupils in Poverty (PIP)	76	47.4	234	78.2
Non-PIP	58	72.4	103	83.5

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

Table 1.2: Percent of Student Who Received a Passing Score on the Algebra 1 EOCEP by Subgroup

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	70	45.7	417	51.3
Gender				
Female	26	46.2	214	56.5
Male	44	45.5	203	45.8
Ethnicity				
Asian	--	--	---	---
Black or African American	41	46.3	270	49.6
Hispanic or Latino	19	26.3	101	51.5
White	--	--	27	55.6
Additional Races/Ethnicities	--	--	16	68.8
IEP				
Non Speech IEP	14	28.6	63	27.0
Non IEP	56	50.0	354	55.7
English Proficiency				
Limited English Proficient (LEP)	14	21.4	67	40.3
Non-LEP	56	51.8	350	53.4
Poverty				
Pupils in Poverty (PIP)	48	43.8	318	48.4
Non-PIP	22	50.0	99	60.6

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

College and Career Readiness (CCR)

Table 3 shows the percent of students who achieved either college or career readiness for the 2019-2020, 2020-2021 and 2021-2022 school years.

Table 3: Percent of Student College or Career Ready

	2020	2021	2022
RNE	53.7	59.6	55.7

On Time Graduation Rate

Table 4 shows the percent of students who graduated on time for the last five school years.

Table 4: On Time Graduation Rate

	2018	2019	2020	2021	2022
RNE	80	81.9	82	82.5	78.6

Percent of Students Satisfied with Social and Physical Environment

Table 5 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 5: Percent of Students Satisfied with Social and Physical Environment

	2021	2022
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RNE	86.3%	67.6%
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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	
High School (9 - 12)	
1.	<p>Richland Northeast High School is one of the five high schools in Richland School District Two and is located at 7500 Brookfield Rd. in Columbia, SC. Richland Northeast sits off of Decker Blvd. which is colloquially known as the International Corridor. A large number of students that attend Richland Northeast live in the Woodfield and Arcadia Lakes subdivisions in addition to the many apartment complexes that surround the school. Richland Northeast serves approximately 1,300 students of which 69.15% of that number lives in poverty.</p> <p>Richland Northeast has a diverse student population. The Black/African American subgroup is the largest at 64%. The school has the fastest-growing Hispanic population in the district at 20%. The Caucasian subgroup comprises 10% of the student population. The Asian subgroup of the school is 2%. 3% of the student population is Two or More Races and 1% of the population is designated as Other. The overall student population is 1,305.</p> <p>To understand the academic needs of the Richland Northeast High School students, we reviewed our state End of Course assessment data and course grade data. According to our EOC Five Year Summary data from 2016 - 2022; our Algebra 1 scores decreased by 4.7% (2 yr change) and 21% (5 yr change). English 2 only provided data from the 2021 school year that reflects an 82.1% pass rate. Biology scores decreased by 4.1% (2 yr change) and 15.6% (5 yr change). U.S. History scores decreased by 1.8% (2 yr change) and 11.4% (5 yr change). The English 2 Grade Distribution data for 2022 indicated that 38% of students scored a “C” or better, 27% scored a “D”, and 34% scored an “F”. The Algebra 1 Grade Distribution data for 2022 indicated that 26% of students scored a “C” or better, 29% scored a “D”, and 46% scored an “F”.</p> <p>The demographic breakdown of the 2021 Algebra End of Course assessment data showed that our Hispanic subgroup had the lowest pass rate at 26.32% followed by the African American subgroup with a 46.34% pass rate. There was a similar trend in the 2021 English II End of Course, assessment data. Again, the Hispanic subgroup had the lowest pass rate at 32.43% followed by the African American subgroup’s pass rate of 61.76%.</p> <p>In addition to the course data and the state’s assessment data, the school also reviewed the NWEA MAP benchmarking data for 9th graders. All 9th-grade students had to take the benchmark three times throughout the 21-22 school year. Between the fall administration and the spring administration, the number of students scoring Average or above increased from 36% to 46%. Similarly, the number of students scoring Average or above in Math increased from 33% to 39%.</p> <p>Lastly, we reviewed our school’s social-emotional/discipline data using our PowerSchool incident management system. Currently, our school has a 36.5% Chronic Absenteeism rate which is a 12.8% increase from two years ago and a 14.7% increase from five years ago. In addition to an increase in absenteeism, there was an increase in off-task behaviors. We had a total of 1,657 office referrals and 481 reported minor incidents. Of these totals, the ninth and tenth grade classes report more behaviors than any other class with 76% of the total incidents.</p>
Teacher/Administrator Quality	
2.	<p>Ongoing professional development will be provided to teachers to increase pedagogical skills, increase teacher collaboration, and promote academic rigor for students. The use of AVID Strategies or BEST Practices will provide the necessary tools needed to improve writing, inquiry, collaboration, organization, and reading.</p> <p>As the school moves to School-wide AVID implementation, we want to provide the opportunity for more teachers and administrators to obtain more knowledge as it relates to the AVID curriculum and instructional best practices.</p> <p>Teachers will learn research-based instructional strategies to improve student engagement and student overall success in the classroom. Teachers will use their training to offer PD and coaching for the school faculty.</p>

School Climate

3. School Climate surveys from students and faculty was 70% as it pertained to being satisfied with the social and physical environment of our school. Over the next five years, we would like to increase by 2% each year to reach at least 80% for our social and physical environment. School climate is at the foundation of our focus. We cannot be successful with our achievement goals or strategies without focusing on the school climate.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Richland Northeast will no longer be a 2022 ATSI Identified school.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
2022 SCDE ATSI Designation	2022 ATSI Designation	Projected Data: 2022 ATSI Designation	2022 ATSI Designation	Not 2022 ATSI Designation	Not 2022 ATSI Designation	Not 2022 ATSI Designation

Action Plan

Strategy #1: Increase collaboration in planning between special education and general education teachers.					
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. Disaggregate the disabilities of the special education population into categories	2023-2024	Special Education Department Chair, School Psychologist, Administration, Counselors	NA	NA	Special Education Roster
2. Group like disabilities with specific special education staff.	2023-2024	Special Education Department Chair, School Psychologist Administration, Counselors	NA	NA	Special Education Rosters, Class Rosters
3. Special Education teachers will teach and work on goals with specific disabilities and grade levels	2023 - 2028	Special Education Department Chairs, School Psychologist, Administration, and Counselors	NA	NA	Master Schedule, Rosters
4. Special Education Teachers will go to Content Area PEPs, benchmark reviews, and planning sessions	2023-2028	Teachers, Administrators, Content Specialists	NA	NA	Lesson and Unit Plans, Walk Through Data, Student Benchmark and Class Grade data.
5. Personalized Professional Development with teachers once per semester	2023-2028	Teachers, Content Specialists, Literacy Coach, MTSS Coach, Administration	\$2,500	At Risk, Title I, District Vouchers, Professional Development Funding	Surveys, Reflections, Walk Through Data, and Student Data
Strategy #2: Implement co-teaching so special education teachers can push into the general education setting for End of Course courses.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Special Education teachers will go to Content Area PEPs, benchmark reviews, and planning sessions	2023-2028	Teachers, Content Specialists, Administrators	NA	NA	Lesson and Unit Plans, Walk Through Data, Student Data
2. Professional Development on co-teaching principles and practices	2024-2028	District Office Staff, Special Education Staff, Teachers, Administrators	\$5,000 (cost for substitutes @\$1,000) per year.	Title I Funds At Risk Funds Professional Development Funds Substitute Vouchers	Reflections, Student Data, Walk Through Data
3. Personalized Professional Development with teachers once per semester	2023-2028	Teachers, Content Specialists, Literacy Coach, MTSS Coach, Administration	\$2,500	At Risk, Title I, District Vouchers, Professional Development Funding	Surveys, Reflections, Walk Through Data, and Student Data

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, Richland Northeast will increase the number of students who are College and Career Ready from 55.7% to 65.7% for an increase of 2% annually.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina School Report Card Goal	55.7%	Projected Data: 57.7%	59.7%	61.7%	63.7%	65.7%

Action Plan

Strategy #1: Communicate and Incentivize College and Career Ready Information in a targeted and strategic manner					
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. Create Brochures and folders for students and stakeholders with information and necessary forms	2023-2028	Administration, CDFs, CIS, Work-Based Learning, School counselors, Teachers, Staff	\$1,000	School and Grant Based Funds	Surveys, CCR Rates.
2. Conduct classroom visits & present during parent and student assemblies to disseminate information and expectations	2023-2024	Administration, CDFs, CIS, Work-Based Learning, School counselors, Teachers, Staff	NA	NA	Social media posts of classroom visits & assemblies
3. Create College & Career corners in all classrooms and throughout the building	2023-2028	AVID Coordinator, Admin Team, AVID Site Team, CIS, CDF	\$10,000	School and grant based	Student & staff surveys, social media posts of College & Career corners in classrooms
4. Offer incentives when the students meet milestones	2023-2028	Administration, CDFs, CIS, Work-Based Learning, School counselors, Teachers, Staff	\$5,000	School and District Funds	Student Tracking Data
Strategy #2: Create opportunities for students to earn CCR through internships and work-based learning experiences.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Travel to local businesses and workplace environments to create connections with local employees so students have a connection between school and work	2023-2028	Career Development Facilitators, School to Work Coordinator	\$1,000	District Funds	Surveys, CCR Numbers, Number of Participants
2. Identify internships off and on campus opportunities for students to complete as part of coursework	2023-2028	Career Development Facilitator, Counselors, Admin, Teachers	NA	NA	Course Requests, Surveys, CCR Numbers

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 June 2028, Richland Northeast will increase the average percentage of students and staff satisfied with the social and physical environment will increase from 70% to 80% (2% annually).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina School Report Card	70	Projected Data: 80	74	76	78	80

Action Plan

Strategy #1: Integrate Social and Emotional Wellness activities and lessons for student and staff wellness.					
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. Create an Advisory sub-committee of the AVID site team	2023-2024	AVID Site Team, Administration	NA	NA	Surveys, Reflections, Data Conversations
2. Create monthly SEL Advisory lessons for all students.	2023-2028	AVID Site Team	\$5,000 for materials.	At Risk Funds, Title I Funds	surveys, reflections, observations
3. SEL activities each week for students and staff	2023-2028	SEW Lead Teacher	\$5,000 for materials.	At Risk Funds, Title I Funds	surveys, reflections, observations, pictures of SEL activities
4. Communicate Seven Mindsets information to all students.	2023-2028	School Counselors, SEW, Behavior Interventionist	NA	NA	Surveys, lesson plans, pictures student work, observations, reflections
5. Create pilot Freshman Academy with a small cohort of students and teachers	2023-2024	Administration, Teachers, School Counselors	\$7,500 for materials, speakers, and planning time.	At Risk Funds, Title I Funds	surveys, lesson plans, Freshmen Academy team meeting agendas, reflections
6. Implement school-wide Freshmen Academy	2024-2028	Administration, Teachers, School Counselors, Behavior Interventionist	7,500 for materials, speakers, and planning time.	At Risk Funds, Title I Funds	surveys, lesson plans, Freshmen Academy team meeting agendas, reflections
Strategy #2: Focus on aesthetics of the school environment					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. AVID & Hackathon student artworks/posters throughout the building	2023-2028	AVID Coordinator, Admin Team, AVID Site Team, AVID Students	\$10,000	School and grant-based	Student & staff surveys, student sample artwork templates, social media posts of artwork & decorated hallways
2. Create College & Career corners in all classrooms and throughout the building	2023-2028	AVID Coordinator, Admin Team, AVID Site Team, CIS, CDF	\$10,000	School and grant based	Student & staff surveys, social media posts of College & Career corners in classrooms
3. Community Service Hours for groups to participate in campus beautification projects.	2023-2028	Admin Team, Students Activities Director, Club Sponsors	\$500	School and grant based	surveys, social media posts of activities, club contests

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2023, Algebra 1 EOCEP passage rate will increase from 52% to 62% by 2028 for an increase of 2% per year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina School Report Card	52%	Projected Data: 54%	56%	58%	60%	62%

Action Plan

Strategy #1: Professional Development on Understanding By Design, Essential Questions, and Quality Lesson Planning.					
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. Professional Development during Teacher In-Service, PEP, Faculty Meetings, and Teacher Work Days	2023-2028	School Leadership, Content Specialists, Department Directors	\$2,500 (\$500 per year in supplies, and materials)	School-Based Professional Development Funds	Unit and Lesson Plans that are submitted weekly, Walk-Throughs, PEP Reflections
2. Collaborative planning of assessments using the district-based Assessment Rubric	2023-2028	Teachers, Instructional Coaches, Content Specialists, Department Chairs	NA	NA	PEP Department Forms
3. Collaborative Staff Learning Walks	2023-2028	Teachers, administrators, content specialists, instructional coaches	\$5000 (cost for substitutes @ \$1,000 per year)	Title I Funds, At Risk Funds, PD Funds	Learning walk data and conversations.
4. Data Conversations with End of Course Teachers	2023-2028	School Administration, Content Specialists, Department Directors, Teachers	NA	NA	Formative and Summative Data, EOC Data, Benchmark Data
Strategy #2: Align Pedagogical Strategies with the intent of the South Carolina State Standard					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Collaborative Staff Learning Walks	2023-2028	Teachers, administrators, content specialists, instructional coaches	\$5000 (cost for substitutes @ \$1,000 per year)	Title I Funds, At Risk Funds, PD Funds	Learning walk data and conversations.
2. Collaborative planning of assessments using the district-based Assessment Rubric	2023-2028	Teachers, Administrators, Content Specialists, Instructional Coaches	NA	NA	PEP Reflections, Lesson and Unit Plans, Student Work, Walk Through Data

3. Personalized PD with teachers once per semester	2023-2028	Teachers, Content Specialists, Literacy Coach, MTSS Coach, Administrators	\$5000 (cost for substitutes @ \$1,000 per year)	Title I funds At Risk funds PD Funds	Surveys, Reflections, walk through data, and student data
4. Create pilot Freshman Academy with a small cohort of students and teachers	2023-2024	Administration, Teachers, School Counselors	\$7,500 for materials, speakers, and planning time.	At Risk Funds, Title I Funds	surveys, lesson plans, Freshmen Academy team meeting agendas, reflections
5. Implement school-wide Freshmen Academy	2024-2028	Administration, Teachers, School Counselors, Behavior Interventionist, GEAR Up, SEW, CDF, CIS	\$7,500 for materials, speakers, and planning time.	At Risk Funds, Title I Funds	surveys, lesson plans, Freshmen Academy team meeting agendas, reflections

Strategy #3: Offer Pathways for remediation and acceleration

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Pre-Algebra Boot Camp	2024-2028	Administrators, Math Teachers, District Content Specialists	\$10,000	Title I, At Risk Funds, Grant Funds	Grades, EOC Data, Benchmark Data
2. Summer Academic Success Program	June of 2023-2028	Administrators, Teachers, District Leaders	\$135,000	Title I Funds	Lesson Plans, Walk Through Data, EOC Passage Rates, Course Passage Rates.
3. Create 9 week Credit Recovery course options to assist students with recovering credits and moving into their correct grade levels	2023-2028	Special Education Department Chair, School Psychologist Administration, Counselors	NA	NA	Course Grades, Course Completion Data, On-time Graduation Rate

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2023, the English 2 EOCEP passage rate will increase from 79.8% to 84.8% by 2027 for an increase of 1% per year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina Report Card	79.8%	Projected Data: 80.8%	81.8	82.8	83.8	84.8

Action Plan

Strategy #1: Professional Development on Unit and Lesson planning (backward mapping; planning with the end in mind)					
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. Teacher Inservice during teacher workdays at the beginning of the school year.	2023 - 2027	School Leadership; Content Specialist	\$2500 (\$500 per year in supplies and materials)	School-based professional development funds.	Unit and Lesson Plans that are submitted weekly, walk-throughs
2. Collaborative planning on formative and summative assessments	2023 - 2027	School Leadership, Instructional Coaches, Mentors, Department Chairs	\$2,500 (\$500 per year in supplies and materials)	School-based professional development funds.	PEP department forms; review of assessments; walk-throughs
3. Learning Walks	2023 - 2027	Teachers, administrators, content specialists, instructional coaches	\$5000 (cost for substitutes @ \$1,000 per year)	Title I funds, At Risk Funds, PD Funds	Learning walk data and conversations.
4. Create pilot Freshman Academy with a small cohort of students and teachers	2023-2024	Administration, Teachers, School Counselors	\$7,500 for materials, speakers, and planning time.	At Risk Funds, Title I Funds	surveys, lesson plans, Freshmen Academy team meeting agendas, reflections
5. Implement school-wide Freshmen Academy	2024-2028	Administration, Teachers, School Counselors, Behavior Interventionist, GEAR Up, SEW, CDF, CIS	\$7,500 for materials, speakers, and planning time.	At Risk Funds, Title I Funds	surveys, lesson plans, Freshmen Academy team meeting agendas, reflections
Strategy #2: Ensure that lesson activities are aligned with the intent of the standard.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conduct at least 5 classroom walk-through observations	Weekly	Admin	No Cost	N/A	Data from the district's Walk Through Template

2. Data Conversations with End of Course Teachers	Quarterly	Admin, Department Chairs	No Cost	NA	Formative and Summative Data, EOC data, Benchmark Data
3. Learning Walks - to include focus areas on individualized growth and targeted feedback for peers.	2023 - 2028	Teachers, administrators, content specialists, instructional coaches	\$5000 (cost for substitutes @ \$1,000 per year)	Title I funds At Risk funds PD Funds	Learning walk data and conversations.
4. Personalized PD with teachers once per quarter	2023-2028	Teachers, Content Specialists, Literacy Coach, MTSS Coach, Administrators	\$5000 (cost for substitutes @ \$1,000 per year)	Title I funds At Risk funds PD Funds	Surveys, Reflections, walk through data, and student data

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By June 2028, the on-time graduation rate will increase from 78.6% to 86.1% which is a 1.5% increase each school year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
South Carolina School Report Card	78.6	Projected Data: 80.1	81.6	83.1	84.6	86.1

Action Plan

Strategy #1: Create opportunities for students to complete course requirements through acceleration and credit recovery.					
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. Change schedule to a 4X4 schedule so students can maximize the courses offered and when.	2023 and on-going	School Administration (Principal, API)	NA	NA	Course Request Satisfied, On-time graduation statistics, Student Data, Walk Through Data
2. Create 9 week Credit Recovery course options to assist students with recovering credits and moving into their correct grade levels	2023 and on-going	School Administration (Principal, API)	NA	NA	Course Completion, Student Data
3. Hold Summer Boot Camps for Upperclassmen to grow their capacity with time management, organization, and essential reading, writing, and critical thinking skills	2024-2028	Special Education Department Chair, School Psychologist Administration, Counselors	\$20,000	Title I, At Risk	Course Completion
4. Data Protocols on academic, behavioral, and attendance data to quickly identify students who need on-time assistance.	2023-2028	Special Education Department Chair, School Psychologist Administration, Counselors	NA	NA	Course Completion, Student Data
5. PD of pacing, planning, and rigor with all staff	2023-2028	Teachers, Admin, Content, Specialists	NA	NA	Lesson and Unit Plans, Walk Through Data, Student Data
6. Create College & Career corners in all classrooms and throughout the building	2023-2028	Teachers, Content Specialists, Literacy Coach, MTSS Coach, Administrators	\$5000 (cost for substitutes @ \$1,000 per year	Title I funds At Risk funds PD Funds	Surveys, Reflections, walk through data, and student data
Strategy #2: Cohort and track 9GR groups to provide timely interventions and assistance					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize the MTSS interventions to provide coaching to staff and interventions to students.	2023-2028	MTSS Coordinator, Behavior Interventionist, Literacy Coach	\$62,000 (Coaches)	Title I	Achievement and Behavioral Data
2. Create monthly SEL Advisory lessons for all students.	2023-2028	AVID Site Team	\$5,000 for materials.	At Risk Funds, Title I Funds	At Risk Funds, Title I Funds
3. . Assign small teams of staff to mentor cohorted students through the Graduation Task Force.	2023-2028	Administration, School Counselors, Teachers & Staff	NA	NA	Surveys
4. Create College & Career corners in all classrooms and throughout the building	2023-2028	AVID Coordinator, Admin Team, AVID Site Team, CIS, CDF	\$10,000	School and grant based	Student & staff surveys, pictures of College & Career corners in classrooms

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, Richland Northeast will be identified as a National AVID Demonstration Site.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID CCI Report	Emerging	Projected Data: Emerging	School Wide Distinction	Site Wide School of Distinction	Sustaining Site Wide School of Distinction	National Demonstration Site

Action Plan

Strategy #1: Integrate Writing, Inquiry, Organization, Collaboration, and Reading into all content areas to increase student engagement and achievement.					
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. Create an AVID site team that has subcommittees focused on priority area such as Systems, Leadership, Instruction, Culture	2023-2028	AVID Coordinator	NA	NA	Walk through data, teachers' lesson plans, sample student work, faculty meeting agendas, PEP meeting agendas
2. Provide Professional Development for staff on AVID components and expectations using AVID 101, pathway training, and Summer Institute.	2023-2028	District AVID Director, School AVID Coordinator, Site Team, School-based Leadership	\$17,500 per year	District, Title I, At Risk, Professional Development	Site Team notes, Walk Throughs, lesson plans, sample student work
3. Provide monthly PD on WICOR, RIGOR, Culture, Targeted Literacy Approaches	2023-2028	School Leadership, Instructional coaches, AVID Coordinator, Mentors, Department Chair	\$2,500 School Leadership, Instructional Coaches, Mentors, Department Chairs	School-based professional development funds.	PEP department forms, review of assessments, walk-throughs, student data.
4. Personalized PD with teachers once per semester	2023-2028	Teachers, Content Specialists, Literacy Coach, MTSS Coach, Administrators	\$5,000	Title I, At Risk, Professional Development Funds	Surveys, Reflections, Walk-Through Data, Student Data
Strategy #2: Increase rigor in all academic areas.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Provide monthly PD on WICOR, RIGOR, Culture, Targeted Literacy Approaches	2023-2028	School Leadership, Instructional Coaches, Mentors, Department Chairs	\$2,500 (\$500 per year in supplies and materials)	School-based professional development funds.	PEP department forms; review of assessments; walk-throughs
2. Learning Walks to includes focus areas on individualized growth and targeted feedback for peers.	2023-2028	Teachers, administrators, content specialists instructional coaches	\$5,000(cost for substitutes @\$1,000 per year)	Title I Funds, At Risk Funds, Professional Development Funds	Surveys, Reflections, Walkk-Through Data, and Student Data
3. Conduct at least 5 classroom walk-through observations weekly	Weekly 2023-2028	Administrators, District Office Staff, Content Specialists	NA	NA	District Walk-Through Data, Coaching Conversations
4. Data Conversations with End of Course, AP, and Special Education teachers	Quarterly between 2023-2028	Administrators, Department Chairs	NA	NA	Formative and Summative Assessments, End of Course Data, AP Data, Progress Monitoring and Benchmark Data
5. Personalized PD with teachers once per semester.	2023-2028	Teachers, Content Specialists, Literacy Coach, MTSS Coach, Administrators	NA	NA	Surveys, Reflections, walkthrough data, and student data

**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School**

A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth 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, End of Course Assessments
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominic
 - Star Reading
 - MAP
 - IReady
- Team Focused Decision Making
 - Problem Identification; Problem Analysis; Intervention Design/Action Planning; Evaluation of the Plan
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a formative assessment system to individualize and intensify instruction for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	Miscue Analysis (Oral Record of Reading, 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
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B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based Instructional Practices:

- Read Aloud, Mini-lesson, Time to Practice Reading with Conferring, Share Time (Reading Workshop), Repeated Choral Reading for Close Reading, Small Group Instruction
- Shared/Interactive Writing, Mini-lesson, Time to Write with Conferring, Share Time, Small Group Writing Instruction (Writing Workshop)
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/Conferring, Share Time
- Integration of Disciplinary Literacy
- Use a System to Collect Student Data
- Use the Profile of the South Carolina Graduate to Plan Instruction
- Use the South Carolina College and Career Ready Standards to Plan Instruction

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers ensure that instruction is explicit so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	Teacher Observations, Schedules, Lesson Plans
B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
B4. Teachers use reading and writing to construct knowledge of other disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
B5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade-level challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School**

B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
meaning by reading, writing, listening, speaking, and inquiring.				
	Rarely	Sometimes	Routinely	
B7. 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School

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.

Tier 2 and Tier 3 (Supplemental) Instruction

- 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 to Target and Intensify Instruction

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	Anecdotal Notes from small group instruction and individual conferences, 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
C3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -should be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
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D. This school embeds practices reflective of an exemplary literacy-rich environment.				
Inquiry-based Learning: <ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Repeated Choral Reading • 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 to learn content for most of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	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 in order to provide the authentic experiences necessary to become more proficient researchers, readers, writers, and thinkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School

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 *and challenge* the reading levels of students.

Reading Engagement:

- Student Choice
- Large 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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School

F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development <ul style="list-style-type: none"> • Literacy Competencies for Middle and Secondary Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on data through: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	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: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School

G. This school develops strategically planned partnerships 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. <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	

**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School**

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School**

**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School**

Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● Use of Protected Early Planning where teachers have dedicated time to collaboratively plan and to conduct Data Protocols on both Common Formative Assessments and Common Summative Assessments.● Whole school focus on AVID strategies including WICOR which emphasizes Writing, Inquiry, and Reading.● Implementation of Benchmark exams that are aligned to End of Course exams three times a year with Data Protocols planned within seven days of the exams.● Implementation of Cavalier Learning Time which is a dedicated part of the weekly schedule where students can go back to their teachers for additional assistance on assignments.	<ul style="list-style-type: none">● Increase EOC Math & English scores● Targeted PD on specific literacy strategies● Targeted PD on specific AVID strategies● Increase student attendance for After School tutoring and for Cavalier Learning Time.

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School

Strengths	Possibilities for Growth

Section J: Previous School Year SMART Goals and Progress Toward Those Goals

Please provide your school's previous goals from last year's 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).

<p>Goal #1:</p> <p>Increase student achievement by decreasing the number of non-proficient scoring students for EOC courses by 5% at the end of the 2021 - 2022 school year.</p>	<p>Progress:</p> <p>Algebra I scores increased from 37.75% to 51.3%</p> <p>U.S History was not scored by the state at the end of the school year</p> <p>The number of non-proficient students did not decrease for English II and Biology.</p> <p>The Biology proficiency rate went down to 40.20% from 44.22% and the English II rates went down from 81.81% to 77.30%</p> <p>While the scores for some subjects did not improve, the school has a concerted effort on intervention through Cavalier Learning Time, through after school tutoring, and through AVID and Literacy PD.</p>
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**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School**

<p>Goal #2:</p> <p>By June 2022, RNHS will increase parent participation to literacy information events by 5%.</p>	<p>Progress:</p> <p>Due to COVID and staffing shortages, we were limited in the number of parent events offered by RNHS.</p> <p>The goals were shared with the School Improvement Council and the Education Foundation. There was an increase in the participation of the Education Foundation at the beginning of the 2021-2022 school year which then tapered as the year progressed.</p>

Section K: Current School Year 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. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

<p>Goal #1:</p> <p><u>End of Course Assessment Goal:</u> Reduce the amount of students who score below a C on the assessment by 5% for English II, Algebra I, and Biology.</p>	<p>Action Steps:</p> <p>Coordinated English department goal of focusing on Close Reading Strategies such as annotation.</p> <p>Utilize Close Reading strategies that are organized and aligned by the school for whole school common usage.</p> <p>Further aggrandize Content Recovery so that students are receiving timely review and re-teaching.</p> <p>Provide incentives for improved benchmark results and EOC results.</p>
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**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Richland Northeast High School**

	<p>Grade distribution reflections with academic conversations</p> <p>Provide PD on literacy strategies (math, reading, & writing workshops) during Faculty Meetings</p> <p>Schoolwide AVID strategies implementation</p> <p>Provide AVID PD during Faculty Meetings</p> <p>Continue Data Protocols (ACT, IB, AP, EOC) with Action Steps (Development of Smart Goals)</p>
<p>Goal #2:</p> <p>By the end of the June 2023 school year, implement two school-wide close reading strategies for all content areas</p>	<p>Action Steps:</p> <p>Intentional professional development on literacy that are aligned with critical AVID literacy strategies</p> <p>Continue data protocols on Common Formative assessments, Benchmark assessments, and Summative assessments.</p> <p>The administration will model the use of close reading strategies with Faculty and Staff during Faculty Meetings.</p> <p>Focused lessons for staff to practice cold reads utilizing strategies for reading.</p>