HCS INSPIRING POSSIBILITIES
Horry County Schools

Aynor Middle School

STRATEGIC PLAN
2022-2027

January, 2022

School Renewal Plan
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Our Vision:

Aynor Middle School, as part of Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

Our Beliefs:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts. Foremost, we believe that …*

Our purpose is to develop the potential within each student and ensure that all graduates reflect the knowledge, skills, and life and career characteristics embedded in the *Profile of the South Carolina Graduate* in order that they become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that …

We have the obligation to challenge every student to meet higher academic standards *than his/her current level.*

In order to accomplish this, we believe that …

Our students deserve exceptional and passionate staff who share our CORE VALUES. Our core values are stated as expectations for staff members:

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe …

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.
And…

- **All students should have access to world-class knowledge based upon rigorous standards in language arts and math for career and college readiness, multiple languages, science, technology, engineering, mathematics (STEM), the arts and social sciences.**

- **Our graduates will possess world-class skills reflecting creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn.**
- **Our students will demonstrate critical life and career characteristics to include integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills well beyond graduation.**

We also believe …

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that …

Partnerships among family, community and school are imperative to students' social and academic success.

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

STRATEGIC DOMAIN	STRATEGIC DOMAIN	STRATEGIC DOMAIN
LEADERSHIP CAPACITY	RESOURCE CAPACITY	LEARNING CAPACITY
We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.	We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.	We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.

STRATEGIC DOMAIN:

LEADERSHIP CAPACITY

We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.

Quality Indicators
- **The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.**
- **Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.**
- **The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.**
- **The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.**
- **The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.**
- **Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.**
- **Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.**
- **Leaders engage stakeholders to support the achievement of the system's purpose and direction.**
- **The system provides experiences that cultivate and improve leadership effectiveness.**
- **Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.**
- **Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.**

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals. ● Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2022 to run through 2027. ● Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal. ● Involvement of stakeholders at all levels of the planning process. ● Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review. ● Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan.	2022-2027	Accountability	$0.00	N/A	Approved district strategic plan and school-level renewal plans
Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.	2022-2027	Accountability, Superintendent, Board of Education	$0.00	N/A	Board Governance monitoring reports
Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used.	2022-2027	Communications	$2500.00	General Funds	Completion of needs analysis and follow-up action taken as needed
Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including: ● Periodic e-newsletters or other electronic methods to employees and external audiences ● Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups ● Awareness of the mobile app for Horry County Schools	2022-2027	Communications	$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports

• Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents • Expanded programs on cable access channel • Videos for television and website to help stakeholders understand the various programs of the District and schools • Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc. • Posters of vision and core values posted in all schools and offices. • Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups					
Provide a variety of opportunities for all stakeholders to access and understand, including multilingual translations, the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	2022-2027	Accountability, Communications	$150,000.00	General Funds	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.	2022-2027	Accountability, Communications	$100,000.00	General Funds	Expanded methods of communication documented
Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)	2022-2027	Accountability, Learning Services	$250,000.00	General Funds	Successful communication techniques implemented
Establish a monitoring system to ensure compliance by the District and all schools with state and Cognia Accreditation Standards.	2022-2027	Accountability, Superintendent, Board of Education	$0.00	N/A	Continuous improvement monitoring system operational
Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals	2022-2027	Board of Education, Superintendent	$0.00	N/A	Effective Board governance model adopted and adhered to
Utilize the evaluation instrument for effective Board meeting	2022-2027	Board of Education	$0.00	N/A	Evaluation tool analyses and needed actions taken

Maintain an annual record of Board members attendance at conferences and professional development opportunities on their roles and responsibilities	2022-2027	Board of Education	$0.00	N/A	Record of conferences and training
Establish benchmarks indicating good management for instructional and non-instructional programs in order to conduct program evaluation	2022-2027	All Chief Officers, Superintendent	$0.00	N/A	Program effectiveness model operational
Provide a leadership development program for aspiring and new administrators.	2022-2027	Learning Services, Human Resources	$50,000.00	General Funds	Pool of high-quality administrative candidates
Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on existing and new programs based upon data which correlate student achievement to financial and human capital resources.	2022-2027	All Chief Officers, Superintendent	$100,000.00	General Funds	Program effectiveness model determined and appropriate actions taken
Continue use of Superintendent's Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents and Faith-Based) representatives to improve communication and relationships with various stakeholders groups	2022-2027	Various Cabinet Liaisons	$25,000.00	General Funds	Quarterly meeting schedule; improved communication and understanding

Resource Capacity

We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.

Quality Indicators
- **The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.**
- **The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.**
- **The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.**
- **The system attracts and retains qualified personnel who support the system's purpose and direction.**
- **The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.**
- **The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.**
- **The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.**
- **The system allocates human, material and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.**

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Financial Resources					
Research and implement new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service.	2022-2027	Fiscal Services		Capital Funds	Results of study utilized to meet needs of District
Continue to align budget requests and the approval process with strategies designed to improve student performance	2022-2027	Fiscal Services		All Funds	Effective budget process; continuous improvement model
Develop annual budget assumptions and parameters for both the General Fund and the Capital Funds budgets.	2022-2027	Fiscal Services			Board-approved assumptions and parameters
Utilize modified zero-based budgeting process	2022-2027	Fiscal Services		All Funds	Process implemented
Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2022-2027	Fiscal Services		General Funds	Improved financial reports and quarterly financial reports
Conduct annual school financial reviews to ensure district policies and procedures are being followed.	2022-2027	Fiscal Services			All school reviews are in compliance

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Physical Resources					
Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs and protocols at school entrance doors	2022-2027	Support Services, Safety and Security		General Funds; District Capital Funds	School safety reports and security drills; physical changes entrances to comply with security check
Maintain and replace as needed a state-of-the art monitoring system in facilities	2022-2027	Student Services; Safety and Security; Technology		General Funds; District Capital Funds	Systems installed
Review and revise as needed planning parameters for new schools and athletic facilities as part of the five-year facilities plan	2022-2027	Support Services; Facilities		District Capital Funds	Approved parameters and approved five-year plan
Conduct needs assessment ratings for each school using approved educational specifications and update annually	2022-2027	Support Services; Facilities		General Funds; District Capital Funds	Completed needs assessment ratings (Facility Condition Index)
Develop and maintain a 5-year plan for managing and developing facilities for growth	2022-2027	Support Services; Facilities		District Capital Funds	Approved 5-year plan
Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2022-2027	Support Services: Facilities		General Funds	Approved adjustments as needed
Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools	2022-2027	Support Services: Facilities			Accepted model with impact predictions
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations through a sustainability program	2022-2027	Support Services: Facilities		General Funds; District Capital Funds	Approved green designs; technical specifications; sustainability plan
Implement energy reduction systems according to Board-approved models.	2022-2027	Support Services: Facilities			Annual energy usage savings; improved monitoring of energy usage controls

Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2022-2027	Support Services: Facilities			Improved efficiency of work order completion
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns ● Provide bullying prevention and resources information on the HCS Student Affairs web pages ● Provide a student app for reporting bullying or other school safety concerns	2022-2027	Student Services: Student Affairs			Hotline functional and effective
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include:	2022-2027	Support Services: Facilities			Functioning team in each school with central facilities support
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2022-2027	District Staff and School Teams			Building capacity ratings maximized
Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2022-2027	Technology		Capital Funds	Completion of project
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2022-2027	Support Services: Facilities		Capital Funds	Completion of project
Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2022-2027	Support Services: Safety and Security			All safety and security standards in compliance
Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2022-2027	Support Services: Safety and Security			School reports of drill completions
Ensure all facilities are safe, clean, and properly maintained.	2022-2027	Support Services: Facilities			Establish expectations and maintain
Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: ● Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12	2022-2027	Technology; Learning Services		General Fund, Erate funds, District Capital Funds	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

utilizing the most effective devices to meet the educational needs of students in the classroom. ● Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee ● Maintain 1:1 device to student model in grades K-12. ● Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and K-5. ● Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning ● Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure ● Identify the hardware and software to provide that best instruction; ● Develop a relevant instructional technology training program for all teachers who deliver that content area/standard ● Develop and provide teachers with technical applications to share lesson plans, resources and methodologies ● Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments. ● Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students ● Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences ● Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum					
Designate a school leadership team member in every school whose is responsible for school safety, to include: ● Student management policies, regulations and procedures	2022-2027	Principals			Functioning team in all schools

• Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. • Alternatives to ISS, OSS and homebound • Effective and efficient investigations and preparation for hearings				
• Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents. • Require each school to develop an anti-bullying plan.	2022-2027	Student Services: Student Affairs; Human Resources			Better understanding of bullying among employees; survey result show less instances of bullying
Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Student Services: Health and Safety		Medicaid funds, IDEA	Health care plans and emergency action plans implemented
Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition guidelines established for all foods sold to students during the course of the school day.	2022-2027	Support Services: Food Services; JROTC		General Funds	Plan implemented in all schools; annual review of well plan and nutritional guidelines
Train staff on safety in the workplace	2022-2027	Human Resources		General Funds	Compliance reports
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Support Services: Safety and Security			Protocols established and practiced
Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care • Implement a written emergency action plan for each student with documented allergies • Develop a specific training protocol for all staff to recognize anaphylaxis	2022-2027	Student Services; Director of Health and Safety Services		General Funds	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program

Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. ● Respond and take appropriate action in timely manner ● Monitor number of calls and follow-up needed	2022-2027	Support Services: Safety and Security			Reports of actions taken
Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs	2022-2027	Student Services		Medicaid and General Fund	Services in place
Provide safety and health guidelines and training to school staff and students in: ● Personal health practices ● School bus safety ● PE and playground procedures ● Classroom and laboratory procedures ● Indoor air quality	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

STRATEGIC DOMAIN:

LEARNING CAPACITY

We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.

Quality Indicators
- **Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.**
- **The learning culture promotes creativity, innovation, and collaborative problem-solving.**
- **The learning culture develops learners' attitudes, beliefs and skills needed for success.**
- **The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.**
- **Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.**
- **The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.**
- **Instruction is monitored and adjusted to meet individual learners' needs and the systems' learning expectations.**
- **The system provides programs and services for learners' educational future and career planning.**
- **The system implements processes to identify and address the specialized needs of learners.**
- **Learning progress is reliably assessed and consistently and clearly communicated.**
- **Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.**
- **The system implements a process to continuously assess its programs and organizational conditions to improve learning.**

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27

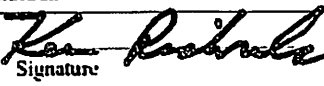|	
School Name:	Aynor Middle
SIDN:	2601057
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Horry
Address 1:	400 Frye Rd
Address 2:	
City:	Galivants Ferry, SC
Zip Code:	29544
School Renewal Plan Contact Person:	Daniel Plaza
School Plan Contact Phone:	8433586000
School Plan E-mail Address:	dplaza@horrycountyschools.net
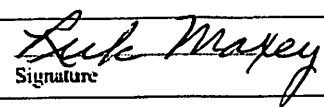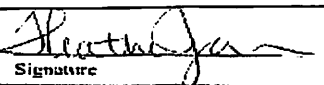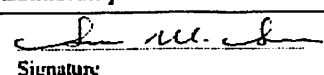
Required Signature Page

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		
Dr. Rick Maxey Printed Name	*(signature)*	11/15/21 Date
Principal		
Daniel Plaza Printed Name	*(signature)*	9/10/21 Date
Chairperson, District Board of Trustees		
Ken Richardson Printed Name	*(signature)*	11/15/21 Date
Chairperson, School Improvement Council		
Heather Johnson Printed Name	*(signature)*	9/10/21 Date
School Read To Succeed Literacy Leadership Team Lead		
Sara Smith Printed Name	*(signature)*	9/10/21 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 *et seq.* (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.
N/A	**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).

N/A	**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.
N/A	**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.
N/A	**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
	Position	**Name**
1.	**Principal**	Daniel Plaza
2.	**Teacher**	April Troglauer
3.	**Parent/Guardian**	Randy Hilburn
4.	**Community Member**	Danielle Skipper
5.	**Paraprofessional**	Lori Tyler
6.	**School Improvement Council Member**	Heather Johnson
7.	**Read to Succeed Reading Coach**	Daniel Plaza
8.	**School Read To Succeed Literacy Leadership Team Lead**	Sara Smith
9.	**School Read To Succeed Literacy Leadership Team Member**	Danielle West
	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/

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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	Provide opportunities for highly mathematically-gifted sixth grade students to enroll in Algebra I (for high school credit) and abide by conditions of approved State waiver for SBE R. 43-232.
6. Other (*Include the SBE Regulation number to be waived*)	43-205 (II) (B) (1)(c) Class sizes - Grades K-3 and Grades 4-5, ELA and math - Exemption from 43-205 (II) (B)(1)(c) will also allow the program to adjust for unanticipated enrollment growth, teacher vacancies, and schedulingissues while considering the unique needs of students. 43-205 (II) (B) (2) a. Schools having any combination ofgrades kindergarten through five must employ the full-time equivalent (FTE) of a school counselor and specialistsin art, music, and PE in prescribed ratios for each. Since students will remain enrolled in their base school and willcontinue to be supported by their base school counselor, school counselors for the virtual program would like to bestaffed at a ratio of 1000:1 which will require an exemption from 43-205 (II) (B) (2) a. Art, Music and PE will bestaffed as outlined in the regulation. 43-205 (III) (B) (3)(a) Maximum class size shall not exceed the following:Grade 6 30:1 English/language arts and math) 35:1 (other subjects) Grades 7–8 35:1 (all academic and exploratorysubjects) No class shall exceed 35 students in membership. - In regard to class size, the virtual environmentprovides opportunities for synchronous sessions each week with small groups of students to support the primarilyasynchronous course instruction. Individual classes may exceed the stated 35 student maximum, however, basedupon state virtual program regulations, teacher caseloads will not exceed 150 students. 43-205 (IV)(B)(2) (b)Professional Personnel Workload: Library Media Specialists Schools having an enrollment of fewer than 400students must employ a library media specialist who must devote not less than 200 minutes to library mediaservices. - Since students will not be physically present at school, students will have digital access to the district'slibrary resources via SORA, Overdrive etc. Support with digital media and other multimedia resources will beprovided by content certified district specialists, and the Library Media Coordinator. 43-205(IV)(B)(3)(a). No classmay exceed 35 students in enrollment. - Exemptions from class size and teaching load regulations provideproblem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or masterscheduling at the local level while considering the unique needs of children. State virtual program regulations forteacher caseloads will be followed. 43-205(IV)(B)(3)(b). "A teacher must not be permitted to teach more than1,500 minutes per week." - Exemptions from class size and teaching load regulations provide problem-solvingmeasures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the locallevel while considering the unique needs of children. State virtual program regulations for teacher caseloads willbe followed. 43-205(IV)(B)(3)(c). "A teacher must not be assigned classes requiring more than four preparationsper day." - Exemptions from class size and teaching load regulations provide problem-solving measures forunanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level whileconsidering the unique needs of children. State virtual program regulations for teacher caseloads will be followed.43-231(II): "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting willengage in a number of learning activities, including authentic learning experiences, synchronous instruction, andasynchronous coursework that may be completed in an instructional timeline personalized to the students' progressand needs. 43-231(II)(A): "The school day must be at least six hours including lunch, or its equivalent weekly." -Exemption from these regulations will allow expanded learning options for families with students to pursueeducational and academic interests without the barrier of time while still allowing the pupil to be counted forattendance, and participate in the school community and its related activities. 43-231 (IV)(A-C) Maximum ClassSizes in Grades K-5 A. The average pupil-teacher ratio in any school shall not exceed 28 to 1 based on averagedaily membership. The total number of teachers shall include all regular, special area, and resource teachers whosepupils are counted in the regular membership. B. Each district shall attain an average pupil-teacher ratio based onaverage daily membership in the basic skills of reading and mathematics in Grades 1-3 as 21 to 1. - Exemptionsfrom class size regulations provide problem-solving measures for

unanticipated enrollment growth, teachervacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-232(I): "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-232(I)(A): "The school day must be at least six hours including lunch, or its equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-232 (III) (A-B) A. Maximum class size shall not exceed the following: Grade 6 30:1 (English/language arts and math) 35:1 (other subjects) Grades 7–8 35:1 (all academic and exploratory subjects) No class shall exceed 35 students in membership. - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-234(II)(b): "A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-234(VI)(C)(1): . "The instructional day for secondary students must be at least 6 hours, excluding lunch, or the equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-234 (VI)(D) (1). Class size must not exceed the maximum of 35 students." - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed.

AMS Spring Data Reflection

Menu

Spring MAP Data by Math Class & Teacher	
Digital Spring MAP Data Wall 20-21	
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Geometry Honors	
Spring MAP Data by ELA Class & Teacher	
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Spring MAP PDSA Goal Progress	
Math	**Reading**
Growth (%)	**Growth (RIT)**
AMS Common Assessment Data	
ELA	**Algebra I Honors**
English I Honors	**Science**
Social Studies	
AMS Action Plan	

6th Grade General Math- Projected Levels
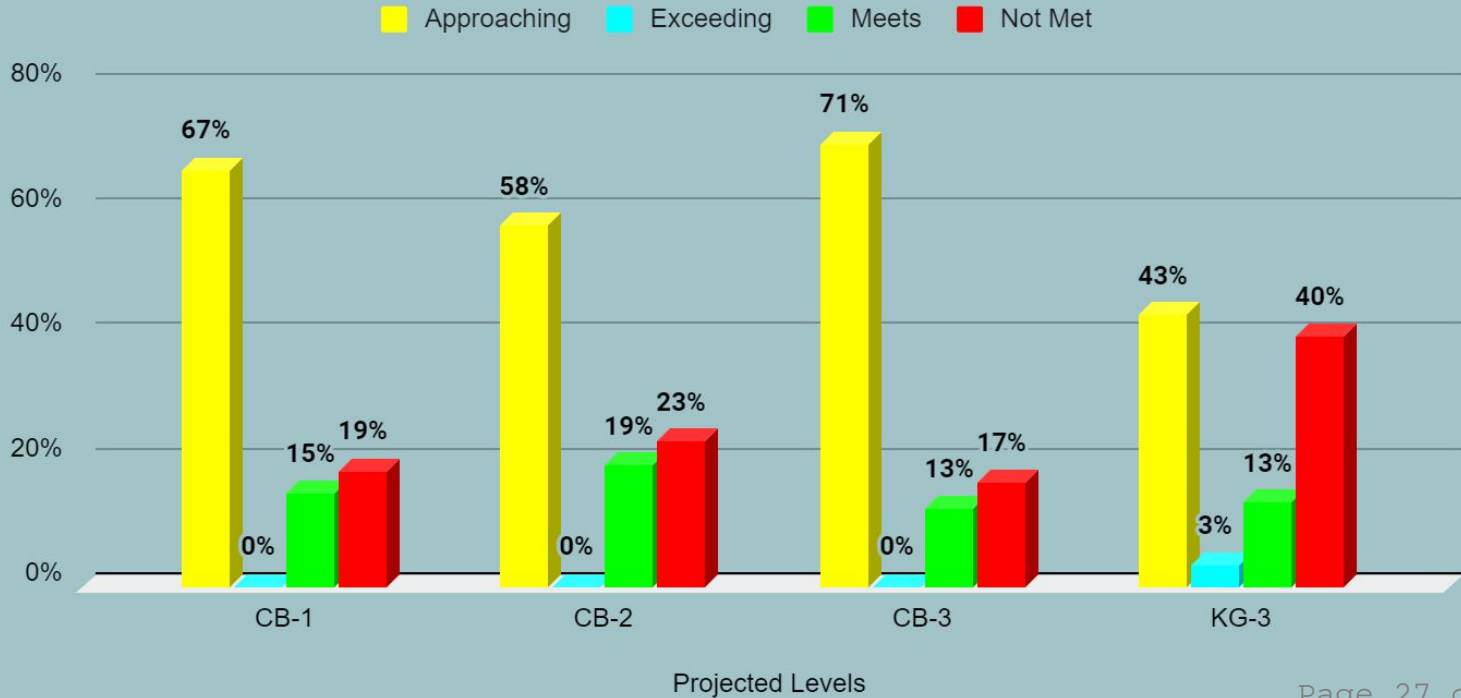
Percentages are rounded to nearest whole number.

HOME

6th Grade General Math- Overall Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
CB- All	65%	0%	16%	19%
KG-All	43%	3%	13%	40%
Grade Total	59%	1%	15%	25%

HOME

Percentages are rounded to nearest whole number.

6th Grade General Math- Met Projected Growth Targets

Legend: ■ No ■ Yes

Growth Target Met	No	Yes
CB-1	61%	39%
CB-2	50%	50%
CB-3	57%	43%
KG-3	58%	42%

Percentages are rounded to nearest whole number.

HOME
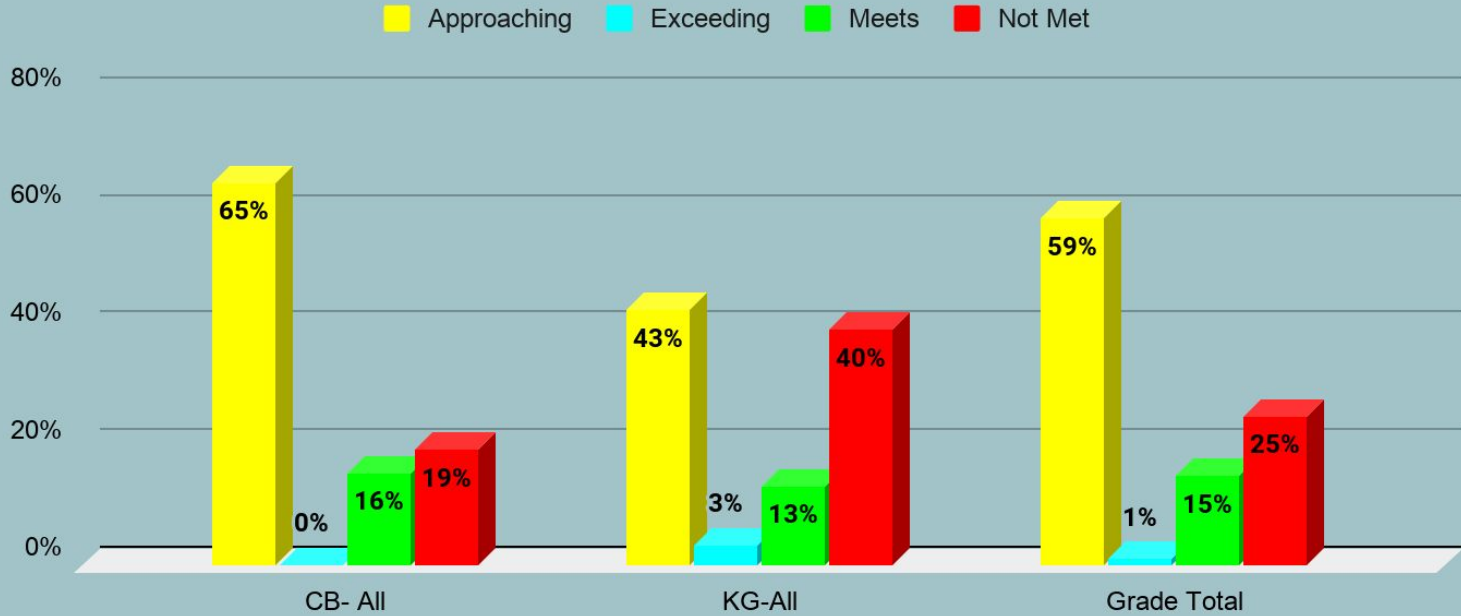
6th General Math- Growth

6th Grade General Math- Overall Met Projected Growth Targets

Legend: No (red), Yes (green)

Growth Target Met	No	Yes
KG-3	58%	42%
CB-All	56%	44%
Grade Total	57%	43%

Percentages are rounded to nearest whole number.

6th Grade Honors Math- Projected Levels

Legend: ■ Approaching ■ Exceeding ■ Meets ■ Not Met

Projected Levels	Approaching	Exceeding	Meets	Not Met
KG-2	13%	22%	65%	0%
KG-4	20%	25%	55%	0%
AJ-2	27%	27%	46%	0%
AJ Virtual-2	54%	8%	38%	0%
Grade Total	26%	22%	52%	0%

Percentages are rounded to nearest whole number.

6th Grade Honors Math- Met Projected Growth Targets

■ No   ■ Yes

	KG-2	KG-4	AJ-2	AJ Virtual-2	Grade Total
No	45%	25%	36%	77%	48%
Yes	55%	75%	64%	23%	52%

Growth Target Met

HOME
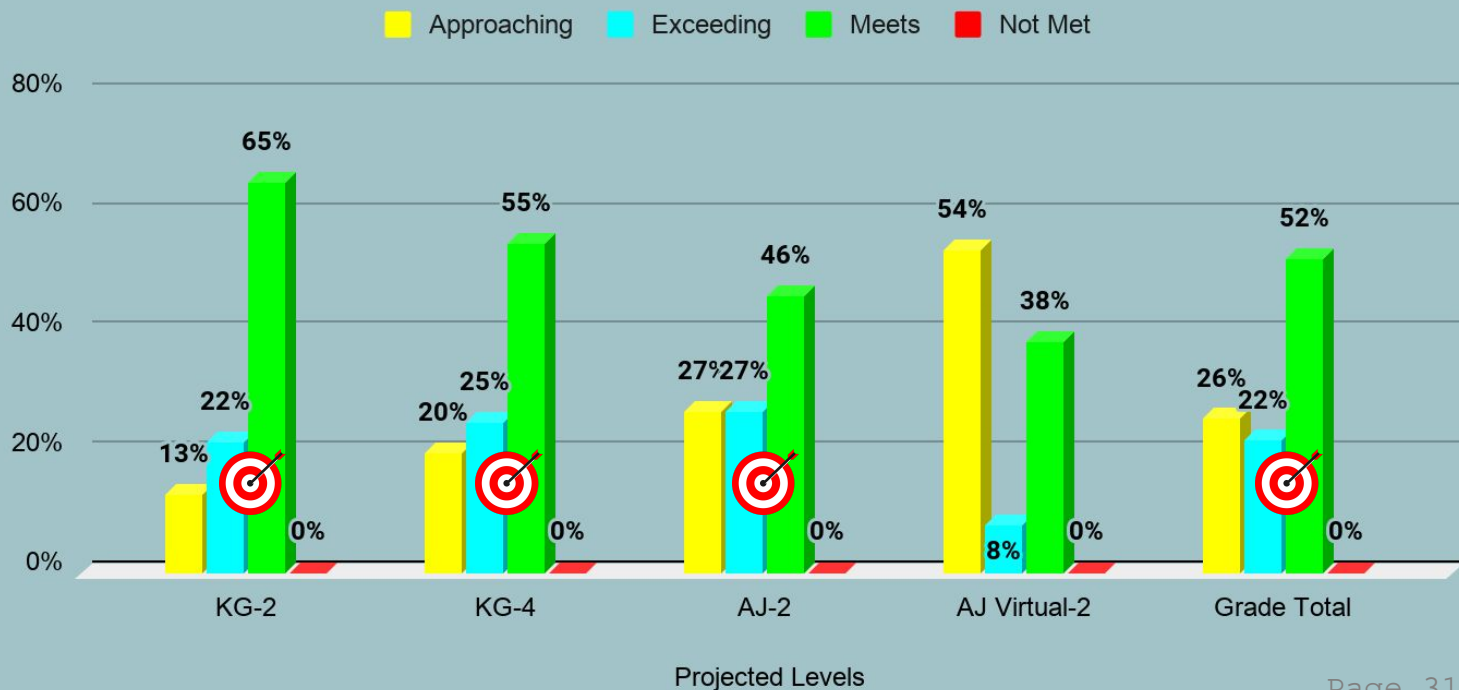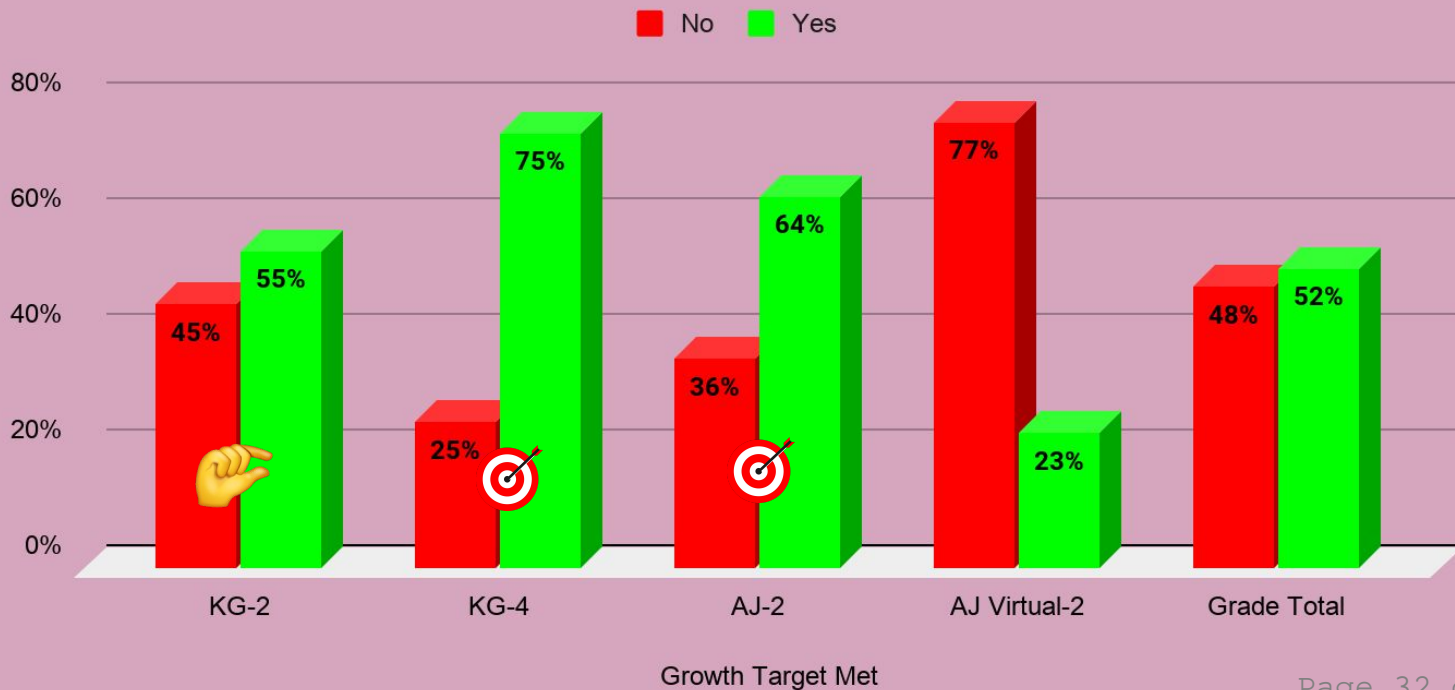
Percentages are rounded to nearest whole number.

6th Accelerated Math

6th Grade Accelerated Math- Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

- Approaching: 0%
- Exceeding: 86%
- Meets: 14%
- Not Met: 0%

AJ-1

Projected Levels

Percentages are rounded to nearest whole number.
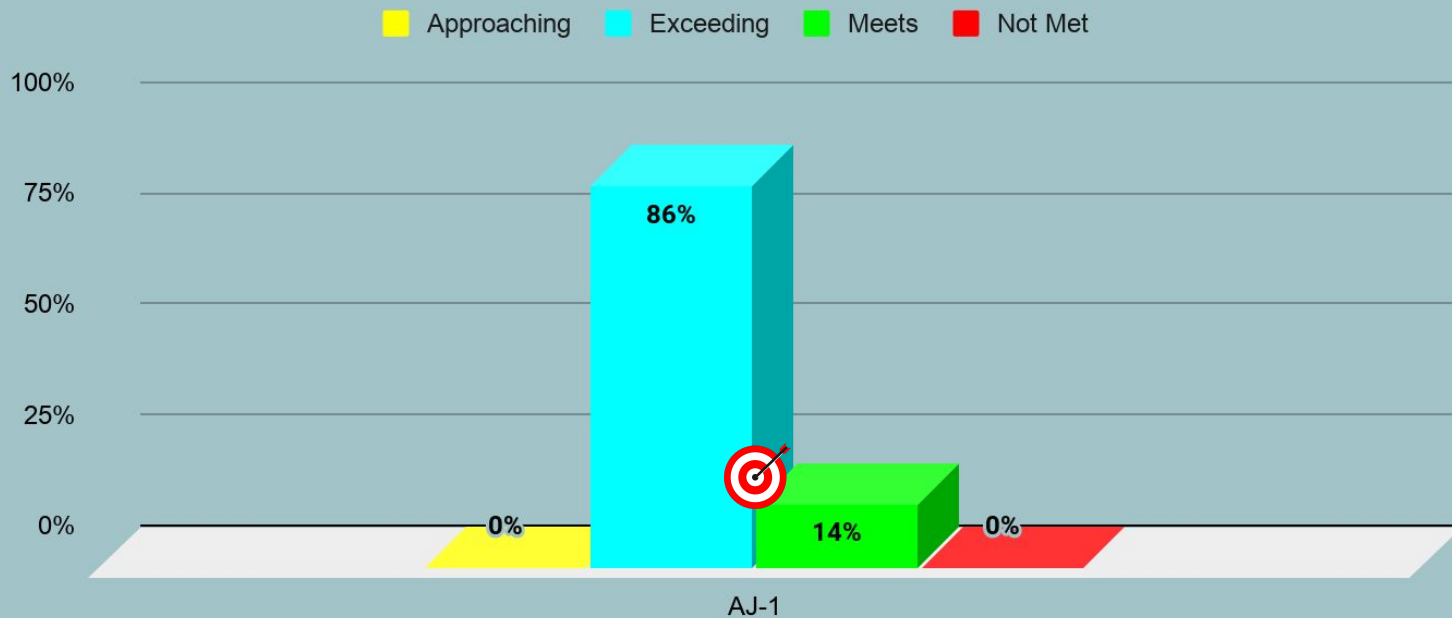
6th Accelerated Math- Growth

6th Grade Accelerated Math- Met Projected Growth Targets

Legend: No (red), Yes (green)

90%

10%

AJ-1

Growth Target Met

Percentages are rounded to nearest whole number.

HOME

7th Grade General Math- Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
CCH-2	42%	0%	0%	58%
CCH-5	63%	0%	4%	33%
CCH-6	59%	0%	18%	24%
SD-6	60%	7%	0%	33%
Grade Total	55%	1%	5%	39%

Projected Levels

HOME

Percentages are rounded to nearest whole number.

7th Grade General Math- Met Projected Growth Targets

Legend: No (red), Yes (green)

	No	Yes
CCH-2	36%	64%
CCH-5	53%	47%
CCH-6	42%	58%
SD-6	50%	50%
Grade Total	44%	56%

Growth Target Met

Percentages are rounded to nearest whole number.

7th Grade Honors Math- Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
KG-1	37%	15%	48%	0%
CCH-1	54%	4%	38%	4%
SJ-2	56%	0%	44%	0%
Grade Total	49%	6%	44%	1%

Projected Levels

HOME

Percentages are rounded to nearest whole number.

7th Grade Honors Math- Met Projected Growth Targets

Legend: ■ No ■ Yes

Growth Target Met	No	Yes
KG-1	46%	54%
CCH-1	68%	32%
SJ-2	62%	38%
Grade Total	58%	42%

Growth Target Met

HOME
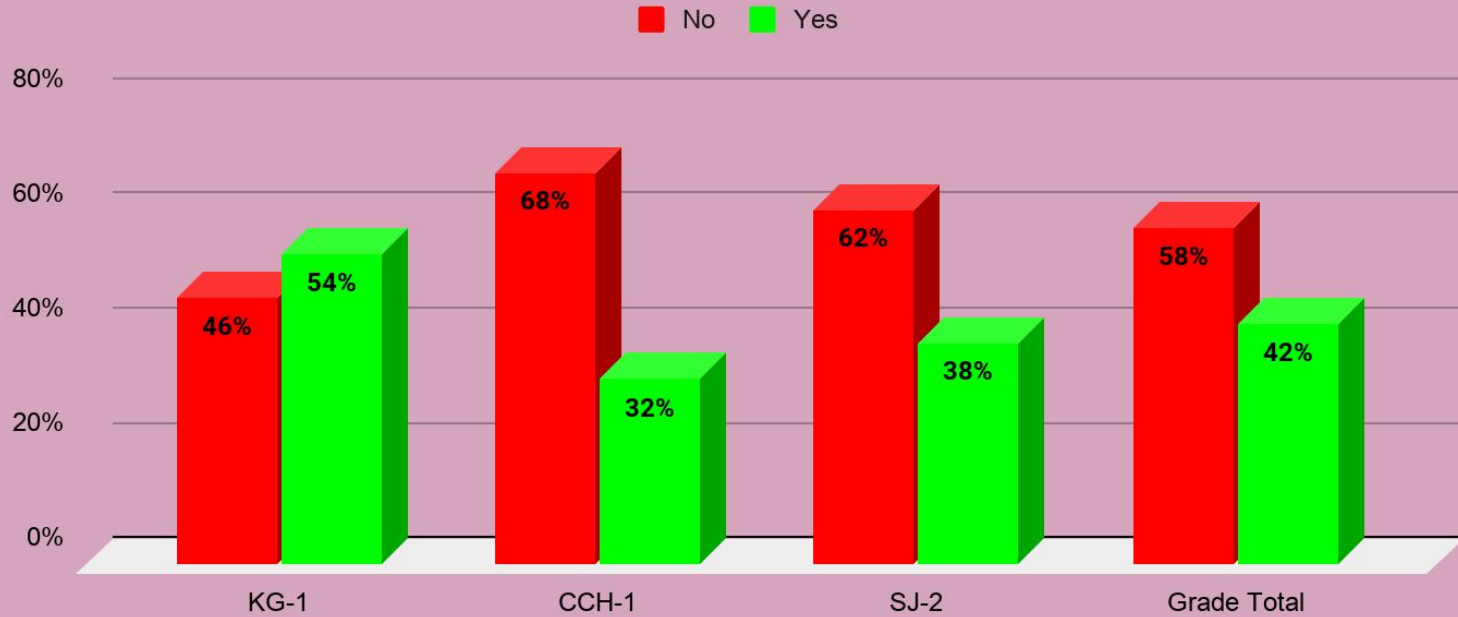
Percentages are rounded to nearest whole number.

Algebra I Honors

Algebra I Honors Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
SD-3 (7TH)	36%	12%	44%	8%
SD-5 (8TH)	68%	16%	11%	5%
SJ-5 (7TH)	4%	72%	24%	0%
Total	33%	35%	28%	4%

Percentages are rounded to nearest whole number.

HOME

Algebra I Honors- Met Projected Growth Targets

Legend: ■ No ■ Yes

Growth Target Met	No	Yes
SD-3 (7TH)	48%	52%
SD-5 (8TH)	39%	61%
SJ-5 (7TH)	56%	44%
Total	49%	51%

Percentages are rounded to nearest whole number.

HOME

8th Grade General Math Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
MC-3	68%	0%	0%	32%
MC-4	39%	0%	11%	50%
MC-6	38%	0%	3%	59%
SJ-4	59%	5%	5%	32%
SJ-6	54%	0%	8%	38%

Percentages are rounded to nearest whole number.

HOME

8th General Math

8th Grade General Math Overall Projected Levels

Legend: ▢ Approaching ▢ Exceeding ▢ Meets ▢ Not Met

MC Total: Approaching 48%, Exceeding 0%, Meets 4%, Not Met 48%

SJ Total: Approaching 57%, Exceeding 3%, Meets 6%, Not Met 34%

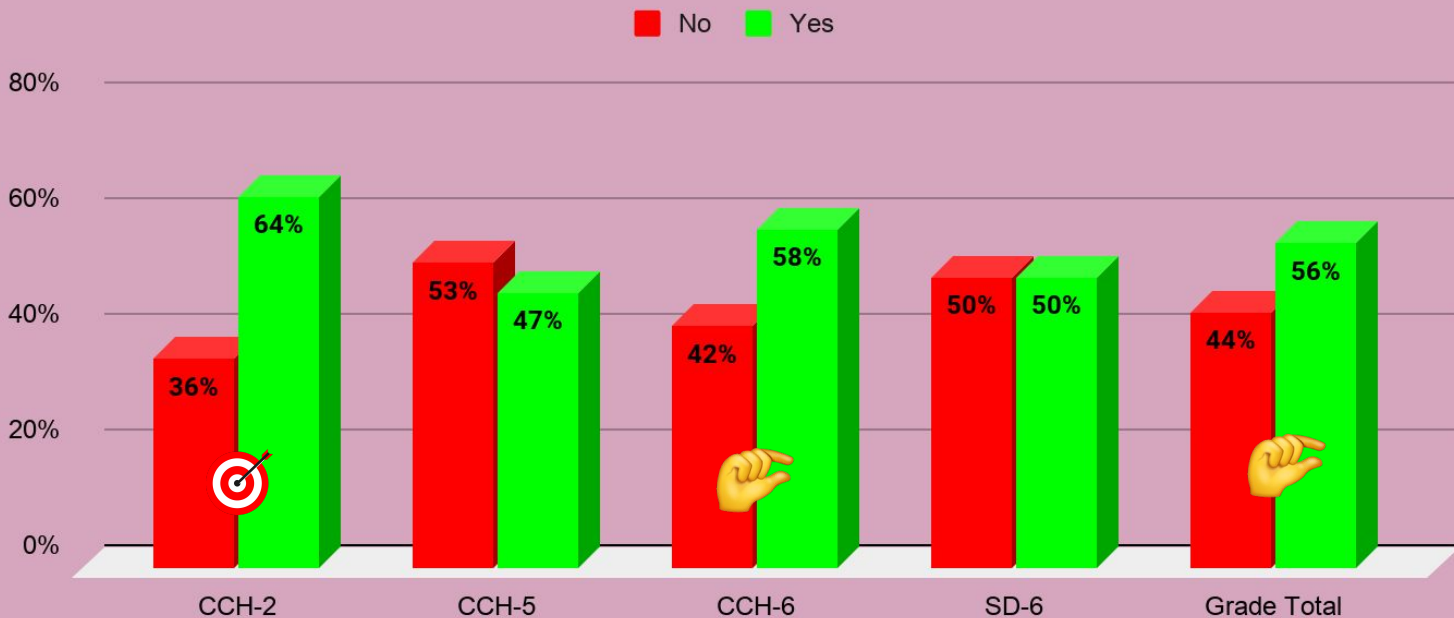**Grade Total:** Approaching 51%, Exceeding 1%, Meets 5%, Not Met 43%

Projected Levels

HOME

Percentages are rounded to nearest whole number.
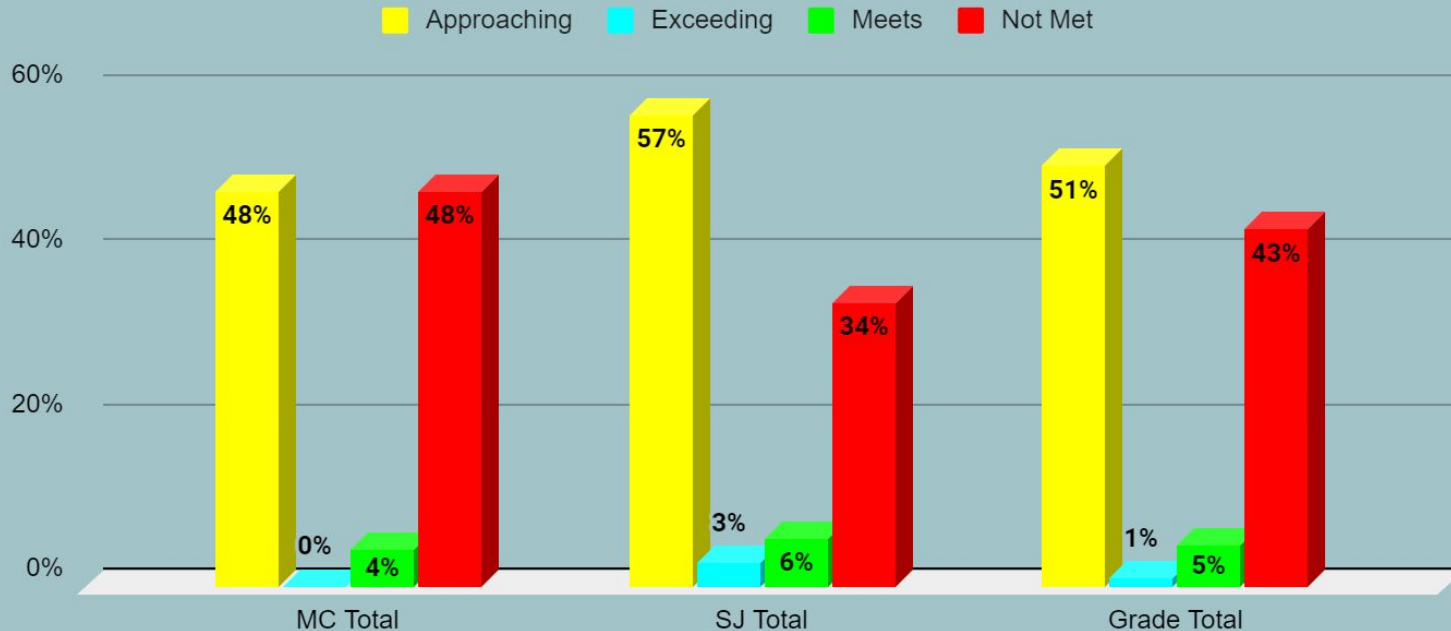
8th General Math- Growth
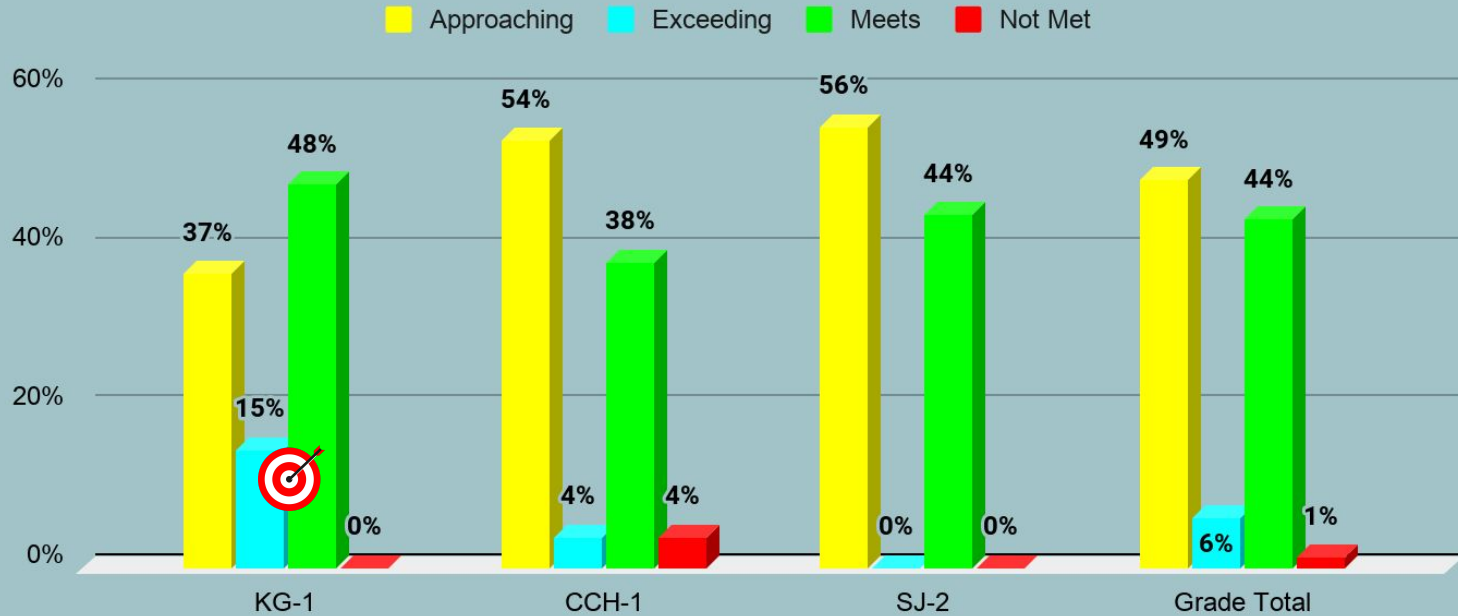
8th Grade General Math- Met Projected Growth Targets

Legend: ■ No ■ Yes

Group	No	Yes
MC-3	65%	35%
MC-4	56%	44%
MC-6	54%	46%
SJ-4	47%	53%
SJ-6	46%	54%

Growth Target Met

Percentages are rounded to nearest whole number.

HOME

8th Grade General Math- Overall Met Projected Growth Targets
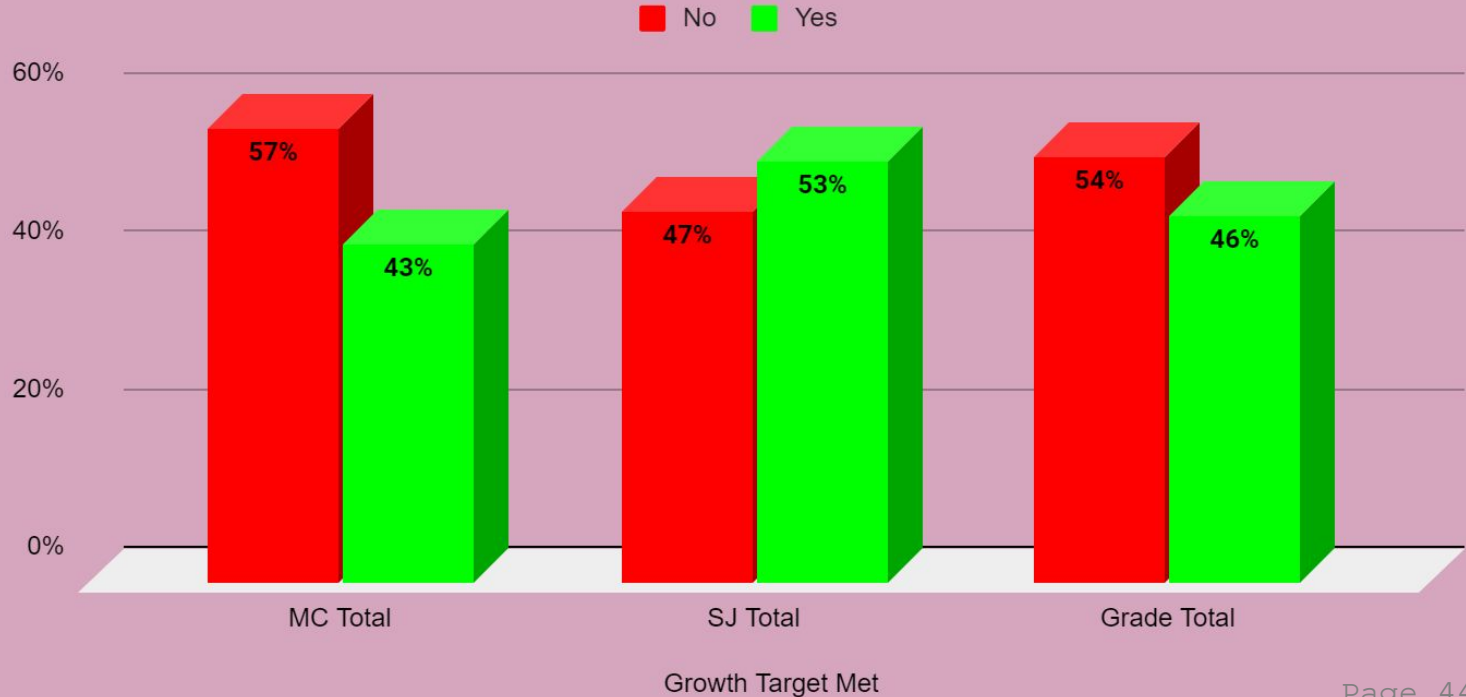
Percentages are rounded to nearest whole number.

Geometry Honors

Geometry Honors Projected Levels

Legend: Approaching · Exceeding · Meets · Not Met

- Approaching: 3%
- Exceeding: 59%
- Meets: 38%
- Not Met: 0%

SD-4

Projected Levels

HOME

Percentages are rounded to nearest whole number.
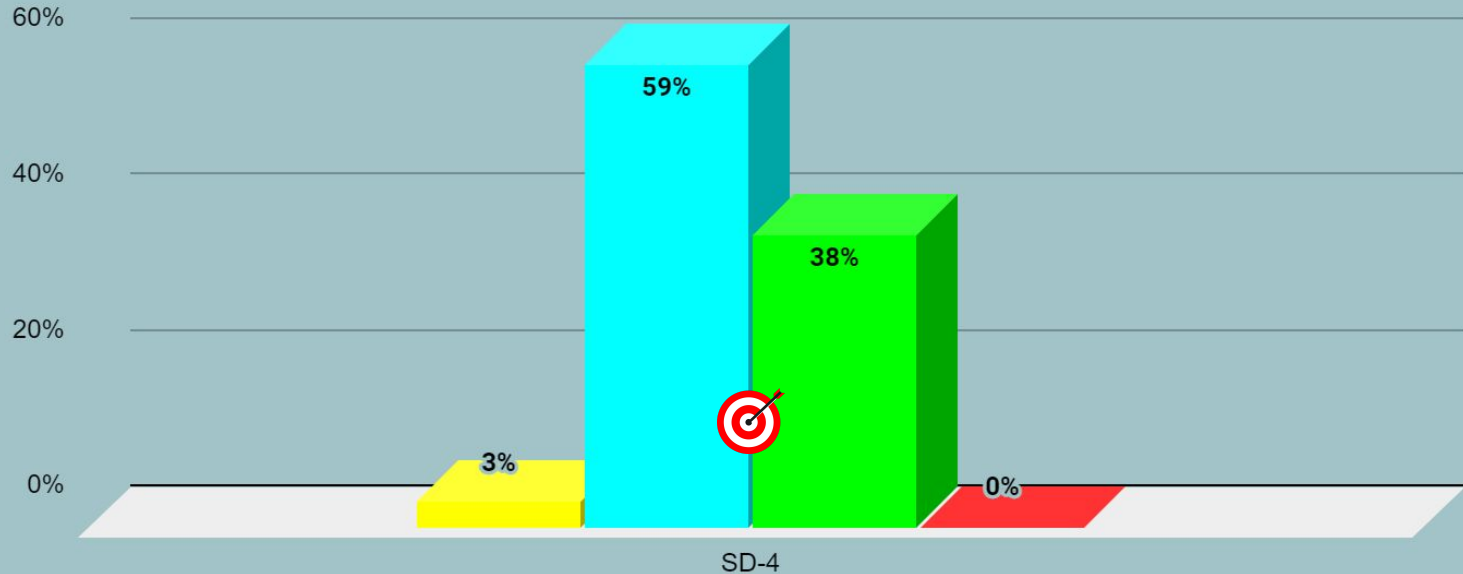
Geometry Honors-Growth

Geometry Honors- Met Projected Growth Targets

■ No   ■ Yes

60%

45%

55%

40%

20%

0%

SD-4

Growth Target Met

Percentages are rounded to nearest whole number.

HOME
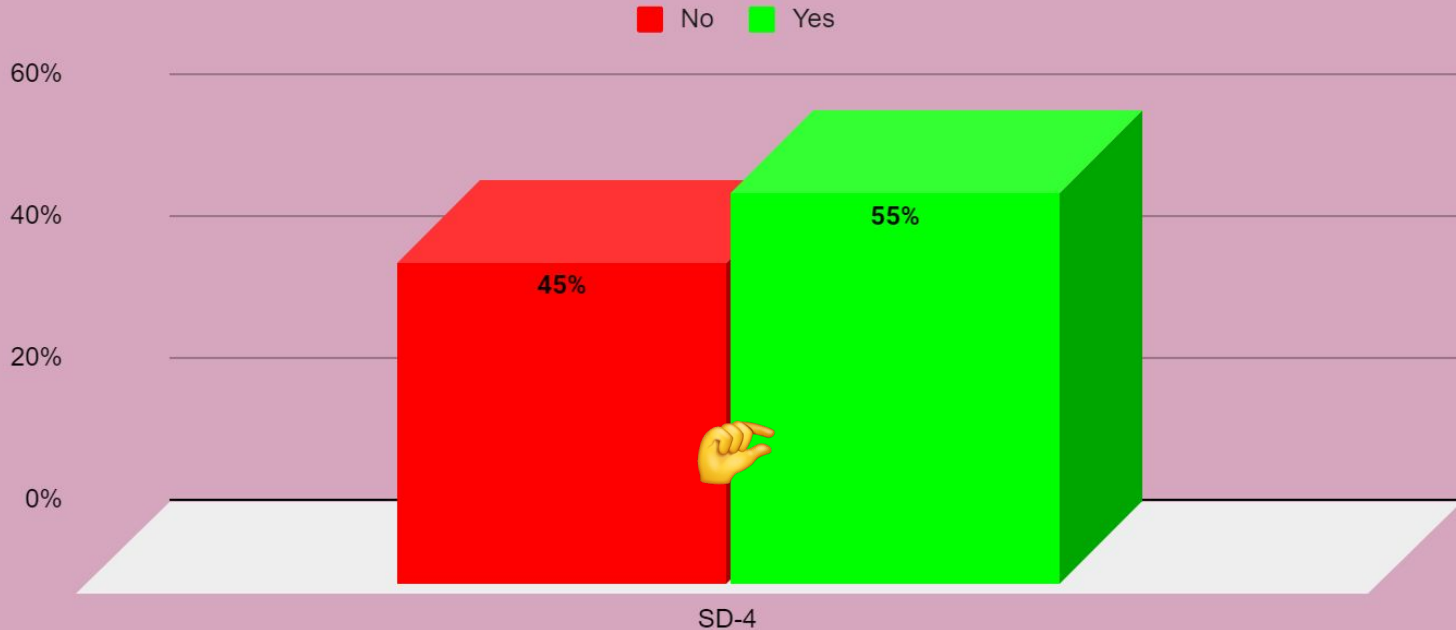
6th General ELA

6th Grade General ELA Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
RH-1	59%	0%	15%	26%
RH-2	47%	3%	7%	43%
RH-3	61%	4%	30%	4%
RH-4	65%	4%	23%	8%
Grade Total	58%	3%	18%	22%

Percentages are rounded to nearest whole number.

HOME
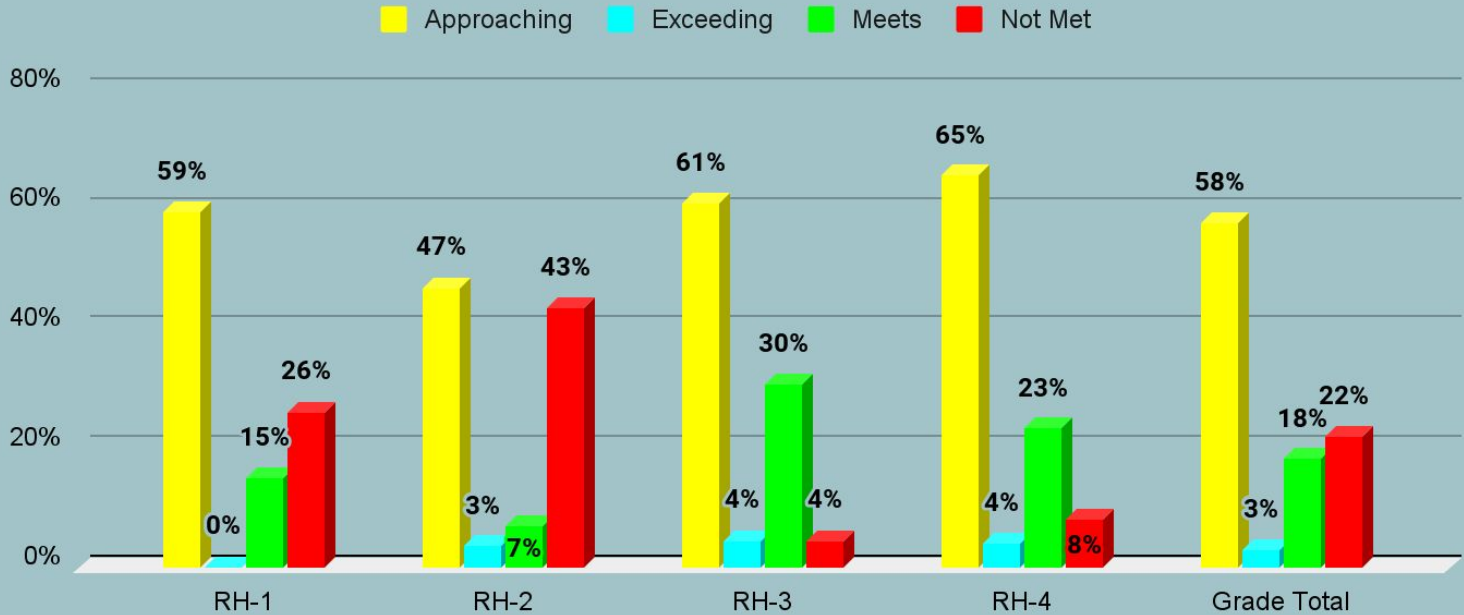
6th General ELA- Growth

6th Grade General ELA- Met Projected Growth Targets

Legend: ■ No ■ Yes

Growth Target Met	No	Yes
RH-1	75%	25%
RH-2	80%	20%
RH-3	40%	60%
RH-4	57%	43%
Grade Total	64%	36%

Growth Target Met

Percentages are rounded to nearest whole number.

6th Grade Honors ELA Projected Levels

Legend: ■ Approaching ■ Exceeding ■ Meets ■ Not Met

Projected Levels	Approaching	Exceeding	Meets	Not Met
KH-1	26%	26%	48%	0%
KH-3	30%	7%	63%	0%
Grade Total	28%	16%	56%	0%

Percentages are rounded to nearest whole number.

HOME
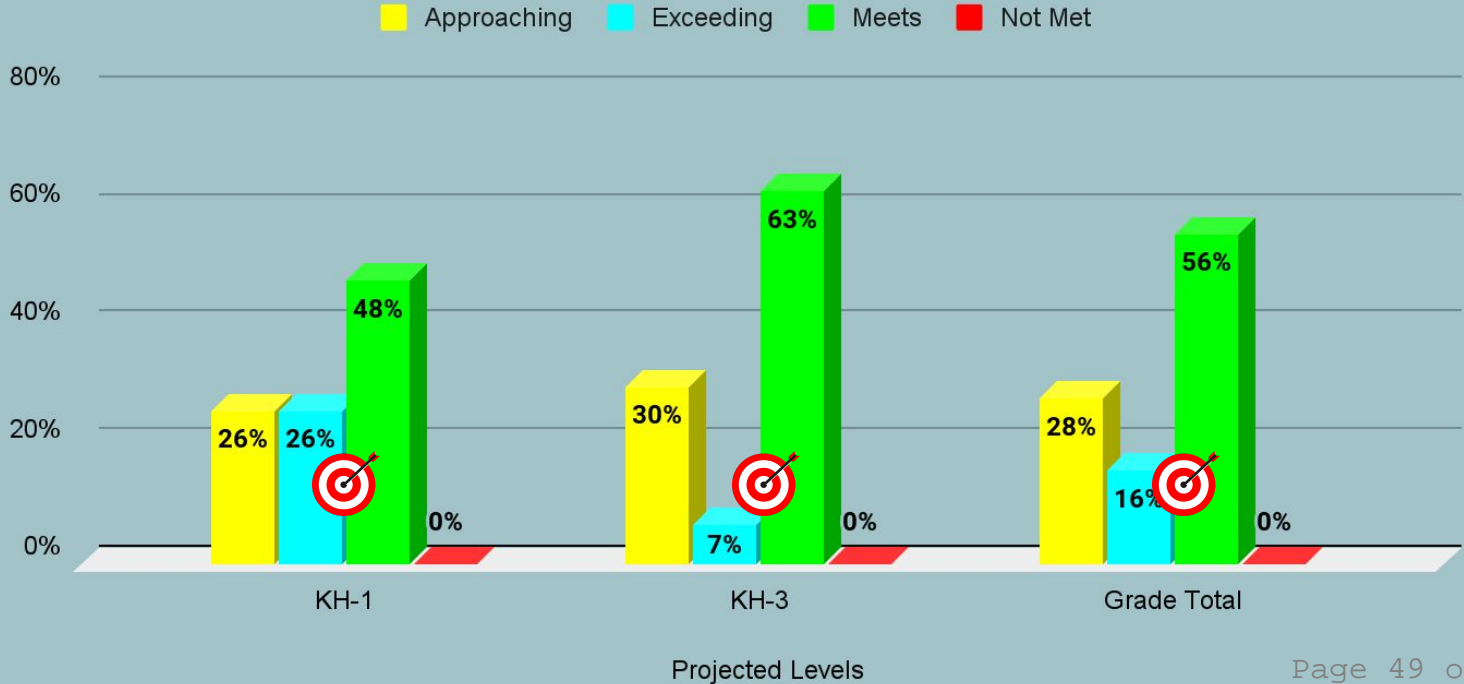
6th Honors ELA- Growth

6th Grade Honors ELA- Met Projected Growth Targets
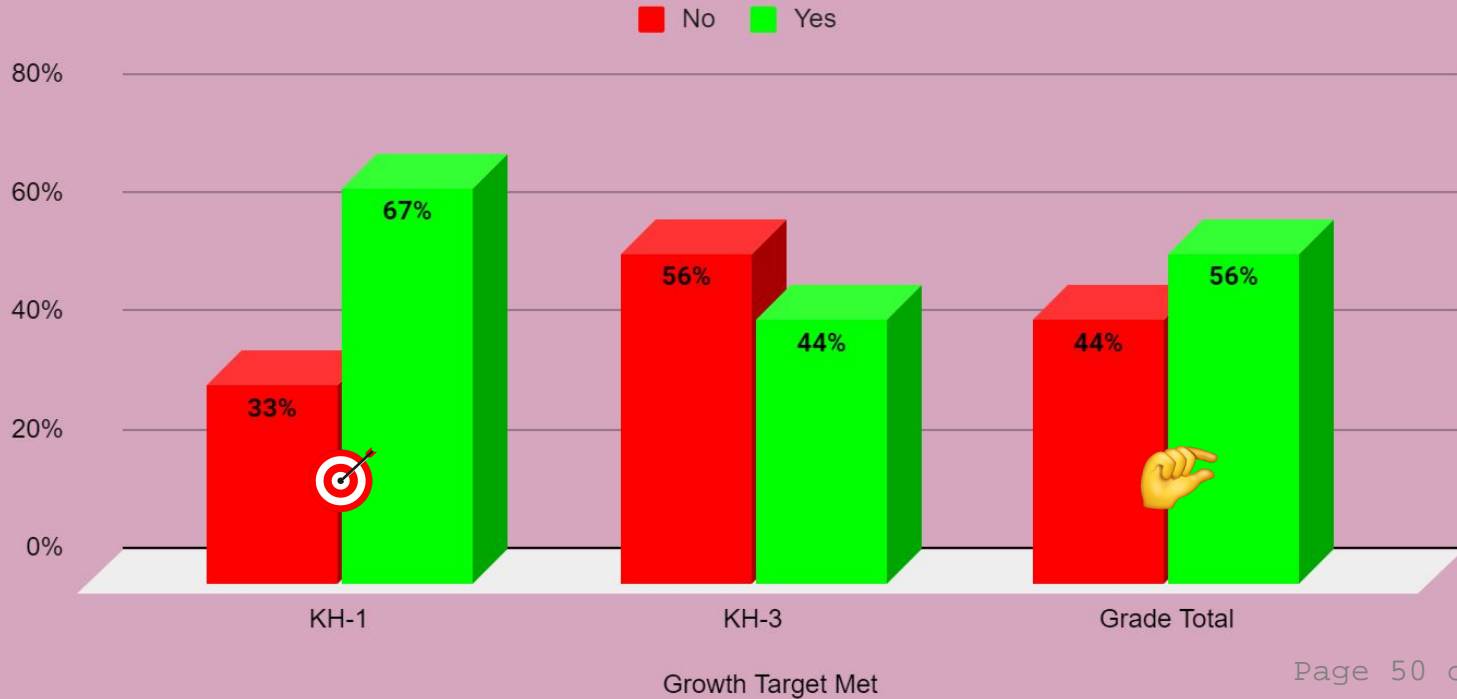
■ No ■ Yes

	KH-1	KH-3	Grade Total
No	33%	56%	44%
Yes	67%	44%	56%

Growth Target Met

HOME

Percentages are rounded to nearest whole number.

6th Grade Accelerated ELA Projected Levels

Legend:
- 🟨 Approaching
- 🟦 Exceeding
- 🟩 Meets
- 🟥 Not Met

KH-2
- Approaching: 6%
- Exceeding: 53%
- Meets: 41%
- Not Met: 0%

KH-4
- Approaching: 6%
- Exceeding: 72%
- Meets: 22%
- Not Met: 0%

Grade Total
- Approaching: 6%
- Exceeding: 63%
- Meets: 31%
- Not Met: 0%

Projected Levels

Percentages are rounded to nearest whole number.

HOME

6th Grade Accelerated ELA- Met Projected Growth Targets

■ No ■ Yes

	KH-2	KH-4	Grade Total
No	41%	56%	49%
Yes	59%	44%	51%

Growth Target Met

Percentages are rounded to nearest whole number.

HOME

7th General ELA

7th Grade General ELA Projected Levels
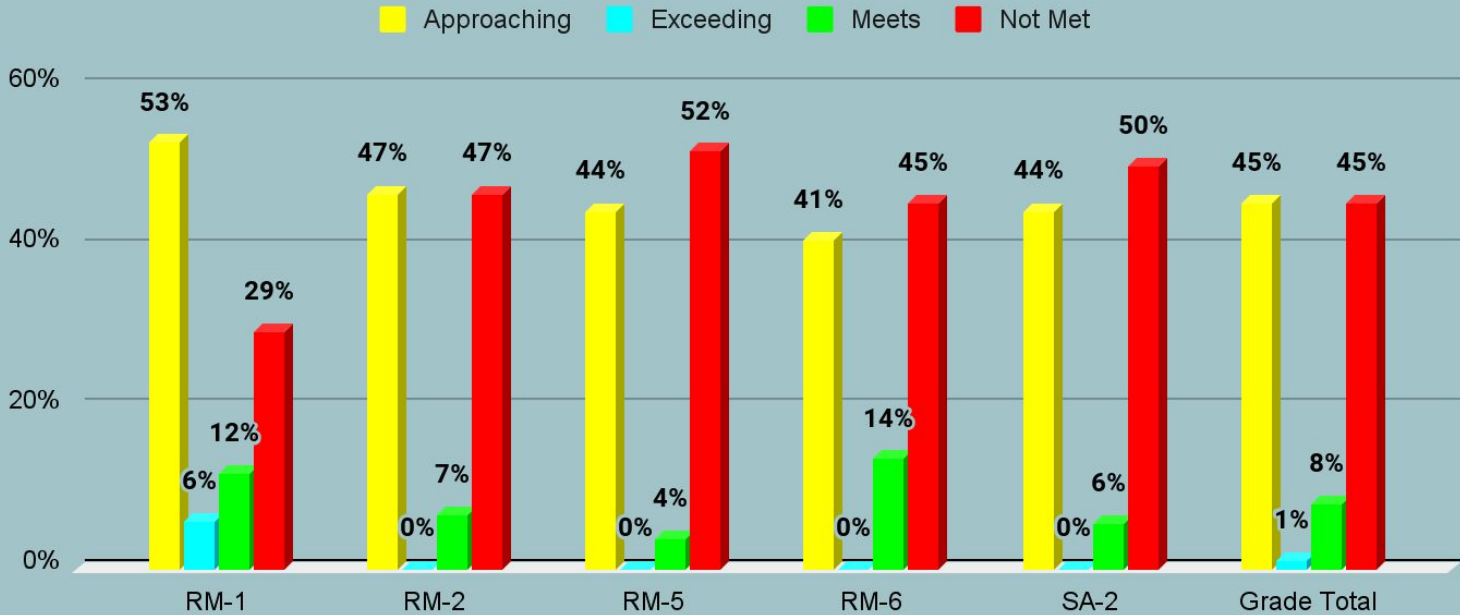
Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
RM-1	53%	6%	12%	29%
RM-2	47%	0%	7%	47%
RM-5	44%	0%	4%	52%
RM-6	41%	0%	14%	45%
SA-2	44%	0%	6%	50%
Grade Total	45%	1%	8%	45%

Projected Levels

Percentages are rounded to nearest whole number.

HOME

7th Grade General ELA- Met Projected Growth Targets

Legend: No (red), Yes (green)

Growth Target Met	No	Yes
RM-1	54%	46%
RM-2	62%	38%
RM-5	54%	46%
RM-6	52%	48%
SA-2	86%	14%
Grade Total	60%	40%

Growth Target Met

Percentages are rounded to nearest whole number.

HOME

7th Grade Honors ELA Projected Levels

Legend: ■ Approaching (yellow) ■ Exceeding (cyan) ■ Meets (green) ■ Not Met (red)

| Projected Levels	Approaching	Exceeding	Meets	Not Met
SA-1	57%	0%	29%	14%
ECP-1	41%	6%	47%	6%
ECP-5	46%	4%	46%	4%
Grade Total	47%	3%	42%	7%

Projected Levels

HOME
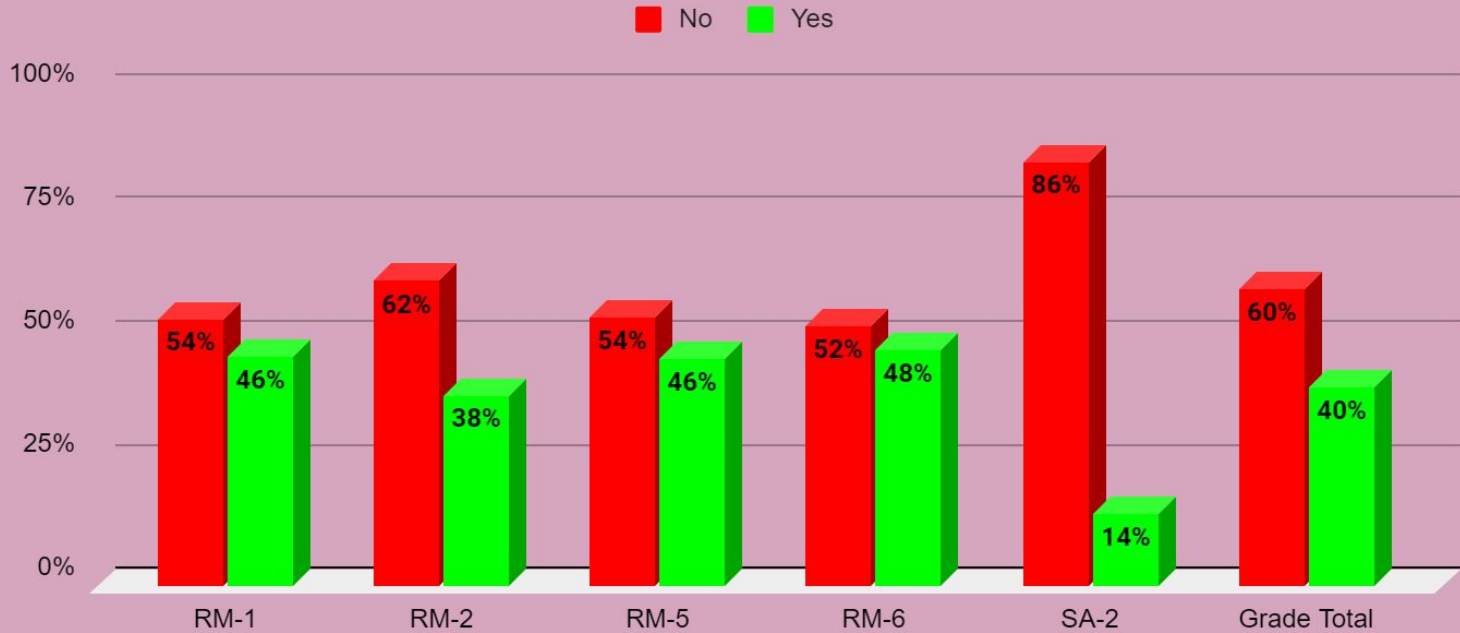
Percentages are rounded to nearest whole number.

7th Honors ELA- Growth

7th Grade Honors ELA- Met Projected Growth Targets

Legend: No (red), Yes (green)

Growth Target Met	No	Yes
SA-1	86%	14%
ECP-1	47%	53%
ECP-5	48%	52%
Grade Total	57%	43%

Growth Target Met

Percentages are rounded to nearest whole number.

HOME

7th Grade Accelerated ELA Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

Projected Levels	Approaching	Exceeding	Meets	Not Met
ECP-2	17%	33%	50%	0%
ECP-6	17%	39%	44%	0%
Grade Total	17%	37%	47%	0%

Percentages are rounded to nearest whole number.

7th Grade Accelerated ELA- Met Projected Growth Targets

Legend: ■ No ■ Yes

Growth Target Met	No	Yes
ECP-2	42%	58%
ECP-6	50%	50%
Grade Total	47%	53%

Growth Target Met

HOME

Percentages are rounded to nearest whole number.

8th Grade General ELA Projected Levels

Legend: Approaching, Exceeding, Meets, Not Met

Projected Levels	Approaching	Exceeding	Meets	Not Met
JB-3	33%	0%	33%	33%
JB-4	59%	0%	12%	29%
JB-5	23%	0%	15%	62%
JB-6	38%	0%	31%	31%
SA-5	47%	0%	0%	53%
Grade Total	38%	0%	19%	43%

Projected Levels

Percentages are rounded to nearest whole number.
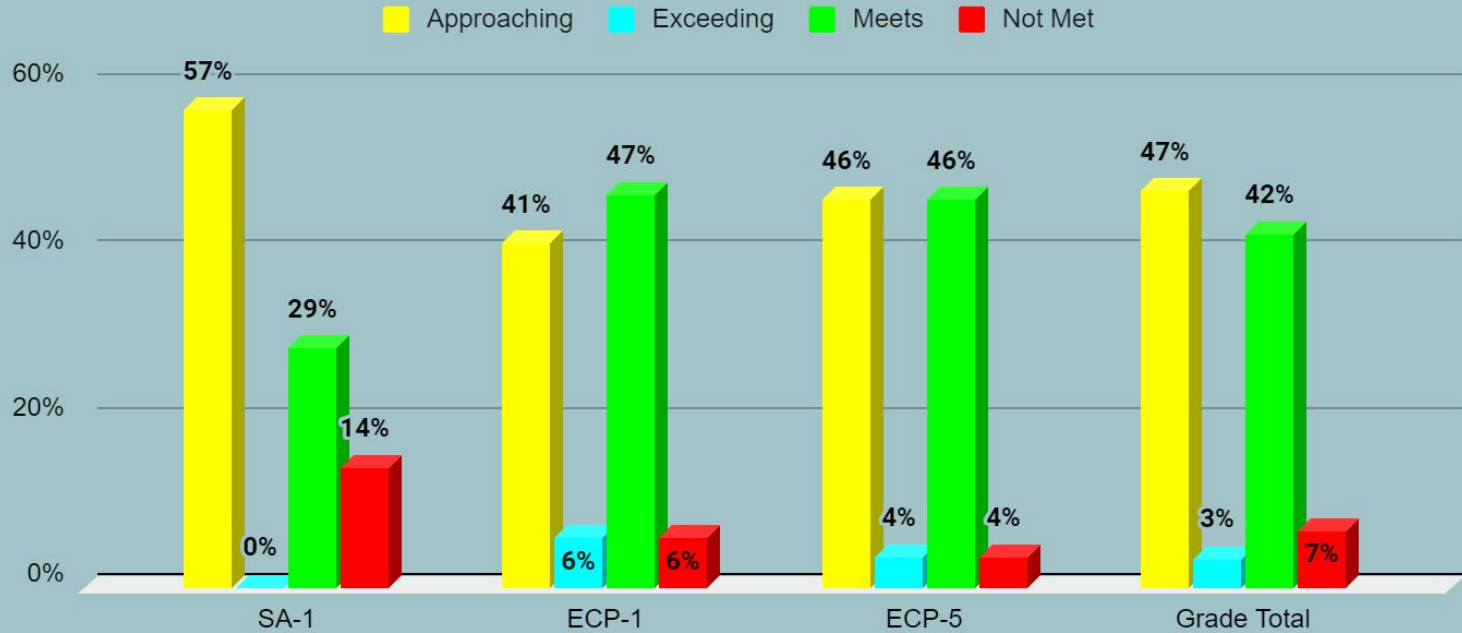
8th Grade General ELA- Met Projected Growth Targets

Legend: 🟥 No 🟩 Yes

Growth Target Met	No	Yes
JB-3	45%	55%
JB-4	33%	67%
JB-5	59%	41%
JB-6	43%	57%
SA-5	59%	41%
Grade Total	49%	51%

Growth Target Met

HOME

Percentages are rounded to nearest whole number.

8th Grade Honors ELA Projected Levels

Legend: Approaching (yellow), Exceeding (cyan), Meets (green), Not Met (red)

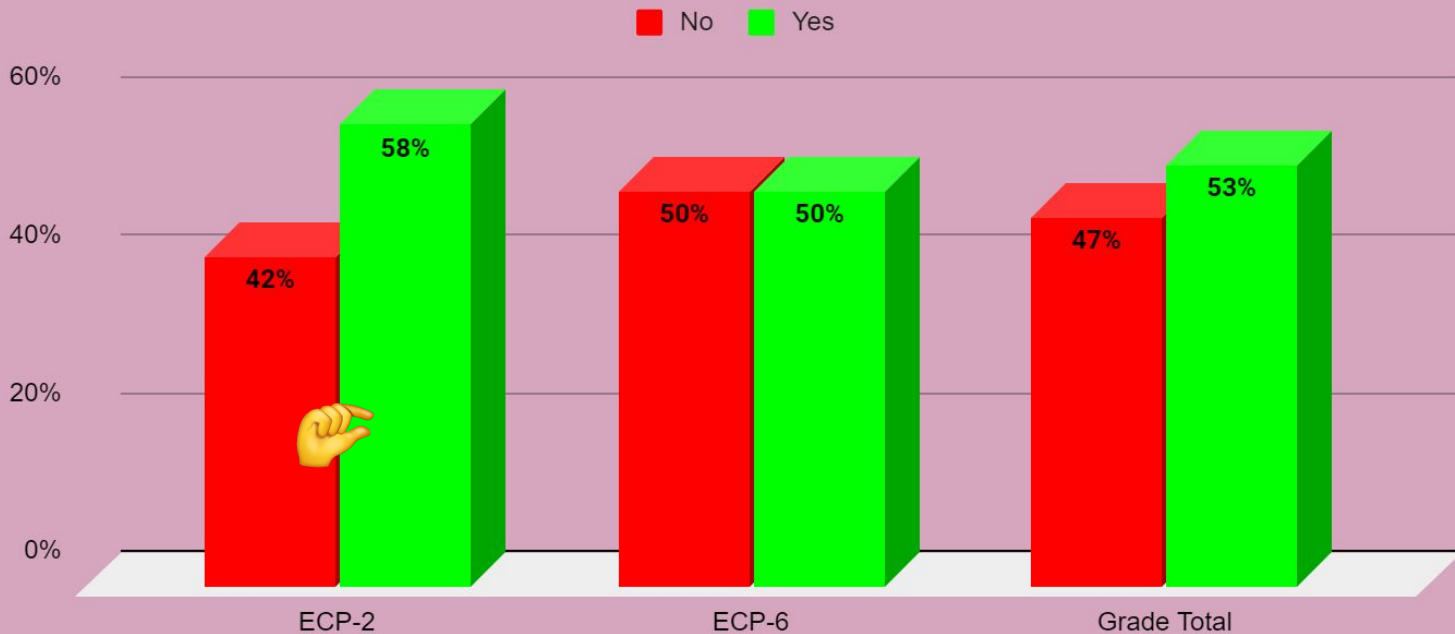| Projected Levels	Approaching	Exceeding	Meets	Not Met
JP-5	44%	13%	38%	6%
JP-6	33%	13%	53%	0%
SA-6	60%	7%	20%	13%
Grade Total	46%	11%	37%	7%

Projected Levels

Percentages are rounded to nearest whole number.

8th Honors ELA- Growth
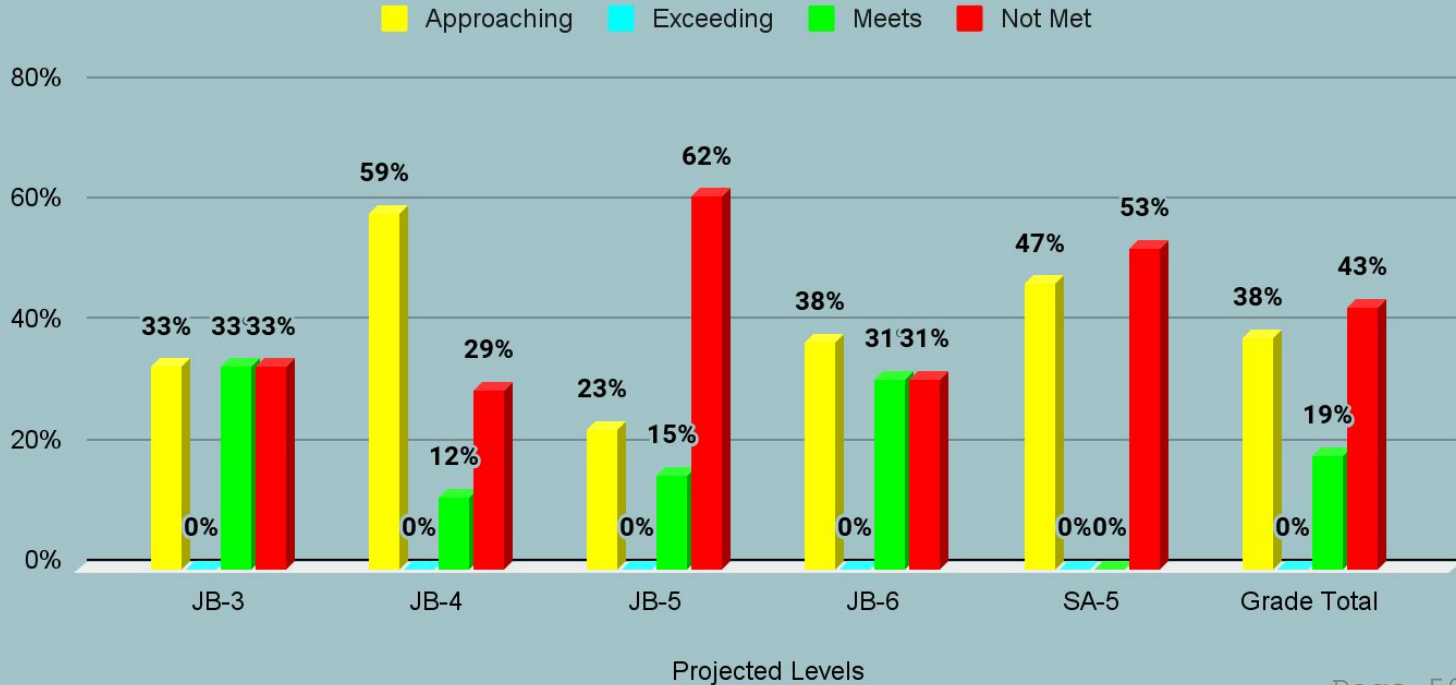
8th Grade Honors ELA- Met Projected Growth Targets

■ No ■ Yes

Growth Target Met	No	Yes
JP-5	64%	36%
JP-6	73%	27%
SA-6	29%	71%
Grade Total	56%	44%

Growth Target Met

HOME

Percentages are rounded to nearest whole number.

English I Honors Projected Levels

Legend: Approaching · Exceeding · Meets · Not Met

Projected Levels	Approaching	Exceeding	Meets	Not Met
JP-3	18%	50%	32%	0%
JP-4	21%	14%	64%	0%
Grade Total	19%	38%	43%	0%

Percentages are rounded to nearest whole number.

HOME
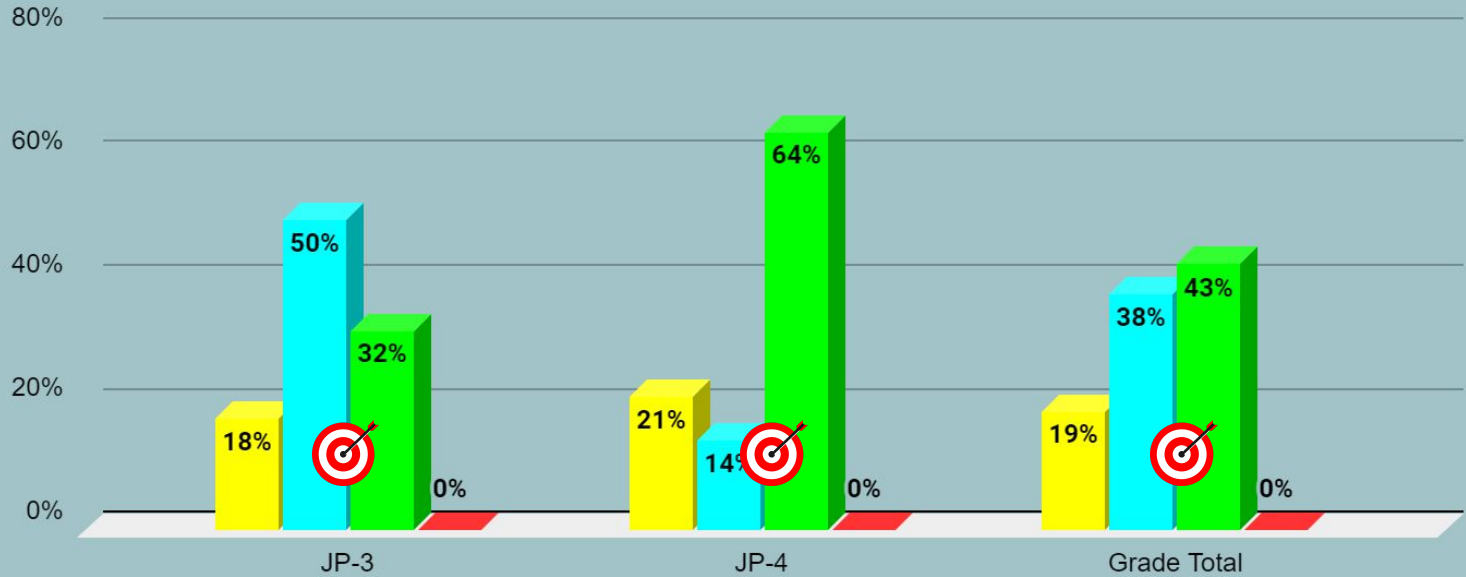
8th Accelerated ELA- Growth

English I Honors - Met Projected Growth Targets

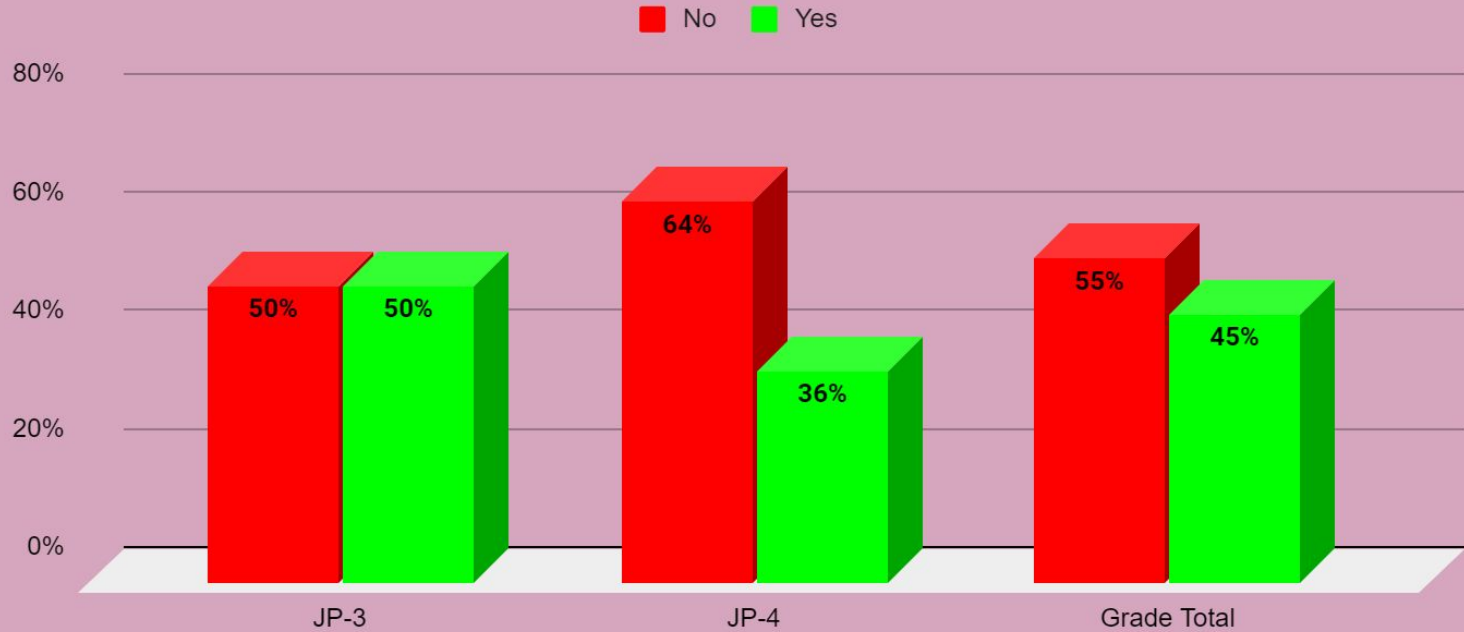Legend: No (red), Yes (green)

- JP-3: No 50%, Yes 50%
- JP-4: No 64%, Yes 36%
- Grade Total: No 55%, Yes 45%

Y-axis: 0%, 20%, 40%, 60%, 80%

X-axis label: Growth Target Met

HOME

Percentages are rounded to nearest whole number.

Spring 2021 Math MAP PDSA Goal Progress

Spring 2021 Math MAP PDSA Goal Progress

	6th Grade	7th Grade	8th Grade	All AMS
Exceeding	39	30	31	100
Meets	66	52	35	153
Approaching	92	98	91	281
Not Met	47	44	64	155
%	43%	37%	30%	37%

Legend: ■ Not Met ⬓ Approaching ⬓ Meets ■ Exceeding
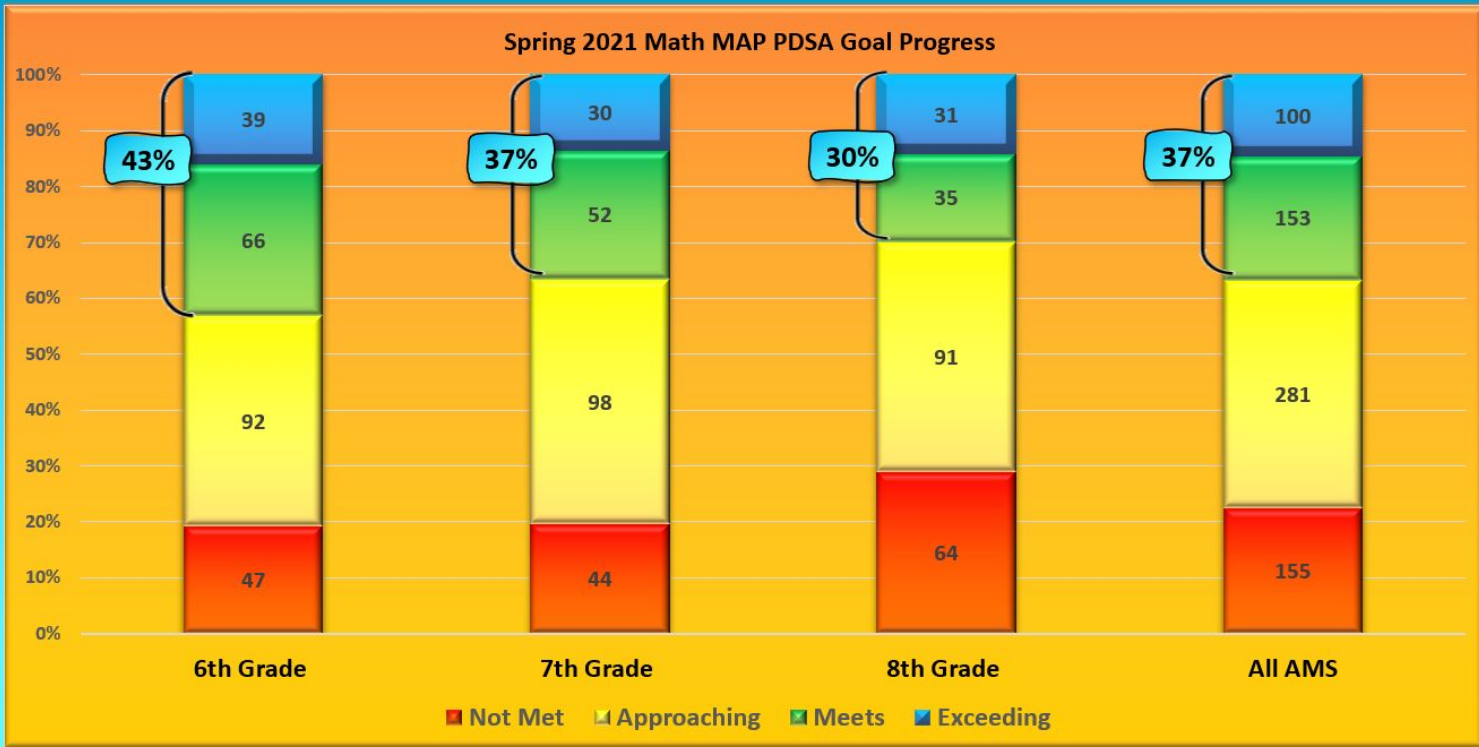
AMS Total=689 students

AMS Goal: 60% of Students Will Score Meets or Exceeding on SC Ready

Percentages are rounded to nearest whole number.

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Fall & Spring 2021 Math MAP Comparison

Fall & Spring 2021 Math MAP Comparison

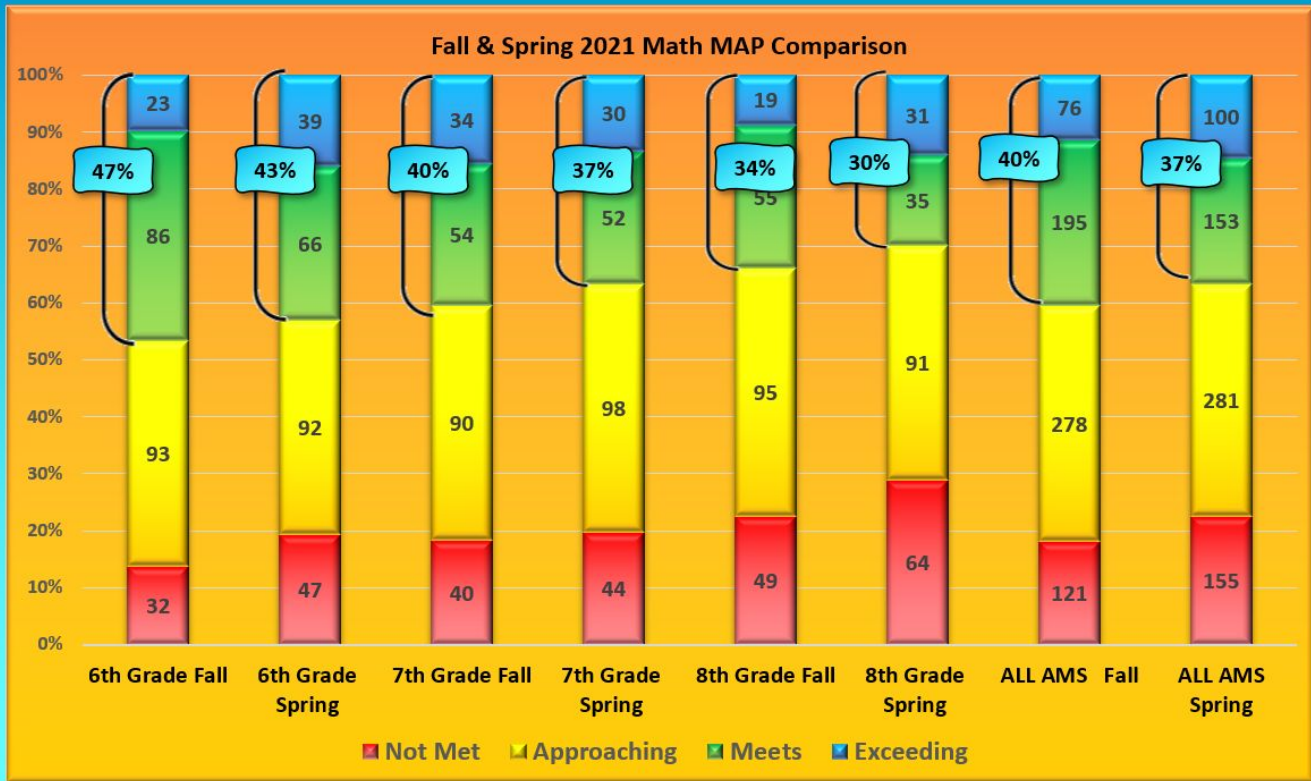|	6th Grade Fall	6th Grade Spring	7th Grade Fall	7th Grade Spring	8th Grade Fall	8th Grade Spring	ALL AMS Fall	ALL AMS Spring
Exceeding	23	39	34	30	19	31	76	100
Meets	86	66	54	52	55	35	195	153
Approaching	93	92	90	98	95	91	278	281
Not Met	32	47	40	44	49	64	121	155
Percentage	47%	43%	40%	37%	34%	30%	40%	37%

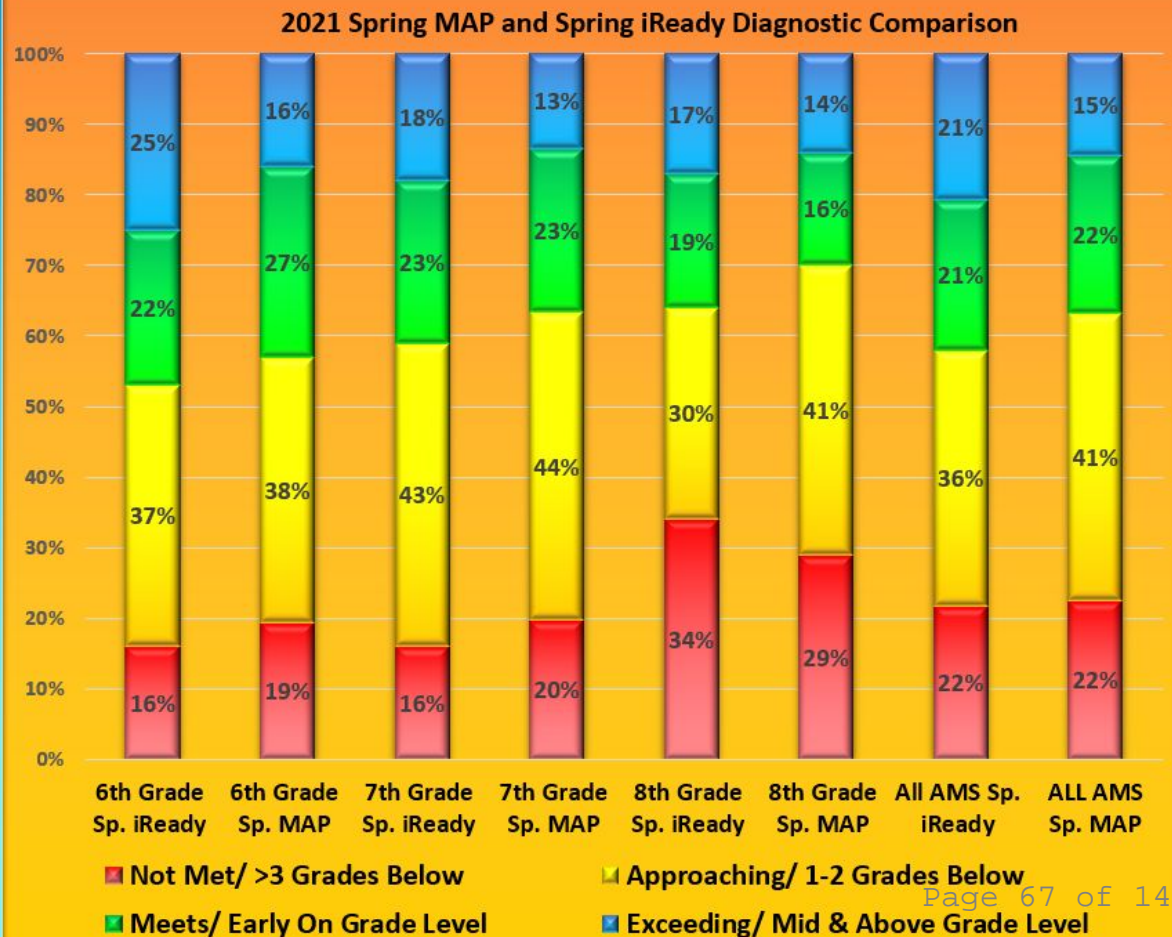Legend: ■ Not Met ■ Approaching ■ Meets ■ Exceeding

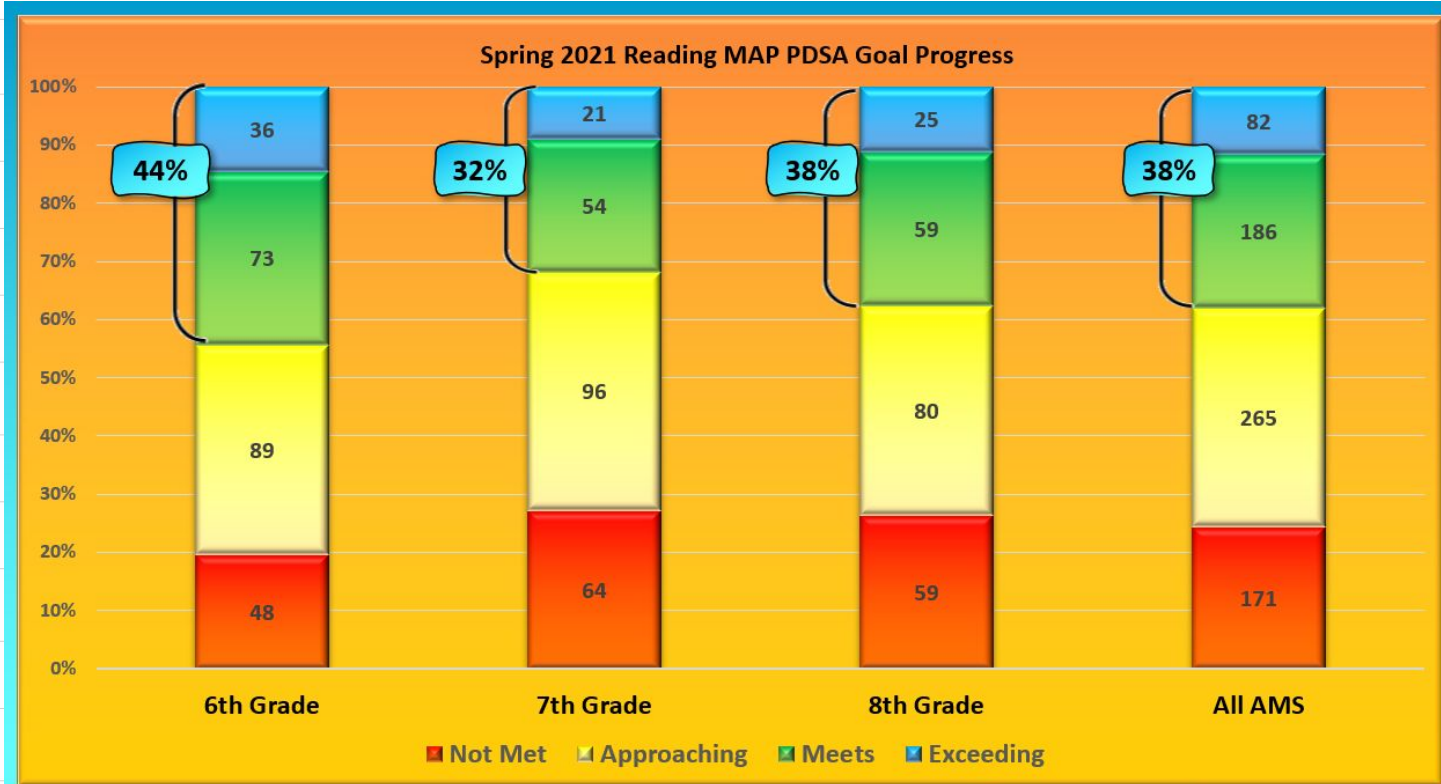**AMS Goal: 60% of Students Will Score Meets or Exceeding on SC Ready**

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Percentages are rounded to nearest whole number.

2021 Spring Math MAP & Spring iReady Diagnostic Comparison
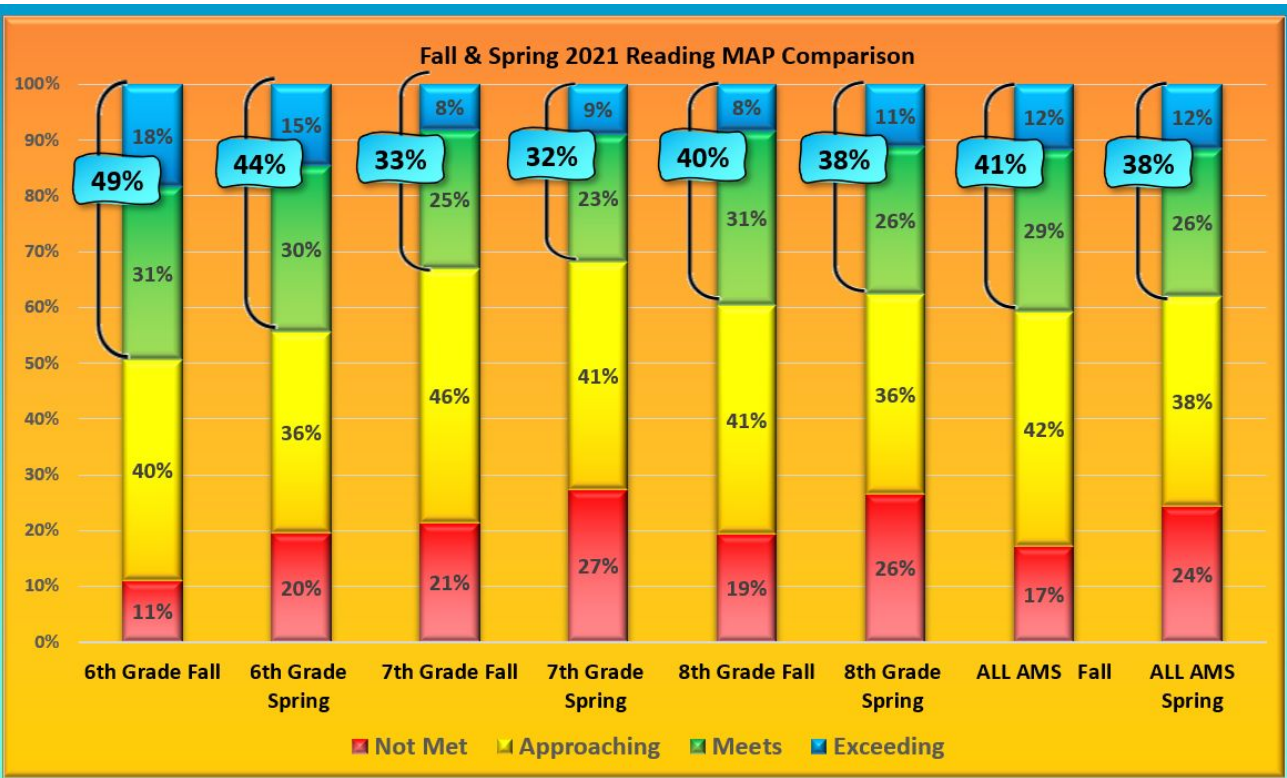

2021 Spring MAP and Spring iReady Diagnostic Comparison

	6th Grade Sp. iReady	6th Grade Sp. MAP	7th Grade Sp. iReady	7th Grade Sp. MAP	8th Grade Sp. iReady	8th Grade Sp. MAP	All AMS Sp. iReady	ALL AMS Sp. MAP
Exceeding/ Mid & Above Grade Level	25%	16%	18%	13%	17%	14%	21%	15%
Meets/ Early On Grade Level	22%	27%	23%	23%	19%	16%	21%	22%
Approaching/ 1-2 Grades Below	37%	38%	43%	44%	30%	41%	36%	41%
Not Met/ >3 Grades Below	16%	19%	16%	20%	34%	29%	22%	22%

Legend:
- ■ Not Met/ >3 Grades Below
- ■ Approaching/ 1-2 Grades Below
- ■ Meets/ Early On Grade Level
- ■ Exceeding/ Mid & Above Grade Level

Spring 2021 Reading MAP PDSA Goal Progress

Grade	Not Met	Approaching	Meets	Exceeding	%
6th Grade	48	89	73	36	44%
7th Grade	64	96	54	21	32%
8th Grade	59	80	59	25	38%
All AMS	171	265	186	82	38%

Legend: ■ Not Met ▣ Approaching ▣ Meets ▣ Exceeding

AMS Total=704 students

AMS Goal: 60% of Students Will Score Meets or Exceeding on SC Ready

Percentages are rounded to nearest whole number.

Fall & Spring 2021 Reading MAP Comparison
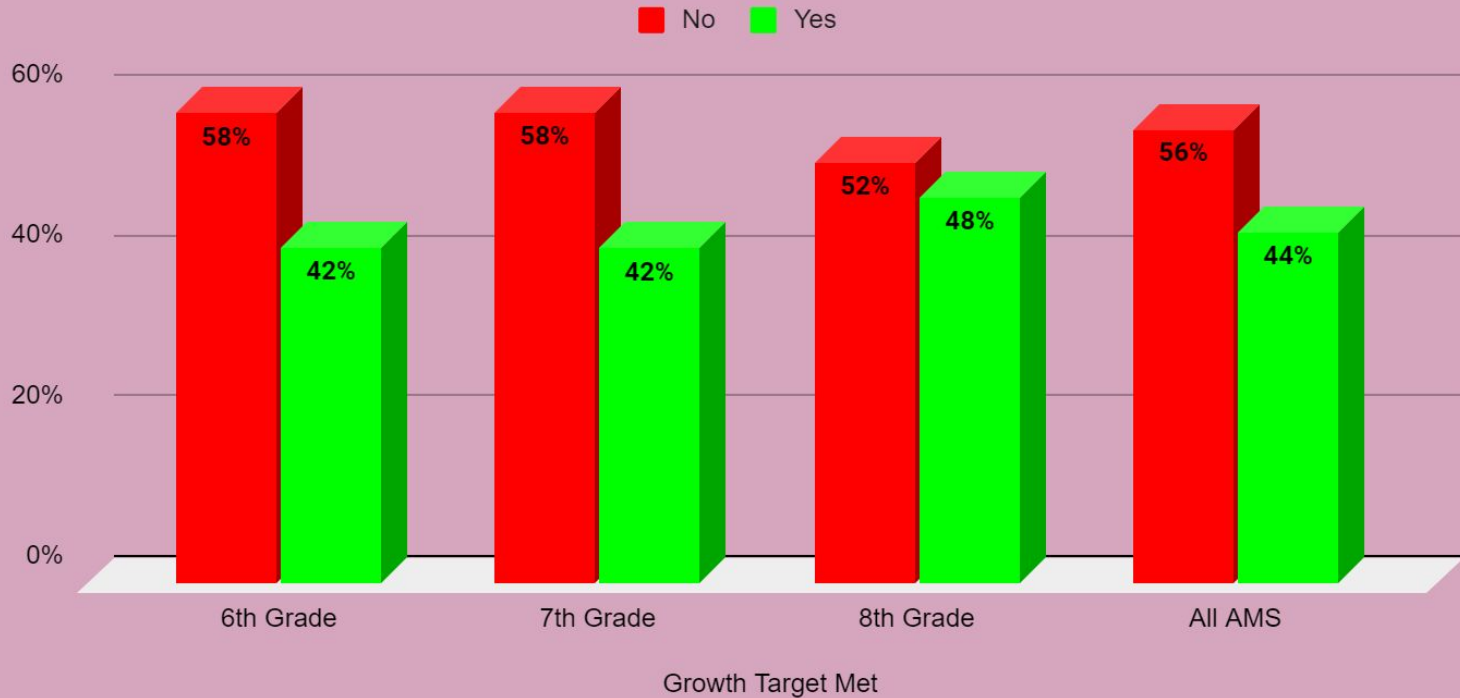
	6th Grade Fall	6th Grade Spring	7th Grade Fall	7th Grade Spring	8th Grade Fall	8th Grade Spring	ALL AMS Fall	ALL AMS Spring
Exceeding	18%	15%	8%	9%	8%	11%	12%	12%
Meets	31%	30%	25%	23%	31%	26%	29%	26%
Meets+Exceeding	49%	44%	33%	32%	40%	38%	41%	38%
Approaching	40%	36%	46%	41%	41%	36%	42%	38%
Not Met	11%	20%	21%	27%	19%	26%	17%	24%

Legend: ■ Not Met ■ Approaching ■ Meets ■ Exceeding

AMS Goal: 60% of Students Will Score Meets or Exceeding on SC Ready

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Percentages are rounded to nearest whole number.

FALL > SPRING MATH MET PROJECTED GROWTH GOALS

■ No   ■ Yes

	6th Grade	7th Grade	8th Grade	All AMS
No	50%	53%	51%	51%
Yes	50%	47%	49%	49%

Growth Target Met

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Percentages are rounded to nearest whole number.

Fall > Spring Reading MAP Growth

FALL > SPRING READING MET PROJECTED GROWTH GOALS

Legend: ■ No   ■ Yes

Growth Target Met	No	Yes
6th Grade	58%	42%
7th Grade	58%	42%
8th Grade	52%	48%
All AMS	56%	44%

Growth Target Met

Percentages are rounded to nearest whole number.

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Fall 2020 > Spring 2021 MAP RIT Growth

Fall to Spring Math Average RIT Growth				
	RIT Inquiry	**Fall 2020**	**Winter 2021**	**Spring 2021**	**RIT Growth (F>S)**
6th Grade	Mean	214.0	218.7	221.6	+7.6
	Median	216	221	224	+8.0
7th Grade	Mean	223.6	227.2	229.2	+5.6
	Median	224	228	228	+4.0
8th Grade	Mean	226.3	229.5	231.4	+5.1
	Median	226	229	231	+5.0

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Fall 2020 > Spring 2021 MAP RIT Growth

Fall to Spring Reading Average RIT Growth					
	RIT Inquiry	**Fall 2020**	**Winter 2021**	**Spring 2021**	**RIT Growth (F>S)**
6th Grade	Mean	214.3	213.5	216.5	+2.2
	Median	217	217	219	+2.0
7th Grade	Mean	215.9	216.5	217.7	+1.8
	Median	218	218	220	+2.0
8th Grade	Mean	218.6	218.4	220.6	+2.0
	Median	221	222	223	+2.0

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2020-21 ELA 6 Unit 1

6th Grade ELA Unit 1	Score (%)
SC.LA.6.W.MCC.3.1.g	49.1
SC.LA.6.W.MCC.3.1.c	58.6
SC.LA.6.RI.LCS.9.1	60.6
SC.LA.6.RL.LCS.9.2	69.1
SC.LA.6.W.MCC.3.1.d	71.1
SC.LA.6.RL.LCS.11.1	73.5
SC.LA.6.RL.MC.6.1	73.6
SC.LA.6.RL.MC.5.1	75.8
SC.LA.6.RL.LCS.9.1	77.8
SC.LA.6.RI.MC.5.1	81.9

Overall 2020-21 ELA 6 Unit 1 Score= 69.3%, n=180
SC.LA.6.W.MCC.3.1.g
Use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and
SC.LA.6.W.MCC.3.1.c
Organize an event sequence that unfolds naturally and logically;
SC.LA.6.RI.LCS.9.1
Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function

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2020-21 ELA 6 Unit 2

6th Grade ELA Unit 2	Score (%)
SC.LA.6.RL.LCS.10.1	51.9
SC.LA.6.RL.MC.6.1	56.8
SC.LA.6.W.MCC.2.1.c	65.4
SC.LA.6.RL.MC.8.1	70.9
SC.LA.6.RI.MC.5.1	72.7
SC.LA.6.RL.LCS.9.1	73.2
SC.LA.6.RL.LCS.12.1	76.8
SC.LA.6.I.3.2	77.6
SC.LA.6.RL.MC.5.1	84.7

Overall 2020-21 ELA 6 Unit 2
Score= 68.3%, n=183

SC.LA.6.RL.LCS.10.1

Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.

SC.LA.6.RL.MC.6.1

Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SC.LA.6.W.MCC.2.1.c

2.1 Write informative/explanatory texts that: c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;

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2020-21 ELA 6 Unit 3

6th Grade ELA Unit 3	Score (%)
SC.LA.6.RI.LCS.8.2	44.8
SC.LA.6.RI.LCS.10.1	61.5
SC.LA.6.RI.MC.6.1	67.2
SC.LA.6.W.MCC.2.1.f	72.3
SC.LA.6.RI.MC.7.1	77.9
SC.LA.6.W.MCC.2.1.j	78.1
SC.LA.6.RI.MC.5.1	78.6
SC.LA.6.W.MCC.2.1.a	80.2
SC.LA.6.I.4.3	82
SC.LA.6.I.3.1	85.4

Overall 2020-21 ELA 6 Unit 3 Score= 71.9%, n=192

SC.LA.6.RI.LCS.8.2

Identify text features and structures that support an author's ideas or claim.

SC.LA.6.RI.LCS.10.1

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.

SC.LA.6.RI.MC.6.1

Provide an objective summary of a text with two or more central ideas; cite key supporting details.

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2020-21 ELA 6 Unit 4

6th Grade ELA Unit 4	Score (%)
SC.LA.6.W.MCC.1.1.a	41.2
SC.LA.6.W.MCC.1.1.c	42.5
SC.LA.6.W.MCC.1.1.f	67.2
SC.LA.6.I.2.1	71
SC.LA.6.I.3.3	74
SC.LA.6.RI.MC.5.1	76
SC.LA.6.I.4.1	76.3
SC.LA.6.RI.LCS.11.1	76.5
SC.LA.6.RI.LCS.11.2	84
SC.LA.6.I.1.1	93

Overall 2020-21 ELA 6 Unit 4 Score=71.4, n=200
SC.LA.6.W.MCC.1.1.a
Write arguments that: a. introduce a focused claim and organize reasons and evidence clearly;
SC.LA.6.W.MCC.1.1.c
Write arguments that: c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;
SC.LA.6.W.MCC.1.1.f
Write arguments that: f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;

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ELA: 7th Grade Common Assessment 1 Data

2020-21 ELA 7 Unit 1

7th Grade ELA Unit 1	Score (%)
SC.LA.7.W.L.5.2.b	18.4
SC.LA.7.W.MCC.3.1.g	25.7
SC.LA.7.W.L.4.1.b	32.2
SC.LA.7.W.L.4.1.a	34.2
SC.LA.7.RL.MC.8.1	45.3
SC.LA.7.RL.MC.5	46.1
SC.LA.7.W.MCC.3.1.c	46.4
SC.LA.7.RL.MC.6.1	59.2
SC.LA.7.W.MCC.3.1.d	63.8
SC.LA.7.RL.LCS.9.2	68.4
SC.LA.7.RL.LCS.10.1	80.3
SC.LA.7.RL.MC.5.1	80.9
SC.LA.7.RI.MC.5.1	83.6
SC.LA.7.RI.LCS.10.1	86.2

Overall 2020-21 ELA 7 Unit 1
Score= 54.7%, n=152

SC.LA.7.W.L.5.2.b

Use: b. a comma after introductory subordinate clauses.

SC.LA.7.W.MCC.3.1.g

Gather ideas from texts, multimedia, and personal experience to write narratives that: g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters;

SC.LA.7.W.L.4.1.b

When writing: b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas;

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ELA: 7th Grade Common Assessment 3 Data

2020-21 ELA 7 Unit 3

7th Grade ELA Unit 3	Score (%)
SC.LA.7.W.L.4.1.c	5.8
SC.LA.7.RI.MC.7.1	26.7
SC.LA.7.RL.MC.7.2	46.8
SC.LA.7.W.MCC.2.1.h	57
SC.LA.7.RI.LCS.8.2	57.3
SC.LA.7.RI.MC.5.1	57.6
SC.LA.7.RI.LCS.11.1	61
SC.LA.7.RI.MC.6.1	69
SC.LA.7.W.MCC.2.1.f	70.3
SC.LA.7.I.3.2	72.1
SC.LA.7.RL.MC.5.1	72.1
SC.LA.7.W.MCC.2.1.c	72.2

Overall 2020-21 ELA 7 Unit 3 Score= 58.1%, n=172

SC.LA.7.W.L.4.1.c

When writing: c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

SC.LA.7.RI.MC.7.1

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

SC.LA.7.RL.MC.7.2

Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.

SC.LA.7.W.MCC.2.1.h

Write informative/explanatory texts that: h. paraphrase, quote, and summarize to avoid
plagiarism;

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2020-21 ELA 7 Unit 4

7th Grade ELA Unit 4	Score (%)
SC.LA.7.W.MCC.1.1.g	4
SC.LA.7.W.MCC.1.1.i	15.9
SC.LA.7.RI.MC.6.1	42.4
SC.LA.7.RI.LCS.11.1	43.7
SC.LA.7.W.MCC.1.1.f	44.4
SC.LA.7.W.MCC.1.1.h	44.4
SC.LA.7.W.L.4.1.c	45.2
SC.LA.7.RI.LCS.11.2	46.8
SC.LA.7.RI.MC.5.1	48.1
SC.LA.7.C.MC.1.5	54
SC.LA.7.RI.LCS.10.1	55.6
SC.LA.7.W.MCC.1.1.d	61.1
SC.LA.7.W.MCC.1.1.e	62.7
SC.LA.7.I.3.3	64.3
SC.LA.7.W.MCC.1.1.c	66.7

Overall 2020-21 ELA 7 Unit 4
Score= 46.2%, n=126

SC.LA.7.W.MCC.1.1.g

Write arguments that: g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;

SC.LA.7.W.MCC.1.1.i

Write arguments that: i. provide a concluding statement or section that follows from and supports the argument.

SC.LA.7.RI.MC.6.1

Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

SC.LA.7.RI.LCS.11.1

Determine the impact of text features and structures on an author's ideas or claims.

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2020-21 ELA 8 Unit 1

8th Grade ELA Unit 1	Score (%)
SC.LA.8.RI.LCS.10.1	32.3
SC.LA.8.RL.MC.5.1	36.3
SC.LA.8.RL.MC.6.1	37.6
SC.LA.8.RL.LCS.11.1	41.9
SC.LA.8.RL.MC.8.1	52.2
SC.LA.8.RI.LCS.8.1	54
SC.LA.8.RL.LCS.9.1	56.5
SC.LA.8.RI.LCS.9.1	58.9
SC.LA.8.RL.LCS.10.1	91.1

Overall 2020-21 ELA 8 Unit 1
Score= 48.8%, n=124

SC.LA.8.RI.LCS.10.1

Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.

SC.LA.8.RL.MC.5.1

Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

SC.LA.8.RL.MC.6.1

Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.

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2020-21 ELA 8 Unit 3

8th Grade ELA Unit 3	Score (%)
SC.LA.8.RL.MC.5.1	34.9
SC.LA.8.RL.MC.7.2	38
SC.LA.8.RL.MC.6.1	41.4
SC.LA.8.W.L.5.2	47.8
SC.LA.8.RL.LCS.9.1	53.9
SC.LA.8.RI.LCS.8.1	56.5
SC.LA.8.RL.LCS.10.1	58.7
SC.LA.8.RI.MC.6.1	60.4
SC.LA.8.RL.MC.8.1	67.8
SC.LA.8.RI.MC.5.1	68.7
SC.LA.8.W.L	75.7

**Overall 2020-21 ELA 8 Unit 3
Score= 50.2%, n=115**

SC.LA.8.RL.MC.5.1

Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

SC.LA.8.RL.MC.7.2

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.

SC.LA.8.RL.MC.6.1

Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.

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2020-21 ELA 8 Unit 4

8th Grade ELA Unit 4	Score (%)
SC.LA.8.W.MCC.1.1.i	32.6
SC.LA.8.RI.LCS.11.2	38.5
SC.LA.8.RI.LCS.8.1	46.7
SC.LA.8.RI.LCS.11.1	47
SC.LA.8.RI.MC.5.1	48.1
SC.LA.8.W.MCC.1.1.f	48.9
SC.LA.8.RI.LCS.10.1	53.3
SC.LA.8.I.1.1	65.2
SC.LA.8.I.3.2	69.6
SC.LA.8.I.3.4	78.9

Overall 2020-21 ELA 8 Unit 4 Score= 50.5%, n=135

SC.LA.8.W.MCC.1.1.i

Write arguments that: i. provide a concluding statement or section that follows from and supports the argument.

SC.LA.8.RI.LCS.11.2

Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

SC.LA.8.RI.LCS.8.1

Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.

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2020-21 ELA 8 Unit 5

8th Grade ELA Unit 5	Score (%)
SC.LA.8.RI.MC.5.1	52.1
SC.LA.8.RI.MC.6.1	56.9
SC.LA.8.W.L.4.1.b	59.7
SC.LA.8.RI.MC.7.1	60.8
SC.LA.8.C.MC.3.2	64.6
SC.LA.8.RL.LCS.10.1	72.6
SC.LA.8.C.MC.2.1	74.3
SC.LA.8.C.LCS.5.2	75.3

Overall 2020-21 ELA 8 Unit 5 Score= 66.7%, n=72
SC.LA.8.RI.MC.5.1
Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
SC.LA.8.RI.MC.6.1
Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
SC.LA.8.W.L.4.1.b
When writing: b. form and use verbs in the active and passive voice;

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2020-21 Eng. I Unit 1

English I Unit 1	Score (%)
SC.LA.9.RL.LCS.12.1	47.5
SC.LA.9.I.3.2	50
SC.LA.9.RI.LCS.8.2	60
SC.LA.9.RI.MC.6.1	61.2
SC.LA.9.RL.MC.6.1	63.3
SC.LA.9.RI.MC.5.1	70
SC.LA.9.RL.LCS.9.1	76
SC.LA.9.RI.LCS.10.1	76.2
SC.LA.9.I.3.3	77.5
SC.LA.9.RL.MC.5.1	78.8
SC.LA.9.I.3.4	80
SC.LA.9.RL.MC.8.1	82.5

Overall 2020-21 MS English I Unit 1 Score= 71.0%, n=40
SC.LA.9.RL.LCS.12.1
Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.
SC.LA.9.I.3.2
Examine historical, social, cultural, or political context to broaden inquiry and create questions.
SC.LA.9.RI.LCS.8.2
Determine how an author uses text features and structures to shape meaning and tone.

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2020-21 Eng. I Unit 3

English I Unit 3 (R&J)	Score (%)
SC.LA.9.I.3.2	39.5
SC.LA.9.RL.MC.6.1	67.7
SC.LA.9.RL.LCS.11.1	81.4
SC.LA.9.RL.LCS.9.1	81.4
SC.LA.9.RI.MC.6.1	84.9
SC.LA.9.RL.MC.8.1	88.4
SC.LA.9.RI.LCS.8.1	95.3

Overall 2020-21 MS English I Unit 3 (R&J) Score= 76.7%, n=43
SC.LA.9.I.3.2
Examine historical, social, cultural, or political context to broaden inquiry and create questions.
SC.LA.9.RL.MC.6.1
Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
SC.LA.9.RL.LCS.11.1
Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

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2020-21 Eng. I Unit 4

English I Unit 4	Score (%)
SC.LA.9.RI.LCS.9.1	39.4
SC.LA.9.RL.LCS.9.1	42.9
SC.LA.9.RL.MC.5.1	47.9
SC.LA.9.RL.MC.6.1	69.1
SC.LA.9.RI.MC.6.1	71.2
SC.LA.9.RL.LCS.11.1	72.7
SC.LA.9.I.3.3	83.3
SC.LA.9.RL.LCS.10.1	90.9
SC.LA.9.RL.MC.8.1	96
SC.LA.9.RI.LCS.11.1	97
SC.LA.9.RI.MC.5.1	97

Overall 2020-21 MS English I Unit 4 Score= 66.7%, n=33
SC.LA.9.RI.LCS.9.1
Use context clues to determine meanings of words and phrases.
SC.LA.9.RL.LCS.9.1
Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.
SC.LA.9.RL.MC.5.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

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2020-21 Eng. I Unit 5

English I Unit 5	Score (%)
SC.LA.10.RL.MC.8.1	91.4
SC.LA.10.RL.LCS.11.1	94.3
SC.LA.10.RI.MC.5.1	95.2
SC.LA.10.RI.MC.6.1	95.4
SC.LA.10.RI.LCS.10.1	97.1
SC.LA.10.RL.MC.5.1	97.1
SC.LA.10.RL.MC.6.1	97.1
SC.LA.10.W.L.4.1.c	97.1
SC.LA.10.RL.LCS.9.1	98.6
SC.LA.10.I.3.3	100
SC.LA.10.RI.LCS.8.1	100

Overall 2020-21 MS English I Unit 5 Score= 96.8%, n=35

SC.LA.10.RL.MC.8.1

Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

SC.LA.10.RL.LCS.11.1

Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

SC.LA.10.RI.MC.5.1

Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.

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Alg. I CA 1: Units 1-3

Overall 2020-21 Algebra I CA1- Units 1-3 Score= 66.2%, n=63
SC.MA.9-12.A1.ACE.4
Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.
SC.MA.9-12.A1.AREI.10
Explain that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
SC.MA.9-12.A1.AREI.12
Graph the solutions to a linear inequality in two variables.

Algebra I Units 1-3	Score (%)
SC.MA.9-12.A1.ACE.4	20.6
SC.MA.9-12.A1.AREI.10	20.6
SC.MA.9-12.A1.AREI.12	34.9
SC.MA.9-12.NQ.1	42.9
SC.MA.9-12.A1.AREI.3	49.2
SC.MA.9-12.A1.ASE.1	54
SC.MA.9-12.A1.FIF.5	60.3
SC.MA.9-12.A1.FIF.1.c	66.7
SC.MA.9-12.A1.FIF.4	66.7
SC.MA.9-12.A1.FIF.2	68.3
SC.MA.9-12.ACE.1	68.3
SC.MA.9-12.A1.ACE.2	71.4
SC.MA.9-12.A1.FLQE.5	71.4
SC.MA.9-12.A1.FBF.3	75.4
SC.MA.9-12.A1.FLQE.2	76.2
SC.MA.9-12.A1.FIF.6	77.8
SC.MA.9-12.FIF.1.b	82.5
SC.MA.9-12.A1.ACE.1	85.7
SC.MA.9-12.A1.AREI.1	85.7
SC.MA.9-12.A1.FIF.1	89.7
SC.MA.9-12.A1.FIF.1.a	95.2
SC.MA.9-12.A1.FIF.1.b	95.2

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Alg. I CA 2: Units 4-6

Algebra I Units 4-6	Score (%)
SC.MA.9-12.A1.FLQE.2	48
SC.MA.9-12.A1.ACE.2	50.5
SC.MA.9-12.A1.SPID.6	52.5
SC.MA.9-12.A1.AREI.6.b	52.9
SC.MA.9-12.A1.NRNS.1	54.8
SC.MA.9-12.A1.AREI.5	57.4
SC.MA.9-12.A1.SPID.7	57.4
SC.MA.9-12.A1.AREI.11	60.3
SC.MA.9-12.A1.AREI.6	64
SC.MA.9-12.A1.SPID.8	75.5

Overall 2020-21 Algebra I CA2- Units 4-6
Score= 59.2%, n=68

SC.MA.9-12.A1.FLQE.2

Create symbolic representations of linear and exponential functions, including arithmetic and geometric sequences, given graphs, verbal descriptions, and tables. (Limit to linear; exponential.)

SC.MA.9-12.A1.ACE.2

Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales. (Limit to linear; quadratic; exponential with integer exponents; direct and indirect variation.)

SC.MA.9-12.A1.SPID.6

Using technology, create scatterplots and analyze those plots to compare the fit of linear, quadratic, or exponential models to a given data set. Select the appropriate model, fit a function to the data set, and use the function to solve problems in the context of the data.

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Alg. I CA 2: Units 7-11

Algebra I Units 7-11	Score (%)
SC.MA.9-12.A1.FIF.6	33.3
SC.MA.9-12.A1.ACE.2	48.5
SC.MA.9-12.ASE.1	54.4
SC.MA.9-12.A1.FIF.5	55.4
SC.MA.9-12.A1.AAPR.1	58.3
SC.MA.9-12.A1.ASE.1	61
SC.MA.9-12.A1.ACE.1	66.5
SC.MA.9-12.A1.FIF.4	67.6
SC.MA.9-12.A1.FBF.3	68.1
SC.MA.9-12.A1.NRNS.2	70.6
SC.MA.9-12.A1.NRNS.3	73.5
SC.MA.9-12.ASE.3.a	86.8
SC.MA.9-12.A1.ASE.3	87.5
SC.MA.9-12.A1.NRNS.1	89.7

Overall 2020-21 Algebra I CA3- Units 7-11
Score= 62.8%, n=68

SC.MA.9-12.A1.FIF.6

Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context. (Limit to linear; quadratic; exponential.)

SC.MA.9-12.A1.ACE.2

Create equations in two or more variables to represent relationships between quantities. Graph the equations on coordinate axes using appropriate labels, units, and scales. (Limit to linear; quadratic; exponential with integer exponents; direct and indirect variation.)

SC.MA.9-12.ASE.1

Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.

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CA 1: Weather Unit

6th Grade Science CA 1: Weather	Score (%)
SC.SCI.6.E.2B.3	63
SC.SCI.6.E.2B.4	64.9
SC.SCI.6.S.1A.1	66.7
SC.SCI.6.E.2A.3	67.8
SC.SCI.6.E.2B.1	72.1
SC.SCI.6.E.2A.2	74.1
SC.SCI.6.E.2B.2	74.1
SC.SCI.6.E.2A.1	75

Overall 2020-21 6th Grade Science Common Assessment 1: Weather Unit **Score= 69.7%**, n=185
SC.SCI.6.E.2B.3
Develop and use models to represent how solar energy and convection impact Earth's weather patterns and climate conditions (including global winds, the jet stream, and ocean currents).
SC.SCI.6.E.2B.4
Construct explanations for how climate is determined in an area (including latitude, elevation, shape of the land, distance from water, global winds, and ocean currents).
SC.SCI.6.S.1A.1
Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge claims.

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CA 3: Plant Unit

6th Grade Science CA 3: Plants	Score (%)
SC.SCI.6.L.5B.3	44.8
SC.SCI.6.S.1A.7	55.2
SC.SCI.6.L.5B.1	57.2
SC.SCI.6.L.5B.2	72.2
SC.SCI.6.L.5B.4	73.3
SC.SCI.6.L.5B.5	77.2
SC.SCI.6.L.5A.1	84.2
SC.SCI.6.L.5A.2	87
SC.SCI.6.L.4A.1	88.5

Overall 2020-21 6th Grade Science Common Assessment 3 Plant Unit Score= 70.6%, n=201

SC.SCI.6.L.5B.3

Develop and use models to compare structural adaptations and processes that flowering plants use for defense, survival and reproduction.

SC.SCI.6.S.1A.7

Construct and analyze scientific arguments to support claims, explanations, or designs using evidence from observations, data, or informational texts

SC.SCI.6.L.5B.1

Construct explanations of how the internal structures of vascular and nonvascular plants transport food and water.

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CA 4: Animal Unit

6th Grade Science CA 4: Animals	Score (%)
SC.SCI.6.L.4B.5	59.8
SC.SCI.6.S.1A.3	62
SC.SCI.6.L.4A.1	72.4
SC.SCI.6.L.4B.4	74.4
SC.SCI.6.L.4B.1	83.3
SC.SCI.6.L.4B.3	84.5
SC.SCI.6.L.4A.2	85.4
SC.SCI.6.L.4B.2	93.9

Overall 2020-21 6th Grade Science Common Assessment 4 Animal Unit Score= 77.0%, n=198

SC.SCI.6.L.4B.5

Analyze and interpret data to compare how endothermic and ectothermic animals respond to changes in environmental temperature.

SC.SCI.6.S.1A.3

Plan and conduct controlled scientific investigations to answer questions, test hypotheses, and develop explanations: (1) formulate scientific questions and testable hypotheses, (2) identify materials, procedures, and variables, (3) select and use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.

SC.SCI.6.L.4A.1

Obtain and communicate information to support claims that living organisms (1) obtain and use resources for energy, (2) respond to stimuli, (3) reproduce, and (4) grow and develop.

7th Grade Science: 2020-21 Common Assessment 1

7th Grade Science CA 1

7th Grade Science CA 1	Score (%)
SC.SCI.7.L.3B.2	58.4
SC.SCI.7.S.1A.3	60.2
SC.SCI.7.S.1A.1	67.9
SC.SCI.7.S.1A.8	68
SC.SCI.7.L.3B.1	73.9

Overall 2020-21 7th Grade Science Common Assessment 1 Score= 61.8%, n=172
SC.SCI.7.L.3B.2
Construct explanations for how systems in the human body (including circulatory, respiratory, digestive, excretory, nervous, and musculoskeletal systems) work together to support the essential life functions of the body.
SC.SCI.7.S.1A.3
Plan and conduct controlled scientific investigation to answer questions, test hypotheses, and develop explanations: (1) formulate scientific questions and testable hypotheses, (2)identify materials, procedures, and variables, (3) select and use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.
SC.SCI.7.S.1A.1
Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge claims.

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7th Grade Science CA 3

7th Grade Science CA 3	Score (%)
SC.SCI.7.S.1B.1.4	55.3
SC.SCI.7.EC.5B.1	58.3
SC.SCI.7.S.1A.3	58.3
SC.SCI.7.EC.5B.4	61.6
SC.SCI.7.EC.5A.1	62.4
SC.SCI.7.EC.5B.3	63.3
SC.SCI.7.EC.5A.2	73
SC.SCI.7.EC.5A.3	73.6
SC.SCI.7.EC.5B.2	74.9
SC.SCI.7.S.1A.5	78.6

Overall 2020-21 7th Grade Science Common Assessment 3 Score= 65.9%, n=~186

SC.SCI.7.S.1B.1.4

Construct devices or design solutions using scientific knowledge to solve specific problems or needs: (4) build and test devices or solutions

SC.SCI.7.EC.5B.1

Develop and use models to explain how organisms interact in a competitive or mutually beneficial relationship for food, shelter, or space (including competition, mutualism, commensalism, parasitism, and predator-prey relationships).

SC.SCI.7.S.1A.3

Plan and conduct controlled scientific investigation to answer questions, test hypotheses, and develop explanations: (3) select and use appropriate tools or instruments to collect qualitative and quantitative data

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8th Grade Science CA 1

8th Grade Science CA 1: Systems & Resources	Score (%)
SC.SCI.8.E.5A.4.2	12
SC.SCI.8.E.5A.1	28.1
SC.SCI.8.E.5A.4	32.9
SC.SCI.8.E.5B.2	37.3
SC.SCI.8.S.1B.1	48.7
SC.SCI.8.E.5A.3	52.2
SC.SCI.8.E.5A.5.3	53.8
SC.SCI.8.E.5C.1	53.8
SC.SCI.8.E.5B.1	54.2
SC.SCI.8.E.5A.5	55.7
SC.SCI.8.E.5A.4.3	56.3
SC.SCI.8.E.5B.3	61
SC.SCI.8.E.5A.2	61.6

Overall 2020-21 8th Grade Science Common Assessment 1: Earth's Systems & Resources Score= 48.3%, n=166
SC.SCI.8.E.5A.4.2
Construct explanations for how the theory of plate tectonics accounts for (2) the geologic activities at plate boundaries
SC.SCI.8.E.5A.1
Develop and use models to explain how the processes of weathering, erosion, and deposition change surface features in the environment.
SC.SCI.8.E.5A.4
Construct explanations for how the theory of plate tectonics accounts for (1) the motion of lithospheric plates, (2) the geologic activities at plate boundaries, and (3) the changes in landform areas over geologic time.
SC.SCI.8.E.5B.2
Construct explanations of how forces inside Earth result in earthquakes and volcanoes.

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8th Grade Science CA 3

8th Grade Science CA 3: Forces & Waves	Score (%)
SC.SCI.8.P.2A.4	25.7
SC.SCI.8.P.3A.4	38.6
SC.SCI.8.P.2A.1	42.7
SC.SCI.8.P.3A.2	45.9
SC.SCI.8.P.3A.6	46.7
SC.SCI.8.P.2A.6	47.9
SC.SCI.8.P.3A.1	49.1
SC.SCI.8.P.3A.3	53.5
SC.SCI.8.P.2A.2	58.7
SC.SCI.8.P.3A.5	59.6
SC.SCI.8.P.2A.7	62.7
SC.SCI.8.P.2A.3	64.1
SC.SCI.8.P.2A.5	79.3

Overall 2020-21 8th Grade Science Common Assessment 3: Forces & Waves Score= 51.8%, n=179
SC.SCI.8.P.2A.4
Analyze and interpret data to support claims that for every force exerted on an object there is an equal force exerted in the opposite direction (Newton's Third Law of Motion).
SC.SCI.8.P.3A.4
Analyze and interpret data to describe the behavior of mechanical waves as they intersect.
SC.SCI.8.P.2A.1
Plan and conduct controlled scientific investigations to test how varying the amount of force or mass of an object affects the motion (speed and direction), shape, or orientation of an object.

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8th Grade SS CA 1

Overall 2020-21 8th Grade SS Common Assessment 1 Score=65.8%, n=174

8th Grade SS CA 2

8th Grade SS Common Assessment 2	Score (%)
SC.SOC.8-3.1	56.7
SC.SOC.8-2.4	63.7
SC.SOC.8-3.2	67.6
SC.SOC.8-2.5	69.3
SC.SOC.8-3.3	69.9
SC.SOC.8-2.2	71.5
SC.SOC.8-2.1	81.3
SC.SOC.8-2.3	84

Overall 2020-21 8th Grade SS Common Assessment 2 Score=69.5%, n=172
SC.SOC.8-3.1
Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state's economy.
SC.SOC.8-2.4
Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.
SC.SOC.8-3.2
Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.

8th Grade SS CA 3

Overall 2020-21 8th Grade SS Common Assessment 3 Score=68.7%, n=180

8th Grade SS CA 4

Overall 2020-21 8th Grade SS Common Assessment 4 Score=77.1%, n=40

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AMS Action Steps

Teachers	Departments	Students/Parents
- Create a [student-centered lesson plan/weekly agenda](#) for 2021-22 that incorporates reflection opportunities for students to help students own their learning. - Each nine weeks, we will place information on our weak common assessment indicators next to the teachers' lesson plan links on our Google Site to help teachers as they plan lesson activities. - Building on routines for collaboration to increase rigor and application of learning.	- Focus on "bubble" students and students who have underperformed, or regressed. - Focus on formative assessments to inform instruction. - Use of iReady in math to pull small groups and provide personalized instruction. - Using Jacket Time to pull students who need additional support. - Working within co-teach to strengthen supports and individualized instruction.	- Holding goal-setting conferences with students and action steps with them to meet goals. - Communicating test-taking strategies. - Provide incentives for students for meeting growth targets. - Analyzing students who may need different level of support within intervention classes (Read 180 and Math Enrichment).

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
Elementary/Middle School (3 - 8)
1. Like many schools, Aynor Middle School faced unprecedented school closures and hybrid model utilized during the 2020-21 school year and the return to full-time in-person instruction, we recognize the increased learning loss that exists in reviewing MAP, SC Ready, and SC Pass data. In order to meet our strategic goals in increasing the number of students meeting and exceeding standard, it will require promoting instructional practices that provide rigor, engaging and relevant instruction, encourage student reflection, and provide consistent formative assessment in order to incorporate targeted and small group instruction.
Teacher/Administrator Quality
2. The percentage of teachers returning from the previous year at Aynor Middle, decreased from an average of 90.1 to 86.5 over the last three years. Experienced teachers have retired, relocated, or sought other employment. As a result, it has led to an increase from 5.9 to 13.3 percent in the number of inexperienced teachers. It demonstrates the continued need in developing supportive mentor programs for induction teachers, and professional development. Aynor Middle School continues to seek out the highest quality candidates including certified and highly qualified candidates with advanced certifications.
School Climate
3. 92.2 percent of teachers were in attendance for the 2020-2021 school year. In a time during a pandemic with COVID-19, a decline in attendance rate was expected. Aside from wellness, the mental and physical wellbeing of staff is an important contributor in teacher attendance rates along with staff morale. 89.8 percent of students were in attendance. The social, physical, and mental welfare of students remains a priority, and is promoting in our socioemotional learning (SEL) lessons planned during Jacket Time on a weekly basis, our guidance and RBHS services offered throughout the year. The results of Student, Parent, and Teacher Opinion surveys shows consistent feedback among all three stakeholder groups. The highest approval from teachers, at over 90 percent in all three areas. Areas to be addressed are centered on improving communication as 60.7 percent of students are satisfied with school-home relations, and just over 70 percent of parents stated they were satisfied with school-home relations.

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.**	The attendance rate for students will be at least 96% each year. Data Source: Annual attendance rate for students on the State Report Card				

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Attendance Summary from Powerschool	89.8	**Projected Data:** 96	96	96	96	96

Action Plan

Strategy #1: Attendance Rate of Students					
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. Implement quarterly incentive programs for perfect attendance, and recognize students with perfect attendance. Work closely with data quality/attendance clerk to keep in contact with student who are absent, and follow-up with students who are chronically truant to implement Attendance Intervention Plans.	2022-2027	Administration, Data Quality/Attendance Clerk, Guidance	None	None	Attendance Report

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.**	The satisfaction level among parents, students, and teachers about the Learning Environment, Social and Physical Environment, and Home-School Relations will increase each year. Data Sources: Spring State Survey of Parents, Teachers and Students; percentage who express "agree" or "strongly agree" satisfaction with the statements related to the three broad survey areas.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
School Report Card: Perception Survey Learning Environment Teachers: Parents Students:	97.5 74.1 71.7	**Projected Data:** 98 80 75	98 85 80	98 90 85	98 90 90	98 95 95
School Report Card: Perception Survey Percent Satisfied with Social and Physical Environment Teachers: Parents Students:	95 75.1 71.8	**Projected Data:** 95 80 75	98 85 80	98 90 85	98 90 90	98 95 95
Percent satisfied with school-home relations Teachers: Parents Students:	90 79.5 60.7	**Projected Data:** 95 80 75	98 85 80	98 90 85	98 90 90	98 95 95

Action Plan

Strategy #1: School Stakeholder Perception: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents.					
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. Survey teachers, students and parents throughout the year to collect their input. This includes input from Principal's Cabinet, School Improvement Council, and Student Council.	2022-2027	Administration Guidance Committee Members	None	None	Survey results Meeting agendas and minutes
2. Continue the use of guidance and administrative referrals. Continue to offer community building and social skills weekly in class instruction and Jacket Time.	2022-2027	Administration Guidance Instructional Coach	None	None	Disciplinary report, referral log, class observations.
3. Keep a collaborative document of those referred to guidance with annotations on progress. Administer the Kuder assessment to all 8th graders to give focus for the IGPs. Clarify and review the referral process with staff members	2022-2027	Administration Guidance	None	None	Collaborative document, Kuder survey results, documentation of IGP conferences.
4. Recognize students of the week, "Positive Vibes" cards to students to celebrate and share positive notes with parents and students, and incentives built around student progress and achievement.	2022-2027	Administration Teachers Media Specialist	$600	Student Activity Fund AMS Education Foundation	Students of the week postings in hallways and social media. Cards and documented communication to parents.
5. Continue to implement searches every morning and use of administration, staff, and SRO to monitor entrances and exits. Continued supervision of students during transitions and monitor via surveillance cameras. Annually review and update anti-bullying plan along with student contract and guidance lessons.	2022-2027	Administration Guidance Teachers	None	None	Search logs and duty stations. Anti-bullying plan, copy of signed contracts from students. Copy of guidance and SEL lessons.
6. Regular and ongoing communication with parents during interims, quarterly, and open house and parent-teacher conference nights, and scheduling conferences with at-risk students.	2022-2027	Administration Guidance Teachers	None	None	Open house announcements, Parent Link calls, call and conference logs.

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	At least 90% of students in grades 6-8 will score "Approaching" (Level 2) or above in ELA by 2027. Interim Performance Goal: The annual benchmark percentages will be met. Data Source: SC READY ELA (Percentage of students scoring "Approaching, Meets, or Exceeds")

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC Ready ELA	79.3	**Projected Data:** 82	84	86	88	90

Action Plan

Strategy #1: Student Achievement: SC Ready ELA					
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. Establish monthly walk-through calendar including administration and coach. Provide constructive feedback on professional practice. Schedule and participate in cross-curricular learning walks. Maintain collaborative, common planning attended by curriculum coach. Develop weekly collaborative planning (PLC) schedule for content areas during the school day. Utilize the district learning specialist.	2021-2026	Administration Instructional Coach Teachers	None	None	Planning notes from visits, schedule and notes from visits by learning specialist, weekly lesson plans/agendas Monthly Quindew reports, student MAP goal cards.

Performance Goal

Performance Goal Area:	Student Achievement *				
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	At least 70% of students in grades 6-8 will score "Meets" (Level 3) or above in ELA by 2026. Interim Performance Goal: The annual benchmark percentages will be met. Data Source: SC READY ELA (Percentage of students scoring Level 3 or higher: "Meets or Exceeds")				

Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC Ready ELA	48.2	**Projected Data:** 53	57	61	65	70

Action Plan

Strategy #1: Student Achievement: SC Ready ELA					
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. Utilize district ELA learning specialist. Analyze and use MAP, Quindew, and other formative assessment data to drive instruction. Require teacher to reflect upon and use data when planning instruction. Continue to use NoRedInk for practice and formative assessment Coach teachers on best practices to improve content delivery and retention Schedule individual goal conferences for student accountability, along with goal setting for high expectations. Collaborate continuously with the media specialist and incorporate various reading initiatives throughout the school year.	2021-2026	Administration Instructional Coach	None	None	Planning notes from visits, schedule and notes from visits by learning specialist, weekly lesson plans/agendas Monthly Quindew reports, student MAP goal cards.
2. Utilize district learning EL specialist to provide EL training to staff. Maintain ILP for each EL student Utilize EL teacher to work with EL students using pull-out model Have EL teacher work closely with classroom teachers to support EL students Keep folder on all EL students to provide documentation of interventions used	2021-2026	Administration Instructional coach Guidance Counselors EL Teacher	None	None	ILP's Student folders Lesson plans
3. Utilize the district's digital integration specialist. Observe classrooms and provide feedback. Monitor lesson plans and provide feedback during planning sessions. Follow district curriculum documents and maps. Provide professional to new teachers and those new	2021-2026	Administration Digital Integration Specialist and Learning Specialist Curriculum coach Teachers	None	None	Agendas, notes, lesson plans, and feedback.

to content area on the standards. Provide ongoing professional development for teachers.		Media Specialist Mentor Teachers TSA			
4. Ongoing professional development in engagement and cooperative learning structures, targeted instruction, and reflective feedback. Focus on reading and writing in all content area.	2021-2026	Administration Instructional Coach	$4000	PDSA and school budget	Lesson plans and notes, Verso teacher and reflection data, professional development survey and feedback forms.
5. Plan for targeted-small group instruction based on data points Provide after-school tutorial Develop a mentor plan to focus on improving academics	2021-2026	Administration Curriculum coach Guidance Counselors Teachers	$9000	PDSA District remedial and honors tutoring funds	Lesson plans, digital data wall and spreadsheet data, after school attendance.

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	At least 90% of students in grades 6-8 will score "Approaching" (Level 2) or above in Math by 2026. Interim Performance Goal: The annual benchmark percentages will be met. Data Source: SC READY Math (Percentage of students scoring Level 2 or higher: "Approaching, Meets, or Exceeds")

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC Ready Math	71.2	**Projected Data:** 75	79	83	87	90

Action Plan

Strategy #1: Student Achievement: Math					
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. Utilize district math learning specialist. Analyze and use MAP and other formative assessment data to drive instruction. Require teacher to reflect upon and use data when planning instruction. Conduct goal setting conferences with students. Continue the use of iReady and Ready math programs and monitor progress/participation closely. Continue to use USA Test Prep and district benchmarks to monitor and assess. Coach teachers on best practices to improve content delivery and retention.	2021-2026	Administration Instructional Coach Department Chair Teachers	None	None	Schedule and notes from visits by learning specialist, Weekly lesson plans/agendas, weekly and monthly iReady reports and diagnostic results, student goal setting cards, Data from benchmarks, Coaching notes
2. Follow the district protocol for placement in interventions. Closely monitor student data through quarterly data meetings and move students into interventions (Tier 2 and Tier 3) as needed. Monitor the delivery of programs for fidelity. Utilize district interventionist learning specialist. Examine students in need of extra support in co-taught classes.	2021-2026	Administration Instructional Coach Guidance Counselors Special Education Teachers	None	None	Master scheduling of students, IEPs, notes from monitoring meetings.

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	At least 70% of students in grades 6-8 will score "Meets" (Level 3) or above in Math by 2026. Interim Performance Goal: The annual benchmark percentages will be met. Data Source: SC READY Math (Percentage of students scoring Level 3 or higher: "Meets or Exceeds")					

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC Ready Math	38.5	**Projected Data:** 45	51	57	63	70

Action Plan

Strategy #1: Student Achievement: SC Ready Math					
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. Utilize the district's math digital integration specialist. Observe classrooms, conduct classroom walkthroughs, and provide feedback. Monitor lesson plans and agendas, providing feedback during collaborative planning. Provide school-based professional development for teachers on teaching practices.	2021-2026	Administration Learning Specialist Digital Integration Specialist Instructional Coach Department Chair Teachers	None	None	Classroom Walkthrough data, planning agenda and notes, meetings and documents from professional development.
2. Professional development in cooperative learning and engagement structures, targeted instruction, digital content, and best practices. Continued implementation of the Ready instructional program routines and iReady learning platform.	2021-2026	Administration Instructional Coach Teachers Department Chair	$5000	PDSA	Professional development meetings and agendas, iReady diagnostic data and results, lesson plans.
3. Follow district curriculum documents and maps to monitor implementation of teaching standards and curriculum, instruction, and assessments. Plan for targeted-small group instruction based on iReady, MAP data points, and formative assessment. Provide after-school tutorial to further assist students. Use of Jacket Time and advisory period to help remediate.	2021-2026	Administration Instructional Coach Guidance Counselors Teachers	$5000 $9000	PDSA District remedial tutoring funds	Curriculum documents alignment to lesson plans, iReady and MAP digital data wall, after school tutorial attendance, Jacket Time calendar and schedule.

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	At least 90% of students in grades 6 and 8 will score Approaches (Level 2) or higher in Science by 2021. Interim Performance Goal: The annual benchmark percentages will be met. Data Source: SC PASS Science (Percentage of students scoring "Met and Exemplary")					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC PASS Science	69.8	**Projected Data:** 74	78	82	86	90

Action Plan

Strategy #1: Student Achievement: PASS Science					
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. Utilize district science learning specialist. Analyze and use district benchmarks and other formative assessment data to drive instruction. Require teacher to reflect upon and use data when planning instruction, including analyzing common assessments. Continue to use USA Test Prep for practice and formative assessment. Continue to use Discovery Education and Gizmos for practice and formative assessment. Coach and provide feedback to teachers on best practices to improve content delivery.	2021-2026	Administration Instructional Coach Teachers Learning Specialist Digital Integration Specialist	None	None	Schedule and notes from visits by learning specialist Weekly lesson plans, common assessment data, CWT data, and data from USA Test Prep.
2. Provide school-based professional development in addition to district staff development. Continued collaborative planning, PLCs, and departmental meetings to discuss best practice, instructional strategies, curriculum and lessons.	2021-2026	Administration Instructional Coach Teachers Department Chair Learning Specialist	None	None	Meeting agendas and notes, lesson plans.
3. Follow district curriculum documents and consensus maps on standards/indicators, learning activities, and assessments. Provide professional development by coach to new teachers and those new to content area on the standards. Continued training on cooperative learning and engagement structures. Plan for differentiated instruction based on formative and summative assessments.	2021-2026	Administration Curriculum coach District Learning Specialist Digital Integration Specialist Teachers	None	None	Lesson plans, professional development and meeting agendas and notes.

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	At least 65% of students in grades 6 and 8 will score Meets (Level 3) or higher in Science by 2021. Interim Performance Goal: The annual benchmark percentages will be met. Data Source: SC PASS Science (Percentage of students scoring Level 3 or higher: "Meets or Exceeds")

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC PASS Science	46.4	**Projected Data:** 50	54	58	62	65

Action Plan

Strategy #1: Student Achievement: PASS Science					
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. Follow district curriculum documents and consensus maps on standards/indicators, learning activities, and assessments. Provide professional development by coach to new teachers and those new to content area on the standards. Continued training on cooperative learning and engagement structures. Plan for differentiated instruction based on formative and summative assessments.	2021-2026	Administration Instructional Coach District Learning Specialist Digital Integration Specialist Teachers	None	None	Lesson plans, professional development and meeting agendas and notes.
2. Plan for targeted-small group instruction based on data points. Provide after-school tutorial. Jacket Time mentoring plan for additional assistance.	2021-2026	Administration Instructional Coach Guidance Counselors Teachers	$9,000	Districting tutoring funds	Lesson plans, Jacket Time calendar and schedule, Student data sheets and digital data wall, afterschool attendance.

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	At least 60% of students in grades 6-8 will meet fall-to-spring growth goals on MAP Reading and Math by 2026. Interim Performance Goal: The annual benchmark percentage will be met. Data Source: NWEA MAP (Measures of Academic Progress) Fall-to-Spring Growth Goals report

		Interim Performance Goal: Meet annual targets below.				
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
NWEA MAP Math NWEA MAP Reading	37 38	**Projected Data:** 42 43	47 48	52 52	56 56	60 60

Action Plan

Strategy #1: Student Achievement: Math MAP Growth					
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. Follow district curriculum documents and maps to monitor implementation of teaching standards and curriculum, instruction, and assessments. Plan for targeted-small group instruction based on iReady, MAP data points, and formative assessment. Provide after-school tutorial to further assist students. Use of Jacket Time and advisory period to help remediate.	2021-2026	Administration Instructional Coach Guidance Counselors Teachers	$5000	PDSA	Curriculum documents alignment to lesson plans, planned differentiaton and targeted lessons, data dig session agendas, iReady and MAP digital data wall, Jacket Time calendar and schedule.
2. Examine fall, winter and spring student MAP scores. Review growth following each MAP administration and iReady diagnostic test administration. Identify students and skills for focus from the data. Conduct individual conferences with students on goals and progress, offering incentives to students who meet goals.	2021-2026	Administration Instructional Coach	$2500 $3000	Student Activity Account AMS Education Foundation	MAP and iReady data, lesson plans, collaborative planning notes, growth reports, student goal cards, incentive program and communication include displays of progress.
3. Follow the district protocol for placement in interventions. Closely monitor student data through quarterly data meetings and move students into interventions (Tier 2 and Tier 3) as needed. Monitor the delivery of programs for fidelity. Utilize district interventionist learning specialist. Examine student placement in honors and accelerated courses, students in grade level classes, and those in need of extra support in co-taught classes, and tier two and tier three intervention.	2021-2026	Administration Instructional Coach Guidance Counselors Special Education Teachers	None	None	Master scheduling of students, placement spreadsheets and rubrics, IEPs, student data spreadsheet containing grades and test data, notes from monitoring meetings.

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The percentage of teachers with an advanced degree will increase to 70% by 2026. Interim Performance Goal: The annual benchmark percentage will be met. Data Source: Percentage of teachers with advanced degrees, as reported on annual State Report Card

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Teaching Certificates	48	**Projected Data:** 52	56	62	66	70

Action Plan

Strategy #1: Resources and Support Systems					
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. Distribute information to staff concerning opportunities in a timely manner. Ensure that all teachers know of the free online courses for R2S endorsement. Sheltered instruction and multilingual learning training. Offer the Clemson TLP master's degree program opportunity to teachers.	2022-2027	Administration Instructional Coach	None	None	Certificates Meeting minutes
2. Continue to attend Job Fairs, follow best practices for interviewing and recommending for vacancies, have an online presence to prospective candidates, and provide support for new teachers, and ongoing support and professional development for all teachers.	2022-20027	Administration Instructional Coach Media Specialist	$1000	PDSA	Retention rate, webpage, Facebook page.

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The attendance rate for teachers will be at least 96% each year. Data Source: Annual attendance rate for teachers on the State Report Card					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
School Report Card, attendance report	92.2	**Projected Data:** 96	96	96	96	96

Action Plan

Strategy #1: Attendance					
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. Continue to implement events and activities that promote positive staff climate and morale, Principal's Cabinet meetings to discuss areas where staff note celebrations and concerns, and develop solutions for the areas of concern.	2022-2027	Administration	$1000	AMS Education Foundation	Attendance report for teachers

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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
  - o SC Ready, End of Course Assessments
- Formative Assessment
  - o Fountas and Pinnell, DRA, Dominie
  - o Star Reading
  - o MAP
  - o IReady
- Team Focused Decision Making
  - o 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.	☐	☐	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.	☐	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).	☐	☐	X	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	☐	X	

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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.	☐	X	☐	Teacher Observations, Schedules, Lesson Plans
B2. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	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.	☐	X	☐	
B4. Teachers use reading and writing to construct knowledge of other disciplines.	☐	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.	☐	X	☐	
B6. Teachers facilitate interactions so that students are actively and productively engaged in constructing	☐	X	☐	

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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)	☐	X	☐	
B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	☐	☐	X	

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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.	☐	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.	☐	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.	☐	X	☐	

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D. This school embeds practices reflective of an exemplary literacy-rich environment.				
Inquiry-based Learning: ● 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.	☐	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.	☐	X	☐	
D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	☐	X	☐	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	X	☐	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	X	☐	
D6. Teachers prominently display artifacts reflective of student learning.	☐	X	☐	
D7. Teachers immerse students in print-rich environments.	☐	X	☐	

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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.	☐	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.	☐	X	☐	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☐	X	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	X	☐	

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F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development ● 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: o Study groups o Collaboration with school coach o Book clubs o Teacher action research o Collaborative planning o Peer coaching	☐	☐	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: o Study groups o Collaboration with school coach o Book Clubs	☐	X	☐	

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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. ● 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	☐	☐	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.	☐	☐	X	

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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.	☐	X	☐	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
- Collaborative planning and reflection in regard to literacy development in students - Screening for interventions and monitoring of effectiveness of interventions - Wealth of books in a variety of formats and genres for students available in the library and classrooms - Media Specialist implementing "Battle of the Books and "Poetry Slam" events for a school-wide approach to promote high-interest literacy activities. - Explicit teaching of reading strategies and multiple opportunities to engage with a text - Embedding inquiry into the literacy environment - Content area teachers take ownership of reading and writing in their classes and teach the skills to become successful readers and writers. - Utilization of a reading interventionist that collaborates with classroom teachers in the planning process to strategically intervene with students who need reading support to meet growth goals.	- Developing community partnerships that foster literacy for our students - Increasing the amount of time in sustained reading and writing blocks - Helping students to take ownership in setting goals for their literacy growth - Increasing the shared reading and shared writing experiences of our students to scaffold them into becoming confident readers and writers - Monitoring student engagement in reading and writing and use this data to confer with students. - Providing students choice in what they read, write, and research. - Making instructional decisions for students based on data. - Providing opportunities and professional development as needed for classroom teachers to collaborate effectively with the reading intervention to provide strategic support for struggling students.

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Section J: Previous 2020-2021 SMART Goals and Progress Toward Those Goals
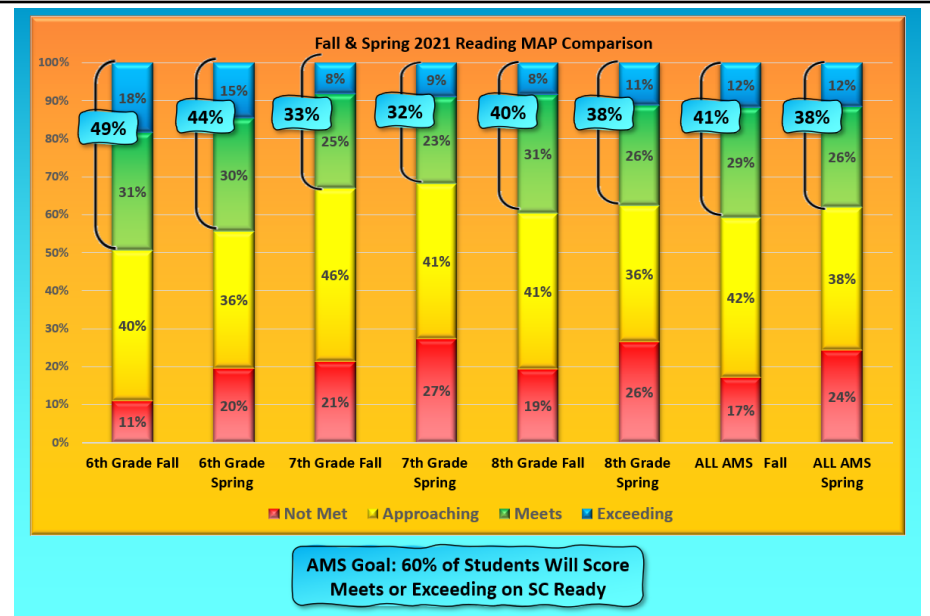
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Please provide your school's previous goals from the 2020-2021 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s).

Goal #1:	Progress:
By June 2021, 50% of students in grades 6-8 will score a projected level 3 (Meets Standard) or higher on SC Ready Reading as measured by the NWEA MAP Linking Study and their second testing administration of MAP.
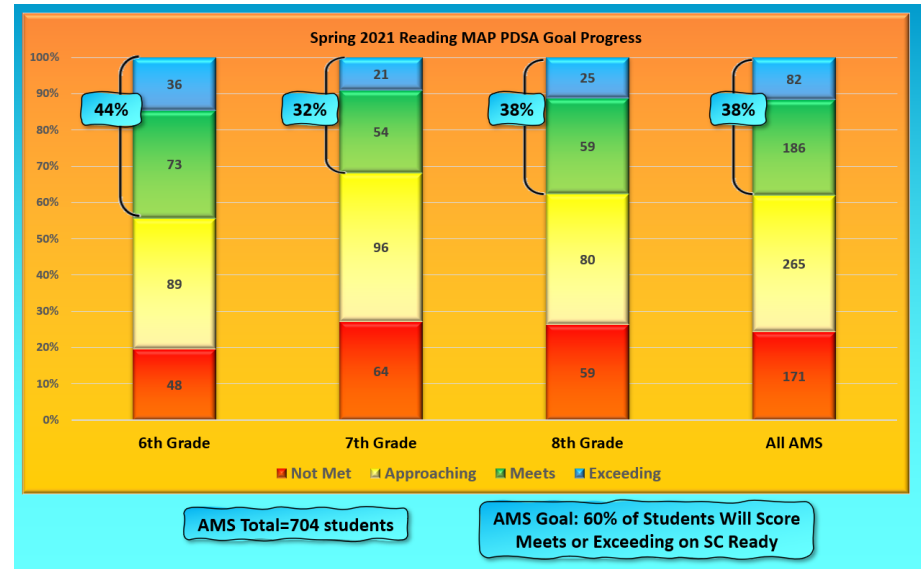
● **As displayed in the graph, currently 38% of students met this projected goal for grades 6-8 utilizing reading MAP.** |
| **Goal #2:**

By June 2021, 50% of students in grades 6-8 will reach their growth target from first to second administration of MAP Reading. | **Progress:** |

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	FALL > SPRING READING MET PROJECTED GROWTH GOALS ■ No ■ Yes 6th Grade: No 58%, Yes 42% 7th Grade: No 58%, Yes 42% 8th Grade: No 52%, Yes 48% All AMS: No 56%, Yes 44% Growth Target Met ● **As displayed in the graph, 44% of the students in grades 6-8 met the growth targets from fall to spring utilizing reading MAP.**
Goal #3: **By June 2021, 50% of all students in grades 6-8 and 8 will maintain or exceed their national percentile in Reading from first to second administration of MAP Reading, by providing school-wide professional development that meets the needs of teachers and staff.**	**Progress:**

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Fall & Spring 2021 Reading MAP Comparison

AMS Goal: 60% of Students Will Score Meets or Exceeding on SC Ready

- As displayed in the graph, 41% of students met or exceeded in the fall, and 48% met or exceeded in the spring utilizing reading MAP.

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. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

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Goal #1	Action Steps:
By June 2022, 60% of students in grades 6-8 will score a projected level 3 (Meets Standard) or higher on SC Ready Reading as measured by the NWEA MAP Linking Study and their second testing administration of MAP.	**Analyze various forms of achievement data to determine who is predicted to approach, meet, and exceed.** **Individualize and target instruction to meet the needs of all learners.** **Collaborate weekly, as a minimum to develop lesson plans to maximize instructional design across all grade levels and instructional disciplines.** **Design formative and summative assessments that constantly assist with providing prediction to ongoing success with the standards.** **Provide PD on Enrich and MAP data to ensure teachers know how to effectively access and apply student data to instructional design, particularly for students testing below grade level standard.** **Design and implement effective reading, writing, and vocabulary strategies into all instructional disciplines.** **Collaborate with appropriate stakeholders to ensure that support is given to subgroups of students who need additional, targeted support in regards to literacy, such as EL students, special education students.** **Utilize the reading interventionist that collaborates with classroom teachers in the planning process to strategically intervene with students who need reading support to meet growth goals.**
Goal #2:	**Action Steps:**

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By June 2022, 50% of students in grades 6-8 will reach their growth target from first to second administration of MAP Reading.	**Analyze various forms of achievement data to determine who is predicted to approach, meet, and exceed.** **Individualize and target instruction to meet the needs of all learners.** **Collaborate weekly, as a minimum to develop lesson plans to maximize instructional design across all grade levels and instructional disciplines.** **Design formative and summative assessments that constantly assist with providing prediction to ongoing success with the standards.** **Provide PD on Enrich and MAP data to ensure teachers know how to effectively access and apply student data to instructional design, particularly for students testing below grade level standard.** **Design and implement effective reading, writing,and vocabulary strategies into all instructional disciplines.** **Collaborate with appropriate stakeholders to ensure that support is given to subgroups of students who need additional, targeted support in regards to literacy, such as EL students, special education students.** **Utilize the reading interventionist that collaborates with classroom teachers in the planning process to strategically intervene with students who need reading support to meet growth goals.**
Goal #3: **By June 2022, 60% of all students in grades 6-8 and 8 will maintain or exceed their national percentile in Reading from first to second**	**Action Steps:** **Analyze various forms of achievement data to determine who is predicted to approach, meet, and exceed.**

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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administration of MAP Reading, by providing school-wide professional development that meets the needs of teachers and staff.	• **Individualize and target instruction to meet the needs of all learners.** • **Collaborate weekly, as a minimum to develop lesson plans to maximize instructional design across all grade levels and instructional disciplines.** • **Design formative and summative assessments that constantly assist with providing prediction to ongoing success with the standards.** • **Provide PD on Enrich and MAP data to ensure teachers know how to effectively access and apply student data to instructional design, particularly for students testing below grade level standard.** • **Design and implement effective reading, writing, and vocabulary strategies into all instructional disciplines.** • **Collaborate with appropriate stakeholders to ensure that support is given to subgroups of students who need additional, targeted support in regards to literacy, such as EL students, special education students.** • **Utilize the reading interventionist that collaborates with classroom teachers in the planning process to strategically intervene with students who need reading support to meet growth goals.**