Section 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.

Assessment
- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - MAP
  - Star Reading
  - iReady
- Team Focused Data Based Decision Making
  - Identify Problem; Explore Why It Is Occurring; Develop Action Plan; Monitor and Evaluate the Plan
- Documentation of Data

Possible Sources of Evidence:
Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations

Reflections	Rarely	Sometimes	Routinely
A1. Teachers use a formative assessment system to individualize and intensify instruction for students.	☐	☒	☐
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	☐	☐	☒
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).	☐	☒	☐
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	☒	☐

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

Research-Based and Evidence-Based Instructional Practices
- 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

Possible Sources of Evidence:
Teacher Observations, Schedules, Lesson Plans

Reflections	Rarely	Sometimes	Routinely
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☒	☐
B2. Teachers use reading and writing to construct knowledge of other disciplines.	☐	☒	☐
B3. Teachers use Repeated Choral Reading (literary texts and informational texts) and Shared Writing to scaffold student success in fluency, comprehension, and text analysis.	☒	☐	☐
B4. Teachers monitor student engagement in reading and writing to increase reading and writing stamina and volume.	☐	☒	☐
B5. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students.	☐	☐	☒
B6. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	☐	☒	☐
B7. Teachers model writing experiences to build accuracy and fluency in writing.	☐	☒	☐
B8. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using grade-level challenging texts.	☐	☐	☒
B9. Teachers facilitate interactions so that students are actively and productively engaged in constructing meaning by reading, writing, listening, and speaking	☐	☐	☒
B10. 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	☐	☐	☒
B11. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	☐	☐	☒

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

Supplemental Instruction
- 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

Possible Sources of Evidence:
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

Reflections	Rarely	Sometimes	Routinely
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	☐	☒	☐
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	☒	☐
C3. Teachers provide targeted, effective in-class intervention which: • must provide individual and small-group instruction; and • must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☒	☐

Section D: This school embeds practices reflective of exemplary literacy-rich environments.

Literacy-Rich Environmental Components
- Immersion in literacy and language experiences
- Classroom libraries across disciplines
- Materials meet the needs of all children including students with disabilities and multi-language learners
- Appropriate academic language including student led conversations
- Atmosphere of room conducive to learning

Possible Sources of Evidence:
Schedules reflecting an appropriate number of minutes for reading and writing instruction.

Reflections	Rarely	Sometimes	Routinely
D1. Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts.	☒	☐	☐
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	☒	☐
D3. Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching.	☐	☒	☐
D4. Teachers ensure text and materials are organized and easily accessible by students.	☐	☐	☒
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	☒
D6. Teachers prominently display artifacts reflective of student learning.	☐	☒	☐
D7. Teachers immerse students in print-rich environments.	☐	☐	☒

Section 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.

Reading Engagement
- Student Choice
- Blocks of time to read, write, and research
- Access to numerous grade-level appropriate books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genres.

Possible Sources of Evidence:
Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

Reflections	Rarely	Sometimes	Routinely
E1. Teachers provide students choice in what they read, write, and research.	☐	☒	☐
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	☐	☒	☐
E3. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	☒
E4. Teachers ensure there are ample texts (informational, literary, and culturally diverse) and other materials available in their classrooms.	☐	☐	☒

Section F: This school provides teacher and administrator training in evidence-based reading and writing strategies.

Professional Development
- Literacy Competencies for Middle and Secondary Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning

Reflections	Rarely	Sometimes	Routinely
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: • Study groups • Collaboration through coaching cycles with school coach • Professional book clubs • Teacher action research • Collaborative planning • Peer coaching	☐	☐	☒
F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data: • Study groups • Collaboration with school coach • Professional book clubs	☐	☐	☒

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

Literacy Partnerships

Possible Sources of Evidence:
Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Reflections	Rarely	Sometimes	Routinely
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	☐	☒	☐
G2. Specific actions are taken to foster partnerships.	☐	☒	☐

Section H: Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.

Family Support of Literacy Development

Possible Sources of Evidence:
Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Reflections	Rarely	Sometimes	Routinely
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☒	☐	☐

Section I: Analysis of Data

Strengths	Possibilities for Growth
- When planning, teachers effectively use the South Carolina College and Career Ready Standards and teach to the intent of the indicators; - Teachers maximize instructional time by directly teaching routines and procedures to students; - Teachers' consistent use of data in order to determine instructional decisions and provide targeted effective interventions for students; - Teachers provide interactions that allow students to be actively engaged in all components of literacy (reading, writing, listening, speaking, and inquiring). Students also gain a deep conceptual knowledge in various disciplines; - Students are strategically grouped according to their reading performance levels during Academic Enrichment; - Students are provided with targeted instruction during Academic Enrichment; - Academic Enrichment group are modified each semester to reflect growth and changes of students; - All teachers and administrators participate in a variety of professional learning opportunities such as book clubs, collaborative planning, and book studies; - Teachers provide adequate and appropriate texts to students in their classrooms (informational and literary), and ensure that the texts and materials are organized and easily accessible to students; - Students are immersed in print-rich environments.	- Incorporation of more intentional data conferences that will allow teachers and students to collaborate and set measurable short term goals in students' reading behaviors and an increase in reading and writing volume; - Provide more opportunities for parental involvement with literacy development; - Increase the volume in which teachers and/or schools participate in strategically planned partnerships to promote reading and writing; - Provide more opportunities for student practice in the areas of reading and writing by shortening and focusing instruction; - Students are given adequate choice for reading and writing. Our next step is to provide more choice in what students are allowed to research; - Develop more partnerships that strategically promote reading and writing. - Providing students with more opportunities to construct knowledge by usage of authentic texts for most of the instructional time.

Section J: <u>**Previous**</u> **School Year SMART Goals and Progress Toward Those Goals**

Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

Goals	Progress
Goal #1: In conjunction with W.A. Perry Middle School's Title One Plan, by Spring 2023, 25% of all students in grades 6-8 will score At/Above the appropriate Grade Level Benchmark on the Reading Universal Screener (STAR) from the Fall 2022 Administration to the Spring 2023 Administration.	• Spring 2023: 18.6% of the student population scored At/Above. • This goal will continue into 2023-2024 as teachers continue to motivate students to achieving 65% SPG. With the growth goal achieved, it is expected that students should also be able to score At/Above.
Goal #2 By May 2023, 20% of W.A. Perry's parent and family population will participate in literacy activities provided by the school.	• Attendance at Family Literacy Night (fall) (October 18, 2022) • 2 of 4 quarterly newsletters sent home to all parents.
Goal #3: During the 2022-2023 school year, 100% of Pre-K-12th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.	• Throughout the school year, teachers received professional development from the ELA department and members of the AVID site team that was targeted at increasing the daily instructional practices of all teachers in all content areas. • More writing emphasis and instruction was intentional in content areas other than ELA.

Section K: <u>Current</u> SMART Goals and Action Steps Based on Analysis of Data

(Note: All schools serving students in third grade MUST respond to the third grade reading proficiency goal; please see the Primary and Elementary tool for an example of that goal). **Schools may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Goal #1: In conjunction with W.A. Perry Middle School's goal and the school's Title One Plan, by Spring 2024, 25% of all students in grades 6-8 will score At/Above the appropriate Grade Level Benchmark on the Reading Universal Screener (STAR) from the Fall 2023 Administration to the Spring 2024 Administration.	• Incorporate daily usage of the Secondary ELA Instructional Framework in ELA classes to engage students in meaningful reading and writing literacy experiences; • Implementation of disciplinary literacy; • Analyze reading through monitoring students' reading levels and behaviors in all disciplines; • Conduct weekly reading and writing conferences in ELA that focus on providing teaching points and student action steps; • Reading conferences in all contents; • Use of intentional Textual Evidence lessons during Academic Enrichment; • Provide PD Sessions to the faculty that focuses on increased literacy strategies in all other content and related arts classes; • Increase the Focused Note-Taking Strategy usage with students [AVID]; • Incorporation of Love of Literacy Calendar
Goal #2 By May 2024, 20% of W.A. Perry's parent and family population will participate in literacy activities provided by the school.	To help facilitate parent and family engagement in reading and writing, W.A. Perry will: • Provide a newsletter quarterly to families. These may be both physical or electronic communications; • Provide interactive and engagement literacy opportunities for both students and family to respond to via Microsoft Forms; • Family Literacy Night participation

Goal #3:	