

School Renewal Plan Table of Contents

Signature Page	2
Assurances	5
Stakeholders	7
Waiver Requests	8
Needs Assessment Data	9
Executive Summary of Needs Assessment (Summary of Conclusions)	16
Performance Goals and Action Plans	18
Read to Succeed	79

School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2017/18 to 2021/22
Upcoming School Year: 2018/19**

School Name:	Ladson Elem
SIDN:	1001050
Plan Submission:	School does not utilize AdvancED
Grade Span:	PK To 5
District:	Charleston 01
Address 1:	3321 Ladson Road
Address 2:	
City:	Ladson, SC
Zip Code:	29456
School Renewal Plan Contact Person:	Celeste Spires
School Plan Contact Phone:	843.764.2225
School Plan E-mail Address:	celeste_spires@chalreston.k12.sc.us

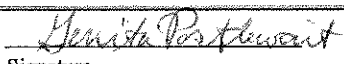
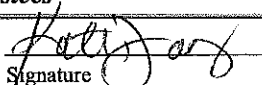
Required Signature Page

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

<i>Superintendent</i>		
<u>Gerrita Postlewait</u> Printed Name	 Signature	<u>4-23-18</u> Date
<i>Principal</i>		
<u>Celeste Spires</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kate Darby</u> Printed Name	 Signature	<u>4-23-18</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Susan Moody</u> Printed Name	_____ Signature	_____ Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Monica Gaul</u> Printed Name	_____ Signature	_____ Date

**School Renewal Plan Cover Page
(Mandated Component)**

**Renewal Plan for 5 Year Cycle: 2017/18 to 2021/22
Upcoming School Year: 2018/19**

School Name:	Ladson Elem
SIDN:	1001050
Plan Submission:	School utilizes AdvancED
Grade Range From:	PK To 5
District:	Charleston 01
Address 1:	3321 Ladson Road
Address 2:	
City:	Ladson, SC
Zip Code:	29456
School Renewal Plan Contact Person:	Celeste Spires
Contact Phone:	843.764.2225
E-mail Address:	celeste_spires@charleston.k12.sc.us

Assurances

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

Required Printed Names and Signatures

Superintendent		
<u>Gerrita Postlewait</u> Printed Name	_____	_____
	Signature	Date
Principal		
<u>Celeste Spires</u> Printed Name	<u>Celeste Spires</u>	<u>4-9-18</u>
	Signature	Date
Chairperson, District Board of Trustees		
<u>Kate Darby</u> Printed Name	_____	_____
	Signature	Date
Chairperson, School Improvement Council		
<u>Susan Moody</u> Printed Name	<u>Susan Moody</u>	<u>4-9-18</u>
	Signature	Date
School Read To Succeed Literacy Leadership Team Lead		

2 of 3 signature sheets

<u>Monica Gaul</u> Printed Name	<i>Monica M. Gaul</i> Signature	<u>4-9-18</u> Date
------------------------------------	------------------------------------	-----------------------

3 of 3 signature sheets

Assurances for School Renewal Plan

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

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

Yes	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Celeste Spires
2.	Teacher	Angela Broughton
3.	Parent/Guardian	Jessica Reidel
4.	Community Member	Blaze Johnson
5.	Paraprofessional	Magan Smalls
6.	School Improvement Council Member	Vanessa Smith
7.	Read to Succeed Reading Coach	Susan Moody
8.	School Read To Succeed Literacy Leadership Team Lead	Monica Gaul
9.	School Read To Succeed Literacy Leadership Team Member	Marguerite Case
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

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

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

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

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

Not Applicable

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

STUDENT DATA DASHBOARD

Explanation of Reading and Math Proficiency (Grades K-8)

The charts in the middle of the dashboard show the proficiency level of each grade as measured by the spring 2017 MAP (Measures of Academic Progress) assessment, as compared to important reference or benchmark data. The bars show the median (or midpoint) national percentiles at which your students scored in Reading and Math on the spring 2017 administration of MAP. So, a bar with the number “48” over it indicates that the midpoint percentile of your students in that grade level was the 48th percentile. That means that half of the students in that grade level at your school scored higher than the 48th percentile and half scored lower than the 48th percentile. Higher numbers suggest better performance compared to students nationally, and lower numbers suggest lower performance. For example, a student who scores at the 75th percentile has obtained a score that is better than 75 percent of students in the same grade nationally for that test administration.

The meaning of the LINES graphed on the chart depend on the grade level.

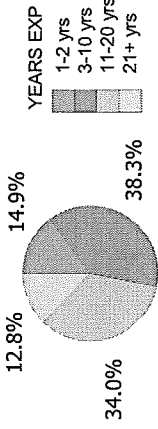
- **For K-2:**
 - The **green** line that is shown reflects the 50th percentile point, which is the **national norm**. This can serve as a basic reference point to compare performance against the national average.
- **For grades 3-5:**
 - The lower of the two lines (either **green** or **red**) shows the percentile that students should be at in the spring of each grade in order to be predicted to score at the **Meets Expectations** level on SC READY.
 - The higher of the two lines (**blue** line) shows the percentile that students should be at in the spring of each grade in order to be predicted to score at the **Exceeds Expectations** level on SC READY.
 - Note that these relatively high values required to score at Meets or Exceeds reflects the fact that SC READY is a test of College and Career Readiness, which is a rigorous standard.
- **For grades 6-8:**
 - The lowest of the three lines (either **green** or **yellow**) shows the percentile that students should be at in the spring of each grade in order to be predicted to attain a **composite score of 20 on the ACT** taken in high school. A 20 score (out of 36) is the level that the State Department of Education has established as being indicative of college readiness.
 - The middle line (**black** or **blue** line) shows the percentile that students should be at in the spring of each grade in order to be predicted to attain a **composite score of 24 on the ACT** taken in high school. A score of 24 (out of 36) qualifies students for the LIFE Scholarship in college.
 - The top line (**purple** line) shows the percentile that students should be at in the spring of each grade in order to be predicted to attain a **composite score of 27 on the ACT** taken in high school. The score of 27 (out of 36) qualifies students for the Palmetto Fellows Scholarship in college.
 - The data for grades 6-8 are from a study in which NWEA (Northwest Evaluation Association, the developers of MAP) looked at scores of students who achieved certain college-ready benchmark scores on the ACT in high school and backward-mapped where they scored at on MAP in earlier grades.

Ladson Elem

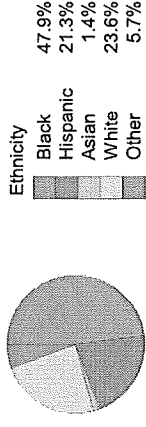
SCHOOL DEMOGRAPHICS

Total 2016-17 Enrollment	783	Poverty Index	78.9	Gifted Academic	6.3%	% Arts Participation/Enrollment	98.2%
Student Retentions	1.1%	% Coverage by 1 or more years	9.5%	% English Lang. Learner	17.9%	% Special Education	8.7%
				% Plan 504	1.0%		

Teacher Experience

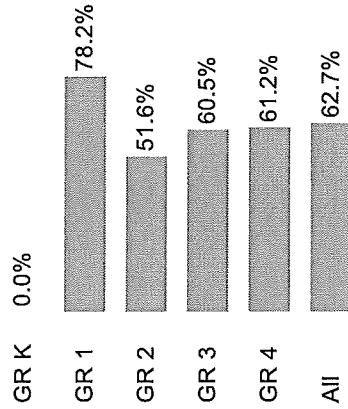


Student Ethnicity

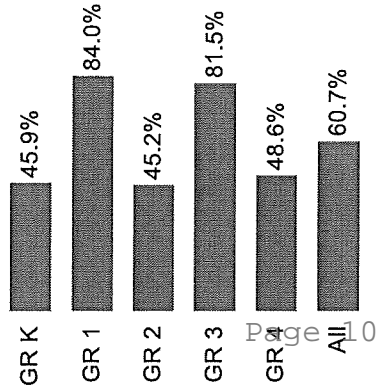


Percent of Students Meeting or Exceeding 1.0 Year Growth

MAP Reading 2016-17

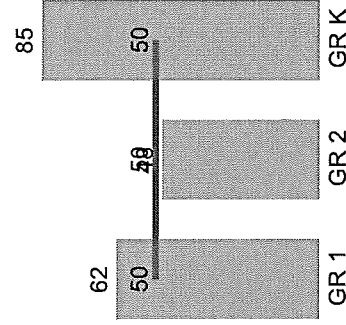


MAP Math 2016-17

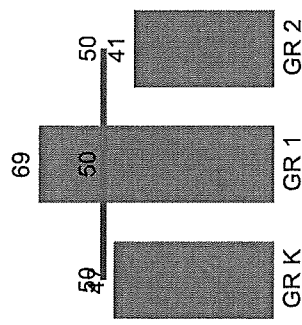


MAP Spring 2017 Median Student Percentile Rank

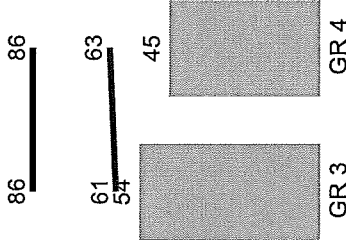
K-2 Reading Proficiency



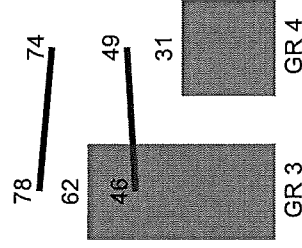
K-2 Math Proficiency



3-5 Reading Proficiency

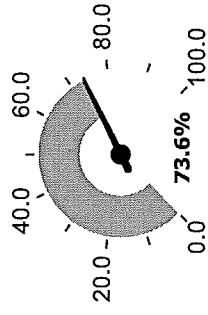


3-5 Math Proficiency

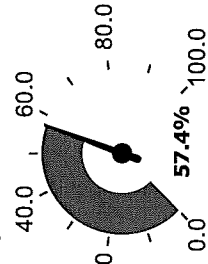


Kindergarten Readiness

Reading (DRA2)*

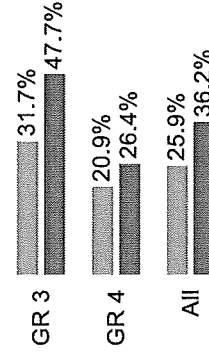


Math (MAP)

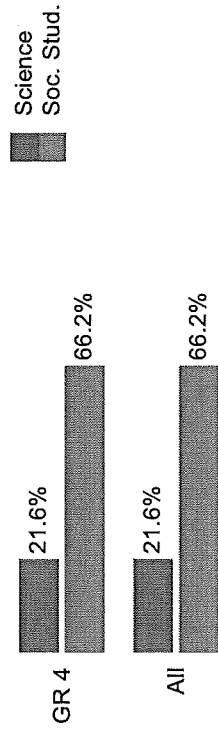


*Other measures available soon

Proficiency: 2017 SC READY ELA and Math



Proficiency: 2017 SCPASS Science and Social Studies



Green: National Norm (50th Percentile)

Green: Percentile that predicts scoring Meets on SC READY Grade 5

Certain assessment results remain under embargo until the SC Department of Education's public release, scheduled as follows: SC READY 10/2/17, SCPASS 10/2/17; End-of-Course 10/2/17; ACT 10/9/17; WorkKeys 10/9/17.

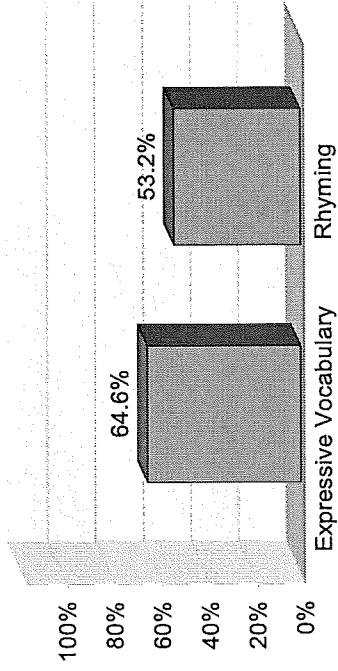
Ladson Elem

RESULTS BY ETHNICITY

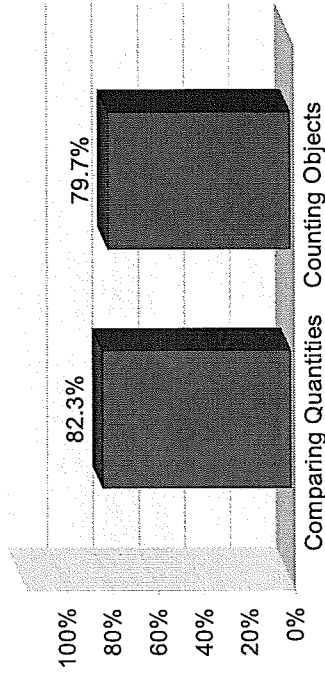
Spring 2017 MAP Percent Meeting or Exceeding 1.0 Year Growth

	Black	Hispanic	White	Other
GR K Math	43	23	29	16
GR K Math	44.2%	43.5%	58.6%	31.3%
GR 1 Math	66	25	23	5
GR 1 Math	80.3%	92.0%	87.0%	80.0%
GR 1 Reading	66	25	23	5
GR 1 Reading	71.2%	80.0%	91.3%	60.0%
GR 2 Math	46	33	37	8
GR 2 Math	56.5%	30.3%	45.9%	37.5%
GR 2 Reading	46	33	37	8
GR 2 Reading	56.5%	45.5%	51.4%	37.5%
GR 3 Math	55	22	32	8
GR 3 Math	78.2%	100.0%	81.3%	62.5%
GR 3 Reading	55	22	32	8
GR 3 Reading	60.0%	54.5%	65.6%	50.0%
GR 4 Math	79	30	23	8
GR 4 Math	40.5%	53.3%	65.2%	62.5%
GR 4 Reading	78	30	23	8
GR 4 Reading	56.4%	53.3%	82.6%	50.0%
All Math	289	133	144	45
All Math	59.9%	60.9%	66.0%	48.9%
All Reading	245	110	115	29
All Reading	61.2%	57.3%	69.6%	69.0%

Pre-Kindergarten Readiness ELA (myIGDIs)

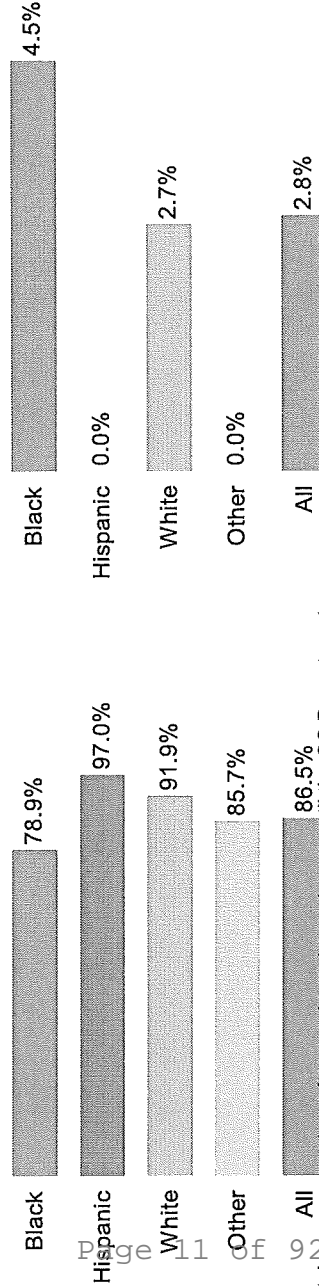


Pre-Kindergarten Readiness Math (myIGDIs)



CITIZENSHIP FACTORS

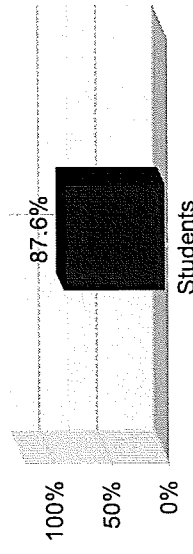
Percent Without Level 2 or 3 Referrals



Certain assessment results remain under-embargo until the SC Department of Education's public release, scheduled as follows: SC READY 10/2/17, SCPASS 10/2/17; End-of-Course 10/2/17; ACT 10/9/17; WorkKeys 10/9/17.

STUDENT ENGAGEMENT

Student Satisfaction with Learning Environment



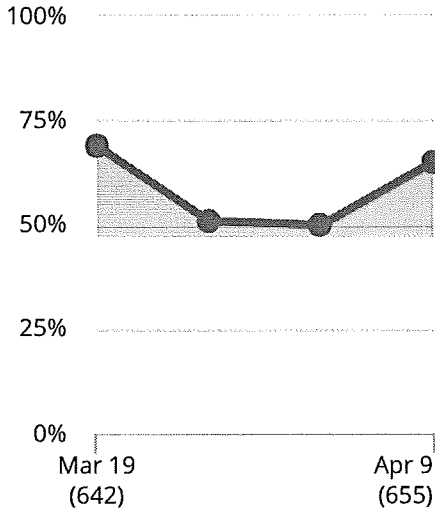
Charleston > excellence is our standard
 COUNTY SCHOOL DISTRICT

Ladson Elementary School Overview

Usage

PreK-12th

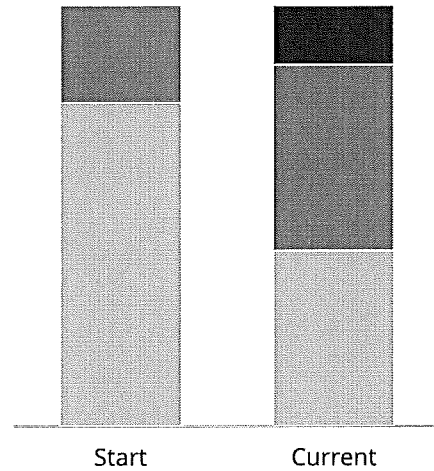
Students across all grades with usage that week who are meeting targets.



Progress

PreK-5th

Students working Above, In or Below Grade Level of Material (GLM).



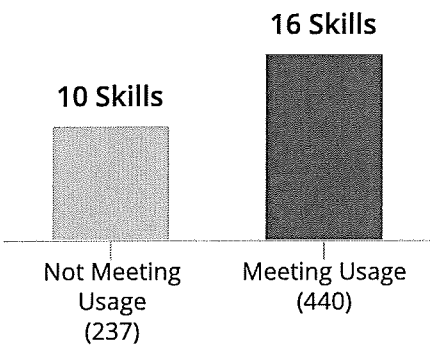
677 Students ⓘ
Updated Daily

Progress by Usage

PreK-12th

Average number of skills or units gained per student in this school year.

Skills Units

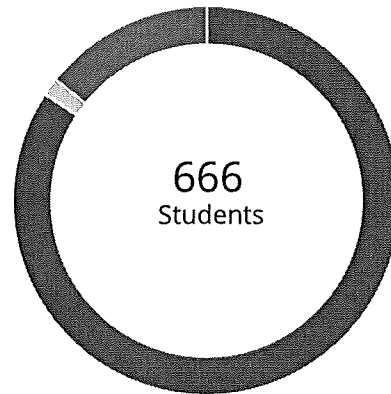


677 Students ⓘ
Updated Daily

Predictors

PreK-5th

Likelihood of meeting end-of-year, grade-level benchmark.



Apr 1, 2018
Updated Monthly

Skill Set

6th-12th

Skill Set based on current level in Lexia Strategies.


No students currently have Skill Sets.

Today
Updated Daily


Certificates


PreK-12th

 8 This Week

 1828 This Year

Staff

 54 Total Staff

 59% Logged in past 30 days

Classes 37

PREK

Homeroom Pre-K 4a17-18 - Glen - 1(A-E)

Homeroom Pre-K 4a17-18 - Popelka - 1(A-E)

Homeroom Pre-K 4a17-18 - Schaffer - 1(A-

Homeroom Pre-K 4a17-18 - Stanley - 1(A-E)

KINDERGARTEN

HR Kgtn17-18 - Dellinger - 1(A-E)

HR Kgtn17-18 - Gleaton - 1(A-E)

HR Kgtn17-18 - Prunier - 1(A-E)

HR Kgtn17-18 - Saverino - 1(A-E)

HR Kgtn17-18 - Shaw - 1(A-E)

HR Kgtn17-18 - Zimmerman - 1(A-E)

Proctor Resource

1ST GRADE

Homeroom 117-18 - Browner - 1(A-E)

Homeroom 117-18 - Dew - 1(A-E)

Homeroom 117-18 - Dukes - 1(A-E)



Ladson Elementary School ► Teachers

School Teachers for Ladson Elementary School

March 17, 2018 - April 15, 2018

School Stats

Lessons: 9,091 completed
 Growth: 6% avg/student
 Standards Proficient: 0.7 avg/student

Usage: Above 60 minutes / 5 lessons per week Below 15 minutes / 2 lessons per week

First Name	Last Name	Avg Active Stud... ↕	Avg Min/Wk	Total Hours	Exten... Use	Avg Less...	Total Lesso...	Growth	Avg Stand... Met
Kelly	Acer	17.8 (8...	128 min	99.8	17%	10.3	476	5%	0.5
Leah	Batiz	18.7 (8...	50 min	78.9	14%	3.6	340	5%	0.4
Francine	Brewer	19.4 (8...	65 min	107.6	24%	4.8	472	6%	0.9
Stevan	Harris	17.7 (8...	61 min	90.4	8%	4.9	428	7%	0.2
Daniel	Rowsey	15.8 (7...	37 min	49.6	1%	3.3	257	6%	0.7
Elizabeth	Prunier	16.9 (7...	38 min	49.8	0%	5.2	410	4%	0.6
Catherine	Mortensen	15.3 (7...	31 min	40	0%	5.1	391	12%	1.2
Ashley	Anderson	16.1 (7...	47 min	61.3	11%	2.3	187	3%	0.5
Shirelle	Bivens	4.5 (7...	63 min	23.2	0%	5.0	109	3%	0.5
Angela	Hull	18.0 (7...	41 min	63.3	30%	3.0	276	3%	0.3
Carlene	Browner	15.6 (7...	40 min	55.1	0%	3.9	326	6%	0.9
Matthew	Nanninga	15.0 (7...	39 min	48.9	0%	5.4	403	6%	1
Angela	Broughton	17.4 (7...	46 min	57.1	27%	3.5	311	5%	0.7
Katherine	Gleaton	15.8 (7...	39 min	51.2	1%	4.9	345	6%	1.1
Taylor	Steele	14.9 (7...	59 min	67.6	20%	4.4	295	4%	0.2
Ashley	Snyder	16.5 (7...	53 min	79.2	32%	3.3	301	5%	0.8
Dawn	Murdaugh	16.5 (7...	47 min	64.8	46%	3.1	256	5%	0.4
April	Miller	16.8 (7...	40 min	55.1	0%	4.6	372	9%	0.6
Brian	Pridgen	14.5 (6...	53 min	61.6	29%	5.0	350	6%	0.3
Taryn	Dew	13.9 (6...	24 min	30.2	0%	3.6	263	8%	0.3
Megan	Ainbinder	15.3 (6...	44 min	56.3	34%	2.0	151	2%	0
Nicole	King	15.8 (6...	31 min	44	4%	2.2	175	4%	0.6
Kimberly	Proctor	10.5 (6...	50 min	39.2	14%	7.5	336	7%	1.3
Rhonda	Dellinger	14.6 (6...	33 min	34.9	23%	5.3	322	7%	1.1
Victoria	Dukes	12.9 (6...	47 min	48.1	0%	6.3	379	7%	1.2

First Name	Last Name	Avg Active Stud...	Avg Min/Wk	Total Hours	Exten... Use	Avg Less...	Total Lesso...	Growth	Avg Stand... Met
Maria	Cribb	15.5 (6...	43 min	65.3	74%	2.0	183	4%	0.3
Sarah	Zimmerman	12.0 (5...	41 min	39.1	77%	5.7	349	4%	0.7
Barbara	Saverino	12.1 (5...	35 min	52.5	23%	4.9	433	8%	1.1
Elizabeth	Gibson	11.2 (5...	53 min	48	74%	2.7	158	3%	0.5
Darla	Shaw	10.9 (4...	23 min	24.6	2%	2.3	129	4%	1.3
Shameika	McCoy	9.7 (45...	36 min	29.2	23%	3.5	161	2%	0.4
Ashley	Sutton	5.7 (24...	20 min	14.4	2%	2.0	83	2%	0.2

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.	<p>Ladson Elementary School is located in Ladson, SC and has an enrollment of 741 students in grades K-4 with 47.0% African American, 20.5% Hispanic, 24.0% Caucasian and 8.5% other. Ladson Elementary School is a Title 1 school with 78.9% poverty determined by Community Eligibility Provision.</p> <p>When looking at the myIGDIs in PK-CD, students scored 64.6 % on picture naming, 72.2% on alliteration and 53.2% on rhyming in tier 1, we will increase rhyming to 65% so that it is more comparable to the other 2 categories.</p> <p>When looking at the district as a whole, students performance in K-2 on math MAP was lower in kindergarten and higher in 1st and 2nd grade. In kindergarten, our school was at 45.9%, which was lower than the district average of 56.6%. In 1st grade, our school scored 84% which was higher than the district average of 65.9%. In second grade, our school scored 45.2% which was also higher than the district average of 44.7%. We will see our kindergarten scores increase to be more comparable with the district scores on math MAP.</p> <p>When looking at the district as a whole, students performance in 1st and 2nd grade on reading MAP, was higher in 1st grade and slightly lower in 2nd grade. In 1st grade, our school scored 78.2% which was higher than the district average of 66.2%. In second grade, our school scored 51.6% which was slightly lower than the district average of 51.6%. We will see our 2nd grade scores increase from 51.6% to 53.0% to be more comparable with the district scores on reading MAP.</p> <p>When looking at the district as a whole, student performance in 3rd and 4th grade was lower in ELA and math on SCPASS. In looking at the percentage of students that Met or Exceeded Expectations for ELA our school was at 31.7% for 3rd grade and 20.9% for 4th grade, while the district was at 45.4% for 3rd grade and 45.9% for 4th grade; In math our school was at 47.7% for 3rd grade and 26.4% for 4th grade while the district was at 56.2% for 3rd grade and 26.4% for 4th grade. Since we performed lower than the district, we would like to see our school improve in order to be more comparable with the district average.</p>
Teacher/Administrator Quality	
2.	<p>The school's teaching staff brings a variety of cultural experiences and teaching expertise with 12.2% of teachers having 1-2 years experience, 44.9% have 3-10 years of experience, 34.7% have 11-20 years of experience and 8.2% of our teachers have over 20 years of experience.</p> <p>Our overall school performance in the area of teacher and administrator quality reveals the following: Student attendance rate is 94.6% which is a slight decrease from our projection of 95.5%. Teachers with advanced degrees is 55.3% which is a slight increase from our projection of 53.7%. Number of professional development days at our school is 7.5.</p> <p>When looking at this data, Ladson Elementary will improve our attendance rate to meet our projection. We will increase the number of teachers with advanced degrees and continue to have most of our teachers in the 3 plus years of teaching experience.</p>
School Climate	

3. Ladson Elementary School has strived to maintain acceptable attendance for teachers and students. The attendance at Ladson Elementary School for teachers and students was at an acceptable level and comparable to other schools as of 2017 data. The percentage of teachers, parents, and students satisfied with the learning environment for 2016-2017 were all higher than 85.1%. However, teachers and parents both were not as happy with home-school relations (teachers at 79.8% and parents 73.8%). Ladson Elementary would like to see both of these percentages increase to over 80%.

Overall teachers and students are satisfied with the school's physical environment, home-school relations and learning environment. It is evident that the efforts in place to enhance the learning experiences of our students is effective. Attendance continues to be an area of improvement. Discipline is not a major barrier as our PBIS system is well established and is regularly evaluated for improvements. Parent engagement/involvement continues to be an area that needs improvement. Teachers are concerned with class size, the lack of space and overcrowding as we strive to meet the needs of all students through differentiation and intervention. Our parent advocate will continue to engage parents with Parent University classes. The parent advocate and teachers will promote these classes more extensively with class newsletters, school newsletters and parent call out system.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, Ladson Elementary will improve the attendance rate of students in grades K-5 to 97.0%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Student Attendance	95.0%	Projected Data: 95.5%	96.0%	96.5%	97.0%	97.0%
		Actual Data: 94.6%				

Action Plan

Strategy #1: Implement a program to strengthen parent communication regarding student 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. Implement the Power School Parent Portal according to district design to ensure parents can access students attendance information.	August 2017-June 2022	Principal Data Clerk	0	NA	Powerschool Report
2. Implement the Parent Portal phone system for communication calls according to district design to notify parents/guardians about student absence.	August 2017-June 2022	Principal Data Clerk	0	NA	Call Log
Strategy #2: Implement Truancy Program					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Parent advocate will assist parents with reminders to get students to school on time and on a regular basis to help decrease unexcused absences and tardies.	August 2017-June 2022	Parent Advocate	0	NA	Parent Contact Log
2. Data clerk will communicate regularly with the District Truancy Coordinator and assist with DSS and Family Court needs.	August 2017-June 2022	Principal	0	NA	Truancy Report Log
3. Data Clerk will monitor the State Truancy list for students that are identified as truant and verify residency students that are deemed truant. Truancy meetings will be held to identify personal, economical, social or educational factors that hinder students from attending school regularly and on-time. If attendance issues persists then OSP is contacted and DSS is notified.	August 2017- June 2022	Data Clerk Parent Advocate Principal Assistant Principal	0	NA	Appointment Calendars Meeting Notes
Strategy #3: Implement School Wellness Program					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create school wellness committee with representation from all stakeholders.	August 2017-June 2022	Principal School Nurse	0	NA	Wellness Committee Agendas

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, Ladson Elementary will improve the attendance rate of teachers in grades K-5 to 97.0%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Teacher Attendance	96.7%	Projected Data: 97.0%	97.0%	97.0%	97.0%	97.0%
		Actual Data: 90.85%				

Action Plan

Strategy #1: Implement Schoolwide Employee Wellness Program					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create a wellness committee to include teachers and staff.	August 2017-June 2022	Principal Wellness Committee Chair School Nurse	0	NA	Committee Meeting minutes
2. Create reward and recognition opportunities for faculty and staff within the school.	August 2018-June 2022	Principal Staff Recognition Committee	0	NA	Award Announcements
3. Provide wellness opportunities such as medical screening, inoculations, blood pressure, massages, yoga, workout groups, mindfulness activities, etc.	August 2017-June 2022	Principal School Nurse Wellness Committee	0	NA	Committee Meeting minutes
Strategy #2: Implement a committee for employee crisis response					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Schedule, monitor and evaluate schoolwide and classroom support for struggling teachers.	August 2107-June 2022	Wellness Committee Climate Committee Chairs	0	NA	Harbor Logs
2. Engage professionals to provide counseling and other social/emotional support opportunities for staff as needed. (SAVE)	August 2017-June 2022	Principal Guidance Counselor	0	NA	Counselor Logs
3. Create and maintain a school level crisis intervention team using the PREPARE model that responds to all CCSD constituents who request or need help for personal and emotional crises.	July 2017-June 2022	Principal	0	N/A	Entrack K-12

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, Ladson Elementary will maintain the percentage of 98.7% of parents who attend Parent Conferences.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Parent Conferences	98.7%	Projected Data: 98.7%	98.7%	98.7%	98.7%	98.7%
		Actual Data: 100.0%				

Action Plan

Strategy #1: Develop and execute a plan to conduct annual conferences with each student's family about individual progress and plans.					
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. Contact a subgroup of parents who are hard to reach and set up meetings to ensure their attendance.	August 2017-June 2022	Parent Advocate	0	NA	Parent Contact Log
2. Inform all families of mandatory parent/teacher meetings.	July 2017-June 2022	Principal Classroom teacher Parent Specialist	0	N/A	Signed Parent Conference Sheets
3. Send questionnaire regarding best conference times to families.	July 2017-June 2022	Classroom teacher Principal Parent Specialist	0	N/A	Conference attendance sign in sheets
Strategy #2: Enhance parent communication to increase participation in parent conferences.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize the District's phone messaging system to communicate directly with families regarding school activities, expectations, student attendance, etc.	August 2017-June 2022	Principal Data Clerk	0	NA	Call Log
2. Provide teachers and staff PD on parent conferences and culturally sensitive ways to conduct conversations regarding student performance.	July 2017-June 2022	Principal Lead Teacher Literacy Coach	0	N/A	PD Agendas

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, Ladson Elementary will improve the percentage of how students from different backgrounds get along as reported by the students to 81.5%, and the faculty will maintain the 100.0% as reported on the State Department of Education School Climate Survey.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
ES & MS Students	74.0%	Projected Data: 75.5%	77.0%	78.5%	80.0%	81.5%
		Actual Data: 74.9%				
Teachers	100.0%	Projected Data: 100.0%	100.0%	100.0%	100.0%	100.0%
		Actual Data: 92.8%				

Action Plan

Strategy #1: Continue to support socioemotional learning and/or school culture programs to improve school climate.					
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. Students will discuss differences with mental health/social worker to improve relationships with students that come from a different background.	August 2017-June 2022	Mental health/social worker	0	NA	Mental Health Service Schedule
2. 4K (CD) will implement the use of Second Steps.	June 2017-July 2022	Early Childhood Department Classroom teachers	0	NA	Training Agendas Lesson Plans
3. Train all teachers in developing Code of Cooperation during the first weeks of school.	July 2017- June 2022	Principal Lead Teacher	0	N/A	PD Agendas Observations
4. Train any new teachers/staff in PBIS, matrix and routines to be implemented schoolwide.	July 2017-June2022	Principal Assistant Principal Guidance Counselor	0	N/A	PD Agendas

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By May 2022, Ladson Elementary will improve the percent of faculty to 89.8%, students to 93.5%, and parents to 85.6% satisfied with the learning environment as reported on the State Department of Education School Climate Survey.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
ES & MS Students	91.0%	Projected Data: 91.5%	92.0%	92.5%	93.0%	93.5%
		Actual Data: 88.7%				
Teachers	84.8%	Projected Data: 85.8%	86.8%	87.8%	88.8%	89.8%
		Actual Data: 87.6%				
Parents	80.6%	Projected Data: 81.6%	82.6%	83.6%	84.6%	85.6%
		Actual Data: 87.2%				

Action Plan

Strategy #1: Implement all components of Mastery Teaching Model, including effective instructional management for best teaching practices.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to reinforce classroom management best practices as outlined in the Mastery Teaching Model to include PBIS, 360, and Personalized Mastery, in regard to student behavior according to MTM, PBIS, and SAFE-T.	August 2017-June 2022	Principal Assistant Principal PBIS Committee	0	NA	Entrack Log PBIS Agendas/ Sign in Sheets
2. Implement, manage and evaluate a school-wide approach to instructional (classroom) management.	August 2017-June 2022	Principal Assistant Principal PBIS Committee	0	NA	MTSS/ PBIS evaluation
3. Evaluate teachers on school-wide behavior management (classroom observations- COTs and SAFE-T)	August 2017-June 2022	Principal Assistant Principal	0	NA	COTs Safe-T evaluation

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By May 2022, Ladson Elementary will improve the percent of faculty to 89.8%, students to 94.4%, and parents to 88.7% who are satisfied with the social and physical environment as reported on the State Department of Education School Climate Survey.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
ES & MS Students	86.9%	Projected Data: 88.4%	89.9%	91.4%	92.9%	94.4%
		Actual Data: 87.9%				
Teachers	84.8%	Projected Data: 85.8%	86.8%	87.8%	88.8%	89.8%
		Actual Data: 89.3%				
Parents	83.7%	Projected Data: 84.7%	85.7%	86.7%	87.7%	88.7%
		Actual Data: 85.1%				

Action Plan

Strategy #1: Implement Character Education Program					
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 best practices from PBIS and implement with fidelity across all classrooms.	August 2017-June 2022	PBIS Team Principal Assistant Principal	0	NA	Classroom Observations
2. Ensure all staff members are initially trained and updated in Positive Behavioral Interventions and Support (PBIS).	August 2017-June 2022	PBIS Team Principal Assistant Principal	0	NA	PD Training Meeting Agenda
Strategy #2: Implement Behavioral RTI					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Progressive Discipline Plan training and support for all staff members and follow the plan with fidelity.	August 2017-June 2022	Principal Assistant Principal MTSS Team	0	NA	Audit of Team Logs and Evaluation Tool
2. Utilize targeted alternative programming and services for students and schools.	August 2017-June 2022	Principal Assistant Principal MTSS Team	0	NA	Audit of Team Logs and Evaluation Tool
3. Implement Multi tired Systems of Support (MTSS) with fidelity.	August 2017-June 2022	MTSS Team Principal Assistant Principal	0	NA	Audit of Team Logs and Evaluation Tool
Strategy #3: Plan and promote capital improvements.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Survey stakeholders regarding school needs, building and physical environment (SIC, PTA, District Meetings, etc.).	July 2017-June 2022	Principal	0	N/A	Survey results and meeting agendas
---	---------------------	-----------	---	-----	------------------------------------

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By May 2022, Ladson Elementary will improve home/school relations as reported by faculty to 84.0%, students to 91.0%, and parents to 80.4% as reported on the School Climate Survey.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
ES & MS Students	86.0%	Projected Data: 87.0%	88.0%	89.0%	90.0%	91.0%
		Actual Data: 86.2%				
Teachers	74.0%	Projected Data: 76.0%	78.0%	80.0%	82.0%	84.0%
		Actual Data: 79.8%				
Parents	72.9%	Projected Data: 74.4%	75.9%	77.4%	78.9%	80.4%
		Actual Data: 73.8%				

Action Plan

Strategy #1: Use data to inform school climate and individual student plans.					
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. Screen all CD students using the Behavioral and Emotional Screening System (BESS) in the fall and spring and use data to determine individual needs and actions.	August 2017-May 2022	Principal CD Teachers	0	NA	BESS Data
Strategy #2: Enhance communication with parents on social/emotional issues					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement the Power School Parent Portal according to the district design to improve parent access to information regarding student social/emotional as well as academic progress.	August 2017-June 2022	Principal Data Clerk	0	NA	Parent access report in PowerSchool
2. Create and keep updated, school web page, Facebook page and REMIND texts for communication with families and community.	August 2017-June 2022	Principal Parent Specialist Public Relation	0	NA	Call Logs List of Texts
3. Provide a Parent Advocate to increase support for parents in the areas of adult education, educational support for students and alignment with community resources.	August 2017-June 2022	Principal Parent Advocate	\$49,000 \$3,000(for needs of events)	Title 1	Parent Advocate schedule Phone Logs Appointment calendar

Performance Goal

Performance Goal Area:		Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.		By May 2022, the percent of PK3 Head Start students meeting or exceeding expectations in GOLD Language Domain will increase from 90.9% to 95.0% as measured by the GOLD Language Domain assessment.				
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
GOLD Language Domain	90.9%	Projected Data: 91.9%	92.9%	93.9%	94.9%	95.0%
		Actual Data: 44.4%				

Action Plan

Strategy #1: Implement effective programs to strengthen literacy skills.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Identify and implement with fidelity a verified and vertically aligned curriculum to improve student achievement in literacy.	June 2017- July 2022	Head Start Coordinators Principal Early Childhood District leaders	0	N/A	GOLD Assessment
2. Implement an instructional model that includes a blend of whole group, targeted instruction, collaboration and independent work, etc. with fidelity in instruction.	July 2017-June 2022	Principal Literacy Coach Early Childhood Department	0	N/A	COTs Lesson Plans
Strategy #2: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ensure quarterly analysis of vocabulary development data through school based TCT meetings.	July 2017-June 2022	Principal Literacy Coach District level Early Childhood Department	0	N/A	TCT Agendas
Strategy #3: Provide professional development in literacy skills for Head Start Paraprofessionals.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Paraprofessionals will attend professional learning opportunities (Early Childhood Content Clinics) facilitated by University of Florida's Lastinger Center.	July 2017-June 2020	CCSD's Early Learning Department	\$345,000	Grant	Entrack logs

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By May 2022, the percent of PK-CD students scoring in Tier 1 on myIGDIs will increase from 77.0% to 82.0% on Picture Naming, from 67.4% to 74.9% on Alliteration, and from 43.0% to 65.0% on Rhyming as measured by myIGDIs assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Picture Naming	77.0%	Projected Data: 78.0%	79.0%	80.0%	81.0%	82.0%
		Actual Data: 64.6%				
Alliteration	67.4%	Projected Data: 68.9%	70.4%	71.9%	73.4%	74.9%
		Actual Data: 72.2%				
Rhyming	43.0%	Projected Data: 47.4%	51.8%	56.2%	60.6%	65.0%
		Actual Data: 53.2%				

Action Plan

Strategy #1: Implement effective programs to strengthen literacy skills.					
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. Increase intentional phonological awareness instruction in Child Development through the use of Creative Curriculum.	August 2017-June 2022	Principal CCSD's Early Learning Department	0	N/A	COTs Lesson Plans
Strategy #2: Provide professional development for Child Development Lead teachers and Paraprofessionals in literacy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Child Development Lead teachers and paraprofessionals will attend professional learning opportunities (Early Childhood Content Clinics).	July 2017-June 2020	CCSD's Early Childhood Division	\$345,000	Grant	Entrack Logs
Strategy #3: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ensures quarterly analysis of classroom myIGDI's literacy-related data through school based TCT meetings.	July 2017-June 2022	Principal Literacy Coach	0	N/A	My IGDI's
2. Support teachers in using a range of formative assessments to measure student progress in literacy.	July 2017-June 2022	Principal Literacy Coach lead Teacher	0	N/A	MyIGDI's

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of K students scoring a 3 or higher on their DRA2 independent text reading level will increase from 72.9% to 82.9% as measured by DRA2 Independent Test Reading Level Assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
DRA2 independent text reading level	72.9%	Projected Data: 74.9%	76.9%	78.9%	80.9%	82.9%
		Actual Data: 73.6%				

Action Plan

Strategy #1: Implement effective programs to strengthen literacy skills.					
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 Open Court Phonics, K-3: Implement with fidelity systematic phonics program in grades K-3.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Records, PD Transcript, Lesson Plans, Classroom Observations
2. Collaborate with ESOL teachers to align general education and ESOL curriculum, instruction, and assessment for students served.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Records, PD Transcript, Lesson Plans, Classroom Observations
3. Implement Readers' and Writers' Workshop with fidelity.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	Lesson Plans Classroom Observations
4. Provide Reading Intervention for Kindergarten students that demonstrate a need in literacy.	July 2017-June 2022	Principal Interventionist	\$40,000	Title 1	Lesson plans DRA2 Teacher Schedule
Strategy #2: Implement with fidelity a verified and vertically aligned curriculum to improve student achievement in literacy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a standards-based ELA curriculum at all grade levels that supports the SC Profile of a Graduate.	August 2017-June 2022	Principal Lead Teacher Literacy Coach	0	N/A	Lesson Plans Classroom Observations
2. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	N/A	Lesson Plans Classroom Observations

3. Implement with fidelity adaptive digital content in ELA.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	N/A	Lesson Plans Classroom Observations Usage reports of Digital Platforms
Strategy #3: Implement a robust instructional model to improve student achievement in literacy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in literacy.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	N/A	Lesson Plans Classroom Observations
2. Implement the instructional model (i.e., blend of whole group, targeted instruction, collaboration, and independent work) with fidelity in literacy.	August 2017-June 2022	Principal Lead Teacher Reading Coach	0	N/A	Lesson Plans Classroom Observations
Strategy #4: Build teacher content knowledge in literacy and in pedagogical practice.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Engage instructional coach and Lead Teacher to provide model lessons, formative feedback for teachers, and professional learning sessions.	August 2017-June 2022	Principal Literacy Coach	0	N/A	Feedback from teachers Literacy Coach Schedule
Strategy #5: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support teachers in using a range of formative assessments, as well as, how to use evident of learning from problem based assessments to measure student progress in literacy.	August 2017-June 2022	Principal Reading Coach	0	N/A	DRA2

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of PK Head Start students meeting or exceeding expectations in GOLD Mathematics Domain will increase from 86.4% to 96.4% as measured by the GOLD Mathematics Domain Assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
GOLD Mathematics Domain	86.4%	Projected Data: 87.4%	88.4%	89.4%	90.4%	91.4%
		Actual Data: 63.6%				

Action Plan

Strategy #1: Build teacher content knowledge in numeracy and in pedagogical practice.					
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. Develop a plan for a continuum of professional learning for teachers and administrators in mathematics.	July 2017 - June 2022	Department of Early Childhood Learning Head Start Education Manager Principal	0	N/A	Agendas Sign-In Sheets
Strategy #2: Implement a robust instructional model to improve student achievement in numeracy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in numeracy.	July 2017 - June 2022	Department of Early Childhood Learning Head Start Education Manager Head Start Teacher Coach Principal	0	N/A	GOLD assessments
Strategy #3: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ensure quarterly analysis of classroom numeracy related data through TCT meetings.	July 2017- June 2022	Department of Early Childhood Learning Head Start Education Manager Head Start Teacher Coach	0	N/A	TCT Minutes

		Principal			
2. Use data from digital content to group students and to provide targeted small group and individual instruction.	July 2017 - June 2022	Head Start Education Manager Head Start Teacher Coach Lead Teacher Principal	0	N/A	Lesson Plans Disaggregated Data

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By May 2022, the percent of PK-CD students scoring in Tier 1 on myIGDIs will increase from 75.9% to 83.4% on Quantity Comparison, from 67.8% to 75.3% on One-to-One Correspondence, and from 56.5% to 66.4% on Number Naming as measured by myIGDIs assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Quantity Comparison	75.9%	Projected Data: 77.4%	78.9%	80.4%	81.9%	83.4%
		Actual Data: 82.3%				
One-to-One Correspondence	67.8%	Projected Data: 69.3%	70.8%	72.3%	73.8%	75.3%
		Actual Data: 79.7%				
Number Naming	56.5%	Projected Data: 58.5%	60.5%	62.4%	64.4%	66.4%
		Actual Data: 57.0%				

Action Plan

Strategy #1: Build teacher content knowledge in numeracy and in pedagogical practice.					
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. Develop a plan for a continuum of professional learning for teachers and administrators in mathematics.	June 2017- July 2022	Principal Lead Teacher	0	N/A	PD Agendas Sign -In Sheets
2. Engage teachers in pursuing pedagogically-based micro-credentials based on individual teacher areas of strength and opportunities for growth	July 2017- June 2022	Principal Lead Teacher	0	N/A	PD Agendas Sign-In Sheets
Strategy #2: Implement a robust instructional model to improve student achievement in numeracy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in numeracy.	July 2017-June 2022	Principal Lead Teacher	0	N/A	My IGDIs
Strategy #3: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support teachers in using a range of formative assessments, as well as, how to use evidence of learning from project and problem based assessments to measure student progress in numeracy.	July 2017- June 2022	Principal	0	N/A	TCT Minutes
2. Use data from adaptive digital content to group students and to provided targeted small group and individual instruction.	July 2017- June 2022	Principal Lead Teacher	0	N/A	My IGDIs

Performance Goal

Performance Goal Area:		Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.		By May 2022, the percent of K students scoring at or above the 40th percentile on MAP Math will increase from 44.0% to 51.5% as measured using MAP Math data.				
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
MAP Math	44.0%	Projected Data: 45.5%	47.0%	48.5%	50.0%	51.5%
		Actual Data: 57.3%				

Action Plan

Strategy #1: Implement with fidelity a verified and vertically aligned curriculum to improve student achievement in numeracy.					
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. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns.	August 2017-June 2022	Principal	0	NA	Data Meetings
2. Implement with fidelity adaptive digital content in mathematics.	August 2017-June 2022	Principal	0	NA	Classroom Observations
Strategy #2: Implement a robust instructional model to improve student achievement in numeracy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Materials for teachers to support guided math workshop model, as well as best practices.	August 2017-June 2022	Bookkeeper	\$4,637	Title 1	Purchase Orders
2. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in numeracy.	August 2017-June 2022	Principal	0	N/A	Lesson plans Observations PD Agendas Grade Level meeting notes
3. Computer lab assistant to assist students in ELA and math digital instructional programs.	August 2017-June 2022	Computer Lab Assistant	\$20,243	Title 1	Digital Content Reports
Strategy #3: Build teacher content knowledge in numeracy and in pedagogical practice.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a plan for a continuum of professional learning for teachers and administrators in mathematics.	August 2017- June 2022	Principal	0	NA	PD Agendas Sign-In Sheets
2. Engage instructional coach to provide model lessons, formative feedback for teachers, and professional learning sessions.	August 2017- June 2022	Principal	0	NA	Classroom Observations
3. Engage teachers in pursuing pedagogically-based micro-credentials based on individual teacher areas of strength and opportunities for growth	August 2017- June 2022	Principal	0	NA	Classroom Observations
Strategy #4: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Math Intervention for Kindergarten students that demonstrate a need in numeracy driven by data.	August 2017-June 2022	Interventionis	\$40,000	Title 1	Bi-weekly progress monitoring
2. Analyze and use math data from NWEA MAP to personalize numeracy instruction and remediation or accelerate, as appropriate.	August 2017 - June 2022	Principal	0	NA	NWEA MAP Data

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, 70.8% of tested students in grades 1-5 will make one year of growth on MAP reading scores. By May 2022, 48.3% of tested students in grades 1-4 who scored at or below the 40th percentile on fall MAP will make one and a half year growth on MAP reading scores as measured using MAP Reading data. (*denotes the summary measure that will be used;**Grade 3 is considered a checkpoint year).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Overall * All Students - 1.0 year	63.3%	Projected Data: 64.8%	66.3%	67.8%	69.3%	70.8%
		Actual Data: 62.7%				
Overall * 40th & Below- 1.5 year	40.8%	Projected Data: 42.3%	43.8%	45.3%	46.8%	48.3%
		Actual Data: 31.1%				
Grade 1 All Students - 1.0 year	76.8%	Projected Data: 77.8%	78.8%	79.8%	80.8%	81.8%
		Actual Data: 78.2%				
Grade 1 40th & Below- 1.5 year	46.2%	Projected Data: 47.7%	49.2%	50.7%	52.2%	53.7%
		Actual Data: 42.3%				
Grade 2 All Students - 1.0 year	67.2%	Projected Data: 68.7%	70.2%	71.7%	73.2%	74.7%
		Actual Data: 62.7%				

		Actual Data: 51.6%				
Grade 2 40th & Below- 1.5 year	34.5%	Projected Data: 36.0%	37.5%	39.0%	40.5%	42.0%
		Actual Data: 13.3%				
Grade 3 ** All Students - 1.0 year	59.0%	Projected Data: 60.5%	62.0%	63.5%	65.0%	66.5%
		Actual Data: 60.7%				
Grade 3 40th & Below- 1.5 year	36.8%	Projected Data: 38.3%	39.8%	41.3%	42.8%	44.3%
		Actual Data: 33.3%				
Grade 4 All Students - 1.0 year	60.0%	Projected Data: 61.5%	63.0%	64.5%	66.0%	67.5%
		Actual Data: 61.2%				
Grade 4 40th & Below- 1.5 year	41.2%	Projected Data: 42.7%	44.2%	45.7%	47.2%	48.7%
		Actual Data: 31.1%				

Action Plan

Strategy #1: Implement with fidelity a verified and vertically aligned curriculum to improve student achievement in literacy.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a standards-based ELA curriculum at all grade levels that supports the SC Profile of a Graduate.	August 2017- June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance PD Transcripts Lesson Plans Classroom Observations
2. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns.	August 2017- June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Records Classroom Observations Lesson Plans
3. Implement with fidelity adaptive digital content in ELA.	August 2017- May 2022	Principal Literacy Coach Lead Teacher	0	NA	Classroom Observations Lesson Plans
Strategy #2: Implement a robust instructional model to improve student achievement in literacy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in literacy.	August 2017- June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Record PD Transcripts
2. Implement the instructional model (i.e., blend of whole group, targeted instruction, collaboration, and independent work) with fidelity in literacy.	August 2017- June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Record PD Transcripts Lesson Plans Classroom Observations
Strategy #3: Implement effective programs to strengthen literacy skills.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use quality tutors for targeted students to assist in improving achievement for ELA section of MAP testing.	January 2018-June 2022	6 PCG Tutors	\$31,104	Title 1	Progress monitoring
2. Materials for teachers to support balanced literacy and guided reading workshop models	August 2017-June 2022	Bookkeeper	\$4,637	Title 1	Purchase orders
3. Reduce class size to provide additional individual and small group academic instruction.	August 2017-June 2022	4th Grade Teacher	\$64,144	Title 1	Reduce student-teacher ratio from 1:25 to 1:21
4. Technology materials, supplies and equipment to support classroom instruction through integration of technology.	August 2017-June 2022	Bookkeeper	\$9,500	Title 1	Purchase Orders
5. Computer lab assistant to assist students in ELA and math digital instructional programs.	August 2017-June 2022	Computer Lab Assistant	\$20,243	Title 1	Digital Content Reports
6. Implement with fidelity systematic phonics program in grades K-3. (Open Court Phonics K-3)	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	Lesson Plans Classroom Observations
7. Collaborate with ESOL teachers to align general education and ESOL curriculum, instruction, and assessment for students served.	August 2107-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Records PD Agenda Classroom Observations Lesson Plans
8. Implement Readers' and Writers' Workshop with fidelity.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	Classroom Observations Lesson Plans
9. Develop a plan for a continuum of professional learning for teachers and administrators in literacy.	August 2017-June 2022	Principal Literacy Coach Lead teacher	0	NA	PD Attendance Record PD Transcripts
Strategy #4: Build teacher content knowledge in literacy and in pedagogical practice.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Develop a plan for a continuum of professional learning for teachers and administrators in literacy.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Record PD Transcripts
2. Engage instructional coach to provide model lessons, formative feedback for teachers, and professional learning sessions.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Record PD Agenda
3. Engage teachers in pursuing pedagogically-based micro-credentials based on individual teacher areas of strength and opportunities for growth.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	Classroom Observations
Strategy #5: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support teachers in using a range of formative assessments, including assessments generated from project- and problem-based learning, and district provided curriculum based assessments to measure student progress in literacy.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Record PD Agenda
2. Analyze and use reading data from NWEA MAP, F & P benchmark assessments to personalize literacy instruction and remediation or accelerate, as appropriate.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Attendance Records PD Agenda

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, 58.5% of tested students in grades K-5 will make one year growth on MAP math scores. By May 2022, 30.2% of tested students who scored at or below the 40th percentile on fall MAP will make one and a half year growth on MAP math scores as measured using MAP Math data. (*denotes the summary measure that will be used; **Grade 3 is considered a checkpoint year).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Overall * All Students-1.0 year	51.0%	Projected Data: 52.5%	54.0%	55.5%	57.0%	58.5%
		Actual Data: 60.7%				
Overall * 40th & Below - 1.5 year	22.7%	Projected Data: 24.2%	25.7%	27.2%	28.7%	30.2%
		Actual Data: 19.1%				
Kindergarten All Students-1.0 year	33.8%	Projected Data: 35.3%	36.8%	38.3%	39.8%	41.3%
		Actual Data: 45.9%				
Kindergarten 40th & Below - 1.5 year	1.9%	Projected Data: 3.4%	4.9%	6.4%	7.9%	9.4%
		Actual Data: 4.4%				
Grade 1 All Students-1.0 year	81.6%	Projected Data: 82.6%	83.6%	84.6%	85.6%	86.6%

		Actual Data: 84.0%				
Grade 1 40th & Below - 1.5 year	39.7%	Projected Data: 41.2%	42.7%	44.2%	45.7%	47.2%
		Actual Data: 28.9%				
Grade 2 All Students-1.0 year	36.8%	Projected Data: 38.3%	39.8%	41.3%	42.8%	44.3%
		Actual Data: 45.2%				
Grade 2 40th & Below - 1.5 year	15.9%	Projected Data: 17.4%	18.9%	20.4%	21.9%	23.4%
		Actual Data: 9.3%				
Grade 3 All Students-1.0 year	47.0%	Projected Data: 48.5%	50.0%	51.5%	53.0%	54.5%
		Actual Data: 82.1%				
Grade 3 40th & Below - 1.5 year	27.5%	Projected Data: 29.0%	30.5%	32.0%	33.5%	35.0%
		Actual Data: 43.9%				
Grade 4 All Students-1.0 year	65.8%	Projected Data: 67.3%	68.8%	70.3%	71.8%	73.3%
		Actual Data: 48.6%				
Grade 4 40th & Below - 1.5 year	23.6%	Projected Data: 25.1%	26.6%	28.1%	29.6%	31.1%
		Actual Data: 11.1%				

Action Plan

Strategy #1: Implement with fidelity a verified and vertically aligned curriculum to improve student achievement in numeracy.					
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 a standards-based mathematics curriculum at all grade levels that supports the SC Profile of a Graduate.	August 2017-June 2022	Principal Lead Teacher	\$70,794	Title 1	Classroom Observations Lesson Plans
2. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns.	August 2017-June 2022	Principal Lead Teacher	\$70794	Title 1	Classroom Observations Lesson Plans PD Agenda
3. Implement with fidelity adaptive digital content in mathematics.	August 2017-June 2022	Principal Lead Teacher	\$70794	Title 1	Classroom Observations Lesson Plans PD Agenda
Strategy #2: Implement a robust instructional model to improve student achievement in numeracy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in numeracy.	August 2017-June 2022	Principal Lead Teacher	\$70,794	Title 1	PD Agenda
Strategy #3: Implement effective mathematics programs to strengthen skills.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use quality tutors for targeted students to assist in improving achievement for math section of MAP testing	January 2018-June 2022	6 PCG Tutors	\$31,104	Title 1	Progress monitoring

2. Materials for teachers to support guided math workshop model, as well as best practices.	August 2017-June 2022	Bookkeeper	\$4,637	Title 1	Purchase Orders
3. Reduce class size to provide additional individual and small group academic instruction.	August 2017-June 2022	4th Grade Teacher	\$64,144	Title 1	Reduce student-teacher ratio from 1:25 to 1:21
4. Purchase or utilize technology materials, supplies and equipment to support classroom instruction through integration of technology.	August 2017-June 2022	Bookkeeper	\$9,500	Title 1	Purchase Orders
5. Hire or utilize computer lab assistant to assist students in ELA and math digital instructional programs.	August 2017-June 2022	Computer Lab Assistant	\$20,243	Title 1	Digital Content Reports
6. Implement the new, distributively designed K-3 math curriculum with fidelity.	August 2017-June 2022	Principal Lead Teacher	0	NA	Classroom Observations Lesson Plans PD Agenda
7. For Grade 4 attend OGAP training and infuse in daily mathematics instruction.	August 2017-June 2022	Principal Lead Teacher	0	NA	PD Agenda

Strategy #4: Build teacher content knowledge in numeracy and in pedagogical practice.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a plan for a continuum of professional learning for teachers and administrators in mathematics.	August 2017-June 2022	Principal Lead Teacher	70794	Title 1	PD Agenda
2. Engage instructional coach to provide model lessons, formative feedback for teachers, and professional learning sessions.	August 2017-June 2022	Principal Lead Teacher	0	NA	PD Agenda
3. Engage teachers in pursuing pedagogically-based micro-credentials based on individual teacher areas of strength and opportunities for growth.	August 2017-June 2022	Principal Lead Teacher	70794	Title1	PD Agenda

Strategy #5: Use data to inform instructional decisions.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
--------------------	---------------------------------	---------------------------	-----------------------	-----------------------	-------------------------------------

1. Support teachers in using a range of formative assessments, from project- and problem-based learning, to measure student progress in numeracy.	August 2017-June 2022	Principal Lead Teacher	0	NA	PD Agenda
2. Use data from adaptive digital content to group students and to provided targeted small group and individual instruction.	August 2017-June 2022	Principal Lead Teacher	0	NA	Classroom Observations Lesson Plans PD Agenda
3. Analyze and use math data from NWEA MAP to personalize numeracy instruction and remediation or accelerate, as appropriate.	August 2017-June 2022	Principal Lead Teacher	0	NA	Classroom Observations Lesson Plans PD Agenda

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of students in Grade 3 scoring Meets or Exceeds on the ELA section of the SC READY will increase from 28.7% to 43.7% as measured using the ELA section of the SC READY Assessment. By May 2022, the percent of students in Grade 4 scoring Meets or Exceeds on the ELA section of the SC READY will increase from 33.1% to 48.1% as measured using the ELA section of the SC READY Assessment. (Grades 3 and 4 are shown as checkpoints; *denotes the measure that will be used).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Grade 5 Grade 4 SC Ready ELA- % Meets or Exceeds	Baseline TBD	Projected Data: TBD	TBD	TBD	TBD	TBD
		Actual Data: TBD				
Grade 3 SC Ready ELA- % Meets or Exceeds	28.7%	Projected Data: 31.7%	34.7%	37.7%	40.7%	43.7%
		Actual Data: 31.7%				
Grade 4 SC Ready ELA- % Meets or Exceeds	33.1%	Projected Data: 36.1%	39.1%	42.1%	45.1%	48.1%
		Actual Data: 20.9%				

Action Plan

Strategy #1: Implement with fidelity a verified and vertically aligned curriculum to improve student achievement in literacy.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a standards-based ELA curriculum at all grade levels that supports the SC Profile of a Graduate.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
2. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
3. Implement with fidelity adaptive digital content in ELA. (Note: Intensive blended learning school enhancement sites will have multiple platforms.)	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
Strategy #2: Implement a robust instructional model to improve student achievement in literacy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in literacy.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
2. Implement the instructional model (i.e., blend of whole group, targeted instruction, collaboration, and independent work) with fidelity in literacy.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
Strategy #3: Implement effective programs to strengthen literacy skills.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Collaborate with ESOL teachers to align general education and ESOL curriculum, instruction, and assessment for students served.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
2. Implement Readers' and Writers' Workshop with fidelity.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
3. Use quality tutors for targeted students to assist in improving achievement for ELA section of SC Ready	January 2018-June 2022	6 PCG Tutors	\$31,104	Title 1	Progress monitoring
4. Materials for teachers to support balanced literacy and guided reading workshop models	August 2017-June 2022	Bookkeeper	\$4,637	Title 1	Purchase orders
5. Reduce class size to provide additional individual and small group academic instruction.	August 2017-June 2022	4th Grade Teacher	\$64,144	Title 1	Reduce student-teacher ratio from 1:25 to 1:21
6. Purchase or utilize technology materials, supplies and equipment to support classroom instruction through integration of technology.	August 2017-June 2022	Bookkeeper	\$9,500	Title 1	Purchase Orders
7. Hire or utilize computer lab assistant to assist students in ELA and math digital instructional programs.	August 2017-June 2022	Computer Lab Assistant	\$20,243	Title 1	Digital Content Reports

Strategy #4: Build teacher content knowledge in literacy and in pedagogical practice.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a plan for a continuum of professional learning for teachers and administrators in literacy.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
2. Engage instructional coach to provide model lessons, formative feedback for teachers, and professional learning sessions.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations

3. Engage teachers in pursuing pedagogically-based micro-credentials based on individual teacher areas of strength and opportunities for growth.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
Strategy #5: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support teachers in using a range of formative assessments, including project- and problem-based learning, to measure student progress in literacy.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
2. Ensure quarterly analysis of classroom myIGDIs literacy-related data through school based Teacher-Core Team Meetings.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations
3. Analyze and use reading data from NWEA MAP to personalize literacy instruction and remediate or accelerate, as appropriate.	August 2017-June 2022	Principal Literacy Coach Lead Teacher	0	NA	PD Agenda PD Transcript Lesson Plans Classroom Observations

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of students in Grade 3 scoring Meets or Exceeds on the Math section of the SC READY will increase from 33.6% to 48.6% as measured by math section of the SC READY assessment. By May 2022, the percent of students in Grade 4 scoring Meets or Exceeds on the Math section of the SC READY will increase from 36.1% to 51.1% as measured by math section of the SC READY assessment.(Grades 3 and 4 are shown as checkpoints; *denotes the measure that will be used).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Grade 5 SC Ready Math- % Meets or Exceeds	Baseline TBD	Projected Data: TBD	TBD	TBD	TBD	TBD
		Actual Data: TBD				
Grade 3 SC Ready Math- % Meets or Exceeds	33.6%	Projected Data: 36.6%	48.0%	48.0%	48.0%	48.6%
		Actual Data: 47.7%				
Grade 4 SC Ready Math- % Meets or Exceeds	36.1%	Projected Data: 39.1%	42.1%	45.1%	48.1%	51.1%
		Actual Data: 26.4%				

Action Plan

Strategy #1: Implement with fidelity a verified and vertically aligned curriculum to improve student achievement in numeracy.					
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 a standards-based mathematics curriculum at all grade levels that supports the SC Profile of a Graduate.	August 2017-June 2022	Principal Lead Teacher	0	NA	Lesson Plans Classroom Observations
2. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns.	August 2017-June 2022	Principal Lead Teacher	0	NA	MTSS Agendas/Minutes Lesson Plans TCT Agendas/ Minutes
3. Implement with fidelity adaptive digital content in mathematics.	August 2017-June 2022	Principal Lead Teacher	\$5500	Title I	Reports of Site usage. Student reports from site.
Strategy #2: Implement a robust instructional model to improve student achievement in numeracy.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models, and experts-in-the-field to increase capacity of school staff to improve student achievement and engagement in numeracy.	August 2017-June 2022	Principal Lead Teacher	0	NA	Entrack Transcripts from curriculum PD
Strategy #3: Implement effective mathematics programs to strengthen skills.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use quality tutors for targeted students to assist in improving achievement for Math section of SC Ready	January 2018-June 2022	6 PCG Tutors	\$31,104	Title 1	Progress monitoring

2. Materials for teachers to support guided math workshop model, as well as best practices.	August 2017-June 2022	Bookkeeper	\$4637	Title 1	Purchase Orders
3. Grade 4 teachers attend OGAP training and infuse in daily mathematics instruction.	August 2017-June 2022	Principal Lead Teacher	0	NA	Entrack PD attendance sheets Classrooms observations
4. Reduce class size to provide additional individual and small group academic instruction.	August 2017-June 2022	4th Grade Teacher	\$64,144	Title 1	Reduce student teacher-ratio from 1:25 to 1:21
5. Technology materials, supplies and equipment to support classroom instruction through integration of technology.	August 2017-June 2022	Bookkeeper	\$9,500	Title 1	Purchase Orders
6. Computer lab assistant to assist students in ELA and math digital instructional programs.	August 2017-June 2022	Computer Lab Assistant	\$20,243	Title 1	Digital Content Reports

Strategy #4: Build teacher content knowledge in numeracy and in pedagogical practice.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Develop a plan for a continuum of professional learning for teachers and administrators in mathematics.	August 2017-June 2022	Principal Lead Teacher	0	NA	District offerings for teachers Sign-In Sheets
2. Engage instructional coach to provide model lessons, formative feedback for teachers, and professional learning sessions.	August 2017-June 2022	Principal Lead Teacher	0	NA	Lead Teacher Schedule Lesson Plans Classroom Reflections
3. Engage teachers in pursuing pedagogically-based micro-credentials based on individual teacher areas of strength and opportunities for growth.	August 2017-June 2022	Principal Lead Teacher	0	NA	TCT agendas Minutes from individual Teacher meetings

Strategy #5: Use data to inform instructional decisions.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support teachers in using a range of formative assessments, including project- and problem-based learning, to measure student progress in numeracy.	June 2017 - July 2022	Lead Teacher Math Lead Teacher Principal	0	N/A	Copies of assessments Benchmarking

2. Use data from adaptive digital content to group students and to provided targeted small group and individual instruction.	June 2017 - July 2022	Lead Teacher Principal	\$5500	Title 1	Lesson Plans Digital Use reports
3. Analyze and use reading data from NWEA MAP to personalize numeracy instruction and remediate or accelerate, as appropriate.	July 2017 - June 2022	Principal Lead Teacher Teacher Coach Classroom Teachers	0	N/A	TCT agendas/minutes Lesson Plans Observations

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of tested students in Grade 4 scoring Met or Exemplary on the Science SCPASS test will increase from 62.1% to 72.1% as measured by the SCPASS Science Assessment. (Grade 4 is shown because it will remain the SCPASS tested grade).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
Grade 4 SCPASS Science-% Met or Exemplary	62.1%	Projected Data: 64.1%	66.1%	68.1%	70.1%	72.1%
		Actual Data: 21.6%				

Action Plan

Strategy #1: Implement with fidelity a verified and vertically aligned curriculum to improve student achievement in 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. Implement a standards-based science curriculum at all grade levels that supports the SC Profile of a Graduate.	August 2017-June 2022	Principal Lead Teacher	0	NA	Lesson Plans/Classroom observations
2. Systematically align standards, curricula, interventions, and support across grade levels and feeder patterns.	August 2017-June 2022	Principal Lead Teacher	0	NA	TCT minutes Lesson Plans Classroom Observations
3. Integrate nonfiction texts and digital content aligned with science standards.	August 2017-June 2022	Principal Lead Teacher	0	NA	Classroom Observations Lesson Plans
Strategy #2: Implement a robust instructional model to improve student achievement in science.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research in best and promising practices, national models to increase capacity of school staff to improve student achievement and engagement in science.	August 2017-June 2022	Principal Lead Teacher	0	NA	Lesson Plans Classroom Observations
2. Implement the instructional model (i.e., blend of whole group, targeted instruction, collaboration, and independent work) with fidelity in science.	August 2017-June 2022	Principal Lead Teacher	0	NA	Lesson Plans Classroom Observations
3. Provide transportation for curriculum based field experiences that align with standards.	August 2017-June 2022	Bookkeeper	\$4,000	Title 1	Purchase Orders
4. Support teachers' use of science kits and monitor instructional use.	July 2017 - June 2022	Principal Lead Teacher	0	N/A	Lesson Plans Classroom Observations
Strategy #3: Build teacher content knowledge in science and in pedagogy.					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Engage instructional coach to provide model lessons, formative feedback for teachers, and professional learning sessions.	August 2017-June 2022	Principal Lead Teacher	0	NA	Lead Teacher Schedule Classroom Teacher Reflection notes
Strategy #4: Use data to inform instructional decisions.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support teachers in using a range of formative assessments, use evidence of learning from project- and problem-based learning, to measure student progress in science.	August 2017-June 2022	Principal Lead Teacher	0	NA	Copies of assessments TCT agendas/minutes Classroom Observations

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of teachers with advanced degrees will increase from 53.7% to 61.2% as measured by the school report card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
% of Teachers with Advanced Degrees	53.7%	Projected Data: 55.2%	56.7%	58.2%	59.7%	61.2%
		Actual Data: 55.3%				

Action Plan

Strategy #1: Provide professional development programs to offer courses aligned with advanced degrees					
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. Manage school- level participation in district offerings of professional development.	July 2017-June 2022	Principal Lead Teacher Literacy Coach	0	N/A	Entrack credit PD Agendas Sign In Sheets
2. Provide school wide offerings of professional development based on teacher's needs as indicated by school data and teacher requests.	July 20017-June 2022	Principal Lead Teacher Literacy Coach	0	N/A	PD Plan Sign In Sheets COTs
Strategy #2: Use an electronic database to monitor teachers' progress toward earning advanced degrees.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize Entrack and Google Docs to record teachers' completion of courses.	July 2017-June 2022	Principal Lead Teacher	0	N/A	Electronic Record

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of teachers with continuing contract will increase from 70.4% to 77.9% as measured by the school report card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
% of Teachers with Continuing Contracts	70.4%	Projected Data: 71.9%	73.4%	74.9%	76.4%	77.9%
		Actual Data: 83.0%				

Action Plan

Strategy #1: Provide mentors to induction teachers.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Identify veteran teachers who will attend ADEPT training.	July 2017- June 2022	Principal Lead Teacher	0	N/A	Entrack Certification Sign in Sheets
2. Ensure Induction teachers attend TIPS District Trainings and Support Sessions.	July 2017-June 2022	Principal Assistant Principal Lead Teacher	0	N/A	Induction paperwork Sign in Sheets Communication with OTE
3. Provide support to teacher based on need.	July 2017 - June 2022	Principal Assistant Principal Lead Teacher Literacy Coach	0	N/A	Classroom observations
Strategy #2: Provide feedback to all teachers for more effective instruction.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use observations of all teachers using the Entrack Walk through and COT observation platform to determine teacher needs and provide appropriate feedback and support.	July 2017 - June 2022	Principal Assistant Principal Lead Teacher	0	N/A	Walk through and COT feedback

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By May 2022, the percent of returning teachers will increase from 87.9% to 92.9% as measured by the school report card.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2017/18	2018/19	2019/20	2020/21	2021/22
% of Returning Teachers	87.9%	Projected Data: 88.9%	89.9%	90.9%	91.9%	92.9%
		Actual Data: 87.0%				

Action Plan

Strategy #1: Provide teachers the opportunity to be involved with making decisions across the school.					
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. Have a representative from each department/grade level engaged at monthly leadership Team Meetings.	July 2017 - June 2022	Principal	0	N/A	Minutes Sign In Sheets
2. Survey teachers/staff periodically throughout the year to make school wide decisions.	July 2017 - June 2022	Principal Assistant Principal Lead Teacher	0	N/A	Surveys Survey Results
Strategy #2: Recognize and Reward teacher for performance.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Recognize various teachers weekly for great performance (serving on committees, classroom observations, outstanding teamwork, etc.)	July 2017 - June 2022	Principal Assistant Principal Grade Chair Leads Lead Teacher	0	N/A	Weekly Updates
2. Recognize a "PAW"some Teacher of the month.	July 2017- June 2022	Principal Assistant Principal Lead Teacher	\$300	Donations	Google Doc of Teacher's Recognized Facebook announcements



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

A Comprehensive System of Assessment

- Summative Assessment
 - SC Ready
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominic
 - MAP
 - Star Reading
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

B. This school provides 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.

Lenses of Assessment
 Assessing for Supplemental Instruction

- Reading Process
- Small Group and Individual

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B3. 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

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

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D3. Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Lenses of Assessment

Assessing for 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 in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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 when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment				
Assessing for Professional Development				
<ul style="list-style-type: none"> • Literacy Competencies for PreK-5th Grade Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning • Early Learning Standards for 4K 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

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.

Lenses of Assessment

Assessing for Literacy Partnerships

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

H. This school embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared 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:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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
H2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

H. This school embeds practices reflective of exemplary literacy-rich environments.

Lenses of Assessment

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

reading, writing, and researching.				
H4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:**

Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Environment is literacy based & print-rich• Teachers have access to multiple leveled text in both fiction and non-fiction• Ladson teachers and staff make every effort to involve and inform parents in literacy instruction• Teachers actively use formative data to drive instruction• Teachers provide shared reading experiences with students• Teachers utilize available time to provide maximum reading instruction.• Teachers utilize small group instruction in order to help students master literacy standards.	<ul style="list-style-type: none">• Need to incorporate more content-specific texts into literacy instruction• Teachers need to build efficacy related to literacy instruction; including management of computer assisted instruction vs authentic reading and writing experiences.• Grade levels should spend more time planning, using and analyzing formative data to inform instruction and collaborate with one another to find trend data.• Teachers need to offer more shared writing experiences with students• Teachers need more support with in-class intervention requirements: when to add these additional groups, what to use, how to meet all required minutes.



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:

SMART Goals and Action Steps Based on Analysis of Data	
<p>Goal #1:</p> <p>By May 2019, Ladson Elementary School will increase the number of 1st-5th grade students reading on grade level by 10% as measured by Fountas and Pinnell Benchmarks.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Continue use of Open Court Phonics • Continue daily guided reading groups • Increase shared reading experience • Increase focus on sight words & vocabulary development • Utilize Close Reading strategies • Reading coach to model lessons: phonics, guided reading, read aloud with accountable talk, close reading...etc. • PD on effective literacy instruction provided by Reading Coach and Lead Teacher during TCT
<p>Goal #2:</p> <p>By May 2019, Ladson Elementary School will increase the number of Kindergarten students reading on grade level by 10% as measured by Fountas and Pinnell Benchmarks.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Continue use of Open Court Phonics • Continue daily guided reading groups • Increase shared reading & writing experiences • Increase focus on sight words via Word Wall • Reading coach to model lessons: phonics, guided reading, read aloud with accountable talk, close reading...etc. • PD on effective literacy instruction provided by Reading Coach and Lead Teacher during TCT
<p>Goal #3:</p> <p>By May 2019, Ladson Elementary School will increase the number of served ESOL students reading on grade level by 10% as measured by Fountas and Pinnell Benchmarks.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Continue use of Open Court Phonics in class and in ESOL • Reading Coach to provide PD on guided reading strategies to ESOL teachers • Increase focus on sight words via Word Wall



**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:**

- | | |
|--|--|
| | <ul style="list-style-type: none">• PD on effective literacy instruction provided by Reading Coach and Lead Teacher during TCT & to ESOL teachers during their planning |
|--|--|

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.