

School Renewal Plan Table of Contents

Signature Page	2
Assurances	3
Stakeholders	5
Waiver Requests	6
Needs Assessment Data	7
Executive Summary of Needs Assessment (Summary of Conclusions)	8
Performance Goals and Action Plans	9
Read to Succeed	21

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25

School Name:	Summit Parkway Middle
SIDN:	4002082
Plan Submission:	School utilizes Cognia
Grade Span:	K To 8
District:	Richland 2
Address 1:	200 Summit Parkway
Address 2:	
City:	Columbia, SC
Zip Code:	29229
School Renewal Plan Contact Person:	April Shell
School Plan Contact Phone:	803-699-3580
School Plan E-mail Address:	ashell@richland2.org

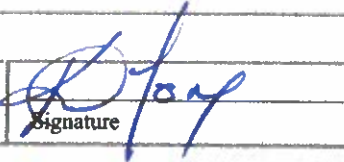
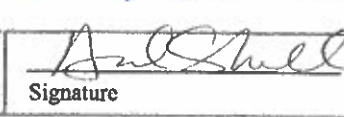
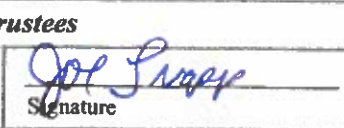
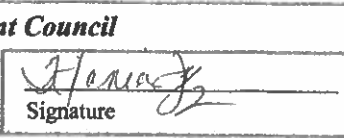
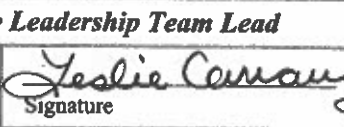
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Dr. Kim D. Moore</u> Printed Name	 Signature	4/8/2024 Date
Principal		
<u>Ms. April Shell</u> Printed Name	 Signature	3/28/24 Date
Chairperson, District Board of Trustees		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	4/10/24 Date
Chairperson, School Improvement Council		
<u>Mrs. Titania Frazier</u> Printed Name	 Signature	3/28/2024 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Dr. Leslie Carraway</u> Printed Name	 Signature	3-28-24 Date

Assurances for School Renewal Plan

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

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

Yes	<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>
No	<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	Ms. April Shell
2.	Teacher	Deidre Moore
3.	Parent/Guardian	Ashley Douglas
4.	Community Member	Louise Snipes
5.	Paraprofessional	Xzeria Johnson
6.	School Improvement Council Member	Titania Frazier
7.	Read to Succeed Reading Coach	Laura Holladay
8.	School Read To Succeed Literacy Leadership Team Lead	Dr. Leslie Carraway
9.	School Read To Succeed Literacy Leadership Team Member	Mannietea Freeman
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 Literacy Leadership Team for Read to Succeed		
	Assistant Principal	Scott Floyd
	Assistant Principal	Kent Chase
	Assistant Principal	Mannietea Freeman
	Technology Learning Coach	Janice Wylie

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 (SBE Regulation 43-261)	
2. Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3. Teachers teaching more than 4 preps (SBE Regulation 43-205)	
4. High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9NDAwMjA4Mg>

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.	This year we have noticed a slight decline in our Math scores from 27.7% meets and exceeds to 26.8% meets and exceeds. However, there was an increase in our ELA scores from 40.9% meets and exceeds to 48.5% meets and exceeds. It is important that we focus on academic rigor and engagement, provide opportunities for acceleration and remediation before, during and after school, address all students who are at risk with the use of tiered academic interventions and mentor programs, and sponsor events for family and community awareness and involvement. We believe that student success occurs with all stakeholders involved. In conclusion, it is our expectation that these strategies will assist in improving our test scores in the area of both Math and ELA.
Teacher/Administrator Quality	
2.	The Teacher/Administrator Quality category focuses on the need for our school to remain AVID certified or higher for the purpose of educating all students. AVID certification assesses the school in four major domains: Instruction, Systems, Leadership and Culture. We would like to see all of our domains at 100% in the schoolwidedomain or greater as well as our instruction to include WICOR strategies and rigor for all; Our systems to support collaboration, professional learning and data collection and analysis; Our Leadership to ensure college and career readiness, strategic planning and building leadership capacity; Our Culture to foster collective efficacy, a positive and safe learning environment, family and community involvement and high expectations for all. This year our specific goals include the continued use of socratic seminar and philosophical chairs, provided the AVID strategy of the month, and the implementation of WICOR Wednesdays. Additional goals include providing the opportunity for 6th, 7th and 8th grade students to take the PSAT or PSAT practice test and to invite our parents to a financial aide and scholarship information night. In conclusion, it is our expectation that we will remain a certified site or higher on our Coaching and Certification Instrument.
School Climate	
3.	The School Climate Survey category demonstrates that there are areas of improvement in the category of Social and Physical Environment. We noticed that 18.2% we not satisfied with the conditions at the school. Therefore we are concentrating on areas such as student behavior beliefs and social skills, cleanliness of various areas around campus, as well as safety and security to shift this percentage up to other categories. Each of these categories will be assessed yearly to ensure that students increase their self-confidence and self-worth and that they feel safe at school at all times. It is also imperative that we ensure that all areas of the building are clean and that issues are reported and fixed in a timely manner. In conclusion, it is our expectation that we will see an increase in satisfaction in the area of Social and Physical Environment using these strategies.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of students satisfied with the social and physical environment will increase from 61.9% to 71.9%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Summit Parkway Middle School Report Card 2022	61.9%	Projected Data: 63.9%	65.9%	67.9%	69.9%	71.9%
		Actual Data: TBD				

Action Plan

Strategy #1: To address student and staff social-emotional needs and increase their overall well-being.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to incorporate MTSS in the areas of academics, behavior, social-emotional.	2023-2028	Administrators Faculty & Staff	\$6,000	General Budget	Analyze school-wide initiatives, tiered-based interventions as well as mentor programs.
2. Incorporate journaling in Advisory activities and utilize the Social-Emotional Learning platform 7 Mindsets based on Casel Competencies with fidelity to create a common language among students, faculty staff and families.	2023-2028	Teachers	\$12,000	At-Risk Fund Business Partner Sponsored	Analyze Advisory walk-through observation data to ensure that teachers are teaching the 7 Mindsets data as well as provide journals and journal prompts for “Free Write Friday.”
3. Create preventive programs that will involve and engage students, faculty, staff and families to improve student behavior and environment.	2023-2028	Administration	\$2,500	General Budget	Implement SEL Day and SEW weekly and monthly activities. Incorporate Adopt-a-Hallway school-wide to involve school organizations and Dads on Duty to increase parent involvement.
Strategy #2: To improve the school-wide environment and overall feeling of safety and security in the building.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a “See Something Say Something” campaign as well as provide students a google link in their teachers google classroom to submit information anonymously.	2023-2028	Assistant Principals	N/A	General Budget	Create the Google Link and share it with teachers to place in Google Classroom. AP will check the results daily.
2. Create an environment of cultural awareness among students, faculty & staff.	2023-2028	Administrators Faculty & Staff	\$5,000	Discretionary Funds At-Risk Funds	Incorporating culturally relevant teaching and providing professional development in the area of CRT, celebrating cultures monthly, and being intentional about posters, flags and displays in the classroom and common areas. Eagle P.R.I.D.E. Classroom, restroom and bus competitions with winners

					announced on the News Show.
3. Community Town Hall Meetings that involve parents, teachers, community members, business partners to discuss how we can all partner to create an environment of teaching and learning.	2023-2028	Administrators, Faculty & Staff, SRO, Mentors, Community	\$6,000	General Budget	Advertisement, pictures, invites, social media posts, and participant surveys.

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Summit Parkway will increase the percent of 8th grade middle school students scoring meets or exceeds on SC READY ELA from 50.7% to 62.7%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Summit Parkway Middle School Report Card 2022	49.8%	Projected Data: 50.7%	53.7%	56.7%	59.7%	62.7%
		Actual Data: TBD				

Action Plan

Strategy #1: To increase student mastery in the area of ELA so that they can reach their highest potential.					
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. Using common planning in PLC's and monthly department meetings, teachers will work together to create rigorous, engaging and literacy rich lessons using research-based ELA strategies.	2023-2028	Administrators, CES, Teachers	\$10,000 Professional Development	General Budget	Admin observation and participation of PLC's, benchmark reviews and weekly walk-throughs.
2. Offer ELA Tutorials before school in the Media Center so that students can get assistance on difficult math concepts from their teachers and/or peers.	2023-2028	Teachers, Students	\$8,000 Early Bird Teachers	General Budget	Observations, teacher and student surveys, and benchmark data.
3. Create engaging ELA lessons for small, collaborative and heterogeneous groups during Intervention Learning Time (ILT), to re-teach, refocus and differentiate instruction so that students can reach their highest potential.	2023-2028	Administration, Teachers, CES	N/A	N/A	Walk-through observations during ILT, student surveys and benchmark data.
Strategy #2: To increase student and parent involvement and awareness of academic achievement in the area of ELA.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Institute a Student Coaching Program to incorporate Peer-to-Peer support throughout the school day.	2023-2028	CES, AVID Coordinator, Students	N/A	N/A	Observations, surveys, student tutorial certification, individual assessment results.
2. Invite parents/guardians to a Literacy Night to increase parent's knowledge about the expectations of ELA standard showcase student work and to build school and community relations.	2023-2028	Administration, CES, Teachers, Parents	\$2,000	General Budget	Advertisement, pictures, invites, social media posts, and participant surveys.
3. Invite parents to volunteer during school-wide reads and to contribute to the College and Career Corner in child classrooms.	2023-2028	Administration, CES, CDF, Teachers	N/A	N/A	Volunteer roster and spreadsheet of contributions, pictures of College and Career Corners.

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Summit Parkway will increase the percent of 7th grade middle school students scoring meets or exceeds on SC READY Math from 20.9% to 32.9%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Summit Parkway Middle School Report Card 2022	22.1%	Projected Data: 20.9%	23.9%	26.9%	29.9%	32.9%
		Actual Data: TBD				

Action Plan

Strategy #1: To increase student mastery in the area of Math so that they can reach their highest potential.					
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. Using common planning in PLC's and monthly department meetings, teachers will work together to create rigorous and engaging lessons using research-based Math strategies.	2023-2028	Administrators, CES, Teachers	\$10,000 Professional Development	General Budget	Admin observation and participation of PLC's, benchmark reviews and weekly walk-throughs.
2. Offer Math Tutorials before school in the Media Center so that students can get assistance on difficult math concepts from their teachers and/or peers.	2023-2028	Teachers, Students	\$8,000 Early Bird Teachers	General Budget	Observations, teacher and student surveys, and benchmark data.
3. Create engaging Math lessons for small, collaborative and heterogeneous groups during Intervention Learning Time (ILT), to re-teach, refocus and differentiate instruction so that students can reach their highest potential.	2023-2028	Administration, Teachers, CES	N/A	N/A	Walk-through observations during ILT, student surveys and benchmark data.
Strategy #2: To increase student and parent involvement and awareness of academic achievement in the area of Math.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Institute a Student Coaching Program to incorporate Peer-to-Peer support throughout the school day.	2023-2028	CES, AVID Coordinator, Students	N/A	N/A	Observations, surveys, student tutorial certification, individual assessment result
2. Invite parents/guardians to a Financial Literacy Night to increase parent's knowledge about the expectations of Math standards, showcase student work and to build school and community relations.	2023-2028	Administration, CES, Teachers, Parents	\$2,000	General Budget	Advertisement, pictures, invites, social media posts, and participant surveys.

3. Invite parents to volunteer during school-wide reads and to contribute to the College and Career Corner in child classrooms.	2023-2028	Administration, CES, CDF, Teachers	N/A	N/A	Volunteer roster and spreadsheet of contributions, pictures of College and Career Corners.
---	-----------	--	-----	-----	--

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Summit Parkway Middle will maintain 100% schoolwide status or higher on all domains based on the annual Coaching and Certification Instrument (CCI).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Summit Parkway CCI Report 2022	Certified	Projected Data: Certified	Certified	Certified	Certified	Certified
		Actual Data: Emerging Schoolwide				

Action Plan

Strategy #1: To increase the usage of AVID Strategies school-wide so that it is embedded in the curriculum and culture.					
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. AVID Instructional Strategies and technology activities are embedded in lesson plans, power lesson videos and instruction and are implemented in classrooms.	2023-2028	Administration CES Teachers AVID Coordinator	N/A	General Budget	Data will be analyzed from lesson plans, power lessons and walk-through observations.
2. The Leadership Team will model the concentrated AVID strategy which drives our goals on the AVID Site Team Plan.	2023-2028	Leadership Team	N/A	General Budget	The Leadership Team will use books, articles and discussions to model and demonstrate yearly targeted AVID Strategies.
3. The AVID Coordinator and Site Team will collect school-wide evidence to maintain a yearly “certified” status.	2023-2028	AVID Coordinator AVID Site Team	N/A	General Budget	Evidence of usage will be collected among all Faculty and Staff throughout the year to include but not limited to student work, pictures, lesson plans, etc.
Strategy #2: To increase student and parent involvement and awareness of the use of AVID school-wide.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. AVID Site Team Plan goals are focused on data based on the CCI Instrument.	2023-2028	AVID Site Team	N/A	N/A	The CCI Instrument will be used to determine yearly goals.
2. Students will continue to be recruited and interviewed for the AVID Elective Class.	2023-2028	AVID Coordinator Director of School Counseling	N/A	N/A	The AVID Coordinator and Director of School Counseling will diligently recruit students for AVID.
3. Invite parents to an AVID Family Night where students and teachers showcase AVID strategies and student work.	2023-2028	Administration, CES, AVID Coordinator, Teachers	N/A	N/A	Advertisement, pictures, invites, social media posts, and participant surveys.

South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

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

Assessment

- Summative Assessment
 - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
 - MAP
 - Star Reading
 - iReady
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
 - Identify Problem; Explore Why It Is Occurring; Develop Action Plan; Monitor and Evaluate the Plan
- Documentation of Data

Possible Sources of Evidence:

Universal Screening Data, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, PAST (Phonological Assessment Screening Test)

SPMS Evidence: MAP Fall Report, SC Ready Spring Report, Benchmark Assessments, PLC Meeting Agendas, Department Meeting Agendas, Lesson Plans, Reading Logs, Student Notebooks/Journals/TDA Samples, and AVID Note Taking Samples

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

Updated August 2023 Page 1
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

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

Research-Based and Evidence-Based Instructional Practices

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Explicit and Systematic Phonics, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading, Explicit Reading Instruction, Small Group Reading Instruction, Conferring and Systematic Data Collection • Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Possible Sources of Evidence:

Teacher Observations, Schedules, Lesson Plans

SPMS Evidence: South Carolina College and Career Ready Standards: District Curriculum and Pacing Guide, Weekly Literacy Focus, Quick Writes, TDA Activities and Strategies, Teacher Walk-Through Observations, Independent Reading in ELA & Advisory, SPMS Book Awards Activity Plan, Cross-Curricular Units and Projects, and Student/Teacher Writing Conferences, Journal Writing and Community Circles in Advisory classes.

Reflections	Rarely	Sometimes	Routinely
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	X
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	X	<input type="checkbox"/>
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	X

B4. Teachers monitor student engagement in reading and writing and use this data to build stamina.	<input type="checkbox"/>	<input type="checkbox"/>	X
B5. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments and observations of students.	<input type="checkbox"/>	<input type="checkbox"/>	X
B6. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	<input type="checkbox"/>	X	<input type="checkbox"/>
B7. Teachers model through interactive writing experiences to build accuracy and fluency in writing.	<input type="checkbox"/>	X	<input type="checkbox"/>
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking.	<input type="checkbox"/>	<input type="checkbox"/>	X

Updated August 2023 Page 2
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Reflections	Rarely	Sometimes	Routinely
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses.	<input type="checkbox"/>	X	<input type="checkbox"/>
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	X

Updated August 2023 Page 3
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

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

Supplemental Instruction

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

Possible Sources of Evidence:

Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors

SPMS Evidence: Differentiated Instruction, Individualize Learning Time (ILT), SPMS Book Award List (featured books, quizzes to earn badges, related activities in advisory classes), Independent Reading, Media Center Class Visits, Classroom Libraries, Writer’s Workshop, WICOR Activities, and Student Benchmark Goal Setting.

Reflections	Rarely	Sometimes	Routinely
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input type="checkbox"/>	X
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students’ reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	X	<input type="checkbox"/>
C3. Teachers provide targeted, effective in-class intervention which: <ul style="list-style-type: none"> • must provide individual and small-group instruction; and • must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. 	<input type="checkbox"/>	<input type="checkbox"/>	X

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

Literacy-Rich Environmental Components

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

Possible Sources of Evidence:

Schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

SPMS Evidence: Embedded Inquiry Standards, Multidisciplinary Research, Reading Strategies Across All Content, Master Schedule Structure, Lesson Plans, Classroom Libraries and Novel Sets, Classroom Bulletin Board Displays, Book Selection based on student interest and a diverse population, Walk-Through Observation Evidence, Social Media Posts, and an increase of paper and pencil activities versus technology used in classes.

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

D7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	X
--	--------------------------	--------------------------	---

Updated August 2023 Page 5
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

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

Reading Engagement

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

Possible Sources of Evidence:

Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

SPMS Evidence: PLC Agendas, Teacher Class Agendas, Classroom Libraries, Media Center check-outs by choice and before and after school, New diverse book collections purchased for the media center, Student use of sites like SORA and Richland Library to check out ebooks, and the Media Center organized by genre.

Reflections	Rarely	Sometimes	Routinely
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	X
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"/>	X	<input type="checkbox"/>
E3. 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"/>	X
E4. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and	<input type="checkbox"/>	<input type="checkbox"/>	X

culturally diverse, authentic texts.			
--------------------------------------	--	--	--

Updated August 2023 Page 6
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

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

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on What Works Clearinghouse
- Foundational Reading Skills

Possible Sources of Evidence:

Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches’ Schedules, Action Research Notes, Lesson Plans, LETRS Progress Reports

SPMS Evidence: Professional Learning Plan, District In-Service Agendas and Presentations, Weekly PLC Meeting Agendas, Monthly Department Meeting Agendas, Coaching Conversations, State and National Conference Agendas, Content Specialist Professional Learning and Visits, Admin Tem, Leadership Team and Grade Level Meeting Agendas.

Reflections	Rarely	Sometimes	Routinely
<p>F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:</p> <ul style="list-style-type: none"> • Study groups • Collaboration through coaching cycles with school coach • Professional book clubs • Teacher action research • Collaborative planning • Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	X

<p>F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:</p> <ul style="list-style-type: none"> • Study groups • Collaboration with school coach • Professional book clubs 	<input type="checkbox"/>	<input type="checkbox"/>	X
--	--------------------------	--------------------------	---

Updated August 2023 Page 7
South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

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

Literacy Partnerships

Possible Sources of Evidence:

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

SPMS Evidence: District Partnership with Richland County Library, Richland County Library Link Posted, South Carolina Book Award Link, SPMS Book Awards, Media Center Long Range Plan, Media Specialist Purchase Plan, Summer Reading Participation, District Partnership with the Comet Public Transportation System, Business Partnership List.

Reflections	Rarely	Sometimes	Routinely
<p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <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"/>	X
<p>G2. Specific actions are taken to foster partnerships.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X

Updated August 2023 Page 8
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section H: This school utilizes a system for helping parents understand how they can support the student as a reader at home. Family Support of Literacy Development

Possible Sources of Evidence:

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

SPMS Evidence: Parent Conference Calendar, IEP Conference Calendar, SIC Brochure, SIC and PTO Meeting Agendas, SPMS Book Awards, Open House Presentations, ParentSquare Messages, News From The Nest Newsletter, Parent University, Curriculum Night, and Get Fit and SIDI Magnet Family Nights.

Reflections	Rarely	Sometimes	Routinely
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	X

Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Teachers analyze and utilize data to improve the reading and writing abilities of students. ● Instructors allow for students to be able to readily access a variety of informational resources both digitally as well as hard copies of materials. ● Teachers and other media center specialists provide sufficient opportunities for students to engage in reading and writing during the week. ● Teachers base their instruction on South Carolina State Standards while incorporating reading opportunities that are curriculum-based. ● Instructors offer challenging texts for students to foster critical thinking opportunities while analyzing informational resources. ● The media specialist provides independent reading time before and after school and during bi-weekly class visits during ELA classes and book selection is based on genre and student interests. ● Teachers participate in professional development using the data protocol to analyze reading and writing scores. ● 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"> ● Invite parents to Curriculum Night and Parent University Sessions. ● Develop a reading club to read to students at Center for Inquiry (CFI). ● Increase student opportunities for exploration and inquiry by utilizing various reading and writing strategies across all content areas in Advisory through the use of 7 Mindset Lessons. ● Offer continuous professional development on the Reading Apprenticeship Framework to increase literacy across all content areas, provide time to implement the new strategies, and plan cross-curricular projects to help students make connections within different subject areas. ● Provide targeted effective interventions in class and during ILT which will include individual and small-group differentiated instruction to strengthen our MTSS process in academics. ● Provide <i>intentional cross curricular</i> Power Lessons to students based on their mastery of the standards on assessments throughout the year. ● Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing stamina and production.

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

Please provide your school’s goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<p>Goal #1. We will <i>increase</i> the overall percentage of students in the category of <i>Met and Exceeded</i> by 5% on the ELA portion of SC Ready by June 2023.</p>	<p>Progress: This goal was met. The overall percentage of students in the category of Met and Exceeded increased by 7.6%.</p> <ul style="list-style-type: none"> ➤ Provide professional development using <i>AVID Critical Thinking Skills</i>. ➤ Provide targeted effective in-class interventions which will include individual and small-group instruction to strengthen our MTSS process which includes but is not limited to Differentiated Instruction. ➤ Teachers will provide Tier 2 and Tier 3 Interventions such as small group and individual tutoring. ➤ <i>AVID Reading for Disciplinary Literacy: A School-Wide Approach</i> to embed reading strategies throughout the school. ➤ Continue to develop a culture of reading by creating, implementing and sustaining <i>reading activities and events</i> such as the readers challenge as well as displays on what our faculty and staff are reading. ➤ Incorporate grade-level readings to span across the curriculum. ➤ Offer professional development on the <i>Reading Apprenticeship Framework</i> to increase literacy across all content areas, provide time to implement the new strategies, and plan
<p>Goal #2: We will <i>decrease</i> the number of Non-Scorable Text-Dependent Analysis TDA’s by 5% <i>per grade level</i> on the ELA portion of SC Ready by June 2023.</p>	<p>Progress: We did not meet this goal. Instead of decreasing by 5% we only decreased by 3.7%. We will change this goal for 2023-2024 and concentrate on one grade level only.</p> <ul style="list-style-type: none"> ➤ Identify students whose essays were non-scorables on the SC Ready writing test last spring. ➤ Provide small group and/or individual TDA writing instruction to the identified students. ➤ Provide PD on TDA writing for ELA teachers.

	<ul style="list-style-type: none"> ➤ Conduct at least one TDA mock writing test in ELA classes. ➤ Provide professional development using <i>AVID and WICOR Instructional strategies</i>. ➤ Utilize strategies from the <i>Content Specialist and Curriculum Effective Specialist</i> to strengthen student skills. ➤ Continue to Implement the <i>RACE Strategy</i> school-wide and have teachers provide PD in their content area. ➤ <i>AVID Writing for Disciplinary Literacy: A School-Wide Approach</i> to embed writing strategies throughout the school. ➤ Utilize the <i>Lucy Calkins Curriculum</i> to prepare and enhance the reading and writing skills of students.
<p><u>Goal #3:N/A</u></p>	

Updated August 2023 Page 11
 South Carolina Department of Education
 Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool

Section K: Current SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. **Schools may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
-------	--------------

<p><u>Goal #1</u>: By 2024, we will increase the percent of 8th grade middle school students scoring meets or exceeds on SC Ready ELA from 50.7% to 53.7%.</p>	<ul style="list-style-type: none"> ➤ Using common planning in PLC’s and monthly department meetings, teachers will work together to create rigorous, engaging and literacy rich lessons using research-based ELA strategies. ➤ Offer ELA Tutorials before school in the Media Center so that students can get assistance on difficult concepts from their teachers and/or peers. ➤ Create engaging ELA lessons for small, collaborative and heterogeneous groups during Intervention Learning Time (ILT) to re-teach, refocus, and differentiate instruction so that students can reach their highest potential. ➤ Institute a Student Coaching Program to incorporate Peer-to-Peer support throughout the school day. ➤ Invite parents/guardians to a Literacy Night to increase parent’s knowledge about the expectations of ELA standards, to showcase student work, and to build school and community relations. ➤ Invite parents to volunteer during school-wide read-alouds and to contribute to the College and Career Corners in classrooms.
<p><u>Goal #2</u>: By 2024, we will decrease the percentage of 8th grade middle school students scoring approaches on SC Ready from 25.9% to 22.9%.</p>	<ul style="list-style-type: none"> ➤ Using common planning in PLC’s and monthly department meetings, teachers will work together to create rigorous, engaging and literacy rich lessons using research-based ELA strategies. ➤ Offer ELA Tutorials before school in the Media Center so that students can get assistance on difficult math concepts from their teachers and/or peers. ➤ Create engaging ELA lessons for small, collaborative and heterogeneous groups during Intervention Learning Time (ILT), to re-teach, refocus and differentiate instruction so that students can reach their highest potential. ➤ Institute a Student Coaching Program to incorporate Peer-to-Peer support throughout the school day. ➤ Invite parents/guardians to a Literacy Night to increase parent’s knowledge about the expectations of ELA standard

	<p>showcase student work and to build school and community relations.</p> <ul style="list-style-type: none"> ➤ Invite parents to volunteer during school-wide reads and to contribute to the College and Career Corner in classrooms.
<p><u>Goal #3</u>: By June of 2024, we will <i>decrease</i> the number of <i>Non-Scorable Text-Dependent Analysis TDA's</i> by 3% in the 8th grade from 3.2% to 0.2% on the ELA portion of SC Ready.</p>	<ul style="list-style-type: none"> ➤ Using common planning in PLC's and monthly department meetings, teachers will work together to create rigorous, engaging and literacy rich lessons using research-based ELA strategies. ➤ Offer ELA Tutorials before school in the Media Center so that students can get assistance on difficult math concepts from their teachers and/or peers. ➤ Create engaging ELA lessons for small, collaborative and heterogeneous groups during Intervention Learning Time (ILT), to re-teach, refocus and differentiate instruction so that students can reach their highest potential. ➤ Institute a Student Coaching Program to incorporate Peer-to-Peer support throughout the school day. ➤ Invite parents/guardians to a Literacy Night to increase parent's knowledge about the expectations of ELA standard showcase student work and to build school and community relations. ➤ Invite parents to volunteer during school-wide reads and to contribute to the College and Career Corner in child classrooms.