School Renewal Plan Cover Page
(Mandated Component)

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

School Name:	Ridge View High
SIDN:	4002084
Plan Submission:	School utilizes Cognia
Grade Range From:	9 To 12
District:	Richland 2
Address 1:	4801 Hard Scrabble Road
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Dr. Brenda Mack
Contact Phone:	803-699-2999
E-mail Address:	bmack@richland2.org

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. Ţ¿½Ť¿½59-18-1300 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		
Mrs. Nancy Gregory Printed Name	Signature	4/4/23 Date
Principal		
Dr. Brenda Mack Printed Name	Brenda Mack Signature	4-6-2023 Date
Chairperson, District Board of Trustees		
Lindsay Agostini Printed Name	Lindsay Agostini Signature	4-24-23 Date
Chairperson, School Improvement Council		
Julius Richardson Printed Name	Julius P Richardson Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		

Meagan Culbertson Printed Name	Signature	4/6/23 Date

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Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
Mrs. Nancy Gregory Printed Name	_____ Signature	_____ Date
Principal		
Dr. Brenda Mack Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
Lindsay Agostini Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
Julius Richardson Printed Name	_____ Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
Meagan Culbertson Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

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

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

N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
N/A	**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.
N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	**Principal**	Dr. Brenda Mack
2.	**Teacher**	Ellen Harrison
3.	**Parent/Guardian**	Naleesha Brown
4.	**Community Member**	Amelia Mackey
5.	**Paraprofessional**	Ellen Harrison
6.	**School Improvement Council Member**	Julius Richardson
7.	**Read to Succeed Reading Coach**	Brenda Mack
8.	**School Read To Succeed Literacy Leadership Team Lead**	Meagan Culbertson
9.	**School Read To Succeed Literacy Leadership Team Member**	Dr. Brenda Mack
	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	
		Dr. Jean Greene
		Curtis Bates
		Alan Wolf
		Ahmad Stephens
	Student	Brooke Monfils

District Requested Strategic/Renewal Plan Waiver

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

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

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

☑ **Not Applicable**

District Wavier Requested and Approved	**Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.**
1. Extension for initial District Strategic and School Renewal Plans (*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*)	

NEEDS ASSESSMENT DATA

Provide the link to your district's most recent School Report Card:
https://screportcards.com/overview/?q=eT0yMDIyJnQ9SCZzaWQ9NDAwMjA4NA

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

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

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

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	**349**	**76.2**	**451**	**83.0**
Gender				
Female	180	83.9	249	86.3
Male	169	68.1	192	78.6
Ethnicity				
Asian	--	--	7	85.7
Black or African American	258	72.9	348	80.7
Hispanic or Latino	25	88.0	28	92.9
White	35	85.7	37	91.9
Additional Races/Ethnicities	28	85.7	21	90.5
IEP				
Non-Speech IEP	60	45.0	62	61.3
Non IEP	289	82.7	379	86.5
English Proficiency				
Limited English Proficient (LEP)	10	70.0	11	63.6
Non-LEP	339	76.4	430	83.5
Poverty				
Pupils in Poverty (PIP)	186	68.8	236	75.7
Non-PIP	163	84.7	205	88.8

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

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

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	**307**	**42.4**	**372**	**52.4**
Gender				
Female	151	43.7	189	58.2
Male	156	41.0	183	46.5
Ethnicity				
Asian	--	--	---	---
Black or African American	229	36.2	296	51.0
Hispanic or Latino	29	58.6	27	44.4
White	30	50.0	22	59.1
Additional Races/Ethnicities	16	75.0	23	65.2
IEP				
Non Speech IEP	80	25.0	56	39.3
Non IEP	227	48.5	316	54.8
English Proficiency				
Limited English Proficient (LEP)	11	63.6	10	40.0
Non-LEP	296	41.6	362	52.8
Poverty				
Pupils in Poverty (PIP)	181	36.5	222	47.3
Non-PIP	126	50.8	150	60.0

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

College and Career Readiness (CCR)

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

Table 3: Percent of Student College or Career Ready

	2020	2021	2022
RVHS	63.4	73.9	73.6

On Time Graduation Rate

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

Table 4: On Time Graduation Rate

	2018	2019	2020	2021	2022
RVHS	87.7	87.1	89.4	90.5	91.4

Percent of Students Satisfied with Social and Physical Environment

Table 5 shows the percent of students who were satisfied with the social and physical environment based on the results of the State Report Card Climate Survey

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

	2021	2022

RVHS	86.7%	71.8%

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Ridge View High School (2022-2023)

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

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessments
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Mastery Connect Benchmark
  - Mastery Connect Common Formative Assessment
- Team Focused Decision Making
  - Problem Identification; Problem Analysis; Intervention Design/Action Planning; Evaluation of the Plan
  - 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 formative assessment system to individualize and intensify instruction for students.	☐	☐	☒	MAP, EOC, ACT, SAT, Reading, Writing,Conceptualized Questions, Anecdotal Notes, Sample Writings, Writing about Reading, Cornell Notes, PEP, Conferencing, Blazer Academy, AVID, Scholars Academy Magnet for Business and Law, Bio-Health and Allied Magnet, Career Prep, Special Services, IATs , SLO data, USA Test Prep, Interactive notebooks, eBinders, & GBE data. Individual Learning Time known as V.I.E.W. records.
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	☐	☐	☒	
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).	☐	☐	☒	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	☒	☐	

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B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based Instructional Practices:

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

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

B. This school provides for the reading and writing achievement (Tier 1) and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
meaning by reading, writing, listening, speaking, and inquiring.				
	Rarely	**Sometimes**	**Routinely**	
B7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	☐	☒	☐	
B8. Teachers use the South Carolina College and Career Ready Standards and the Profile of the South Carolina Graduate when planning instruction.	☐	☐	☒	

C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.				
Tier 2 and Tier 3 (Supplemental) Instruction ● Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) ● Small Group and Individual to Target and Intensify Instruction				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	☐	☒	☐	Lesson plans focused on teaching strategic reading behaviors, counselor administration collaboration, professional development goal of literacy intervention, gradual release model of instruction, Individual Learning Time (ILT) records
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	☒	☐	
C3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -should be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☒	☐	

D. This school embeds practices reflective of an exemplary literacy-rich environment.				
Inquiry-based Learning: ● Immersion, Investigation, Coalescing, Going Public ● Read Aloud/Repeated Choral Reading ● Independent reading, writing, researching ● South Carolina College and Career Ready Standards for Inquiry ● Profile of the South Carolina Graduate				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts to learn content for most of the instructional time.	☐	☒	☐	Classroom libraries, evidence of teacher conversation/ collaboration about texts Pictures of displays
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers, readers, writers, and thinkers.	☐	☐	☒	
D3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	☐	☒	☐	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	☐	☒	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	☒	
D6. Teachers prominently display artifacts reflective of student learning.	☐	☒	☐	
D7. Teachers immerse students in print-rich environments.	☐	☐	☒	

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

Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	☐	☐	☒	SSR (school-wide and classroom specific), Media Center Collection (Digital, and Print), writing conferences, reading conferences, chromebooks, AOW, problem of the day for ACT Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries iTutor with English 2 students, HLTBQ, District Instructional model, creative writing class and lunch activities, and Poetry Open Mic activities.
E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	☐	☒	☐	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☒	☐	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	☒	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☐	☒	

F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development ● Literacy Competencies for Middle and Secondary Teachers ● Literacy Competencies for Administrators ● South Carolina College and Career Ready Standards ● Standards for Professional Learning				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on data through: o Study groups o Collaboration with school coach o Book clubs o Teacher action research o Collaborative planning o Peer coaching	☐	☐	☒	Literacy Team meetings (district), Google Classroom, PEPs (department, Literacy), District Literacy meetings, Collaboration with district instructional leaders, conferences
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: o Study groups o Collaboration with school coach o Book Clubs	☐	☐	☒	Agendas, Sign-in Sheets, Written Reflections of Practice and New Learning, Action Research Notes, Lesson Plans

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Literacy Partnerships				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. ● County libraries are used to increase the volume of reading in the community over the summer ● State and local arts organizations ● Volunteers ● Social service organizations ● School media specialists	☐	☐	☒	Richland County Public Library Partnership, South Carolina Association of School Librarians, District Library Meeting, South Carolina Reading Association, Real Men Read, Teacher Cadets, PEARLS, *Pegasus* (school literary magazine), School E-Newspaper, Monthly guest speaker through 9th grade Advisory, the Business Breakfast, Realtors Breakfast, Steering Committee Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions
G2. Specific actions are taken to foster partnerships.	☐	☐	☒	

H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Family Support of Literacy Development				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	☒	At the View (blog), conferences, Parent University, partnership with the Richland County Public Library, Open House, teacher websites/resources, college essay/ scholarship workshop, GEAR-UP, College and Career Center, Newsletters (CAT, Magnets, GEAR-UP, College and Career Center, School for the Arts), Military information night, social media feeds, School-wide summer reading and celebration, master schedule (on website), and a monthly focus in newsletter.

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Section I: Analysis of Data

Strengths	Possibilities for Growth
School-wide summer reading event annually. Students presenting research findings to peers, community, and stakeholders using various platforms. Professional Development by Teachers, Leadership Team, Librarians, and Technology showcasing, providing resources, and modeling for Literacy Skills. Use of common vocabulary for expectations. Continued Staff participation in R2 Succeed Literacy Class. Providing choices for student presentation and reflection of learning. EOC exam scores Administration classroom observation and feedback, both formal and informal (SLO, GBE, SAFET, and district walk-through). School and class specific SSR time blocks. ACT problem and word of the day. School Media Center. Teachers' classroom libraries.	Use of technology platforms for reading and standardized test in reading practice Sustained and intentional writing across the curriculum. Reading(s) assignments related to topics in classes, varied levels and types of format, etc. newspapers, magazines, books (genres). RIT level training. Writing workshops. Rubric building workshops. Digital portfolio building (Naviance and STEMPremiere). Writing Across the Curriculum strategies eBinders Individual Learning Time (LLT) reading interventions

Collection of high-interest, young adult literature available for SSR and for check-out. *Scholastic Math* magazine for Intermediate Algebra. African-American Read-In. Google Classroom platform for articles and such for professional development. Course offerings--Journalism and Creative Writing, School literary magazine--"Pegasus."	

Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals Please provide your school's previous goals from the 2022-23 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s).	
Goal #1: By June 2023, use formative and summative data from internal and external assessments to inform and monitor reading and writing standards-based instruction.	**Progress:** Student Data Conversations Professional Learning Benchmark Data Meetings Analyze Internal and External Assessments Focus on common assessments Facilitate the use of benchmark data to inform instruction Use the data protocol and the assessment review instrument on a routine basis.
Goal #2: By June 2023, the Literacy Team will provide reading interventions monthly in order to increase achievement in each content area for all students.	**Progress:** **Action Steps:** Literacy Team will use the Data Protocol to support needed interventions. **The Literacy team will:** Provide Professional Development on lexile levels and MAP data. Provide reading strategies for best practices. Provide Professional Development on using online textbook resources appropriately. Create a system by which reading interventions should be documented.
Goal #3: Due to the significant decrease in English EOC scores, The percentage of students scoring "C" or higher on the EOCEP English 2 exam will increase 5% during the 2022-2023 school year. The goal will be met by	**Progress:** Using content readiness assessment, common formative assessments, and district benchmarks, teachers will analyze students' mastery of standards by completing data protocols during PEP to address course standards misconception or gaps. Students will

returning to high yield instructional strategies, using PEP to collaborate to create engaging lessons using WICOR strategies, and progress monitoring students' success with the standards through common formative assignments and district benchmarks.	receive intentional remediation or enrichment during V.I.E.W. to support the individual needs discovered through the data protocols and common assessment calibration.

Section K: 2022–23 SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

Goal #1:	**Action Steps:** **Progress:** **Using content readiness assessment, common formative assessments, and district benchmarks, teachers will analyze students' mastery of standards by completing data protocols during PEP to address course standards misconception or gaps. District content specialists are collaborating with teachers to provide rigorous content for students. Students will receive intentional remediation or enrichment during V.I.E.W. to support the individual needs discovered through the data protocols and common assessment calibration. Teacher will attended AVID professional development to increase rigor and engagement in classroom lessons**

Goal #2:	**Action Steps:**
Goal #3:	**Action Steps:**