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

Renewal Plan for years 2016/17 to 2020/21
Annual Update for Year 2017/18

School Name:	Berkeley Intermediate
SIDN:	0801041
Plan Submission:	School utilizes AdvancED
Grade Range From:	3 To 5
District:	Berkeley 01
Address 1:	777 Stoney Landing Road
Address 2:	
City:	Moncks Corner, SC
Zip Code:	29461
School Renewal Plan Contact Person:	Mike Shaw
Contact Phone:	8438998870
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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

Chairperson, District Board of Trustees		
Sally Wofford Printed Name	Signature	4-4-17 Date
Superintendent		
Deon Jackson Printed Name	Signature	4-5-17 Date
Principal		
Michael Shaw Printed Name	Signature	3/27/17 Date
Chairperson, School Improvement Council		

Elizabeth Partin Printed Name	Elizabeth Partin Signature	3/27/17 Date
School Read To Succeed Literacy Leadership Team Lead		
Lisa Caldwell Printed Name	Lisa Caldwell Signature	3-27-17 Date

Stakeholder Involvement for School Renewal Plan (Mandated Component)

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**	Michael Shaw
2.	**Teacher**	Elizbeth Partin
3.	**Parent/Guardian**	Angela Driggers
4.	**Community Member**	Leslie Whetzel
5.	**School Improvement Council**	Elisha Branton
6.	**Read to Succeed Reading Coach**	Lynna Stansbury
7.	**School Read To Succeed Literacy Leadership Team Lead**	Lisa Caldwell
8.	**School Read To Succeed Literacy Leadership Team**	Lisa Caldwell
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	School Read To Succeed Literacy Leadership Team	Lynna Stansbury
	School Read To Succeed Literacy Leadership Team	Paula Bowen
	School Read To Succeed Literacy Leadership Team	Leigh Patterson
	School Read To Succeed Literacy Leadership Team	Nicole Hines
	School Read To Succeed Literacy Leadership Team	Gwen Griswold

Assurances for School Renewal Plan
(Mandated Component)

Act 135 Assurances Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

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 parent 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 district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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	**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	**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.
Yes	**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, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK 3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover form dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
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.

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength Identify by Subgroup Performance (as appropriate)	Weakness/Improvement Need Identify by Subgroup Performance (as appropriate)	Contributing Factors (optional)
Elementary/Middle School (3 - 8)			
State Standardized Language Arts Scores	BIS scored as well as "elementary schools with students like ours" in English. Students made gains and progress from year to year, as they advance from grade to grade, in both English and Reading.	Our English and Reading scores are below the state and the district scores.	This is the first year students took the SC Ready Assessment (2016).
State Standardized Math Scores	Overall math scores exceed county, state, and elementary schools with students like ours.		
AYP Language Arts	According to the 2016 State Report Card, BIS scored an Absolute Rating of Good and a Growth Rate of Good. From 2012 to 2014, BIS has consistently scored an Absolute Rating of Good. In 2012 and 2013, BIS scored a Growth Rating of Average but in 2014, BIS scored Good.	BIS had Thirty-four percent of their students score "Not Met" on the initial SC Ready assessment (2016).	Teachers participated in weekly PLCs, analyzed weekly data, and attended many staff development classes. Struggling students were seen by an interventionist on a weekly basis. In addition, struggling students attended the Assist Computer Lab weekly. Professional development days increased from 9.5 days to 10.6 days.
AYP Math	According to the 2016 State Report Card, BIS scored an Absolute Rating of Good and a Growth Rate of Good. From 2012 to 2014, BIS has consistently scored an	BIS had Twenty-four percent of the students scoring Not Met on the initial SR Ready Assessment (2016).	Teachers participated in weekly PLCs, analyzed weekly data, and attended many staff

	Absolute Rating of Good. In 2012 and 2013, BIS scored a Growth Rating of Average but in 2014, BIS scored Good.		development classes. Struggling students were seen by an Interventionist on a weekly basis. Struggling students attended the Assist computer Lab weekly. Professional development days increased from 9.5 days to 10.6 days.
State Standardized Social Studies Scores	88.1% of 4th grade students scored either met or exemplary. 79.9% of 5th grade students scored either met or exemplary. Both 4th and 5th grade students at BIS scored higher than elementary schools with students like ours and elementary schools statewide.	17.7% of 4th and 5th graders scored Not Met.	
State Standardized Science Scores	70.6% of 4th grade students scored either met or exemplary. 79.9% of 5th grade students score either met or exemplary. Fourth and fifth grade students scored higher than elementary schools with students like ours and the state.	24.8% of 4th and 5th graders scored not met.	

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength Identify by Subgroup Performance (as appropriate)	Weakness/Improvement Need Identify by Subgroup Performance (as appropriate)	Contributing Factors (optional)
Percentage of Teachers with Advanced Degrees	Teachers with advanced degrees has remained the same at 51%.	Teachers with advanced degrees is below elementary schools with students like ours.	
Percentage of Teachers on Continuing Contracts	Up from 54.5% to 62.9%.	Below elementary schools with students like ours.	
Percentage of Teachers Returning	Up from 77.1% to 81.7%	Below elementary schools with students like ours.	
Percentage of Classes not Taught by Highly Qualified Teachers	The percentage is insignificant.	Up from 0.0 to 0.5% and higher than elementary schools with students like ours.	
Percentage of Teachers Emergency/Provisional Contracts	0%	N/A	
Number of PACE Teachers	N/A		
Programs and Initiatives	Professional development opportunities, early dismissal for staff development, reading and math conferences, Technology conferences, math, reading, and behavioral interventionists, weekly PLC's, PBIS. 50% of students participte in Reading and Math Night.		

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength Identify by Subgroup Performance (as appropriate)	Weakness/Improvement Need Identify by Subgroup Performance (as appropriate)	Contributing Factors (optional)
Teacher Attendence Rate	Increased from 95.4 to 95.9%.		
Student Attendance Rate	Student attendance rate is 96.8%. This is higher than elementary schools with students like ours.	Attendance rate has decreased from 97.2%	
Suspension/Expulsion Rate	Suspension rate remains at 0.0%.		School wide PBIS and a strong guidance department.
Students Older than Usual for Grade	Less than 1% of students have been retained.	Increased 0.2% from 0.3 to 0.5%.	
School Poverty Index	The school poverty rate has dropped from 81.9% to 75.5%.		
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	100% of teachers are satisfied with the physical and social environment of the school.	85.9% of students and 83.5% of parents are satisfied with the social and physical environment.	
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	100% of teachers and 91.2% of 5th grade students are satisfied with the learning environment.	Only 89.3% of 5th grade parents are satisfied with the learning environment.	
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	Overall, parents and teachers are satisfied with school-home relations.	Only 88.6 percent of teachers and 87.5% of 5th grade students are satisfied with school-home relations. Only 71.8% of 5th grade students are satisfied.	

Executive Summary of Needs Assessment
(Summary of Conclusions)

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	After reviewing the data for BIS, our disabled population is an area of concern. We will integrate more technology and interventionists using research based strategies to assist all of our teachers in assisting this population of students. We have purchased electronic devices to be used in all classrooms for our students and teachers to take advantage of through computer aided instruction.
Teacher/Administrator Quality	
2.	BIS continues to have a stable faculty, only to have lost teachers due to travel distance and/or moving into new position. We will continue to encourage and assist teachers with professional development to become life long learners.
School Climate	
3.	The student body, teachers and parents continue to rate us high in all three areas of the report card survey. School-home relations continue to be ranked the lowest of the three. BIS will continue to work with parents to improve our relationship to do what is best for our students.

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	By June 2021 the mean composite percentage of stakeholder (teachers, students, and parents) satisfaction with the social and physical environment will increase from 91% in 2016 to 100%.					
Interim Performance Goal	Meet annual targets below.					
Data Sources	State Report Card					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**
State Report Card Survey Data	91%	95%	97%	98%	99%	100%
Actual:						

Action Plan

Strategy #1: Enhance communication to foster stakeholder engagement.					
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. Staff will communicate with parents in a variety of formats: Updated Web pages, more durable Wednesday/parent communication folders, progress reports, report cards, monthly newsletters, parent/student handbooks, Alert Now messages, positive postcards, conferences, FACEBOOK, School Improvement Council meting, Math Nights, Reading Nights, PTO meetings, and data review meetings.	August 2016 to May 2021.	All staff	$4000	$2,000 - Title I $1,000 - At Risk $1,000 - PTO	Surveys
2. Host parent/family involvement nights bi-monthly to encourage parents to visit the school. Each teacher will provide instructional strategies during the following events: ELA Night and Math Night.	August 2016 to May 2021.	Title 1 Curriculum Facilitator	$3000	Title I	Surveys
3. School and parents will partner and participate in School Title I planning, School Improvement planning and Annual Title I meetings to enhance relationships.	August 2016-May 2021.	Title I Curriculum Facilitator	$500	Title I	Surveys, Agendas, and sign In Sheets
4. Students will be prepared for academic work with basic school supplies. The school will provide essential school supplies for all students such as, but not limited: Pencils, pens, notebooks, erasers, folders, glue, scissors, headphones that block out noise (special education classes, bean bags, clipboards, chart paper, Post-It notes, composition notebooks, dry erase wipe off boards, dry erase markers, small stools, new tabes and chairs, and more lower level books, fluency phones and reading trackers, classroom libraries, leveled reader sets, lined paper, red pens for reading and writing.	August 2016 to May 2021.	Title I Curriculum Facilitator	$5000	Title I-$5000	Surveys P-Card Logs Purchase Orders
5. Student recognition programs during each grading period to include, but not limited to: A Honor roll, A-B honor roll, Perfect attendance, BUG club, MAP, positive behavior, and SC PASS/SC READY results.	August 2016 to May 2021.	Guidance Title I Facilitator	$5000	Activity	Survey
6. Provide opportunities for business partners and parents to support student learning through activities such as STEM initiatives and Roscoe Reading Program.	August 2016 to May 2021.	Administration	$0	N/A	Agendas Sign In Sheets AR and other reading software

7. Employ part-time during summer, holidays and peak time to provide assistance in the front office to ensure a welcoming environment.	August 2016 to May 2021.	Administration	$1000	PTO	Survey
8. Provide a smooth transition between BES 2nd grade students and BIS through a summer event to review school, classroom and teacher daily expectations.	August 2016	Administration	$500	Activity	Surveys
9. Recognize students, parents, community members and volunteer contributions through recognition programs and multi-media outlets.	August 2016 to May 2021.	title I Facilitator	$1000	At Risk	Surveys

Strategy #2: Provide a safe and orderly school climate.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continued implementation of PBIS within the school as well as on the school bus.	August 2016 to May 2021.	Administration	$5000	$2500 PTO Activity $2500	Monthly discipline data review
2. Create a calendar of drills that will ensure regualar practice of safety and emergency drills.	August 2016 to May 2021.	Administration	$0	N/A	Drill log
3. Maintain two three-person teams trained in CPI.	August 2016 to May 2021.	Administration	$0	N/A	ERO training documentation
4. Ensure all teachers are properly trained in the use of technology and abide by BCSD guidelines.	August 2016 to May 2021.	Administration Safety Team	$5000	Activity	ERO Safe Schools Training Videos
5. Establish a duty schedule to ensure adult supervision that is equitable to all staff.	August 2016 to May 2021.	Administration	$0	N/A	Observation
6. No tolerance of bullying through See something/Say Something initiative.	August 2016 to May 2021.	Guidance Administration	$0	N/A	Guidance Logs
7. Ensure student safety by implementing the volunteer policy and volunteer training.	August 2016 to May 2021.	Administration	$0	N/A	Surveys, agendas, meeting sign-in sheets.

8. Clearly articulate the crisis plan so that all stakeholders understand their role in any potential crisis situation.	August 2016 to May 2021.	Administration Safety Tem	$0	n/a	Meeting Notes Safety Meeting Minutes Logs

Performance Goal

Performance Goal Area	Student Achievement
Performance Goal (desired result of student learning)	By 2021, the percentage of students in grades 3, 4, and 5 who scored Met and/or above in Reading/ELA on SC Ready will increase according to testing targets below.
Interim Performance Goal	Meet annual targets below.
Data Sources	SC Ready.

Overall Measures

Measure	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
BIS English	64.9%	70%	75%	80%	85%	90%
Actual:						
BIS Reading	25.7%	50%	55%	60%	65%	70%
Actual:						
3rd English	62.2%	67.2%	72.2%	77.2%	82.2%	87.2%
Actual:						
4th English	64.0	69.0	74.0	79.0	84.0	89.0
Actual:						
5th English	68.5	73.5	78.5	83.5	88.5	93.5
Actual:						
3rd Reading	22.8	50.0	55.0	60.0	65.0	70.0
Actual:						
4th Reading	27.0	50.0	55.0	60.0	65.0	70.0
Actual:						
5th Reading	27.3	50.0	55.0	60.0	65.0	70.0
Actual:						

Action Plan

Strategy #1: Refocus instructional time in writing.					
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. Strengthen school level PLC's to analyze test data, identify targeted interventions and provide enrichment support for all students.	August 2016 to may 2021.	Administration PLC groups	$0	N/A	PLC documentation
2. Identify and serve students in need of instructional support. Use differentiated instruction as needed through, but not limited to, electronic digital devices and targeted classroom accommodations and modifications.	August 2016 to May 2021.	Administration Grade Level PLC's	$0	n/a	PLC documentation
3. . Provide more opportunities to meet individual needs by reducing class size in Grade 3 ELA and/or math based on data (MAP, SC READY, Path Driver, Data Team/MTSS, Computer Aided Instruction reports, student report cards, and Power School).	August 2017 to May 2021.	Administration	$100,000	title I	Data sources
4. Utilize software license to support instructional strategies such as, but not limited to, Brain Pop, A Plus, Success Maker, , Brain Pop Jr., Type to Learn, Perfect Copy and Study Island and others.	August 2016 to May 2021.	Administration	$2000	Title I	Program data analysis
5. . School will utilize the Instructional Coach who will provide instructional feedback, modeling, mentoring and curriculum support.	August 2016 to May 2021.	Administration	$0	District funds	Teacher contact log
6. Employ a School-wide Curriculum Facilitator to provide instructional support for classroom teachers.	August 2016 to May 2021.	Adminisration	$68,000	BIS-$34,000 BCSD Title I-$34,000	Surveys Teacher Contact Log
7. . Provide professional staff development in writing across the curriculum.	August 2016 to May 2021.	Administration	$0	n/a	Agendas PLC Documentation
8. . Develop and implement standards-based assessments (common formative and summative) and protocols in all grade levels and content areas throughout the school.	August 2016 to May 2021.	PLC Groups	$0	n/a	PLC Documentation Assessment Library

9. . Enhance staff knowledge of subject area by attending staff development workshops /conferences in order to develop new strategies or improve existing ones that increase student achievement.	August 2016 to May 2021.	Administration	$!000	Title I	Teachers will provide in-service to staff upon returning to school.
10. Provide collection development for the Media Center through a variety of book levels, periodicals, magazines, and novel sets to meet the collection development standards of AdvancEd. The Media Center will also provide iPads, Chromebooks, apps, and other software to meet technology standards.	August 2016 to May 2021.	Media Specialist	$5000	Title I	Circulation reports
11. 11. Provide technology equipment, technological supplies and materials and staff development to support teachers on incorporating a variety of digital devices into the learning environment.	August 2016 to May 2021.	Title I Facilitator	$10,000	Title I	PASS, MAP, and other reports

Strategy #2: Refocus instructional time in reading.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. . Strengthen school level PLC's to analyze test data, identify targeted interventions and provide enrichment support for all students.	August 2016 to May 2021.	Administration Grade Level PLC's	$0	N/A	PLC Documentation
2. Identify and serve students in need of instructional support. Use differentiated instruction as needed through but not limited to electronic digital devices and targeted classroom accommodations and modifications.	August 2016 to May 2021.	Administration Grade Level PLC Groups	$0	N/A	PLC Documentation
3. Utilize software licences to support instructional strategies such as but not limited to Brain Pop, Brain Pop Jr., Lexia Core 5, i-Ready, Perfect Copy, Google Classroom, SeeSaw, Air Play, variety of apps geared towards developing literacy, EPIC, RAZ Kids, Reading A to Z, Study Island, Accelerated Reader, etc..	August 2016 to May 2021.	Administration	$5000	$2000 of Title I	Surveys
4. Employ one part-time employee to monitor Tier II or Tier III intervention in ELA. This employee will work with students to provide extra time and support in keeping with the districts Data Team/MTSS plan.	August 2016 to May 2021.	Administration	$15,000	Title I	SC PASS, MAP, SC READY
5. Provide technology equipment such as additional iPads, Chromebooks, lockable boxes for technology, lockable file cabinets, Channel One News, technological supplies (both auditory and visual), technology materials (both auditory and visual), tables, chairs, and desks to accommodate technological use, and staff development to support teachers on incorporating digital devices of all types into the learning environment.	August 2016 to May 2021.	Title I Facilitator.	$10,000	Title I	SC PASS, SC READY, MAP

6. Enhance staff knowledge of subject area by attending staff development workshops /conferences in order to develop new strategies or improve existing ones that will increase student achievement.	August 2016 to May 2021.	Administration	$1000 $5000	Title I Activity	Teachers will provide in-service to staff upon returning to school
7. . School will utilize the Curriculum Coach who will provide instructional feedback, modeling, mentoring and curriculum support	August 2016 to May 2021.	Administration	$0	District	Teacher Contact Log
8. . Employ a School-wide Curriculum Facilitator to provide instructional support for classroom teachers.	August 2016 to May 2021.	Administration	$68,000	$34,000 BIS and $34,000 Title I	Surveys
9. Provide collection development for the Media Center through a variety of book levels, periodicals, magazines, and novel sets to meet the collection development standards of AdvancEd. The Media Center will also provide iPads, Chromebooks, apps, and other software to meet technology standards.	August 2016 to May 2021.	Media Specialist	$5,000	Title I	AR reports and othe literacy software
10. . Motivate students to increase reading levels by participating in Accelerated Reader and using other literacy software such as Raz Kids, Reading A to Z, magazines,IxL Reading and developing classroom libraries. Students will also be motivated by author visits, reading incentives such as ribbons, certificates, and other privileges.	August 2016 to May 2021.	Media Specialist	$4500	General Fund	Monitor usage

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By 2021, the percentage of students in grades 3, 4, and 5 who scored Met and/or above in SC Science and Social Studies will increase according to testing targets below.					
Interim Performance Goal	Meet annual targets below.					
Data Sources	SC Pass Science and Social Studies					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**
Science 4th Grade	70.6	75.6	80.6	81.6	82.6	83.6
Actual:						
Science 5th Grade	79.9	85	86	87	88	89
Actual:						
Social Studies 4th Grade	88.1	89.1	90.1	91.1	92.1	93.1
Actual:						
Social Studies 5th Grade	76.3	81.3	82.3	83.3	84.3	85.3
Actual:						

Action Plan

Strategy #1: Refocus instructional time in Science and Social Studies.					
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 serve students in need of instructional support (Data Team). Use differentiated instruction as needed through, but not limited to, electronic digital devices and targeted classroom accommodations and modifications.	August 2016 to May 2021.	PLC groups Administration	$0	n/a	PLC documentation
2. Expand opportunities for students to read on Science topics by purchasing non-fiction Science books and literacy subscriptions (Science newspapers/Time for Kids) to support science and ELA standards and the STEM initiative.	August 2016 to May 2021.	Media specialist	$3000	Title I	AR and other software reports
3. Identify community members and organizations to present identified Science, Technology, Engineering and Math topics to enhance and give purpose to learning.	August 2016 to May 2021.	Grade Level chairs	$0	n/a	Surveys
4. . Utilize software license to support instructional strategies such as, but not limited to, Brain Pop, Brain Pop Jr., IxL Science.	August 2016 to May 2021.	Administration	$2000	Title I $1000 Activity $1000	Surveys
5. . School will utilize the Curriculum Coach who will provide instructional feedback, modeling, mentoring and curriculum support	August 2016 to May 2021.	Administration	$0	District funded	Contact log
6. . Employ a School-wide Curriculum Facilitator to provide instructional support for classroom teachers.	August 2016 to May 2021.	Administration	$68,000	$34,000 BIS Title I $34,000 BCSD Title I	Surveys Teacher Contact Log
7. . Enhance staff knowledge of subject area by attending staff development workshops /conferences to assist in developing new strategies to assist in student achievement in regards to SC State Standards..	August 2016 to May 2021.	Administration	$1000 $5000	Title I Activity	Teachers wil provide in-service to staff upon returning to school
8. . Provide library books to meet AdvancEd standards in regards to number of books in Media Center and average age of books available.	August 2016 to May 2021.	Media Specialist	$5000	Title I	AR reports and other software reports

9. Provide technology equipment, supplies, materials and staff development to support teachers on incorporating digital devices into the learning environment.	August 2016 to May 2021.	Title I Facilitator	$10,000	Title I	SC PAS, SC READY, MAP
10. . Utilize STEM instructional techniques and strategies to ensure and maximize student potential through cross curricular activities.	August 2016 to May 2021.	PLC Groups Administration	$2500	Title I	PLC Documentation
11. . Expand opportunities for students to read Social Studies topics by purchasing historical content non-fiction books to support Social Studies and ELA content areas.	August 2016 to May 2021.	Media Specialist	$3000	Title I	AR and other software reports

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	By 2021, the percentage of students in grades 3, 4 and 5 scoring Met or/or above on SC Ready Math will increase according to testing targets below.					
Interim Performance Goal	Meet annual targets below.					
Data Sources	SC Ready Math Assessment					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**
3rd Grade	54.6%	62.0%	65.0%	70.0%	75.0%	80.0%
Actual:						
4th Grade	38.1%	50.0%	55.0%	60.0%	65.0%	73.0%
Actual:						
5th Grade	65.5%	71.0%	76.0%	81.0%	86.0%	91.0%
Actual:						
BIS	52.5%	58.0%	62.5%	67.5%	72.5%	80%
Actual:						

Action Plan

Strategy #1: Refocus instructional time on mathematics.					
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. . Strengthen school level PLC's to analyze test data, identify targeted interventions and provide enrichment support for all students.	August 2016 to May 2021.	Administration PLC Groups	$0	n/a	PLC Documentation
2. . Identify and serve students in need of instructional support (Data Team). Use differentiated instruction as needed through, but not limited to, electronic digital devises, STEM and targeted classroom accommodations and modifications	August 2016 to May 2021.	PLC Groups Administration	$0	n/a	PLC Documentation
3. . Utilize STEM instructional techniques and strategies to ensure and maximize student potential.	August 2016 to May 2021.	PLC Groups Administration	$2500	Title I	PLC Documentation
4. Identify community members and organizations to present identified Science, Technology, Engineering and Math topics to enhance and give purpose to learning.	August 2016 to May 2021.	Grade Level Chairs	$0	n/a	Surveys
5. . Employ one part-time employee to monitor Tier II intervention in mathematics. This employee will work with students to provide extra time and support in keeping with the district's Data Team/MTSS plan.	August 2016 to My 2021.	Administration	$23,000	Title I	Title I
6. . Provide professional development on unit components, knowledge of standards, and performance based learning.	August 2016 to May 2021.	Administration	$250	n/a	PLC Documentation Agendas Sign-In Sheets ERO
7. School will utilize the Curriculum Coach who will provide instructional feedback, modeling, mentoring and curriculum support.	August 2016 to May 2021.	Administration	$0	District	Log
8. . Utilize software license to support instructional strategies such as, but not limited to, Brain Pop, Brain Pop Jr., Study Island, FASTTMath, Reflex Math, iReady-Reading and Math, IxL Math.	August 2016 to May 2021.	Administration	$2000	Title I	Surveys

9. Employ a School-wide Curriculum Facilitator to adhere to federal accounting guidelines.	August 2016 to May 2021.	Administration	$68,000	$34,000 BIS Title I $34,000 BCSD Title I	Surveys Logs
10. . Provide library books to meet AdvancEd standards in regards to number of books in Media Center and to meet the needs of all reading levels from the lowest to the highest.	August 2016 to May 2021.	Media specialist	$5000	Title I	Media Center Circulation report
11. Enhance staff knowledge of subject area by attending staff development workshops/conferences to assist developing new strategies to increase student achievement aligned to SC Standards.	August 2016 to May 2021.	Administration	$8,000 $10,000	Title I Activity	Teachers will provide in-service to staff upon returning to school.
12. Provide technology equipment, one-to-one technology (iPads and Chromebooks), supplies, materials and staff/professional development to support teachers, students, and parents on incorporating all types of digital devices into the learning environment.	August 2016 to May 2021.	Title I Facilitator	$10,000	Title I	SC PASS, MAP

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	Our school will continue to recruit, retain and develop qualified teachers.					
Interim Performance Goal	Meet annual targets below.					
Data Sources	State Certification Report					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**
SC SDE Certification Report	100%	100%	100%	100%	100%	100%
Actual:						

Action Plan

Strategy #1: : BIS will provide support for staff achievments, accomplishments, staff development and new teacher mentoring.					
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 instructional support through the use of the Classroom Assessment Scoring System.	August 2016 - May 2021	Administration	$2000	Activity	Observation feedback
2. Support Gifted and Talented endorsement in all grade areas and core subjects.	August 2016 to May 2021.	Administration	$0	n/a	MAP results Teacher endorsements
3. Provide meaningful staff development to maintain or improve skills, attitudes, understandings, or performances of professional and support personnel in present or future roles.	August 2016-May 2021.	Administation	$5000	Title I	PLC Documentation Agendas
4. Support first year teachers to BCSD and/or BIS by assigning a mentor and meeting bi-monthly in PLC's with mentors and administration.	August 2016 to May 2021.	Administration	$500	Title I	Mentor logs PLC Documentation
5. Create a recognition plan for staff in accordance with academic achievements.	August 2016 to May 2021.	Aministration	$2000	Title I	Recognition Lists Events Documentation
6. Continue instructional and technology support to teachers through Title I School wide Facilitator	August 2016 to May 2021.	Administration	$32,000	Title I	Instructional support documentation from each coach.
7. Provide instructional materials and resources to be used in support of student achievement such as but not limited to reading and math software, classroom libraries, leveled readers, professional development.	August 2016 to May 2021.	Administration	$5000	Title I	Teacher surveys PLC documentation
8. Create and continue collaboration/vertical PLC's with feeder schools (BES and BMS).	August 2016 to May 2021.	Administration	$1000	Title I	PLC Documentation

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	Create a consistent, system-wide identification process to identify students for remediation and acceleration.					
Interim Performance Goal	Create a consistent, system-wide identification process to identify students for remediation and acceleration.					
Data Sources	na					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**

Action Plan

Strategy #1: Provide support for PLCs/teachers with using data to progress monitor and make necessary instructional adjustments.					
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 opportunities for teachers and coaches.	2016-2017	Instruction and Accountability	n/a	n/a	Sign in sheets Training Documents
Strategy #2: Evaluate the effectiveness of interventions.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Analyze data.	Ongoing	Administration Coaches	n/a	n/a	Data notebooks

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	Increase high-quality instruction in literacy skills and strategies through the implementation of the Enhanced Balanced Literacy model.					
Interim Performance Goal	Increase high-quality instruction in literacy skills and strategies through the implementation of the Enhanced Balanced Literacy model.					
Data Sources	na					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**

Action Plan

Strategy #1: Progress towards 90 minutes of uninterrupted reading and writing instruction.					
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. Integrate literacy into all core content areas.	2016-2017	Administration	n/a	n/a	Staff development Professional development PLC notes
2. Increased opportunities for sustained silent reading and independent reading.	2016-2017	Administration Interventionist Instructional Coach	n/a	n/a	PLC's Staff development Professional development
Strategy #2: Increase the number of books in classroom libraries.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Grant writing and community/business outreach.	Ongoing	Teachers Instructional Coach Interventionist Administration	n/a	n/a	Increased number of books in all classrooms and all grade levels.

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	Create a collaborative culture that maintains a focus on evidence-based literacy practices					
Interim Performance Goal	Create a collaborative culture that maintains a focus on evidence-based literacy practices					
Data Sources	na					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**

Action Plan

Strategy #1: Communicate the literacy plan and goals to all stakeholders					
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. Communicate the literacy plan and goals to all stakeholders	Fall, 2016	Read to Succeed Team	$50.00	General	Copies of flyers, notices, and PowerPoint presentations.
2. Determine the resources necessary to support the successful implementation of evidence- based literacy practices.	Fall, 2016	Administration	-0-	n/a	Meeting notes
3. Post Read to Succeed plan on the Berkeley Intermediate School webpage.	Fall, 2016	Web manager	-0-	n/a	Webpage
Strategy #2: Conduct research to locate resources and materials to enhance literacy.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Conduct research to determine programs and best practices that enhance reading and writing.	Summer, 2016	School Administration	-0-	n/a	Research notes

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	Increase family awareness of and engagement in children's literacy development					
Interim Performance Goal	Increase family awareness of and engagement in children's literacy development					
Data Sources	na					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**

Action Plan

Strategy #1: Conduct a needs assessment of parents to gain a better understanding of what families need to support 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. Design a parent survey.	Fall, 2016	Read to Succeed Team	$50.00	General	Survey Results
Strategy #2: Develop a family literacy program .					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Create opportunities for families to engage in literacy and support reading and writing at the school level.	Winter, 2016	Read to Succeed Team Interventionist Instructional Coach Administration	$100.00	General	Agendas Sign In Sheets Program Outline

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	Increase and sustain classroom level use of evidence-based literacy strategies gained through relevant, high-quality professional learning opportunities.					
Interim Performance Goal	Increase and sustain classroom level use of evidence-based literacy strategies gained through relevant, high-quality professional learning opportunities.					
Data Sources	na					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**

Action Plan

Strategy #1: Investigate and develop processes on current instructional 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. Develop self assessments and tools to measure progress and help staff see where the school is as a system and what needs to improve for better literacy results.	Fall, 2016	Administration	n/a	n/a	Self Assessments Data
Strategy #2: Develop processes for supporting teachrs in the transfer of new learning into instructional practice.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development that is significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.	Ongoing	Administration Instructional coach	n/a	n/a	Observations Samples
2. • Model ways to introduce a new concept and help teachers understand a new practice.	Ongoing	Administration Instructional coach	n/a	n/a	Video PowerPoint Lesson Plans
Strategy #3: Support literacy endorsement and differentiation training.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Notify teachers of Read to Succeed endorsement opportunities.	Ongoing	Administration	n/a	n/a	Flyers District notification

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	Increase the number of community partnerships with a focus on literacy.					
Interim Performance Goal	Increase the number of community partnerships with a focus on literacy.					
Data Sources	na					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**

Action Plan

Strategy #1: Increase community partnerships with a focus on 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. Work collaboratively with the district office and identify existing partnerships that focus on literacy.	Ongoing	Administration Instructional Coach Media Specialist	n/a	n/a	List
Strategy #2: Recruit literacy partners from the immediate and neighboring communities.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Community outreach.	Ongoing	Read to Succeed Team	n/a	n/a	List

Performance Goal

Performance Goal Area						
Performance Goal (desired result of student learning)	Increase the percentage of students who are able to apply grade level literacy skills and standards as reflected on state required assessments					
Interim Performance Goal	Increase the percentage of students who are able to apply grade level literacy skills and standards as reflected on state required assessments					
Data Sources	NA					
Overall Measures						
Measure	**Average Baseline**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**

Action Plan

Strategy #1: Develop protocol for Berkeley Intermediate Data Team that will review data and develop specific goals to meet the needs of individual students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. The Data Team will develop a process that utilizes data to improve teaching thus improving learning.	Fall, 2016	Read to Succeed Team	-0-	n/a	n/a
Strategy #2: Provide professional development and staff development to help classroom teachers make informed teaching decisions related to data.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide training for the data team, instructional coaches, interventionists, and PLC's.	Fall, 2016	Administration	n/a	n/a	Sign in Sheets Agendas Training Material Notes

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

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 o SC Ready, MAP ● Formative Assessment o Fountas and Pinnell, DRA, Dominie o Star Reading o 4K Assessments: PALS, Gold, MyIgGDIs ● Data Teams o 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.	□	□	X	Formative Assessments include: Fountas and Pinnell; MAP; BCSD Benchmark testing; Star Reading and Math; SRA; BIS Data team; Reading logs and Running Records.
A2. Teachers make instructional decisions for students based on data.	□	□	X	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	□	□	X	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	□	□	X	

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.	☐	☐	X	● Anecdotal Notes from small group instruction and individual student conference, schedules, ● Lesson plans focused on teaching strategic reading behaviors through the Reader's and Writer's Workshop Model.
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.	☐	☐	X	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition	☐	☐	X	

to 90 minutes of daily reading and writing instruction.				

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.	☐	X	☐	• Agendas from Title I parent Events, • Sign-in Sheets from parent events, • Newsletters • Professional Conference Summaries, • Running records and/or notes from conferences and phone calls

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	☐	☐	X	● Teacher Observations ● Teacher Schedules ● Weekly Lesson Plans ● Professional Learning

reading and writing authentic texts for the majority of the instructional time.				Community Agendas and notes
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	☐	☐	X	
D3. Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	☐	☐	X	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.				

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.	☐	☐	X	• Teacher Observations, • Classroom Schedules, • Teacher lesson plans to include all components of R/W workshop model • Teacher lesson plans focused on the SC College and Career Ready Standards • PLC Notes • Research activities to be used across subject areas to include Media Center and technology standards
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	☐	X	
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)	☐	X	☐	
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**	
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	X	

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.	☐	☐	X	• Student Interest Inventories • Teacher/school Schedules • Book Inventories (Media) • Classroom Libraries • Media Center Collection of leveed class sets • Technology programs to support literacy and writing
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	☐	X	☐	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☐	X	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	X	☐	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☐	X	

F. This school provides teacher and administrator training in reading and writing instruction.

Lenses of Assessment Assessing for 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				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
F1. Teachers participate in professional learning opportunities based on data through o Study groups o Collaboration with school coach o Book clubs o Teacher action research o Collaborative planning o Peer coaching	☐	☐	X	● Agendas for early release and Sign-in Sheets ● Professional Learning Communities Agendas and notes, ● Coaches' Schedules ● Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data o Study groups o Collaboration with school coach o Book Clubs	☐	☐	X	

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. ● County libraries are used to increase the volume of reading in the community over the summer ● State and local arts organizations ● Volunteers ● Social service organizations ● School media specialists	☐	X	☐	● Parent events through Title I ● Reading Buddies through local churches ● Workshops during early release dates. ● Teacher Cadets from feeder High School.
G2. Specific actions are taken to foster partnerships.	☐	X	☐	

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				
	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 the majority of the instructional time.	☐	X	☐	● Schedules and lesson plans reflect the Reader's and Writer's Workshop model which incorporate read alouds/shared readings and well as independent reading, writing and researching ● All lesson plans follow the South Carolina College and Career Ready Standards.
H2. Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	X	☐	

H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	☐	☐	X	• Teacher daily schedules
H4. Teachers ensure text and materials are organized and easily accessible by students**.**	☐	☐	X	• Daily lesson plans • PLC notes • Progress monitoring • Data collection (Formative and summative assessments)
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	X	• Daily lesson plans • PLC notes • Progress monitoring • Data collection (Formative and summative assessments)
H6. Teachers prominently display artifacts reflective of student learning**.**	☐	☐	X	• Classroom/hallway displays of student work • ELA/Poetry Night

Analysis of Data

Strengths	Possibilities for Growth
● Providing professional development opportunities for staff and curriculum coaches in regards to Calkins Units of Study as well as Fountas and Pinnell Benchmark kits. ● Increased opportunities for sustained independent reading time. ● Funding for classroom libraries (leveled books including all genres and fiction/nonfiction)	● Strengthen school level Professional Learning Communities to analyze formative and summative assessments, identify targeted interventions and provide enrichment support for all students. ● Increase community partnerships with a focus on literacy. ● Develop protocol for BIS Data Team that will review data and develop specific goals to meet the needs of the individual students.

Goals and Action Steps Based on Analysis of Data	
Goal #1: **Increase and sustain classroom level use of evidence-based literacy strategies gained through relevant, high quality, professional learning opportunities.**	**Action Steps:** **1. Investigate and develop processes on current instructional practices.** **2. Develop self assessments and tools to measure progress and help staff see where the school is as a system and what needs to improve for better literacy results.** **3. Provide professional development that is significant and ongoing to allow time for teachers to learn a new strategy and implement.** **4. Notify teachers of Read to Succeed endorsement opportunities.**
Goal #2:	**Action Steps:**

Goal #3:	**Action Steps:**

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.