School Renewal Plan
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School Renewal Plan Cover Page

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

School Name:	Rice Creek Elementary
SIDN:	4002083
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	4751 Hard Scrabble Road
Address 2:	
City:	Columbia, SC
Zip Code:	29229
School Renewal Plan Contact Person:	Mr. Stacey Gadson
School Plan Contact Phone:	803-699-2900
School Plan E-mail Address:	sgadson@richland2.org

Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
Nancy Gregory Printed Name	_____ Signature	_____ Date
Principal		
Mr. Stacey Gadson Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
Lindsay Agostini Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
Qiana Whitted Printed Name	_____ Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
Denise Webster 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))	
Yes	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	**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. However, 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 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.
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): 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**	Mr. Stacey Gadson
2.	**Teacher**	Michael Murray
3.	**Parent/Guardian**	Mr. Tommie Glover
4.	**Community Member**	Ron Coney
5.	**Paraprofessional**	Chemel Moser
6.	**School Improvement Council Member**	Qiana Whitted
7.	**Read to Succeed Reading Coach**	Kate Gindhart
8.	**School Read To Succeed Literacy Leadership Team Lead**	Denise Webster
9.	**School Read To Succeed Literacy Leadership Team Member**	Cheryl Milburn-Jenkins
	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	
		Wanda Wells

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=eT0yMDIyJnQ9RSZzaWQ9NDAwMjA4Mw

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.)

Formative Assessment Data

Measures of Academic Progress (MAP)

Table 1: Percent of Students Who Met Their Growth Target on MAP by Subject and Subgroup-1st and 2nd grade

Subject and Subgroups	2020-2021		2021-2022	
	Count	Percent	Count	Percent
Mathematics				
All Students	96	31.3	184	52.7
Ethnicity				
American Indian or Alaskan Native	0	0.0	0	0.0
Asian	2	0.0	6	50.0
Black or African American	74	32.4	141	51.8
Hispanic or Latino	9	33.3	9	55.6
Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0
Two or More Races	8	25.0	15	53.3
White	3	33.3	13	61.5
Gender				
Female	51	35.3	93	41.9
Male	45	26.7	91	63.7
Reading				
All Students	95	29.5	184	45.1
Ethnicity				
American Indian or Alaskan Native	0	0.0	0	0.0
Asian	2	0.0	6	50.0
Black or African American	74	29.7	141	42.6
Hispanic or Latino	9	44.4	9	33.3

Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0
Two or More Races	7	28.6	15	66.7
White	3	0.0	13	53.8
Gender				
Female	52	28.9	93	38.7
Male	43	30.2	91	51.7

Summative Assessment Data

South Carolina READY

Tables 2.1 and 2.2 show the percent of students in grades 3 through 5 who scored Meets or Exceeds Expectations on the SC Ready English Language Arts and Mathematics tests for the 2020-2021 and 2021-2022 school years by subgroup

Table 2.1: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	**279**	**34.1**	**355**	**47.3**
Gender				
Female	140	37.1	181	51.4
Male	139	30.9	174	43.1
Ethnicity				
Asian	2	50.0	7	71.4
Black or African American	221	32.1	274	45.6
Hispanic or Latino	17	23.5	28	39.3
White	13	84.6	17	76.5
Additional Races/Ethnicities	26	30.8	29	48.3
IEP				
Non-Speech IEP	32	9.4	41	19.5
Non-IEP	247	37.3	314	51.0
English Proficiency				
Limited English Proficient	9	33.3	20	45.0
Non-Limited English Proficient	270	34.1	335	47.5
Poverty				
Pupils in Poverty (PIP)	187	31.6	237	39.2
Non-Pupils in Poverty	92	39.1	118	63.6

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

Table 2.2: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup

Subgroup	2020-2021		2021-2022	
	Count	Percent	Count	Percent
All Students	**279**	**35.1**	**355**	**38.3**
Gender				
Female	140	33.6	181	40.9
Male	139	36.7	174	35.6
Ethnicity				
Asian	2	100.0	7	71.4
Black or African American	221	32.6	274	33.6
Hispanic or Latino	17	23.5	28	39.3
White	13	84.6	17	82.4
Additional Races/Ethnicities	26	34.6	29	48.3
IEP				
Non Speech IEP	32	18.8	41	14.6
Non IEP	247	37.3	314	41.4
English Proficiency				
Limited English Proficient	9	33.3	18	55.6
Non-Limited English Proficient	270	35.2	337	37.4
Poverty				
Pupils in Poverty (PIP)	187	27.3	237	31.2
Non-Pupils in Poverty	92	51.1	118	52.5

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

Percent of Students Satisfied with Social and Physical Environment

Table 3 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 3: Percent of Students Satisfied with Social and Physical Environment

	2021	2022
RCE	**90.3%**	**81.9%**

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement
Primary School (K - 2)
1. Almost 30 percent of primary students met their growth target on MAP during the 2020/2021 school year. This number increased to 45 percent of our students meeting their growth goal in 2021/2022. In order to continue with the increase in growth, we need to focus our reading instruction and resources more with our African American and Hispanic students.
Elementary/Middle School (3 - 8)
2. While reviewing SC Ready Math Scores, we notice a need for more math instruction in the are of number sense for our 3rd graders. Our 4th graders need more instructional support with algebraic thinking and operations. While our 5th graders need more instructional support with fractions. In regards to ELA, more instructional support in informational text and the language, craft, and structure strand in literary text.
Teacher/Administrator Quality
3. Students experienced academic losses during the pandemic. Rice Creek is an Advancement Via Individual Determination (AVID) certified school. AVID is a researched based program geared towards closing the opportunity gap for all students. Using AVID, we utilize the WICOR strategies that add rigor to the standards.
School Climate
4. Our overall score on the climate survey was 6.08 out of 10 points with a designation of below average. There are several areas we need to look to improve in for the climate survey scores to increase according to the teachers and students. One such category is the focus on the social-physical environment of the school. The other is the student perception of safety is low as well.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2028, the percent of students satisfied with the social and physical environment will increase from 81.9% to 91.9%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC School Report Card	81.9%	**Projected Data:** 83.9%	85.9%	87.9%	89.9%	91.9%

Action Plan

Strategy #1: Develop positive school wide pride for our school's physical facility and resources					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implement Leader in Me strategies with all students, faculty, and staff. Students work with teaching staff to set academic and/or personal goals, monitor their progress and celebrate successes.	2023 - 2028	Administration and School Leadership Team	$12,000	Title 1, School Funds	Teacher/student Surveys, Completion of goals
2. Establish activities to recognize students who demonstrate the 7 Habits and AVID principles. (Dynamic Dolphins)	2023 - 2028	Administration, School Leadership Team, and School Counselor	$500	Title 1, School Funds	Teacher/student Surveys

Strategy #2: Develop positive school wide pride for our choices and interactions with one another(increase in confidence)					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide monthly character education lessons.	2023 - 2028	School Counselor	$500	School Funds, Title 1 Funds	Student Surveys
2. Provide opportunities for the development of leadership skills. (Dolphin to Dolphin, Beta Club, Library Helpers, Dolphin Update, Safety Patrol, Color Guard)	2023 - 2028	Administration, School Counselor and School Leadership Team	$1000	School Funds, Title 1 Funds	Student Surveys

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2028, Rice Creek will increase the percentage of elementary students scoring meets or exceeds on SC READY Math from 39.1% to 54.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC Ready Spr. 22 Math score	39.1%	**Projected Data:** 42.1%	45.1%	48.1%	51.1%	54.1%

Action Plan

Strategy #1: Analyzing Math Data to drive 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. Data Protocols for 3rd - 5th grade to include but not limited to SC Ready, MAP, and Grades	2023 -2028	District, Administration, and school Leadership Team	N/A	N/A	Teacher Surveys and Classroom observations
2. Data Protocols for kindergarten - 2nd grade to include but not limited to MAP, EasyCBM, CogAt, and Grades	2023 - 2028	District, Administration, and school Leadership Team	N/A	N/A	Teacher Surveys and Classroom observations

Strategy #2: Professional Development in Math at all grade levels

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Conceptual understanding Professional Development for designing lessons that allow students to develop a deeper understanding of concepts.	2023 - 2028	District, Administration, and school Leadership Team	N/A	N/A	Student and Teacher Surveys and classroom observations
2. Procedural fluency	2023 - 2028	District, Administration, AVID Site Team and school Leadership Team	N/A	N/A	Student and Teacher Surveys and classroom observations
3. Use of AVID strategies	2023 - 2028	District, Administration, and school Leadership Team	$10,000	Title 1 and other school funding	Student and Teacher Surveys and classroom observations

Strategy #3: Use of AVID strategies

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

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of 1st and 2nd grade students meeting their MAP Growth goal in Reading will increase from 45.1% to 55.1%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Measurement of Academic Progress (MAP)	45.1	**Projected Data:** 47.1	49.1	51.1	53.1	55.1

Action Plan

Strategy #1: Use of Open Court Reading System

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. Professional Development in reading from Open Court Representatives, district reading coordinators, school's reading coach, and experienced teachers	2023-2028	Administration, District, School Leadership Team	$10,000	Title 1 funds Pupil Activity Funds	Walk through Data Teacher surveys
2. Response to Interventions (RTI) Instructional Assistants and resources	2023 - 2028	Administration, District, School Leadership Team	$90,000	Title 1 funds Pupil Activity Funds	Walk through Data Teacher surveys and student surveys

Strategy #2: Professional Development of Reading

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. PD small group(continuing to provide PD for teachers in the Art of Teaching using Small groups to include conferences	2023 - 2028	Administration, Reading Coach, and RTI Lead	$5000	Title 1 funds Pupil Activity Funds	Walk through Data and Teacher surveys
2. Orton-Gillingham strategies	2023 - 2028	Administration, Reading Coach, and RTI Lead	$5000	Title 1 funds Pupil Activity Funds	Walk through Data and Teacher surveys

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2028, Rice Creek will increase the percentage of elementary students scoring meets or exceeds on SC READY ELA from 47.2% to 57.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC Ready Spr. 22 ELA score	47.2%	**Projected Data:** 49.2%	51.2%	53.2%	55.2%	57.2%

Action Plan

Strategy #1: 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. Data Protocol (Writing Assessment)	2023 - 2028	Administration, District, School Leadership Team	$20,000	Title 1 funds Pupil Activity Funds	Teacher Surveys
2. PD Writing Conferences	2023 - 2028	Administration, School Leadership Team	$20,000	Title 1 funds Pupil Activity Funds	Teacher Surveys and staff presentations
3. W.I.G Writing Goal for school	2023 - 2028	Administration, School Leadership Team	N/A	N/A	Teacher and student surveys

Strategy #2: Close Reading/Instructional Strategies

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. State Dept. Close Read PD	2023 - 2028	Administration, District, School Leadership Team, and Reading Coach	N/A	N/A	Teacher survey Walk through observations
2. AVID PD	2023 - 2028	Administration, District, School Leadership Team and AVID Site Team	$20,000	Title 1 funds Pupil Activity Funds	Teacher survey Walk through observations
3. K-2 Close Read Strategies	2023 - 2028	Administration, District, School Leadership Team	N/A	N/A	Teacher survey Walk through observations
4. 3-5 Close Read Strategies	2023 - 2028	Administration, District, School Leadership Team	N/A	N/A	Teacher survey Walk through observations

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Rice Creek will maintain "Certified" or higher distinction by AVID Center - based on the annual Coaching and Certification Instrument (CCI)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
AVID CCI	"Certified" or higher distinction by AVID Center	**Projected Data:** "Certified" or higher distinction by AVID Center	"Certified" or higher distinction by AVID Center	"Certified" or higher distinction by AVID Center	"Certified" or higher distinction by AVID Center	"Certified" or higher distinction by AVID Center

Action Plan

Strategy #1: Monitor and provide feedback and accountability for the use of AVID strategies in the classroom					
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. Follow the annual AVID site team plans(CCI Tool)	Aug. 2023 - June 2028	Administration, AVID site team, and Leadership Team	$7000	Title One Funds	Annual CCI documentation
2. Provide feedback for teachers after walk-through observations	Aug. 2023 - June 2024	Administration	N/A	N/A	Walk-through Data

Strategy #2: Provide faculty with AVID Professional Development					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Learn AVID Principles to promote student leadership, college and career readiness, and to grow 21st century leaders and learners.	2023 - 2028	Administration, district, AVID Site Team	$15,000	Title 1 and school Funds	Walk through Observations
2. Implement AVID and Leader in Me strategies with all students, faculty, and staff. Students work with teaching staff to set academic and/or personal goals, monitor their progress and celebrate successes.	2023 - 2028	Administration and AVID Site Team	N/A	Title 1 and school Funds	Walk through Observations and surveys

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

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

A Comprehensive System of Assessment
- Summative Assessment
  - SC Ready
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge.	☐	☐	☒	Running Records, Phonological Awareness Screening Test (PAST) Assessment, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations, UOS On Demand Writing, Teachers working on Tier 1 and Tier 2 Instruction through a Push-in / Pull-out Model, Mastery Connect
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 use screening data and formative assessment to determine targeted, intensive in-class intervention.	☐	☐	☒	

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

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

Research-Based and Evidence-Based Instructional Practices:
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☐	☒	Teacher Observations, Schedules, Lesson Plans, Curriculum- Open Court, HMH Into Reading, Instructional Activities, Teacher Observations, Schedules, Lesson Plans, writing journals and reader response journals and independent reading, Steam-M Showcase
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	☐	☐	☒	
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	☐	☐	☒	
B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina.	☐	☒	☐	
B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	☐	☐	☒	

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B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
	Rarely	**Sometimes**	**Routinely**	
B6. Teachers use shared writing experiences to model accuracy and fluency in writing.	☐	☐	☒	
B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	☐	☐	☒	
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	☒	☐	
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	☐	☐	☒	
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	☒	

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

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

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	☐	☐	☒	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors, data meetings with RTI.
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 targeted and intensified individual and small-group instruction; and ○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☐	☒	

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

Inquiry-based Learning:
- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading/Shared Writing/Interactive Writing
- Immersion into How Words Work (Phonics – Affixes)
- 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 for much of the instructional time.	☐	☐	☒	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research, Steam-M connections, and AVID connections, Examples of Student Research Projects, Student artifacts from research, Research Lessons from Librarian
D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	☐	☒	
D3. Teachers provide blocks of time for instruction and practice in order 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. (Decodable texts, predictable texts, and authentic texts)	☐	☐	☒	
D6. Teachers prominently display artifacts reflective of student learning.	☐	☐	☒	

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D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	☐	☐	☒	

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.				
Reading Engagement: • Student Choice • 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 cultural diversity and 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.	☐	☐	☒	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries, Big Universe, Reading Eggs and Reading A-Z, Epic, Scheduled Library Times, Virtual School Wide Read Alouds
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, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts.	☐	☐	☒	

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F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development • Literacy Competencies for PreK-5th Grade Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning • Early Learning Standards for 4K • REL Practice Guides on WWC • Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**

F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:
   o Study groups
   o Collaboration with school coach
   o Book clubs
   o Teacher action research
   o Collaborative planning
   o Peer coaching
	☐	☐	☒	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules and Coaching Cycles, Action Research Notes, Lesson Plans, School Wide Personalized PD

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
	☐	☐	☒	

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G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Literacy Partnerships				
	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.
   o County libraries are used to increase the volume of reading in the community over the summer
   o State and local arts organizations
   o Volunteers
   o Social service organizations
   o School media specialists
	☐	☐	☒	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer, Virtual and In-Person Volunteers Read In Classrooms, Rotary Club Partnership.

G2. Specific actions are taken to foster partnerships.	☐	☐	☒	

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

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Section I: Analysis of Data

Strengths	Possibilities for Growth
Teachers routinely use formative and summative assessments as data to identify students' instructional needs for the whole group and for small groups. Teachers routinely use SC College and Career Ready standards and associated district curriculum to ensure academic growth. Teachers routinely utilize an ELA block of time to provide a literacy-rich environment, and provide students with choice in what they read, write, and research. Teachers and the school participates in planned and developed partnerships in order to promote reading and writing such as Sandhills Community Church, Columbia Fireflies, University of South Carolina Sports Teams, and Richland County Library as well as through events such as Parent University, Family Book Fair Night, STEAMM Day, and Career Day.	Some teachers work together to analyze data to create action plans for students. Some teachers and students confer to set measurable, data driven, short term goals to increase reading and writing stamina and volume. Some teachers and students confer to set measurable, data driven, short term goals to improve reading behaviors.

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

Please provide your school's previous goals from the previous school year's 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). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goal #1:	Progress:
Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year]. Third Grade Goal: Reduce the percentage of third grade students scoring *Does Not Meet* on SCReady ELA from 32.6% in 2020-21 to 27.6% in 2021–22.	Progress was made towards achieving this goal. Students in 3rd grade scoring Does Not Meet on the SCReady decreased by 1% from 2020-2021 to 2021-2022. Third grade teachers will continue to use formative data to make multi-tiered academic decisions for their students. Third grade teachers will also collaborate with coaches and interventionist for ongoing professional development on reaching the academic needs of all students.
Goal #2: During the 2021-2022 school year, 100% teachers will work collaboratively in weekly grade level teams to collect and analyze formative assessment data and develop targeted instructional goals to improve student reading/writing as measured by Grade Level Team Meeting Notes and Attendance.	**Progress:** A majority of the grade level teams worked collaboratively using data protocols to analyze student data to make instructional goals in reading and writing. To continue making progress on this goal, a focus on early childhood grade level teams will ensure that 100% of our teachers are collaborating to analyze grade level data.
Goal #3: During the 2021-2022 school year, 100% of teachers will hold individual conferences with students to set goals, plan, execute, and review formative reading and writing data.	**Progress:** A majority of teachers implemented individual conferences with students in both reading and writing. To continue progress of this goal, teachers will be offered ongoing professional development on independent reading conferences and writing conferences. Teachers will collaborate on strategies to implement conferences with their students through team planning and coaching cycles.

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Section K: Current Year 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. screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.	
Goal #1: Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021-2022 as determined by SC READY from 31.7% to 27 % in the spring of 2022-2023.	**Action Steps:** 1 - Analysis of student data for incoming third grade students in ELA to determine areas of weakness and establish intervention groups. 2 - Use of Multi-tiered levels intervention and support to improve reading and writing of third grade students. 3 - Use of formative assessments to measure student progress and guide instruction in reading and writing for all third grade students.
Goal #2: During the 2022-2023, 100% of teachers will work collaboratively in weekly grade level teams to collect and analyze formative assessment data and develop targets instructional goals to improve student reading / writing for whole group, small group, and individual students as measured by grade level team meeting notes and attendance.	**Action Steps:** 1 – Review process of data protocols and process of analyzing data with individual teachers and grade level teams. 2 – In conjunction with the school Literacy Team, review formative assessments and data with individual teachers and grade level teams. 3 – In conjunction with the school Literacy Team, establish goals and interventions to improve student reading / writing.
Goal #3: During the 2022 – 2023 school year, 100% of teachers will hold individual conferences with students to set goals, plan, execute, and review formative reading and writing data.	**Action Steps:** 1 – Provide professional develop opportunities on strategies for conferring with students in reading and writing.

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	2 – Provide professional develop opportunities on strategies for goal setting and action steps to achieve goals. 3 – Quarterly review by reaching coach and administration of conferencing through walk-throughs and observations.