School Renewal Plan
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School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27

School Name:	Sandy Run School
SIDN:	0901008
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 8
District:	Calhoun
Address 1:	450 Old Swamp Road
Address 2:	
City:	Swansea, SC
Zip Code:	29160
School Renewal Plan Contact Person:	John C. Mack
School Plan Contact Phone:	803-655-2701
School Plan E-mail Address:	cmack@ccpsonline.net

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		
Dr. Ferlondo Tullock Printed Name	_____ Signature	_____ Date
Principal		
Mr. John C. Mack Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
Mr. Gary Porth Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
Mr. Jonathan Gardner Printed Name	_____ Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
Mrs. Anne Shealy 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. John C. Mack
2.	**Teacher**	Mrs. Melina Polin
3.	**Parent/Guardian**	Mrs. Joni Fisher
4.	**Community Member**	Mrs. Jamie Wise
5.	**Paraprofessional**	Mrs. Amy Knapp
6.	**School Improvement Council Member**	Mr. Jonathan Gardner
7.	**Read to Succeed Reading Coach**	Mrs. Anne Shealy
8.	**School Read To Succeed Literacy Leadership Team Lead**	Mrs. Anne Shealy
9.	**School Read To Succeed Literacy Leadership Team Member**	Mrs. Debrah Funderburk
	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	
	Teacher	Mrs. Elisa Brown
	School Read To Succeed Literacy Leadership Team Member	Mrs. Paige Carson
	School Read To Succeed Literacy Leadership Team Member	Mrs. Cassandra Lytch-Colter
	School Read To Succeed Literacy Leadership Team Member	Dr. Tonya Thomas

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 Link Elementary School Report Card:**

  2020-2021
  https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MDkwMTAwOA

  2019-2020
  https://screportcards.com/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MDkwMTAwOA

  2018-2019
  https://screportcards.com/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MDkwMTAwOA

- **Needs Assessment Data Link Middle School Report Card:**

  2020-2021
  https://screportcards.com/overview/?q=eT0yMDIxJnQ9TSZzaWQ9MDkwMTAwOA

  2019-2020
  https://screportcards.com/overview/?q=eT0yMDIwJnQ9TSZzaWQ9MDkwMTAwOA

  2018-2019
  https://screportcards.com/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MDkwMTAwOA

Sandy Run K-8 School
450 Old Swamp Road
Swansea, South Carolina 29160

- **Second Grade STAR Math Data 2020-2021 Baseline:**

RENAISSANCE® **Star Summary Report**
Star Math Enterprise Assessment (English)

School	Teachers	Date Range	Demographics	Scale
Sandy Run Elementary School	Eight Teachers	12/01/21–02/28/22	All Demographics	**Star Unified Scale**

Median			2.43	861	2.1	29	38.3

PR Distribution Summary

Percentile	Students	Percent
Below 25th	19	42%
25th to 49th	10	22%
50th to 74th	4	9%
75th & Above	12	27%

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	1	2%
1.0 - 1.9	17	38%
2.0 - 2.9	15	33%
3.0 - 3.9	10	22%
4.0 - 4.9	2	4%
5.0 - 5.9	0	0%
6.0 - 6.9	0	0%
7.0 - 7.9	0	0%
8.0 - 8.9	0	0%
9.0 - 9.9	0	0%
10.0 - 10.9	0	0%
11.0 - 11.9	0	0%
12.0 - 12.9+	0	0%

Students Not Tested

Student ▲	Grade
Bozard, Isral	2
Brown, Ariana	2
Chavis, Trey	2
Fields, Keinylah	2

Summary

Students	Count	Avg Score
Tested	45	872
Not Tested	8	-

- **Second Grade STAR Reading Data 2020-2021 Baseline:**

RENAISSANCE® **Star Summary Report**
Star Reading Enterprise Assessment (English)

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School	Teachers	Date Range	Demographics	Scale
Sandy Run Elementary School	Eight Teachers	01/01/22–02/28/22	All Demographics	**Star Unified Scale**

Percentile	Students	Percent
Below 25th	24	57%
25th to 49th	4	10%
50th to 74th	9	21%
75th & Above	5	12%

GE	Students	Percent
0.0 - 0.9	7	17%
1.0 - 1.9	17	40%
2.0 - 2.9	9	21%
3.0 - 3.9	9	21%
4.0 - 4.9	0	0%
5.0 - 5.9	0	0%
6.0 - 6.9	0	0%
7.0 - 7.9	0	0%
8.0 - 8.9	0	0%
9.0 - 9.9	0	0%
10.0 - 10.9	0	0%
11.0 - 11.9	0	0%
12.0 - 12.9+	0	0%

IRL	Students	Percent
PP (< 0)	21	50%
P (0.0 - 0.9)	3	7%
1.0 - 1.9	4	10%
2.0 - 2.9	7	17%
3.0 - 3.9	7	17%
4.0 - 4.9	0	0%
5.0 - 5.9	0	0%
6.0 - 6.9	0	0%
7.0 - 7.9	0	0%
8.0 - 8.9	0	0%
9.0 - 9.9	0	0%
10.0 - 10.9	0	0%
11.0 - 11.9	0	0%
12.0 - 12.9	0	0%
PHS (13+)	0	0%

Students Not Tested

Student ▲	Grade
Bennett, Jordynn	2
Bozard, Isral	2
Brunson, Milania	2
Carrasco, Diana	2
Chiacchira, Peyton	2

Summary

Students	Count	Avg Score
Tested	42	860
Not Tested	11	-

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. Sandy Run K-8 strives to ensure that our students leave primary school reading on grade level as measured by STAR Reading data. As we begin our Road to Recovery from the COVID Pandemic, we have observed individual growth in the 2021-2022 school year. Our future efforts will be centered on MTSS meetings to assist teachers with data driven instruction. Our Literacy Coach, reading interventionist, and other iendtified staff will provide additional personalized support for students as we work hand in hand to increase the percentage of second grader students reading on grade level from 51% in 2021-2022 to 83% in 2026-2027, as measured by STAR reading.
Elementary/Middle School (3 - 8)
2. The goal for Sandy Run K-8 is to ensure each student reaches his or her highest potential.   Elementary (grades 3-5)   Based upon our 2018-2019 data, 1.5% of our elementary students were above the state average in ELA and 4.4% were above in math. Due to the COVID pandemic there was no data for the 2019-2020 school year. The 2020-2021 school year data reflects the impact of teh pandemic on student learning. 12.9% of our elementary students were below the state average in ELA and 10.8% were below in math.   Middle school (grades 6-8)   Based upon our 2018-2019 data, 1.0% of our middle school students were below the state average in ELA and 5.1% were below in math. Due to the COVID Pandemic there was not data for the 2019-2020 school year. Teh 2020-2021 school year data reveals that 3.1% of our middle school students were below the state average in ELA and 0.9% were below in math.   From the longitudinal SC Ready test scores as recorded in the South Carolina school report card, we concluded that the pandemic had a larger impact on our younger students while utilizing virtual learning. as we continue on our Road to Recovery, our efforts will center on data driven instruction for each grade level, subject area, and student. Our Literacy Coach and other identified staff will provide professional development, additional personalized support to teachers and students as we work hand in hand to increase the percentage of students performing at or above grade level as measured by the SC Ready state test.
Teacher/Administrator Quality
3. Continuous improvement through rigorous teaching and learning is a top priority at Sandy Run K-8. As reported in 2019-2020, 65% of Sandy Run's administration and teachers had been trained on analyzing data for continuous improvement. The efforts were impeded by Pandemic restrictions. Therefore, it is the goal to have 100% of our teachers and administrators trained by 2026- 2027.
School Climate
4. Student, parent, and teacher satisfaction with the learning environment is critical to the school's climate. Data form the State surveys indicates there is a variation in responses from each perspective group. Shared decision making, continuous communication with stakeholders, and allowing students and teachers to have more of a voice, will be our focal point. Data from the 2020-2021 school year shows that 77.5% of the stakeholders were satisfied with the learning environment. It is our goal by 2026-2027 to increase that percentage to 93.5%

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.**	The percentage of students, parents, and teachers (average) that are satisfied with the school's learning environment, as reported on the school report card surveys, will increase from an average of 77.5% in 2021 to 93.5% in 2026-27

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Training session sign in sheets	77.5	**Projected Data:** 80.7	83.9	87.1	90.3	93.5

Action Plan

Strategy #1: Increase the percentage of teachers, parents, and students satisfied with the school's learning environment.					
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. Analyze the results of the South Carolina Department of Education survey to determine areas of concern and strength	2022-2027	Leadership Team	NA	NA	Surveys, Results, Sign-In Sheets, Agendas, and Minutes
2. 2. Create a Principal's Advisory Council that will meet monthly to ensure teachers have a voice	2022-2027	Administration and Council Members	NA	NA	Agendas, Sign-in Sheets, Minutes, and Data
3. 3. Allow students to have a voice by creating an 8th grade "Student Council" that will meet once per month with administration and guidance	2022-2027	Student Council, Administration, and Guidance	NA	NA	Lesson plans and observations
4. 4. Promote collaboration and open communication between stakeholders by implementing weekly newsletters, school webpage updates, and Canvas.	2022-2027	Students, guidance counselors, Teachers, Administration, Technology Department, and Guidance	NA	NA	Commni-GATOR Newsletter, Updated website, Canvas classrooms, Guidance newsletters, and Swift reach phone calls

Performance Goal

Performance Goal Area:	Student Achievement *				
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The percentage of second grade students reading on grade level as measured by STAR reading will increase from 51% to 83% by 2027.				
Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
STAR Reading Data	51	**Projected Data:** 57.4	63.8	70.2	76.6	83

Action Plan

Strategy #1: Students will receive direct instruction on the foundations of reading as indicated by the science of reading.					
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. Analyze a variety of data including STAR and Aimsweb reading data to determine tiered support for students	2022-2027	Teachers, interventionists, literacy coach	NA	NA	MTSS groupings, data analysis meetings,
2. Provide tiered intervention for students as determined by MTSS committee.	2022-2027	Teachers, reading interventionist, Administration	NA	NA	Rosters for intervention, intervention progress logs
3. 3. Continue professional learning for teachers on the science of reading through LETRS.	2022-2027	teachers, interventionists, literacy coach	NA	NA	Records of employees who have completed the training
4. 4. Implement new reading curriculum based on the science of reading	2022-2027	Teachers, interventionists, coaches	NA	NA	Lesson plans, observations
5. 5. Provide professional learning on how to use the new curriculum	2022-2027	Teachers, interventionists coaches	NA	NA	Evidence of professional learning through teacher reflections

Performance Goal

Performance Goal Area:	Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, the percentage of students in grade three scoring MET or EXCEEDS on ELA as measured by SCREADY data will increase from 30% to 83%.				
Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Third Grade ELA SC READY DATA	30	**Projected Data:** 40.6	51.2	61.8	72.4	83

Action Plan

Strategy #1: Based on data findings, third grade students will receive personalized and tiered reading 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. Analyze a variety of data including STAR and Aimsweb reading data to determine tiered support for students	2022-2027	Teachers, interventionists, literacy coach	NA	NA	MTSS groupings, data analysis meetings, LAP folders
2. Provide tiered intervention for students as determined by MTSS committee.	2022-2027	teachers , interventionists	NA	NA	Rosters for intervention, intervention progress logs, LAP folders
3. Continue professional learning for teachers on the science of reading through LETRS.	2022-2027	teachers, reading interventionists, administration	NA	NA	Records of employees who have completed the training
4. Implement curriculum based on the science of reading	2022-2027	Teachers, interventionists, coaches	NA	NA	Lesson plans, observations
5. Provide professional learning for implementing new curriculum.	2022-2027	Teachers, reading interventionist, administration	NA	NA	Evidence of professional learning through teacher reflections
6. Continue to implement a Summer Reading Camp for those students who have not met standard by the end of third grade.	2022-2027	Administration, teacher	NA	NA	Records of attendance, student progress data, LAP folders

Performance Goal

Performance Goal Area:	Student Achievement *				
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grades 4-5 scoring MET or EXCEEDS on ELA as measured by SCREADY data will increase from 41.7% to 83%.				
Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SCREADY Data	29	**Projected Data:** 39.8	50.6	61.4	72.2	83

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grades 4-5 reaching or exceeding state standards.						
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 strategy-based reading instruction throughout the school year.	2022-2027	Teachers, literacy coach	NA	NA	Lesson plans, observations	
2. Provide opportunities for students to receive additional support on identified areas of concern during Enrichment	2022-2027	Literacy coach, teachers	NA	NA	Tiered intervention during Enrichment	
3. . Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills	2022-2027	Students, guidance counselor, teachers, administration,	NA	NA	Evidence of student goals and progress towards them.	
4. . Test data and grades should be monitored bi-weekly and quarterly through team meetings	2022-2027	Administration, teachers, literacy coach, students	NA	NA	MTSS Meetings	
5. . An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2027	Administration, reading interventionist	NA	NA	Evidence of student goals and progress towards them during Enrichment and MTSS meetings.	

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, teh percentage of students in grades 6-8 scoring MET or EXCEEDS on ELA as measured by SCREADY data will increase from 41.7% to 83%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SCREADY Data	41.7	**Projected Data:** 50	58.2	66.4	74.7	83

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grades 6-8 meeting or exceeding the state standard.						
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 strategy-based reading instruction throughout the school year.	2022-2027	Teachers, literacy coach	NA	NA	Lesson plans, observations	
2. Provide opportunities for students to receive additional support on identified areas of concern during Enrichment	2022-2027	Literacy coach, teachers	NA	NA	Tiered intervention during Enrichment	
3. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills.	2022-2027	Students, guidance counselors, teachers, administration,	NA	NA	Evidence of student goals and progress towards them.	
4. Test data and grades should be monitored weekly and quarterly through team meetings	2022-2023	Administration, teachers, literacy coach, students	NA	NA	MTSS Documents	
5. An interventionist will work with students who are not already receiving special education services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2027	Administration, reading interventionist	NA	NA	Evidence of student goals and progress towards them during Enrichment and MTSS meetings.	

Performance Goal

Performance Goal Area:	Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027, the percentage of students in grade two scoring met or exceeds on math as measured by STAR math assessment will increase from 39% to 83%.				
Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
STAR Math Data	39	**Projected Data:** 47.8	56.6	65.4	74.2	83

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grade 2 math meeting or exceeding state standards.					
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. 1. Implement strategy-based math instruction throughout the school year.	2022-2027	Teachers, Math Interventionist, Administration	NA	NA	Lesson plans, observations
2. Students will master math vocabulary words.	2022-2027	Teachers, Math interventionist	NA	NA	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, Administration	NA	NA	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment and MTSS meetings.
5. Test data and grades should be monitored weekly and quarterly through team meetings.	2022-2027	Administration, teachers, math interventionist, students	NA	NA	MTSS Meetings
6. . An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2027	Administration, Math Interventionist	NA	NA	MTSS Meetings

Performance Goal

Performance Goal Area:	Student Achievement *				
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grade 3 scoring met or exceeds on math as measured by SC Ready will increase from 28% to 83%.				
Interim Performance Goal: Meet annual targets below.					
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Grade 3 SC Ready Data	28	**Projected Data:** 39	50	61	72	83

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grade 3 math meeting or exceeding state standards.						
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 strategy-based math instruction throughout the school year using the Envision math curriculum.	2022-2027	Teachers, Math Interventionist, Administration	NA	NA	Lesson plans, observations
2. Students will master math vocabulary words.	2022-2027	Teachers, Math interventionist	NA	NA	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, Administration	NA	NA	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills.	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment Time and MTSS meetings.
5. Test data and grades should be monitored weekly andquarterly through team meetings.	2022-2027	Administration, teachers, math interventionist, students	NA	NA	MTSS Meetings
6. An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2023	Administration, Math Interventionist	NA	NA	MTSS Meetings

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grades 4-5 scoring met or exceeds on math as measured by SC Ready will increase form 25% to 83%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC READY MATH DATA	25	**Projected Data:** 36.6	48.2	59.8	71.4	83

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grades 4-5 math meeting or exceeding state standards.					
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 strategy-based math instruction throughout the school year using the Envision math curriculum	2022-2027	Teachers, Math Interventionist, Administration	NA	NA	Lesson plans, observations
2. Students will master math vocabulary words.	2022-2027	Teachers, Math interventionist	na	na	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, Administration	na	na	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills.	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment Time and MTSS meetings.
5. Test data and grades should be monitored weekly and quarterly through team meetings.	2022-2027	Administration, teachers, math interventionist, students	NA	NA	MTSS Meetings
6. An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2027	Administration, Math Interventionist	NA	NA	MTSS Meetings

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grades 6-8 scoring met or exceeds on math as measured by SC Ready will increase from 25% to 83%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC READY DATA	32	**Projected Data:** 42.2	52.4	62.6	72.8	83

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grades 6-8 math meeting or exceeding state standards					
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 strategy-based math instruction throughout the school year	2022-2027	Teachers, Math Interventionist, Administration	NA	NA	Lesson plans, observations
2. Students will master math vocabulary words.	2022-2027	Teachers, Math interventionist	NA	NA	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, Administration	NA	NA	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment and MTSS meetings
5. Test data and grades should be monitored weekly and quarterly through team meetings.	2022-2027	Administration, teachers, math interventionist, students	NA	NA	MTSS Meetings
6. An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2027	Administration, Math Interventionist	NA	NA	MTSS Meetings

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The percentage of student in poverty scoring met or above on the SC Ready ELA assessment will increase to 83% by 2027.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC READY	44	**Projected Data:** 51.8	59.6	67.4	75.2	83

Action Plan

Strategy #1: We will implement targeted intervention strategies to support and enhance student achievement, positive classroom culture, and social emotional health for students in poverty.					
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. . Sandy Run k-8 will provide quarterly parent seminars and professional development to equip our parents with tools and resources to ensure we close the achievement gap	2022-2027	Administration, Reading Coach, Math Interventionist, and teachers	NA	NA	School report card, Flyers, Agenda, and Sign-In Sheets
2. . Purchase leveled books that represent a wide range of reading levels, genres, and interest for kindergartners through eight grade students to assist with closing the achievement gap.	2022-2027	Administration, Reading coach, reading interventionist	2 $25,000	ATSI Grant	Leveled Libraries, Reading logs, Team Meetings, Goals, and Data
3. Sandy Run K-8 teachers will have a quarterly training on trauma informed education to assist teachers in closing the achievement gap for African American students.	2022-2027	Administration and Guidance	NA	NA	Sign-in sheets, Agenda, Power Point presentations, Data
4. Sandy Run K-8 will provide after school program to provide an opportunity for extended learning in reading and math to ensure we are bridging the achievement gap.	2022-2027	Administration, Afterschool Coordinator, and Teachers	$40,000	ATSI Grant	Data, Lesson Plans, and Attendance Records.

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 2026-2027, 100% of our teachers and administrators will be trained on analyzing data for continuous improvement.

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Staff Development Sign in Sheets	65	**Projected Data:** 72	79	86	93	100

Action Plan

Strategy #1: Analyzing Data					
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. Conduct effective meetings to review and discuss data.	2022-2027	Literacy Coach Reading Interventionist Classroom Teachers and Administration	NA	NA	Agenda's Sign-In Sheets and Data Book
2. Teachers will be trained in Multi-tiered System of support (MTSS) and apply this professional development in systematic tiered interventions	2022-2027	MTSS Team – Reading Coach, Reading Interventionist, Administration	NA	NA	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, and Administration	NA	NA	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment Time and MTSS meetings.

2021-22 Primary and Elementary School Literacy Reflection Tool

The School Literacy Reflection Tool is due annually to the Read to Succeed Office per Act 284. To better align with district data-based goal setting, school and district literacy plans are now due October 15, 2021. As with the previous school year, schools will use this survey to complete their literacy reflection tool. The middle and secondary school survey may be found here.

Important note: This year's reflection tool has been re-organized to reflect the state's implementation of Multi-Tiered System of Supports (MTSS). Please use only the updated literacy plan documents when completing this year's survey, as the sections and questions are organized differently than in prior years.

After completing the form, you will receive a confirmation email with your responses. Your district office may request that you forward these responses to them as they complete the district level tool; additionally, you may also complete the hard copy of the reflection tool and use the responses to fill in this survey.

For a hard copy of the full questions and directions on how to complete the sections, please visit: https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/.

If you have any questions, please contact Marie Gibbons at mgibbons@ed.sc.gov.

District Name *

Calhoun

School Name *

Sandy Run K-8

Principal Name *

Chris

First Name

Mack

Last Name

Email *

jmack@ccpsonline.net

Confirm Email *

Section A: Use of Data

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

Possible Sources of Evidence:

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

	Rarely	Sometimes	Routinely
A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge.	○	○	◉
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.	○	◉	○

Section B: Core Instruction

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

Possible Sources of Evidence:

Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities

- 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
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.	○	◉	○
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.	○	○	◉
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.	○	○	◉

Section C: Tiered Interventions and Supplemental Instruction

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

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

Possible Sources of Evidence:

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.

	Rarely	Sometimes	Routinely
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	○	●	○
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 1) must provide targeted and intensified individual and small-group instruction; and 2) must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	○	◉	○

Section D: Literacy-Rich Environment

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

Possible Sources of Evidence:

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

	Rarely	Sometimes	Routinely
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.			
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.	○	○	◉
D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	○	○	◉

Section E: Text Engagement

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

Possible Sources of Evidence:

Student Engagement Inventories, Schedules, Book Inventories, Photographs

on a wide range of reading levels to match the reading levels of students.

of Classroom Libraries

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
E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	○	○	◉
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.	○	◉	○

Section F: Professional Learning

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)

Possible Sources of Evidence:

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

	Rarely	Sometimes	Routinely
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, and/or peer coaching.	○	◉	○
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data via study groups, collaboration with the school coach, and/or book clubs.	○	◉	○

Section G: Partnerships

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.

Possible Sources of Evidence:

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

	Rarely	Sometimes	Routinely
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	○	⊙	○
G2. Specific actions are taken to foster partnerships.	○	⊙	○

Section H: Parent Opportunities

H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.

Possible Sources of Evidence:

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

	Rarely	Sometimes	Routinely

H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	○	○	●

Section I: Analysis of Data

Strengths *

School routines are established.
Daily schedule allows for 90 minutes of uninterrupted literacy instruction.
Daily schedule allows for 30 minutes targeted in-class, ELA intervention.
Teachers recognize power of independent reading and promote this with students.
Weekly time is allotted for professional learning.
Adequate data is collected through an array of assessments: IGDIs, STAR, Aimsweb, Achieve 3000, DRA, running records, etc.
A variety of software is available to supplement instruction: IXL, ReadingEggs, Study Island, etc.

Possibilities for Growth *

Increased professional learning focused on the elements of literacy learning

Planning long term for professional learning

Planning for future budgetary needs to support literacy

Section J: 2020-21 School SMART Goals and Progress Toward those Goals

Please provide your school goals from the 2020-21 school year and the progress your school has made toward those goals. Schools were able to select one, two, or three goals; all schools serving third grade were required to include the same Smart Goal #1: Reduce the percentage of third graders performing below grade level in the fall of 2020–21 as determined by _____ (data source or sources) from XX % to XX% in the spring of 2021.

If you do not have a copy of your school goals from the 2020-21 school year, email Marie Gibbons at mgibbons@ed.sc.gov.

Goal #1 *

Reduce the percentage of third graders performing below grade level in the fall of 2020-21 as determined by STAR from 60% to 33% in the spring of 2021.

Goal #1 Progress *

We reduced the percentage of third graders performing below grade level in the fall of 2020-21 as determined by STAR from 66% to 51% in the spring of 2021.

Goal #2

By November 2020 MTSS team will be meeting weekly and reviewing student Aimsweb data and assigning necessary interventions.

Goal #2 Progress

We established a consistent MTSS meeting schedule and protocol in which we examined STAR, Aimsweb, and other pertinent data. Though we did not meet weekly, we met consistently throughout the year to assess interventions and student needs.

Goal #3

Provide 25 hours of professional learning for 90% of ELA teachers

Goal #3 Progress

Each ELA teacher received approximately 10 hours of professional learning.

Section K: 2021-22 School SMART Goals and Action Steps Based on Analysis of Data

Schools should utilize a triangulation of appropriate and available data (i.e. screeners, MTSS processes, benchmark assessments, observational data, etc.) to set reasonable

goal(s) for the 2021-22 school year. All schools serving students in third grade MUST respond to the third grade reading proficiency goal provided.

- Schools that do not serve third grade students may select another goal or goals.
- Schools may choose to focus on this single goal or may add one or two additional goals.
- Schools may continue to use the same additional SMART goals from previous years or choose new goals.

If you have questions about completing this section, please contact Marie Gibbons at mgibbons@ed.sc.gov.

For any schools serving third grade students, goal #1 MUST read "Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from _____ % to _____ % in the spring of 2022.

Goal #1 *

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from 47 % to 46.5% in the spring of 2022.
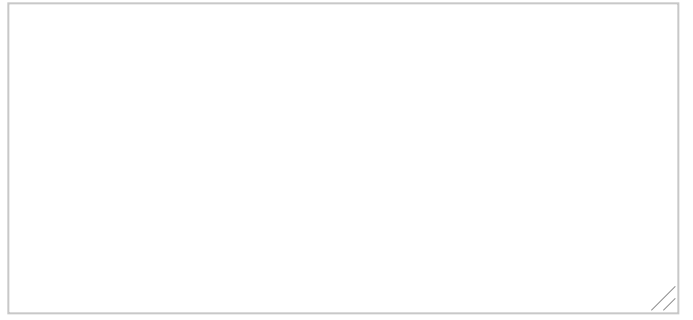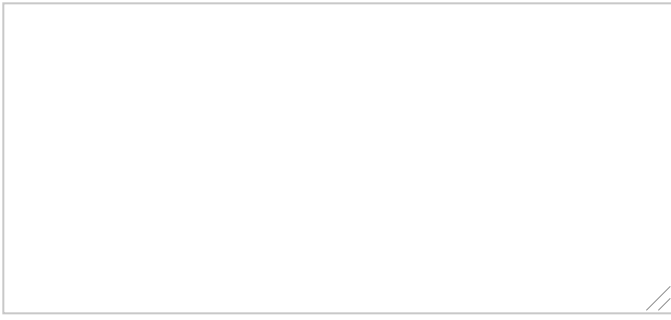
Goal #1 Action Steps *

Provide increased coaching for 3rd grade teachers

Improve classroom libraries for more available texts for independent reading

Provide intervention for Tier 2 and Tier 3 students.

Goal #2

Goal #2 Action Steps

Goal #3

Goal #3 Action Steps

Save and Resume Later

Submit Form