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



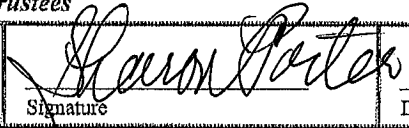
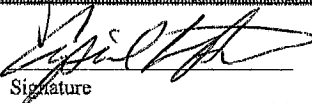
**Renewal Plan for 5 Year Cycle: 2016/17 to 2020/21
Upcoming School Year: 2018/19**

School Name:	Spartanburg High
SIDN:	4207073
Plan Submission:	School utilizes AdvancED
Grade Range From:	09 To 12
District:	Spartanburg 07
Address 1:	500 Dupree Drive
Address 2:	
City:	Spartanburg, SC
Zip Code:	29307
School Renewal Plan Contact Person:	Martha Brothers
Contact Phone:	864-594-4410
E-mail Address:	MSBrothers@spart7.org

Assurances

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

Required Printed Names and Signatures

Superintendent		
<u>Russell W. Booker</u> Printed Name	 Signature	<u>4/24/18</u> Date
Principal		
<u>Jeff Stevens</u> Printed Name	 Signature	<u>4-19-18</u> Date
Chairperson, District Board of Trustees		
<u>Sharon Porter</u> Printed Name	 Signature	<u>4-24-18</u> Date
Chairperson, School Improvement Council		
<u>April Preston</u> Printed Name	 Signature	<u>4/20/18</u> Date

<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Syreeta Greene</u> Printed Name	<u>Syreeta Greene</u> Signature	<u>4-19-18</u> Date

Assurances for School Renewal Plan

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

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

Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Jeff Stevens
2.	Teacher	Beth Wolfe
3.	Parent/Guardian	Terri Harp
4.	Community Member	David Lawson
5.	Paraprofessional	Phyllis Vallanes
6.	School Improvement Council Member	Angie Grieshop
7.	Read to Succeed Reading Coach	Julia Potter
8.	School Read To Succeed Literacy Leadership Team Lead	Syreeta Greene
9.	School Read To Succeed Literacy Leadership Team Member	Leslie Richard
	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	
	School Read To Succeed Literacy Leadership Team Member	Jessica Burke
	Assistant Principal	Martha Brothers

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

NEEDS ASSESSMENTSHS Report Card Link – <https://ed.sc.gov/data/report-cards/state-report-cards/2017>**SCHOOL INFORMATION**

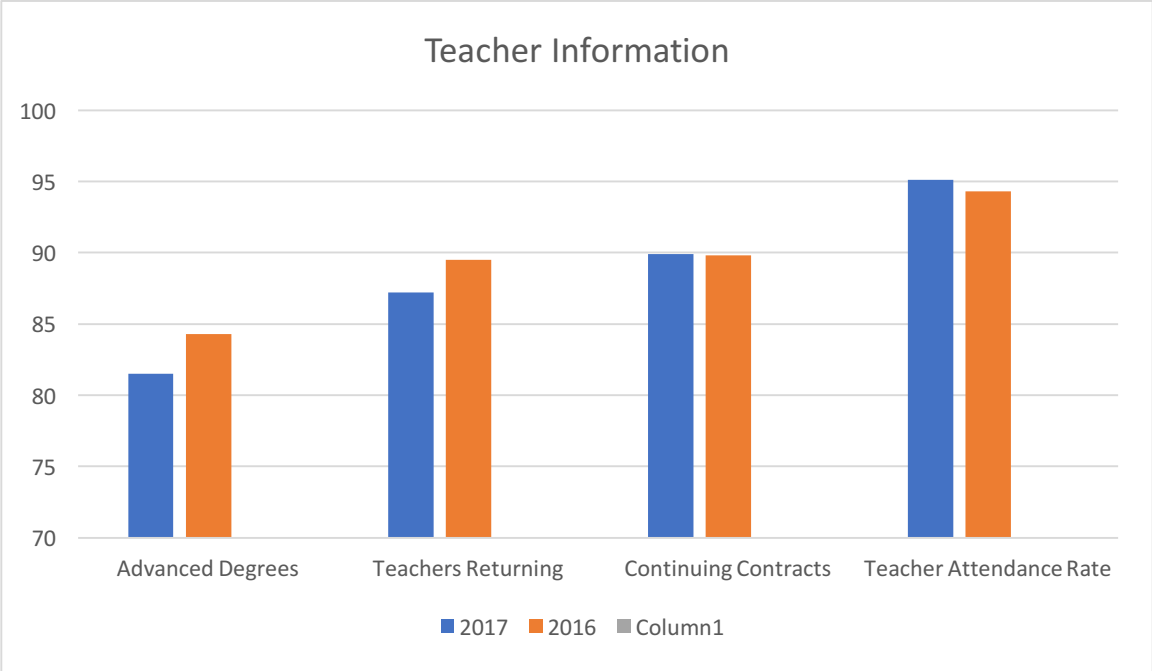
	2017	2016
Annual Avg. Professional Development Days per Teacher	8.8	17.2
Student-Teacher Ratio in Core Subjects	22.7 to 1	21.9 to 1
Prime Instructional Time	86.8	84
% of Parents Attending Conferences	94.9	100

SURVEY INFORMATION FROM TEACHERS, STUDENTS, & PARENTS

	Teachers	Students	Parents
Number of Surveys Returned	155	306	118
% Satisfied w/Learning Environment	92.3	77.5	86.5
% Satisfied /Social & Physical Environment	91.6	81.4	82.5
% Satisfied w/School-Home Relations	87.1	82.2	66.1

SHS 4 YEAR GRADUATION RATE

2014	2015	2016	2017
81.0	83.4	85.7	88.6



Student Information

	2017	2016
Attendance Rate	91.8	91.7
% of Students in Poverty	61.2	57.6
% Students Retained	3.6	1.8
Suspension/Expulsion for Violent or Criminal Offenses	.9	.3
Annual Dropout Rate	2.2	2.5
Students w/Disabilities	12	11.1
% Served in Gifted/Talented	24.2	29.4

TESTING INFORMATION

PERCENT OF SHS STUDENTS MEETING ACT COLLEGE READY BENCHMARKS IN 2017

English- 18	Math - 22	Reading – 22	Science – 23	All 4 Subjects
37.2	24.4	25.1	17	13.6

PERCENT OF SHS STUDENTS MEETING PLATINUM, GOLD, OR SILVER ON ACT WORKKEYS IN 2017 AS COMPARED TO STATE FINDINGS

	Applied Math	Reading for Information	Locating Information
SHS	68.8	92.6	66.7
State	69.9	91.6	72.6

PERCENT OF EOC TESTS WITH SCORES OF 60 OR ABOVE AS COMPARED TO STATE FINDINGS IN 2017

% of Tests w/scores of 60 or above:	SHS	State
Alg. 1/Math for Technologies 2	71	75.1
English 1	76.7	77
Biology 1	75.8	73.8
US History	68.3	67.9
All Subjects	73.3	73.6

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	
High School (9 - 12)	
1.	<p>African-American students score below their counterparts on end of course testing and ACT testing. When looking at data, a large percentage of this population enters high school with below grade level reading and math scores. Due to these below grade level scores, students are limited to applied level courses and struggle with passing end of course tests and college level testing.</p> <p>African-American students also fall below the rest of their classmates in four year graduation rates. This can also be attributed to below grade level reading and math skills. Many of these students have to repeat a course or recover a course in credit recovery. This limits their schedule and takes a longer time period to acquire the necessary graduation units.</p> <p>In order to improve reading scores, a reading plan has to be developed. The Response to Intervention program will be implemented to focus on those students who are reading below grade level and receive no other services. These students will be part of a program that increases time in their English classes to focus on reading strategies. With the implementation of RtI, the goal is to increase reading scores and eliminate the need to recover credits. This will allow African American students to stay on track and graduate on time. This program may also increase the number of African-American students who take higher level courses.</p> <p>In order to improve our ACT WorkKeys scores for our disabled students, it will be necessary to change the curriculum that has traditionally been used with the non-diploma students. This group of students will need to be exposed to the WorkKeys skills in their 9-11 classes.</p> <p>Our other disabled students will need help as well in order to score 5 or higher. This could be started with Work Keys skills being introduced and worked on in the academic support classes.</p> <p>2018 Update:</p> <p>Our End of Course scores for all 4 subject areas are close or above the state average. The same is true for your scores on the ACT WorkKeys. We are just slightly below the state average in Applied Math, a little farther behind in Locating Information; however, we are above the state average in Reading for Information. The percentage of our 11th grade students who meet the ACT College Ready Benchmarks in English, math, reading, and science falls below 40% in each area.</p>
Teacher/Administrator Quality	
2.	<p>Overall, the district and school administration are conscientious about hiring highly qualified personnel especially in the core content areas. A large majority of teachers have pursued advanced degrees and this is represented in each department from fine arts to business education to core content courses. There are also a large number of teachers who return each year who are seasoned in best practices and the school expectations.</p> <p>An area that could be improved on is teacher attendance because it decreased slightly over the last two years. There are several factors that could have contributed to this that are out of the control of the school or teacher.</p> <p>Our school and district offer numerous opportunities for professional development opportunities; however, there is still a need for teachers to have more time to plan together as departments to discuss pacing, student trends, and data.</p> <p>2018 Update:</p> <p>Our teacher attendance rate increased this year along with the percentage of teachers on continuing contracts. Teachers returning from the previous year along with the number of teachers with advanced degrees is slightly lower this year due to retirement and the hiring of teachers right out of college who have not had the opportunity to advance their degrees.</p> <p>Our professional development days during the last school year decreased. Much of this can be attributed to snow days</p>

that caused us to use our scheduled professional development days as student attendance days. Our teachers did make up the professional development time with late afternoons along with professional development each month for 1-2 hours; however, this may not have been reported.

School Climate

3. The expulsion rate has continually decreased along with the number of students who are older than grade level. The school has worked diligently to include credit recovery classes within the school day to help students recover courses who do not have after school transportation. There is also a summer school program that helps students recover courses as well as an alternative school that allows students the opportunity to catch up or stay on grade level if there are behavior issues.
- Overall, both teachers and students are satisfied with the learning, social, and physical environment. The weakest area is with parents. Only a small number filled out the surveys,; however, within that number, parents were the least satisfied in these areas. There could be a number of reasons for this, but this is an area for improvement. Keeping our parents informed of all the positive things happening at our school may help change parents' perceptions. We can continue to use all our current methods of communication, but we need to explore other options for getting information home to parents.
- 2018 Update:
- We had over 100 parents of juniors fill out surveys about school climate. Of those 118, over 80% of parents were satisfied with the learning, social, and physical environment. Teacher and students felt positive about school-home relations; however, parents rated the school below 70% in this area.

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 parents who are satisfied with school-home relations as reported on the school report card survey will increase from an average of 76% in 2014-2015 to 78.5% in 2020-2021.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
Report Card Survey	76%	Projected Data: 76.1%	76.2%	76.3%	76.4%	76.5%
		Actual Data: 66.1	TBD			

Action Plan

Strategy #1: Communication					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue and expand communication opportunities between parents and school personnel via technology.	8/2016-6/2021	School Leadership, Teaching Personnel	NA	NA	Email Logs, Phone Connects Logs 2018 Update: Guidance Newsletters Schoology Software Power School availability to parents
2. Continue and expand parent/teacher conference times to accommodate more parents.	8/2016-6/2021	School Leadership, Teachers	NA	NA	Parent/Teacher Conference Agendas with Dates and Times 2018 Update: Continue to have conference time during evenings/mornings and expand to more than once per year.

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 students in grades 11 who have a composite reading, math, science, and English score of ready on the ACT will increase from 14.9 in 2014-2015 to 15.4 in 2020-2021.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
ACT	14.9	Projected Data: 15.0	15.1	15.2	15.3	15.4
		Actual Data: 13.6	TBD			

Action Plan

Strategy #1: Develop an RtI Plan					
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. Support English teachers in the integration of effective reading strategies within the classroom.	8/2016-6/2021	District Instructional Leaders, Reading Coach, Administration	NA	NA	Class observations, PD minutes, RtI meetings 2018 Update: Every teacher is observed at least 2x during the year and more if struggling. Feedback is given regarding strategies.
2. Provide professional development in the use of assessment scores.	8/2016-6/2021	Reading Coach, District Instructional Team, School Administration, RtI Team	NA	NA	PD sign-ins, PD360 history, observations, department meeting agendas 2018 Update: MAP, EOC, and state testing scores are disaggregated and discussed in various meetings along with being used in planning PD.
Strategy #2: Professional Development for Teachers in ACT testing strategies					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development in ACT strategies	8/2016-6-2021	District Instructional Team, School Administration, Curriculum Administrator	\$2,000	NA	Lesson plans, classroom observations, classroom assessments 2018 Update: District teacher evaluation focuses on higher order thinking skills. Continue training on using these skills and in questioning techniques.

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of professional development days per teacher will increase from 16.6 days as reported in the school report card in 2014-2015 to 17.1 days in 2020-2021.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2016/17	2017/18	2018/19	2019/20	2020/21
School report card, PD 360 records, Sign in sheets	16.6	Projected Data: 16.7	16.8	16.9	17	17.1
		Actual Data: 8.8	TBD			

Action Plan

Strategy #1: Professional Development					
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. Expand professional development opportunities that support a wide range of subject areas. Through technology, there must be professional development opportunities for every course.	8/2016-6/2021	School Leadership Team, District Instructional Team	NA	NA	PD Express registration, PD transcripts, District Agendas and Registrations 2018 Update: Our technology integration specialist offers professional development on strategies that can be used across the curriculum.
2. Expand professional development times to make the times more convenient for teachers such as during planning times, before/after school, and online opportunities for any time.	8/2016-6/2021	District and School Leadership	NA	NA	PD Express records with time of professional development, District Registrations and Agendas 2018 Update: Our school technology integration specialist offers professional development on a myriad of topics 1-2 times per month throughout they so that teachers can attend during their planning time. Professional development if also offered once per month in the afternoon for those that need this time flexibility.
3. Encourage each teacher to develop a personalized professional development plan each year that focuses on their own needs.	8/2016-6/2021	School Administration, Teachers	NA	NA	PD Express Transcripts, Conference Agendas, District and School Registrations and Agendas



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Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
 Spartanburg High School Reading Plan 2018

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

Lenses of Assessment

A Comprehensive System of Assessment

- Summative Assessment
- SC Ready, MAP, End of Course
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominie
 - Star Reading
- Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely (1)	Sometimes (2)	Routinely (3)	Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	■ 2.68	SLO Common Assessments Individual Goals are Written in IEPs Reading Probes iReady Read180 Collaboration Notes Reading Logs Writing Researching Engagement Inventories PSAT Scores Running Records Data from Schoology Agendas and Meeting Notes
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	■ 2.70	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	■ 2.35	<input type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	■ 2.46	<input type="checkbox"/>	



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

Lenses of Assessment

Assessing for Supplemental Instruction

- Reading Process
- Small Group and Individual

	Rarely	Sometimes	Routinely	Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.46	<input type="checkbox"/>	Reading Behaviors Anecdotal Notes Goals and Action Plans Individual Conferences English I/Lab for Struggling Readers University of Kansas Reading and Writing Strategies Collaborative Station Activities Lesson Plans Schedules
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.30	<input type="checkbox"/>	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.15	<input type="checkbox"/>	



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C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.09	<input type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls 7Reads



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

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards

	Rarely	Sometimes	Routinely	Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.46	<input type="checkbox"/>	Teacher Observations Schedules Lesson Plans English I/Lab Course added to Schedule Goals written according to reading levels
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.53	
D3. Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.35	<input type="checkbox"/>	



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D4. Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	■ 2.39	<input type="checkbox"/>	
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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards

	Rarely	Sometimes	Routinely	Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	■ 2.52	Teacher Observations Schedules Lesson Plans Lesson plans involving text dependent analysis Reflections Primary source meanings, Document-based assessments Inquiry-based labs Professional Development Opportunities
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	■ 2.63	
D7. Teachers provide opportunities for students to	<input type="checkbox"/>	<input type="checkbox"/>	■	



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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)			2.61	
D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment Assessing for Research-Based Instructional Practices: <ul style="list-style-type: none"> • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K				
	Rarely	Sometimes	Routinely	
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.70	



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

Lenses of Assessment Assessing for Reading Engagement: <ul style="list-style-type: none"> • Student Choice • Large blocks of time to read, write, and research • Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre 				
	Rarely	Sometimes	Routinely	Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.44	<input type="checkbox"/>	Student Engagement Inventories Schedules Book Inventories Photographs of Classroom Libraries Schoology One-to-one Technology Media Center Feedback Student Feedback Subject Area Posters and Classroom Décor Student Engagement Inventories
E2. The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.46	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.48	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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procedures, so that students know what to do in order to maximize time.			2.67	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<div>■</div> 2.70	
F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment Assessing for Professional Development <ul style="list-style-type: none"> • Literacy Competencies for Middle and Secondary Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning 				
	Rarely	Sometimes	Routinely	Evidence:
F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<div>■</div> 2.37	<input type="checkbox"/>	Agendas Sign-in Sheets Professional Reading Logs Written Reflections of Practice and New Learning Action Research Notes Lesson Plans Read to Succeed Coursework Reading and Writing Reflections Practice
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:	<input type="checkbox"/>	<div>■</div> 2.41	<input type="checkbox"/>	Professional Development Transcripts 7Shares Professional Development Tuesdays



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<ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 				Teacher Collaborations New Teacher Induction Class Departmental Meetings
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G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Lenses of Assessment Assessing for Literacy Partnerships				
	Rarely	Sometimes	Routinely	Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.30	<input type="checkbox"/>	Sign-in Logs Plans for the Partnerships Acknowledgement of the Partnerships Documentation of Actions Record of Programs Libraries Offer Early Out Collaboration Days 7Reads Loquacious Library Community Leaders participation Local Businesses donate books Library Newsletter



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G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.22	<input type="checkbox"/>	
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H. This school embeds practices reflective of an exemplary literacy-rich environment.				
Lenses of Assessment Assessing for Inquiry-based Learning: <ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for a majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.33	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading and writing instruction Lesson Plans Referencing the Inquiry Standards Examples of Student Research Projects
H2. Teachers integrate content-specific reading, writing, and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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	Rarely	Sometimes	Routinely	Evidence:
researching into ELA in order to provide the authentic experiences necessary to become more proficient researchers and readers and writers.			2.63	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.43	<input type="checkbox"/>	
H4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.72	Student artifacts from research Socratic circles Student Feedback Research Topics Portfolios Bulletin Boards IEP Documentation Science Labs Schoology SSR
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.76	
H6. Teachers prominently display artifacts reflective of	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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	Rarely	Sometimes	Routinely	Evidence:
student learning.			2.56	Student Work Displayed Classroom Environment
H7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<div style="text-align: center;">■</div> 2.57	

Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Cohort formed to address the reading needs of our students • Access to Various Data • Struggling readers were placed in a class to receive an additional ELA class to work on reading skills. • Teachers take detailed notes during collaboration days • Struggling readers were identified and received reading support 	<ul style="list-style-type: none"> • More collaboration is needed to meet the needs of the struggling readers. • Teachers need to know how to analyze all the data that they receive and use the data to inform instruction • Teachers need to know how to write “SMART” goals. • Students need to read more during the summer



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<p>in social studies classes and science classes.</p> <ul style="list-style-type: none">• Notification given to parents of students who are struggling readers for RtI	<ul style="list-style-type: none">• Provide more support to parents to assist with reading at home.• Literacy coach at the high school level to assist teachers.
Goals and Action Steps Based on Analysis of Data	
<p>Goal #1: By the school year 2019-2020, one literacy cohort will be established to assist teachers with literacy in classrooms.</p>	<p>Action Steps:</p> <ol style="list-style-type: none">1. Meet with District ELA Coordinator to discuss the needs of the students and what programs are available2. Select teachers to participate in the cohort3. Decide what resources are needed for the course(s)4. Have professional development opportunities for teachers to



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	participate
Goal #2: By the year 2020-2021, the number of students who are college and career will increase by 3% from the results of the students who take the assessments during their 3 rd year of high school.	Action Steps: <ol style="list-style-type: none">1. Educate the teachers and students about WIN, ACT, SAT, Accuplacer, and ASVAB.2. Provide scores to teacher3. Analyze the data from the score reports4. Establish a plan for improvement5. Provide score requirements for college admission and job placement.
Goal #3: The percentage of parent participation will increase by 2% by the year 2020.	Action Steps: <ol style="list-style-type: none">1. Educate parents on the level of reading needed for various colleges and careers.2. Provide the families with copies of the various score reports.3. Remind parents of upcoming testing.4. Include family in classroom updates of readings and assessments.

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.