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

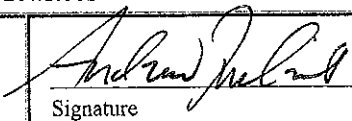
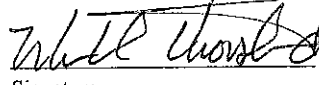
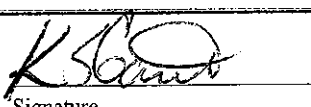
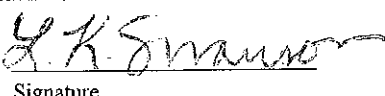
Renewal Plan for years 2016/17 to 2020/21

School Name:	Walhalla High
SIDN:	3701007
Plan Submission:	School utilizes AdvancED
Grade Range From:	9 To 12
District:	Oconee 01
Address 1:	4701 North Highway 11
Address 2:	
City:	Walhalla, SC
Zip Code:	29691
School Renewal Plan Contact Person:	Erin Phillips
Contact Phone:	8648864490
E-mail Address:	sgarrett@oconee.k12.sc.us

Assurances

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

Required Printed Names and Signatures

Chairperson, District Board of Trustees		
<u>Andrew Inabinet</u> Printed Name	 Signature	<u>4/17/17</u> Date
Superintendent		
<u>Michael Thorsland</u> Printed Name	 Signature	<u>4/18/17</u> Date
Principal		
<u>Steve Garrett</u> Printed Name	 Signature	<u>4/20/17</u> Date
Chairperson, School Improvement Council		
<u>Lorilie Swanson</u> Printed Name	 Signature	<u>4/25/17</u> Date
School Read To Succeed Literacy Leadership Team Lead		

<u>Amanda Harris</u> Printed Name	<u>Amanda Harris</u> Signature	<u>4/30/17</u> Date
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ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

NA **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).

X **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).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **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*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **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).

NA **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.

NA **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

NA **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.

X **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

NA **Recruitment**

The school 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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The school 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 PLANS

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<i>POSITION</i>	<i>NAME</i>
1. PRINCIPAL	Steve Garrett
2. TEACHER	Amanda Harris
3. PARENT/GUARDIAN	Christie Lee
4. COMMUNITY MEMBER	Raul Chavez
5. SCHOOL IMPROVEMENT COUNCIL	Lorilie Swanson
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<i>POSITION</i>	<i>NAME</i>
Assistant Principal for Instruction	Erin Phillips
Guidance Counselor	Cindy Burnett
Media Specialist	Kay Moxley
Teacher	Rhonda Smith
Teacher	Lana McCall
Teacher	Paul Holleran
Teacher	Carmen Lee
Teacher	Patricia Riser

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Comprehensive Needs Assessment Standardized Test Results

SAT Composite for Participating Graduating Seniors

Year	WHS	SC	National
2014-2015	1525	1442	1490
2015-2016	1527 ↑	1458	1484

AP Pass Rate Percentage

Year	WHS	SC	National
2014-2015	58%	58%	57.5%
2015-2016	51% ↓	59%	60%

ACT Composite Score for Junior Class

Year	WHS	SDOC	SC
2014-2015	18.0	17.9	17.9
2015-2016	18.1 ↑	17.9	18.2

ACT WorkKeys (Job Skills Assessment) – Junior Class

WHS and State Results	Percent of Students Meeting Platinum, Gold, or Silver		
	Applied Math	Reading for Information	Locating Information
WHS 2015	83.3%	95.5%	87.7%
State 2015	73.4%	93.5%	87.7%
WHS 2016	82.5% ↓	96.5%	79.9% ↓
State 2016	72.4%	93.9%	76.8%

South Carolina End-Of-Course (EOC) Pass Rate

Source: SC Annual School Report Card Summary

Walhalla High	Algebra 1 Math Tech 2	English 1	Science	U.S. History
2011-2012	75.9	80.7	Biology 84.0	62.4
2012-2013	71.2	83.2	Biology 76.6	58.8
2013-2014	81.2	75.7	Biology 80.6	70.1
2014-2015	78.6	73.8	Biology 80.6	74.4
2015-2016	83.7 ↑	75.9	Biology 89.2 ↑	76.3 ↑

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

WHS participated in the AdvancED accreditation process in April 2014 and School District of Oconee County Required Actions have been added to the WHS School Improvement Plan goals as required.

AdvancED Individual Institution Results

AdvancED requires internal and external stakeholders from each individual institution within the system to evaluate their institution on the AdvancED Standards for Quality Schools, student performance, and stakeholder feedback. The following table provides the results of those self-analyses. Higher scores indicate higher perceived performance on each of the measures. The range of possible scores for each of the institutions within the system are 1 (low performing) to 4 (high performing).

Institution	Indicator Averages	Questionnaire Administration	Stakeholder Feedback Results and Analysis	Assessment Quality	Test Administration	Quality of Learning	Equity of Learning
Walhalla High School	2.97	4.0	3.0	4.0	4.0	4.0	3.0

AdvancED Accreditation Required Action

1. Determine and prioritize 21st Century learning skills that integrate technology, incorporate problem-based/ real- world learning experiences, and promote a global awareness of diverse cultures.

Related Indicator or Assurance: 3.1

Description:

Evidence from artifacts, interviews, and classroom visits showed considerable investment in instructional technology by the district. Some of the classrooms visited displayed seamless integration of student use of digital tools into learning activities, though this was inconsistent across schools. Some classrooms -- notably primary classrooms -- showed exemplary use of such 21st century skills as collaboration, project-based learning, and use of technology. Nonetheless, inadequate evidence was available in lesson plans, interviews, and classroom observations to show consistent frameworks to ensure that students are able to connect real- world, 21st century skills and classroom instruction. A

related issue, evident from classroom observations, is the need for methods to ensure that students have opportunities to learn about other cultures and backgrounds, given the increasingly global dimensions of the world of work in the decades to come.

Internal and external stakeholders, including a group of high school students, affirmed that Oconee County is poised for a surge in growth in highly-skilled jobs if it can align its instructional program with the needs of the highly sophisticated industries that may be locating in the county in the future. Thus, developing internal standards for 21st century instruction and educating the community about its importance will enhance the school district's ability to serve as an engine of economic growth.

2. Design a formal vertical alignment process which defines readiness and success at each level, develops system-wide common instructional and assessment terminology, and incorporates the use of exemplars of high quality work.

Related Indicator or Assurance: 3.2

Description:

Although there is evidence of collaboration and the horizontal alignment of curriculum at the school level, there is a need for district-wide vertical articulation. Little evidence was presented to show that a formalized vertical alignment process exists. This need was affirmed to the external review team several times in the course of the review: one of the Standard 3 goals highlighted in the Standards presentation was the need to "increase vertical and horizontal collaboration among teachers and staff." The superintendent in his overview and interview discussed the importance of vertical collaboration within the district as a priority area.

The district has a strong foundation for collaborative networks in place, having several years ago empowered a group of 45 teacher-leaders with representatives from all schools to develop a uniform grading and reporting system. Similarly, the district has also used a cohort model with representatives from all schools for the last few years to study and communicate to all schools the standards in the Common Core. At this juncture, a focus on collaboration across grades to ensure understanding of the relationships among the skills, knowledge, and attitudes developed in students over time will promote higher student achievement for all students.

3. Develop a framework for the interpretation and use of data to promote differentiated instructional practices and personalized learning for all students.
-

Related Indicator or Assurance: 5.3

Description:

The district has made great strides in ensuring that results are available in a timely way to students and staff, though stakeholders acknowledged that there was room for growth. The recently-developed Academic Dashboard is an excellent tool for reporting to the public at large district summative data. At this point, the district needs to define the process that all schools use to ensure that all instructional staff, including support staff, are able to interpret and act upon data to inform instruction. A particular need is a focus on formative assessments in addition to those already in place, notably the Measures of Academic Performance, given 2-3 times per year. Classroom visits, interviews and lesson plans provided insufficient evidence that differentiated instruction and Response to Intervention are standard practices in the district. Development of a data analysis framework will support classroom teachers' ability to provide just-in-time adjustments to instruction to all students.

VISION, MISSION AND BELIEFS

Our Vision:

To become a school that:

- provides the foundation and desire for lifelong learning,
- fosters civic responsibility, and
- promotes global understanding and compassion

Our Mission:

Together, we are empowering students to become life-long learners by building rapport and providing relevant, rigorous instruction.

Walhalla High School Believes In...

- Providing a safe, healthy, and respectful environment
- Challenging students through relevant and rigorous instruction and curriculum
- Engaging students in higher order thinking skills
- Modeling life-long learning
- Encouraging active civic engagement
- Building cooperative efforts among stakeholders
- Expanding an awareness of global connections

SCHOOL RENEWAL PLAN FOR WALHALLA HIGH SCHOOL

DATE: 2016-2021

Performance Goal Area:

- Student Achievement**
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL: 1 While increasing rigor and high expectations for students, WHS will increase the school four-year cohort graduation rate by one-half percent each year over a period of five years.

INTERIM PERFORMANCE GOAL: Improve student success in individual course; increasing course pass rates
 Increase the percentage of juniors achieving 22 on ACT Reading by 2% each year

- DATA SOURCE(S):**
- Course grades for each nine weeks
 - Teacher grade distributions
 - Course pass rates from end-of-course grades
 - School Four-Year Cohort Graduation Rate on the annual State School Report Card

OVERALL MEASURES:

Walhalla High School
 School Report Card
 4 Year Cohort Graduation
 Rate

Average Baseline		2016/17	2017/18	2018/19	2019/20	2020/21
86.3% Grad rate (4 yr average 2012-2015)	Projected Data*	86.8	87.3	87.8	88.3	88.8
	Actual Data	85.8				

* Represents projections of improvement

SCHOOL RENEWAL PLAN FOR WALHALLA HIGH SCHOOL

DATE: 2016-2021

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL: 2 Based on the individual teacher goal-setting process, 95% of the instructional staff will make reasonable progress toward their objectives on an annual basis.

INTERIM PERFORMANCE GOAL: Teachers/Administrators will participate in required PD regarding student learning objectives and implementation of the SC Teaching Standards NIET Observation Rubric

- DATA SOURCE(S):**
- Annual Teacher SLO Data
 - Classroom Observations
 - Attendance Rosters from Professional Development training/sessions

OVERALL MEASURES:

Walhalla High School
Teacher SLO Data

Average Baseline		2016/17	2017/18	2018/19	2019/20	2020/21
All Proficient	Projected Data*	93%	93.5%	94%	94.5%	95%
	Actual Data	100%				

* Represents projections of improvement

SCHOOL RENEWAL PLAN FOR WALHALLA HIGH SCHOOL

DATE: 2016-2021

Performance Goal Area:

- Student Achievement
 Teacher/Administrator Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL: 3 Based on the State Parent and Student Surveys, WHS will score 98% or greater in the “agree” or “strongly agree” categories for percent satisfied with the learning environment on the parent survey and 90% or greater on the student survey.

INTERIM PERFORMANCE GOAL: Student engagement opportunities and parent involvement opportunities will be increased through Walhalla United initiatives and SIC activities.

- DATA SOURCE(S):**
- Annual State School Report Card Parent and Student Survey Data
 - Attendance at Family and Community Walhalla United School Events
 - SIC activities to help parents and families become more informed about opportunities for student engagement and parental involvement.

OVERALL MEASURES:	Average Baseline		2016/17	2017/18	2018/19	2019/20	2020/21	
	98% or greater on the Walhalla High School State Parent Survey for percent satisfied with the learning environment and 90% or higher on the Student Survey Data	Parents 95% Students 84%	Projected Data*	Parents 96% Students 86%	Parents 96.5% Students 87%	Parents 97% Students 88%	Parents 97.5% Students 89%	Parents 98% Students 90%
			Actual Data	Parents 95% Students 81%	Parents Students	Parents Students	Parents Students	Parents Students

* Represents projections of improvement



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Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
WALHALLA HIGH SCHOOL, SCHOOL DISTRICT OF OCONEE COUNTY

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				
<ul style="list-style-type: none"> • Summative Assessments <ul style="list-style-type: none"> ○ End of Course ○ The ACT, ACT WorkKeys • Formative Assessment <ul style="list-style-type: none"> ○ MAP ○ Benchmark Assessments • Data Teams <ul style="list-style-type: none"> ○ Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans • Documentation of Data 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations <i>SDOC Common Course Syllabi</i> <i>Canvas Quiz Statistics</i> <i>USA TestPrep</i> <i>Albert i.o. for AP Test Prep</i> <i>EOC Practice Tests</i> <i>ACT KeyTrain</i> <i>ACCUPLACER</i> <i>Common Course Assessments</i> <i>MAP Testing GR 9 Hybrid English</i>
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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WALHALLA HIGH SCHOOL, SCHOOL DISTRICT OF OCONEE COUNTY

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 <ul style="list-style-type: none"> • Reading Process • Small Group and Individual 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	✓	<input type="checkbox"/>	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. <i>2017-18 "Power Hour"</i> <i>John Collins Thinking & Writing Program- reading response journals,</i> <i>MAP Reading Goals for Students (Grade 9 Hybrid English),</i> <i>Independent reading selection chosen by student quarterly with media specialists in some classes,</i> <i>Use of MackinVIA e-texts (notes/highlights/etc. can be saved in Google Drive and used for whole and small groups)</i>
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 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 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	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	✓	<input type="checkbox"/>	<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, <i>Canvas class resources</i>



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WALHALLA HIGH SCHOOL, SCHOOL DISTRICT OF OCONEE COUNTY

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:				
<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 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, <i>John Collins Thinking and Writing Program: focus correction areas, reading response and poetry journals, student writing portfolios, MackinVIA e-texts</i>
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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"/>	<input type="checkbox"/>	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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	Possible Sources of Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	✓	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, <i>John Collins Thinking and Writing Program: reading response and poetry journals</i>
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"/>	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	✓	<input type="checkbox"/>	



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Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
WALHALLA HIGH SCHOOL, SCHOOL DISTRICT OF OCONEE COUNTY

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)				<i>Canvas Course Syllabi, Teacher unit/lesson plans, Observations</i>
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"/>	



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Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
WALHALLA HIGH SCHOOL, SCHOOL DISTRICT OF OCONEE COUNTY

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	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries, <i>WHS Student Book Club,</i> <i>Annual Poetry Coffee House,</i> <i>Summer Reading Books (when resources are available),</i> <i>Quarterly independent reading selection through English classes,</i> <i>Library discards available for teachers and students,</i> <i>Destiny resource lists,</i> <i>SSR Time built into schedule,</i> <i>Teacher reflections</i>
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"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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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	Possible Sources of 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans, <i>John Collins T&W PD Time</i> , <i>John Collins Expert Visits to WHS (Henry) w/ feedback</i> , <i>SDOC Summer Institute for PD</i> , <i>Membership in Professional Organizations: NEA, PSTA, NCTE, SCASL, ASCD, etc.</i> , <i>SDOC Instructional Coaches</i>
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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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	Possible Sources of 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"/>	<input type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer, <i>Walhalla United Back-to-School Downtown Event – book give away,</i> <i>LMC collaboration with Oconee County Public Library Youth Services Dept.,</i> <i>Collaboration with Family Liaison for Hispanic Families,</i> <i>Soccer Team Partnership with SWU ,</i> <i>NHS after-school tutoring program for athletes</i>
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for a majority of the instructional time.	<input type="checkbox"/>	✓	<input type="checkbox"/>	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, <i>SSR Time Built in Schedule</i> , <i>John Collins T & W Program</i>
H2. Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become more proficient researchers and readers and writers.	<input type="checkbox"/>	✓	<input type="checkbox"/>	



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	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
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"/>	<input type="checkbox"/>	<i>LMC schedule for collaborative research projects, Canvas Lesson Plans for Research Projects</i>
H4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Library Orientation for all 9th graders (organization instruction)</i>
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>News ELA Lexile measurements, Use of textbook resources</i>
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Classroom walls/bulletin boards, Hallway tack strips</i>



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Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • John Collins Thinking and Writing Program progress toward implementation in all classes • Lead teachers from core content areas for John Collins Program implementation • SSR Time built into the school day schedule • Strong Library instructional collaboration • Media Center Collection with 2 certified Media Specialists • Canvas for common course planning, student feedback, and parent communication • SDOC Annual Summer Institute for Professional Development • Student Book Club • Walhalla United Initiative and Community Outreach • Strong SIC for Continuous School Improvement • Partnership with SWU to increase communication and support for our Hispanic students and parents 	<ul style="list-style-type: none"> • Proposed 2017-18 “Power Hour” to provide 30 minutes of supplemental reading and writing intervention time as required for R2Succeed • Teacher Data Collection and Analysis to Plan Instruction • Individual Goal-Setting and Reading Improvement Plans for Students • Professional Development for teachers on how to measure student growth in reading and writing goals • Professional Development on Reading Instruction Across the Curriculum and best practices in literacy instruction • Common planning for common course teachers • Secure funding to ensure Summer Reading Program is done annually • Increase Parental Involvement • Implementation of the revised SC Teacher Observation Rubric • Administer benchmark assessments to measure student growth and next steps for individual student instruction • 90 minutes of uninterrupted time for classroom instruction rich in critical thinking, reading, and writing



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Goals and Action Steps Based on Analysis of Data	
<p>Goal #1: Professional Development During the 2017-2018 school year, at least 10% of WHS teachers will complete required coursework towards earning the R2S endorsement.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Administration will instruct teachers on the R2S legislation requirements and the endorsement timeline. • Administration will communicate SDOC Canvas R2S PD opportunities to the faculty. • Teachers will notify administration of R2S coursework completed.
<p>Goal #2: Assessment Plan The percentage of eleventh grade students achieving 22 on ACT Reading will increase by 2% each year over a period of 5 years.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Implement “Power Hour” into the 2017-18 Master Schedule to provide 30 minutes of supplemental reading & writing instruction • Continue implementation of the John Collins Writing Program across the curriculum. • Provide PD and common planning time for teachers to learn to utilize data to inform instruction based on best literacy practices. • Expand our Test Prep program by requiring all teachers to use standardized test items as bell ringers.
<p>Goal #3: Parent/Family Involvement and School Community Partnerships Increase opportunities for parent/family involvement and community/organization tutoring to promote overall literacy achievement for students to become college and career ready.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Continue and expand Walhalla United Family events to promote literacy. • Expand community and service organization partnerships to include mentoring/tutoring opportunities for reading proficiency. • Utilize Canvas to communicate student literacy support and enrichment materials to parents.

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.