



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool**  
**W.A. Perry Middle School**

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

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>A1.</b> Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Reading/Writing/Researching</li> <li>• Engagement Inventories</li> <li>• Reading Logs</li> <li>• Reading, Writing, Researching</li> <li>• Notebooks</li> <li>• Sample Writings</li> <li>• Writing about Reading</li> <li>• Note-taking Samples</li> <li>• Anecdotal Notes</li> <li>• Lunch and Learns</li> <li>• Data Dives</li> <li>• MTSS Goals</li> <li>• Student Conferences</li> <li>• CFA Analyses</li> </ul>
<b>A2.</b> Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>A3.</b> 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"/>	
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>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.</b>				

<b>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.</b>				
<b>Lenses of Assessment</b>				
Assessing for Supplemental Instruction				
<ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Small Group and Individual</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>B1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Anecdotal Notes from small group instruction and individual conferences.</li> <li>• Goals with look-fors and action plans.</li> <li>• Lesson plans focused on teaching strategic reading behaviors.</li> <li>• Use of Leveled Literacy Intervention Kits</li> </ul>
<b>B2.</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B3.</b> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.**

reading and writing instruction.				
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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.**

<b>Lenses of Assessment</b>				
Assessing for Family Support of Literacy Development				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>C1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Quarterly Newsletter</li> </ul>



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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

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D1.</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• AVID Note-taking</li> <li>• Writing Conferences</li> <li>• School-Wide Write [each semester]</li> <li>• Book In a Day</li> <li>• Jigsaw Activity</li> </ul>
<b>D2.</b> 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"/>	
<b>D3.</b> 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"/>	
<b>D4.</b> 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

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D5.</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Reading/Writing/Researching</li> <li>• Engagement Inventories,</li> <li>• Reading and Writing Workshop</li> <li>• Notebooks from students,</li> <li>• Sample Writings from students</li> <li>• Writing about Reading from students</li> <li>• Lesson Plans from all content area teachers</li> </ul>
<b>D6.</b> 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"/>	<input checked="" type="checkbox"/>	
<b>D7.</b> 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"/>	<input checked="" type="checkbox"/>	



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				<ul style="list-style-type: none"> <li>Increase of Disciplinary Literacy through PLCs, book studies, and collaboration</li> </ul>
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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:
<b>D8.</b> Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Lesson Plans from all content area teachers</li> </ul>



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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:

- 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	<b>Possible Sources of Evidence:</b>
<b>E1.</b> Teachers provide students choice in what they read, write, and research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Classroom Book Inventories</li> <li>• Photographs as evidence of Classroom Libraries</li> <li>• Observation notes of various transitional and routine activities</li> <li>• of students in the classroom</li> <li>• Teacher Class Syllabus</li> </ul>
<b>E2.</b> The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E4.</b> 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"/>	
<b>E5.</b> 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

- Literacy Competencies for Middle and Secondary Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>F1.</b> Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book clubs</li> <li>○ Teacher action research</li> <li>○ Collaborative planning</li> <li>○ Peer coaching</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Book Studies in PLCs</li> <li>• Sign-in Sheets from PLCs</li> <li>• Professional Reading Logs</li> <li>• Written Reflections of Practice and New Learning</li> </ul>
<b>F2.</b> 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"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book Clubs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Coaches' Reflections on PLOs</li> <li>• Project Lit Book Club</li> </ul>



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<b>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.</b>				
<b>Lenses of Assessment</b>				
Assessing for Literacy Partnerships				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> <li>• County libraries are used to increase the volume of reading in the community over the summer</li> <li>• State and local arts organizations</li> <li>• Volunteers</li> <li>• Social service organizations</li> <li>• School media specialists</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Little Red Box of Books usage (Community Library)</li> <li>• School Sign In Sheets at county libraries during summer</li> </ul>
<b>G2.</b> Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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<b>H. This school embeds practices reflective of an exemplary literacy-rich environment.</b>				
<b>Lenses of Assessment</b>				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> <li>• Immersion, Investigation, Coalescing, Going Public</li> <li>• Read Aloud/Shared Reading</li> <li>• Independent reading, writing, researching</li> <li>• South Carolina College and Career Ready Standards for Inquiry</li> <li>• Profile of the South Carolina Graduate</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>H1.</b> Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Classroom Libraries are leveled, and organized for easy accessibility for all students.</li> <li>• Student Reading and Writing Journals</li> <li>• Anecdotal Notes from small group instruction and teacher conferencing</li> <li>• Adequate shelving and book storage</li> <li>• Classroom observations to note visuals to support print-rich environment</li> <li>• Incorporation of NewsELA</li> </ul>
<b>H2.</b> Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers and readers and writers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H3.</b> Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	<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:

- 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

	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>H4.</b> Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>H5.</b> 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"/>	
<b>H6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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**Section I: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"><li>• Teachers’ consistent use of data in order to determine instructional decisions and provide targeted effective interventions for students;</li><li>• Teachers provide interactions that allow students to be actively engaged in all components of literacy (reading, writing, listening, speaking, and inquiring). Students also gain a deep conceptual knowledge in various disciplines;</li><li>• When planning, teachers effectively use the South Carolina College and Career Ready Standards and teach to the intent of the indicators;</li><li>• Teachers maximize instructional time by directly teaching routines and procedures to students;</li><li>• Teachers and administrators participate in a variety of professional learning opportunities such as book clubs, collaborative planning, and book studies;</li><li>• Teachers provide adequate and appropriate texts to students in their classrooms (informational and literary), and ensure that the texts and materials are organized and easily accessible to students;</li><li>• Students are immersed in print-rich environments.</li></ul>	<ul style="list-style-type: none"><li>• Incorporation of more data conferences that will allow teachers and students to collaborate and set measurable short term goals that will allow growth in students’ reading behaviors and will also increase reading and writing volume;</li><li>• Provide more opportunities for parental involvement with literacy development;</li><li>• Provide more opportunities for student practice in the areas of reading and writing by shortening and focusing instruction;</li><li>• Provide more choice in what students are allowed to research;</li><li>• Develop more partnerships that strategically promote reading and writing.</li><li>• Increase the volume in which teachers and/or schools participate in strategically planned partnerships to promote reading and writing;</li><li>• Providing students with more opportunities to construct knowledge by usage of authentic texts for most of the instructional time.</li></ul>



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<b>Section J: 2019–20 SMART Goals and Progress Toward Those Goals<sup>1</sup></b>	
<b>Goal #1:</b> By May 2020, W.A. Perry Middle School will increase the number of students scoring Proficient and Advanced by 10% on Reading Inventory. [C1]	<b>Progress:</b> In the Fall of 2019, 18% of the total school population scored Proficient and Advanced on the Reading Inventory. In the Winter of 2020, 21% of the total school population scored Proficient and Advanced on the Reading Inventory.  Due to the pandemic, students were not assessed on the Reading Inventory during the spring of 2020.
<b>Goal #2:</b> By May 2020, W.A. Perry Middle School will develop 3 literacy partnerships to promote reading and writing. [G1].	<b>Progress:</b> <ul style="list-style-type: none"> <li>• Project Lit Book Club (Monthly)</li> <li>• African-American Read-In (February)</li> <li>• Family Literacy Night (April)</li> </ul>
<b>Goal #3</b> During the 2019–2020 school year, 100% of 6 <sup>th</sup> -8 <sup>th</sup> grade teachers will receive on-going Professional Learning Opportunities (PLOs) (minimum of 4) focused on using literacy data to plan, execute, and reflect upon daily instruction.	<b>Progress:</b> <ul style="list-style-type: none"> <li>• Monthly ELA (Reading/Writing) strategies PLOs (5 sessions)</li> <li>• Disciplinary Literacy Introduction PLO</li> <li>• Thinking About Literacy at the Secondary Level PLO (4 sessions)</li> </ul>

<b>Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data</b>	
<b>Goal #1:</b> By May 2021, W.A. Perry Middle School will increase the number of students scoring On/Above Benchmark by 10% on the Reading Universal Screener from the Fall Administration to the Spring Administration. [C1]	<b>Action Steps:</b> To help facilitate an increased level of reading proficiency, W.A. Perry will: <ul style="list-style-type: none"> <li>• Use signed and dated reading logs in ELA classes to document student/parent daily reading activity;</li> <li>• Provide parents with monthly reading strategies;</li> <li>• Incorporate daily usage of the Balanced Literacy Approach instructional framework in ELA classes to engage students in meaningful reading and writing literacy experiences;</li> <li>• Implementation of disciplinary literacy;</li> </ul>

<sup>1</sup> If the data necessary to complete this section is unavailable by the April 30 deadline, please submit an update of your school’s progress toward your 2019–20 goals no later than August 1.



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<b>Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data</b>	
	<ul style="list-style-type: none"><li>• Analyze reading through monitoring students’ reading levels and behaviors;</li><li>• Conduct weekly reading and writing conferences in ELA that focus on providing teaching points and student action steps;</li><li>• Reading conferences in all contents;</li><li>• Use of Leveled Literacy Intervention Kits during Academic Enrichment;</li><li>• Focused Note-Taking [AVID];</li><li>• Love of Literacy Calendar</li></ul>
<b>Goal #2:</b> By May 2021, W.A. Perry Middle School will utilize 3 literacy partnerships to promote reading and writing. [G1].	<b>Action Steps:</b> To help establish partnerships to promote reading and writing, W.A. Perry will: <ul style="list-style-type: none"><li>• Provide quarterly community sessions (parents, local library, partners, etc.) to increase literacy;</li><li>• Host community and partnership literacy activities to increase reading volume activities offered to students during the year;</li><li>• Engage students through monthly book clubs;</li><li>• Provide family and/or community workshops focused on Literacy Strategies and building literacy capacity within homes;</li><li>• Using on-going partner selected literacy activities to increase contributions in promoting reading and writing opportunities to students;</li><li>• Provide digital literacy knowledge to students reinforced by Nickelodeon Theatre.</li></ul>
<b>Goal #3</b> During the 2020-2021 school year, 100% of Pre-K-12th grade teachers will receive on going Professional Learning Opportunities (PLOs) monthly focused on deconstructing SC State Standards and utilizing formative data to plan, execute, and reflect on daily instructional practices.	<b>Action Steps:</b> Provide extensive training to school-based Literacy support personnel (Reading Coach, Curriculum Resource Teacher, Assistant Principal of Instruction) to increase their capacity to effectively provide PLOs and support to teachers in the following areas:



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**Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data**

- Utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.
- Developing disciplinary literacy inventory tool for data collection using *Disciplinary Literacy in Action* (Lent and Voigt, 2019) and *This is Disciplinary Literacy* (Lent, 2016).
- Developing protocols to facilitate analysis of literacy gathered from the appropriate inventory tool.
- Understanding authentic reading, writing, collaboration, and inquiry in all content classrooms