Hampton County School District
Roadmap to Success
Academic Recovery Improvement Plan

December 2022   Updated August 2023

Hampton County School District: ARP 2022-23 UPDATED August 2023

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Goal #1 Area   **Learning Capacity-Excellent Core Instruction**

Goal #1 Area ● **ELA** ● Math ● Graduation Rate ● Other	NOTES: ❖ 1st year of data as a consolidated district =2021-2022 ❖ Data Source- SC READY ELA (42% M, E Grades 3-5 SPRING 2022) ❖ 2021 Average Baseline prior to consolidation (33% ELA Grades 3-8) ❖ Celebration= 9%-point increase from baseline data in ELA (Grades 3-5) Celebration= 5%-point increase from baseline data in ELA (Grades 3-8) ❖ Grades 3-8: 73% A, M, E 38% M, E (Hampton County School District) ❖ SPRING 2021 *Prior to Consolidation* HD1= 35.8% M, E / HD2= 23.4% M, E ❖ Goal= Continuous improvement at/above state rate (37.7% District, 46.6% State) Grades 3-8
SMART Goal #1	**By Spring 2026, HCSD will increase the percentage of students in grades 3-5 scoring "meets & exceeds" in ELA on SC Ready by 12 percentage points from 42% (2022) to 54% (2026).** **Goal= 3%-point increase yearly** ▪ **Spring 2022= 42% Spring 2023=48%** ▪ **Spring 2023=45%** ▪ **Spring 2024=48%** ▪ **Spring 2025=51%** ▪ **Spring 2026=54%**

Goal #1 is… ● An un-revised goal from 2021-22 ● <mark>A revision/consolidation of a goal from 2021-22</mark> ● A new goal	Research states that if we put our emphasis on quality early childhood and elementary programs, it will have a long-term impact on student learning and success, therefore the primary focus for our improvement goal is targeted at the elementary level.
Strategies and Resources Utilized to Achieve Goal #1	*"We need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in." - Desmond Tutu* ***Prevention & Intervention*** ***Annual Growth, Catch-Up Growth*** *Maxim: #16 "Excellent initial teaching creates annual growth."* **GOAL 1:** **Strategy 1: Collect and respond to assessment data on an ongoing basis.** 1.1 Developed a plan for collecting, analyzing, and interpreting longitudinal data to identify gaps and areas of weakness. Universal screeners for Grades PK-2 at the beginning of year, ongoing formative assessments, three times a year (Fall, Winter, Spring), and ongoing progress monitoring using identified approved assessments. 1.2 Implement ongoing data team meetings to identify targeted areas for improvement including curricular needs, coaching cycles, & professional development. Data profiles are created into Enrich along with Assessment Portfolios for each child. 1.3 Embedded weekly PLC/Data meetings in each of our schools led by Instructional Coaches and administrators. 1.4 Conducted a district curriculum audit, (Spring 2021) to determine fiscally responsible use of funds and identify & purchase supplemental resources as needed. (Phase 1: ELA Grades K-2/ Phase 2: Grades 3-5/Phase 3: Middle/HS), Implementation Timeline: ❖ New Tier 1 Curriculum for ELA in grades K-5, *Fountas & Pinnell Classroom (*2021-2022 SY) ❖ New Tier 1 Supplemental Curriculum for Palmetto Literacy Project Schools to support Phonics, *Open Court- Green Band (*2022-2023 SY) ❖ New Supplemental Personalized Learning Software (MTSS- Tier 1, Tier2, Tier3) for ELA-, *iReady Personalized Learning (*2022-2023 SY) ❖ New Supplemental MTSS *Tools for Instruction* (iReady) lessons & resources for whole group/small group instruction (2022-2023 SY) **Strategy 2: Increase the knowledge of district teachers and leaders in curriculum, accountability, and instruction.** 2.1 Provide in depth professional learning opportunities for all PK- 3rd grade teachers to increase their foundational knowledge of reading. Learning opportunities include: LETRS training and in-house Early

	Literacy coursework through Clemson University. Weekly ongoing support is provided at the school level by Reading Coaches. 2.2 Increase the number of teachers receiving R2S endorsement by providing PD opportunities & monitoring progress toward completion. (Goal 25 additional teachers by 2026) 2.3 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1, Tier 2, Tier 3 Instruction (*Fountas & Pinnell Classroom, iReady Personalized Learning, Open Court*) 2.4 Provide additional support with *High Progress Literacy* targeting specifically the "New Norms" in Content Area Reading & Writing strategies. 2.5 Conduct monthly *Instructional Leaders Meetings* led by Director of Curriculum & Instruction for all administrators & instructional coaches. Each meeting is rotated among the schools and begins with walkthrough observations in the classrooms followed by coaching feedback & reflection. Two meetings are held a month: one for elementary and one for middle/high. Once each semester- joint meetings are held for Elem, Middle, & High. The focus of the meetings is not only focused on instructional practices, but also on data analysis, professional development needs, improvement goal setting, etc. 2.6 Host monthly *HCSD Curriculum Committee* meetings led by Director of Curriculum & Instruction that include the district superintendent, two school board members, CTE director, SPED director, and cohort of principals that focuses on curriculum, accountability, and instruction for the district. It is a space to discuss data, policies & procedures, curriculum programs, budgetary needs, improvement goals, and creates a common vision and language among the group.
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	1.1 Ongoing progress monitoring with diagnostic formative assessments given three times a year (Fall, Winter, Spring) to all students in grades PK-8 (myIGDIs iReady, Fountas & Pinnell Benchmark System). Universal screening of all K-1 students using an approved identified screener from SDE to identify potential "at-risk" students and target areas for instructional support (iReady Additional Assessments- Alphabetic Principle, Phonological Awareness, Alphabet Knowledge, Fluency). 1.2. Data collection & analysis provides goals for instructional improvement for all tiers (Tier 1, Tier 2, & Tier 3). As part of the MTSS process, diagnostic data reports are analyzed by domain, grade level, and individual student needs. Student strengths ("Can Do") are identified as well as next steps and resources for instruction. Created a district database for MTSS intervention support in Enrich. 1.3 Reduce the number of students in Tier 2 & Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students. 1.4 Collect survey data from teachers, parents, & students to identify areas of improvement and next steps i.e. Climate survey data, DSLN Summer Learning data, professional learning needs, etc. 2.1 Reduce the number of students in Tier 2 & Tier 3 by providing high quality instruction in the classroom setting. *Early Literacy* training is designed for classroom teachers around the principles of *Reading Recovery. What Works Clearinghouse* rates evidence of effectiveness of this program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+). *Language Essentials for Teachers of Reading and Spelling (LETRS)* was

	endorsed by SDE for Palmetto Literacy Project schools in SC. HCSD is also providing training for an additional cohort of teachers in grades PK-3. 2.2 The goal of the Read to Succeed Act (R2S) is to ensure that every educator at every grade level in every school and subject area is committed and able to support reading development of the students they serve. By increasing the pedagogy knowledge of each teacher, the quality of instruction will improve. HCSD will pay the cost of R2S courses for certified staff members upon completion of the course through VirtualSC PD. (Grades PK-12) 2.3 The single most important factor in students' literacy success is skillful, informed teaching. HCSD will partner with *Fountas & Pinnell Professional Development* to transform teaching and learning by providing high quality instruction in the classroom setting to reduce the number of Tier 2 & Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary. In addition to *F&P Classroom*, HCSD will supplement the core components to include a systematic research-based phonics curriculum that includes decodable text with *Open Court* professional learning services. HCSD will also provide on-going professional learning with *iReady* in ELA that supports: ▪ Diagnostic Formative Assessment & Data Analysis ▪ Personalized Learning ▪ Progress Monitoring ▪ Teacher Toolbox of Instructional Resources
Goal #1 Timeline	2021-2022 Purchase new core/supplemental curriculum 2022-2024 Ongoing Professional Learning Services with Implementation at district & school level 2023-2024 Revised Standards focused PD

Goal #2 Area   **Learning Capacity-Excellent Core Instruction**

Goal #2 Area ● ELA ● Math ● Graduation Rate ● Other	NOTES: ❖ 1st year of data as a consolidated district =2021-2022 ❖ Data Source- SC READY Math Grades 3-5 SPRING 2022=45% M, E ❖ 2021 Average Baseline prior to consolidation (26.7% Math in Grades 3-8) ❖ Celebration= 9%- point increase from baseline data in Math (Grades 3-5) Celebration= 5%-point increase from baseline data in Math (Grades 3-8) ❖ Grades 3-8= 65.6% A, M, E 32.2% M, E ❖ Goal= Continuous improvement at/above state rate (32.0% District/ 38.9% State) Grades 3-8
SMART Goal #2	**By Spring 2026, HCSD will increase the percentage of students in grades 3-5 scoring "meets & exceeds" in Math on SC Ready by 12 percentage points from 45% (2022) to 57% (2026).**

	Goal=3%- point increase yearly ▪ Spring 2022=45% **Spring 2023= 50%** ▪ Spring 2023=48% ▪ Spring 2024=51% ▪ Spring 2025=54% ▪ Spring 2026=57%
Goal #2 is… ● An un-revised goal from 2021-22 ● A revision/consolidation of a goal from 2021-22 ● A new goal	Research states that if we put our emphasis on quality early childhood and elementary programs, it will have a long-term impact on student learning and success, therefore the primary focus for our improvement goal is targeted at the elementary level.
Strategies and Resources Utilized to Achieve Goal #2	*"We need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in." - Desmond Tutu* **Prevention & Intervention** ***Annual Growth, Catch-Up Growth** Maxim: #16 "Excellent initial teaching creates annual growth."* **Goal 2:** **Strategy 1: Collect and respond to assessment data on an ongoing basis.** 1.1 Develop a plan for collecting, analyzing, and interpreting longitudinal data to identify gaps and areas of weakness. Universal screeners for Grades PK-2 at the beginning of year, ongoing formative assessments, three times a year (Fall, Winter, Spring), and ongoing progress monitoring using identified approved assessments. 1.2 Implement ongoing data team meetings to identify targeted areas for improvement including curricular needs, coaching cycles, & professional development. 1.3 Conducted a district curriculum audit to determine fiscally responsible use of funds and identify & purchase supplemental resources as needed. (Phase 1: ELA Grades K-2/ Phase 2: Grades 3-5/Phase 3: Middle/HS), ❖ New Supplemental Personalized Learning Software (MTSS- Tier 1, Tier2, Tier3) for Math, *iReady Personalized Learning* ❖ New Supplemental MTSS *Tools for Instruction* (iReady) lessons & resources for whole group/small group instruction

	1.3 Embedded weekly PLC/Data meetings in each of our schools led by Instructional Coaches and administrators. Each meeting is focused on data analysis, both qualitative and quantitative data, to set improvement goals and areas of support. 1.4 Collect survey data from teachers, parents, & students to identify areas of improvement and next steps i.e. Climate survey data, DSLN Summer Learning data, professional learning needs, etc. **Strategy 2: Increase the knowledge of district teachers and leaders in curriculum, accountability, and instruction.** 2.1 Implement a systematic approach to teaching mathematics across grade levels including implementation of the SCCCR Mathematical Process Standards to develop a conceptual understanding of mathematical content and the application of mathematical skills. 2.2 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1, Tier 2, Tier 3 Instruction *(iReady, DreamBox Learning, Waterford Reading Academy)* 2.3 Conduct monthly *Instructional Leaders Meetings* led by Director of Curriculum & Instruction for all administrators & instructional coaches. Each meeting is rotated among the schools and begins with walkthrough observations in the classrooms followed by coaching feedback & reflection. Two meetings are held a month: one for elementary and one for middle/high. Once each semester- joint meetings are held for Elem, Middle, & High. The focus of the meetings is not only focused on instructional practices, but also on data analysis, professional development needs, improvement goal setting, etc. 2.4 Host monthly *HCSD Curriculum Committee* meetings led by the Director of Curriculum & Instruction that include the district superintendent, two school board members, CTE director, SPED director, and cohort of principals that focuses on curriculum, accountability, and instruction for the district. It is a space to discuss data, policies & procedures, curriculum programs, budgetary needs, improvement goals, and create a common vision and language among the group. 2.5 Conduct surveys of teachers and instructional leaders of professional and instructional needs. Use this data to determine next steps and areas for improvement.
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	1.2 Ongoing progress monitoring with diagnostic formative assessments given three times a year (Fall, Winter, Spring) to all students in grades PK-8 (myIGDIs & iReady). 1.2. Data collection & analysis provides goals for instructional improvement for all tiers (Tier 1, Tier 2, & Tier 3). As part of the MTSS process, diagnostic data reports are analyzed by domain, grade level, and individual student needs. Student strengths ("Can Do") are identified as well as next steps and resources for instruction. 1.3 Reduce the number of students in Tier 2 & Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students. 2.1 SCCCR Mathematical Process Standards should be integrated within the SCCCR Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding. Focusing on student's understanding of these

	mathematical processes will lead to student test score improvement and increase the number of students in Tier 1 and decreasing the number of students in Tier 2 and Tier 3.
	2.2 The single most important factor in students' literacy success is skillful, informed teaching.
	  HCSD will also provide on-going professional learning with *iReady* Math that supports:
	  ▪ Diagnostic Formative Assessment & Data Analysis
	  ▪ Personalized Learning
	  ▪ Progress Monitoring
	  ▪ Teacher Toolbox of Instructional Resources

Goal #2 Timeline	2021-2022 Purchase new core/supplemental curriculum 2022-2024 Ongoing Professional Learning Services with Implementation 2023-2024 Revised Standards focused PD

Goal #3 Area   **Learning Capacity- Targeted Intervention**

Goal #3 Area
  ● ELA
  ● Math
  ● Graduation Rate
  ● Other
	NOTES:
	  ❖ 2022-2023 This is the first year we are using *iReady* for our formative assessment to identify "at-risk" students. We purchased the comprehensive suite of services from *iReady* to include personalized learning supplemental services for students, progress monitoring tools for intervention, and teacher's toolbox for resources for instruction.

SMART Goal #3	**By Spring of 2023, HCSD will decrease the number of "at-risk", Tier 3, students in grades K-8 by 10% points from 39% to 29% in Reading as identified on the *iReady* formative assessment. Spring 2023 28% Tier 3**
	
	Progress Monitoring Goal:
	  ▪ Typical Growth= 40% Level 1, 25% Proficient, Level 3 & 4
	  ▪ Stretch Growth= 20% Level 1, 38% Proficient, Level 3 & 4

Goal #3 is…
  ● An un-revised goal from 2021-22
  ● A revision/consolidation of a goal from 2021-22
  ● A new goal
	We purchased a comprehensive supplemental program that not only serves as a formative assessment & universal screener, but also provides personalized learning for the student and additional teaching resources for the teacher for both whole class and individual intervention lessons.
	
	2023-2024
	Identified 3 "Target Schools" for additional on-site iReady PD support- HES, EMS, NDMS

Strategies and Resources Utilized to Achieve Goal #3	*"Rowing harder doesn't help if the boat is headed in the wrong direction." - Kenichi Ohmae*
	
	Annual Growth, Catch-Up Growth Maxim #15 "All students need to make annual growth. Annual growth is a year's worth of progress for each year of instruction."
	
	Maxim # 21 "Students who are behind need to make catch-up growth. Catch-up growth is annual growth plus some additional part of a year's growth."
	
	Goal 3:
	Strategy 1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag.
	
	1.1 Define the interventions to be utilized at each tier within the MTSS framework and provide teachers with professional development on the implementation of research-based instructional practices. Provide focused PD on MTSS for all schools.
	1.2 Analyze data from *iReady & Rally Tool* to identify individual student needs and performance projections. Utilize the ongoing diagnostic reports from *iReady* and personalized learning paths identified for each student within the program from the *Tools for Instruction* lessons for each student.
	1.3 Embedded weekly PLC/Data meetings in each of our schools led by Instructional Coaches and administrators. Each meeting is focused on data analysis, both qualitative and quantitative data, to set improvement goals and areas of support.
	1.4 District personnel, principals, teachers, reading coaches, instructional coaches, and interventionists will work in accordance with the MTSS Framework to ensure students receive the interventions needed based on specific needs.
	1.5 Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process. (See HCSD Implementation Flowchart, MTSS Referral Form, & MTSS Implementation Plan)
	1.6 Provide effective interventions for students through tiered instruction as designed by the district's MTSS Framework
	    ■ Decrease the number of students needing Tier 2 (F & P/ *iReady*) interventions by providing effective Tier 1 instruction
	    ■ Decrease the number of students needing Tier 3 (LLI/ *Reading Recovery, iReady*) interventions by providing effective Tier 1 and Tier 2 instruction, as a result, meeting the needs of all students
	    ■ Use and understand comprehensive formative assessments, collect, and analyze data, make instructional decisions based on data, establish, and implement instructional action plans to provide effective interventions for all students as designed by the MTSS Framework.
	1.7 Revisit annually the *MTSS Self-Assessment (SAM)* rubric to monitor effectiveness and establish action steps for improvement.

	1.8 Use the MTSS Database in Enrich for all Tier3 students and identify Tier 2 students receiving targeted support with ongoing MTSS SIT meetings.
	Strategy 2: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "at-risk" students (Time, Focus, Type). The focus is on personalized learning for students.
	2.1 Add additional learning opportunities such as Reading Plus classes to double-dip identified students with significant leaning lag. (Grades 7-12) (Grades 9-12) Local Board Approved Courses- *Support Instructional Area*
	2.2 Provide interventionists at each elementary school to serve students in ELA. Classroom teachers will serve as the first level of intervention during a designated "intervention time" with additional support from school level interventionists and other staff members.
	2.3 Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks. (Teacher as Interventionist)
	2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support. District SELCurriculum(K-12)
	2.5 Invest in additional intervention curriculums for ELA to address specific learning tiers. (ie. LLI-Tier 2, Phonics/Phonemic Awareness- Tier 2 & Tier 3, Reading Recovery- Tier 3, EL services-Tier 2) *iReady Learning is a supplemental support that provides personalized learning for ALL students (Tier 1, Tier 2, Tier 3) with additional intervention & classroom-based lessons for whole group, small group, and individual student lessons.*

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	1.1 MTSS Interventions-
	    Tier 1 (ELA) Supplemental Personalized Learning through *iReady* – Grades K-8; *Waterford Reading Academy*- Grades Pk-3rd
	    Tier 2 *Leveled Literacy Intervention/ EL lessons* (Grades K-8), *iReady* Progress Monitoring *Tools for Intervention Lessons* Grades K-9*; Read 180* – for identified students (Grades 4-9)
	     Plus, services provided in Tier 1
	    Tier 3- *Reading Recovery (Grade 1), additional Phonics/Phonemic Awareness support* (smaller groups, more frequently)
	     Plus, services provided in Tier 1 & Tier 2
	1.2 Extended learning opportunities are provided to identified students through after-school programs, intersession days, and summer learning experiences. Students are identified based on data that includes: progress monitoring formative assessment data, school attendance, academic grades, etc.. One of our continued goals is to increase participation in these programs and expand the types of learning experiences being provided to include academic & intervention support, enrichment activities, and acceleration opportunities.
	1.3 The Diagnostic Reports from *iReady* provides the students overall placement as well as placement by domains. It includes progress to annual typical growth and stretch growth predictable outcomes. The Rally Tool includes historical and recent data on summative and interim assessments. It also includes predictions for future summative assessments. The classroom toolkit helps teachers better understand each student and plan accordingly. The information received not only identifies each level/tier but also

	shows performance in specific domains such as Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, & Comprehension. The reports drill down to placements by Domain along with a Developmental Analysis on what the student "Can Do" and "Next Steps and Resources for Instruction" specific to this individual child's needs based on the data. 2.1 The pandemic created a wide gap in student needs. In order for our students to be College & Career Ready we will focus on reading & math as our priorities for students identified as "at-risk". Double-dipping their services will lead to increased student achievement more quickly and get them back on track for graduation and entering the workforce and/or college. 2.2 MTSS addresses the needs of the whole child – academically, behaviorally, socially, and emotionally – through a holistic and personalized system of learning that incorporates academics and social emotional behaviors into one framework. This approach recognizes the connection between academics and behavior and addresses both areas simultaneously; such an approach enables educators and support professionals to use data to drive their instructional interventions with students, allowing the student the most growth potential. This process uses interventions that match the skill that needs to be addressed, which was identified through data driven decision making and progress monitoring to increase that student's potential for success and graduating high school college and career ready. (SCMTSS Framework). 2.3 Currently we have some part-time interventionists in the buildings, we are hoping to move to at least one full-time interventionist in each elementary school. Based on our historical data, our priority is ELA with some limited math intervention. Most of our intervention services are provided by classroom teachers, the additional interventionist will target Tier 3 students first. Since there is a teacher shortage in our area, we are targeting retired teachers to fill any additional interventionist positions. Each elementary school built a 30 min. intervention block into their master schedules beyond the traditional instructional blocks. 2.4 *Conscious Discipline* has achieved CASEL's SELect Program designation which is one of the highest designations for evidence-based social and emotional programs. It was also named as one of Harvard's Analysis of Top 25 SEL Programs in the nation. The four essential components of CD include: Brain State Model; Seven Powers for Conscious Adults; Creating the School Family; and Seven Skills of Discipline 2.5 **ELA**- School level interventionists will be using *Leveled Literacy Intervention (LLI) (WWC Rating ++ reading achievement, + reading* *fluency, ESSA STRONG rating) and Reading Recovery/EL (WWC Rating ++ alphabetics, + comprehension, ++ reading achievement, + reading fluency, STRONG ESSA Rating)* lessons as the supplemental ELA curriculum in grades K-8. Tier 3 students will also have additional support in Phonics/Phonemic Awareness activities. Grades 4-9 will also use *Read 180/Math 180* as part of their FLEX classes. (*WWC Rating ++ in comprehension, ++ in literacy achievement, + in reading fluency, STRONG ESSA rating)* SPED classes will also use *Achieve3000 (WWC Rating + comprehension, + literacy achievement, ESSA STRONG rating)*
Goal #3 Timeline	2021-2022 *Read 180, Waterford Reading Academy* *2022-2023 iReady Diagnostic, Universal Screener, Progress Monitoring, & Personalized Learning Implementation*

Goal #4 Area   Learning Capacity- Targeted Intervention

Goal #4 Area	NOTES:
- ELA - Math - Graduation Rate - Other	❖ 2022-2023 This is the first year we are using *iReady* for our formative assessment to identify "at-risk" students. We purchased the comprehensive suite of services from *iReady* to include personalized learning supplemental services for students, progress monitoring tools for intervention, and teacher's toolbox for resources for instruction.
SMART Goal #4	By Spring of 2023, HCSD will decrease the number of "at-risk", Tier 3, students in grades K-8 by 10% points from 39% to 29% in Math as identified on the *iReady* formative assessment. **Spring 2023 26% Tier 3**
Goal #4 is… - An un-revised goal from 2021-22 - A revision/consolidation of a goal from 2021-22 - A new goal	We purchased a comprehensive supplemental program that not only serves as a formative assessment & universal screener, but also provides personalized learning for the student and additional teaching resources for the teacher for both whole class and individual intervention lessons. **2023-2024** **Identified 3 "Target Schools" for additional on-site iReady PD support- HES, EMS, NDMS** **Purchased supplemental math resources- *Ready Math* curriculum for these 3 schools**
Strategies and Resources Utilized to Achieve Goal #4	*"Rowing harder doesn't help if the boat is headed in the wrong direction." - Kenichi Ohmae* *Annual Growth, Catch-Up Growth* Maxim #15 *"All students need to make annual growth. Annual growth is a year's worth of progress for each year of instruction."* *Maxim # 21 "Students who are behind need to make catch-up growth. Catch-up growth is annual growth plus some additional part of a year's growth."* **Strategy 1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag.** 1.1 Define the interventions to be utilized at each tier within the MTSS framework and provide teachers with professional development on the implementation of research-based instructional practices. 1.2 Analyze data from *iReady & Rally Tool* to identify individual student needs and performance projections. 1.3 Embedded weekly PLC/Data meetings in each of our schools led by Instructional Coaches and administrators. Each meeting is focused on data analysis, both qualitative and quantitative data, to set improvement goals and areas of support.

	1.4 District personnel, principals, teachers, reading coaches, instructional coaches, and interventionists will work in accordance with the MTSS Framework to ensure students receive the interventions needed based on specific needs. 1.5 Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the multi-tiered support system (MTSS) process. (See HCSD Implementation Flowchart, MTSS Referral Form, & MTSS Implementation Plan) 1.6 Revisit annually the *MTSS Self-Assessment (SAM)* rubric to monitor effectiveness and establish action steps for improvement. 1.7 Use the MTSS Database in Enrich for all Tier3 students and identified Tier 2 students receiving targeted support with ongoing MTSS SIT meetings. **Strategy 2: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "at-risk" students (Time, Focus, Type). The focus is on personalized learning for students.** 2.1 Add additional learning opportunities such as Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7-12) (Grades 9-12) Local Board Approved Courses- *Support Instructional Area* 2.2 Provide interventionists at each elementary school to serve students in math. Classroom teachers will serve as the first level of intervention during a designated "intervention time" with additional support from school level interventionists and other staff members. 2.3 Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks. 2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support. District SELCurriculum(K-12) 2.5 Invest in additional intervention curriculums for Math to address specific learning tiers.
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	MTSS Interventions- Tier 1 (ELA/Math) Supplemental Personalized Learning through *iReady* – Grades K-8; *DreamBox Learning (Math)* – Grades K-6 Tier 2 *iReady* Progress Monitoring *Tools for Intervention Lessons* Grades K-9*; Math 180* – for identified students (Grades 4-9) **Plus, services provided in Tier 1** Tier 3- *iReady, easyCBM lessons one-on-one or in small groups of 3 or less with changes in Time, Duration, Frequency* **Plus, services provided in Tier 1 & Tier 2** 1.2 Extended learning opportunities are provided to identified students through after-school programs, intersession days, and summer learning experiences. Students are identified based on data that includes progress monitoring formative assessment data, school attendance, academic grades, etc. One of our continued goals is to increase participation in these programs and expand the types of learning experiences being provided to include academic & intervention support, enrichment activities, and acceleration opportunities. 1.4 The Diagnostic Reports from *iReady* provides the students overall placement as well as placement by

	domains. It includes progress to annual typical growth and stretch growth predictable outcomes. The Rally Tool includes historical and recent data on summative and interim assessments. It also includes predictions for future summative assessments. The classroom toolkit helps teachers better understand each student and plan accordingly. The information received not only identifies each level/tier but also shows performance in specific domains such as Number & Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. The reports drill down to placements by Domain along with a Developmental Analysis on what the student "Can Do" and "Next Steps and Resources for Instruction" specific to this individual child's needs based on the data. 2.1 The pandemic created a wide gap in student needs. In order for our students to be College & Career Ready we will focus on math as our priorities for students identified as "at-risk". Double-dipping their services will lead to increased student achievement more quickly and get them back on track for graduation and entering the workforce and/or college. 2.2 MTSS addresses the needs of the whole child – academically, behaviorally, socially, and emotionally – through a holistic and personalized system of learning that incorporates academics and social emotional behaviors into one framework. This approach recognizes the connection between academics and behavior and addresses both areas simultaneously; such an approach enables educators and support professionals to use data to drive their instructional interventions with students, allowing the student the most growth potential. This process uses interventions that match the skill that needs to be addressed, which was identified through data driven decision making and progress monitoring to increase that student's potential for success and graduating high school college and career ready. (SCMTSS Framework). 2.3 Currently we have some part-time interventionists in the buildings, we are hoping to move to at least one full-time interventionist in each elementary school. Most of our intervention services are provided by Classroom teachers. The additional interventionist will target Tier 3 students first. Since there is a teacher shortage in our area, we are targeting retired teachers to fill any additional interventionist positions. Each elementary school built a 30 min. intervention block into their master schedules beyond the traditional instructional blocks. 2.4 *Conscious Discipline* has achieved CASEL's SELect Program designation which is one of the highest designations for evidence-based social and emotional programs. It was also named as one of Harvard's Analysis of Top 25 SEL Programs in the nation. The four essential components of CD include: Brain State Model; Seven Powers for Conscious Adults; Creating the School Family; and Seven Skills of Discipline 2.5 *Math*- will also be using lessons from Khan Academy & USA TestPrep. The state is providing *DreamBox Learning (ESSA STRONG rating)* for K-5 students as a supplemental math curriculum. We will require students to complete a minimum of 5 lessons per week. Grades 6-8 will be utilizing *Math 180* as their supplemental math curriculum. Both will target Tier 2 and Tier 3 students' learning loss.
Goal #4 Timeline	2021-2022 *Math 180 & DreamBox Learning Implementation* *2022-2023 iReady Diagnostic, Universal Screener, Progress Monitoring, & Personalized Learning Implementation*

Goal #5 Area   Secondary Goal= Grad Rate

Goal #5 Area	NOTES:
● ELA ● Math ● **Graduation Rate** ● Other	❖ Beginning SY 2023-2024, HCSD will consolidate the existing two high schools, Wade Hampton High & Estill High, into ONE physical location. The high school's name will be changed to Hampton County High School. ❖ Goal: HCSD has secured funding to build a new comprehensive high school complex, construction will begin in 2023. Students will be moved into the new high school location beginning SY 2025-2026. ❖ We anticipate struggles with the ongoing changes for students at the high school level, therefore we are setting goals to support students in this process to graduate and become productive citizens in college, the military, and/or the workforce.

SMART Goal #5	By Spring of 2024, the graduation rate for HCSD will increase from 81.6% to 86.6%.

Goal #3 is…	
● An un-revised goal from 2021-22 ● A revision/consolidation of a goal from 2021-22 ● **A new goal**	4-Year Cohort Graduation Rate

4-Year Cohort Graduation Rate

	2018	2019	2020	2021	2022	2023
Hampton 1	84.6	87.1	83.3	84.1		
Hampton 2	87.9	88.3	88.7	90.2		
HCSD					81.6	88%

Strategies and Resources Utilized to Achieve Goal #5	**Strategy 1: Design & implement Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag at the secondary level.** 1.1 Design the essential components of the school's focus at the secondary level for MTSS support. Determine which students to address and which content areas. Begin using the *"Considerations for MTSS Implementation- High School Settings"* guide as a working document for MTSS considerations, guiding questions, and action steps for implementation. 1.2 Create a team structure by providing ongoing PLCs & professional development support in helping shift the mindset of staff members and their responsibility in providing support to students regardless of their content area and/or certification. Also, to help staff members realize MTSS is for ALL students, so time and space is provided for collaboration & support around data and implications for practice. Provide support in equipping teachers to provide support to struggling students. 1.3 Expand the supplemental curriculum for personalized learning for high school students with something such as iReady for reading & math. Provide ongoing district-wide training in implementation, data analysis, and intervention support for staff.

	1.4 Revisit the school master schedule to create time and space for delivery of MTSS services beyond the 90 min. Block schedule. Consider options such as extended periods, double-blocked services, delivering interventions in classrooms, or in specific designated "advisory" periods etc. - "POWER HOUR" 1.5 Provide additional instructional interventions during after-school sessions, intersession days, and during summer learning programs to students. Increase the participation rate for both students and staff. 1.6 Coordinate services among district departments (Curriculum, SPED, CTE, Federal Programs, etc.) in the planning and implementation of school-level supplemental services. 1.7 Consider staffing needs for specialized training in intervention services and staffing intervention groups for our Tier 3 students. 1.8 Identify and group students who need intervention support. Identify structures and resources to support the MTSS process for those students. 1.9 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support. District Curriculum(K-12) 1.10 Create a clear vision of the MTSS process at the secondary level that aligns with the district's MTSS expectations for all students and grade levels. **Strategy 2: Increase opportunities for student success in postsecondary learning and career preparedness.** 2.1 Survey all stakeholders- students, staff, parents, community & business partners, & post-secondary partners in identifying needs to support students as they work toward graduation and their careers beyond high school. 2.2 Implement a school-within-a school model for high school students who have been identified as potential dropouts. **Strategy 3: Strengthen core instruction to reduce the need for intervention** 3.1 Focus on best-practices for teaching during a 90 min. Block. Focus on instructional approaches that produce better outcomes for struggling students. Include modeling & repetition, provide instruction that is explicit, structured, & systematic, scaffold students' learning, create opportunities for student engagement and practice, & provide immediate feedback. 3.2 Provide classroom-based coaching support from school-level, district level, and outside consultants in best practices. Contract services for "Content Area Reading & Writing" strategies through agencies such as High Progress Literacy. Teach students the "New Norms" for success in the classroom and beyond. Increase student engagement. **Strategy 4: Select evidence-based intervention strategies or programs** 4.1 Use guidance from What Works Clearinghouse or Evidence for ESSA to identify an intervention program such as iReady, to appropriately address the identified area of improvement need, has been proven to show promise for success, can be supported with professional development, and meets funding requirements- iReady
How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)	1.1 MTSS addresses the needs of the whole child – academically, behaviorally, socially, and emotionally – through a holistic and personalized system of learning that incorporates academic and social emotional behaviors into one framework. This approach recognizes the connection between academics and behavior and addresses both areas simultaneously; such an approach enables educators and support professionals to use data to drive their instructional interventions with students, allowing the student the most growth potential. This process uses interventions that match the skill that needs to be addressed, which was identified through data driven decision making and progress monitoring to increase that student's potential for success and graduating

	high school college and career ready. (SCMTSS Framework) 1.5 Having students attend summer school, after school learning programs, and intersession days can be very beneficial by reinforcing learning from a core class, make up for lost time from school, bridge the summer learning gap, and help students learn new skills. It is also an opportunity for credit recovery to assist with students graduating on-time and being promoted to the next grade level. Extending learning opportunities for students can support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive environment for students. Data from youth.gov shows for every $1 invested, you save at least $3 through increasing the youth's earning potential, improving their performance at school, and reducing crime and juvenile delinquency. Increasing the opportunity for learning with specialized tutors & instructors will assist in addressing the learning lag our students experienced as a result of the impact COVID -19 had on students. 1.9 Conscious Discipline has achieved CASEL's SELect Program designation which is one of the highest designations for evidence-based social and emotional programs. It was also named as one of Harvard's Analysis of Top 25 SEL Programs in the nation. The four essential components of CD include: Brain State Model; Seven Powers for Conscious Adults; Creating the School Family; and Seven Skills of Discipline 2.2 This modified "School within a School" model creates an opportunity for students who have struggled within the typical classroom setting. Students are able to complete courses at their own pace and may accelerate their graduation and/or recover classes credit baring classes. The primary curriculum is provided through Acellus Learning which consists of personalized instruction that identifies specific deficiencies in students' understanding of core concepts and responds immediately with customized personalized mini-lesson videos for that precise deficit, followed up with additional practice.
Goal #5 Timeline	Winter 2022-2023 - Professional Development Support with iReady Personalized Learning January 2023- Diagnostic assessment given to "at-risk" students to gather data for personalized learning support (250 target students) **Summer 2023- Revise master schedule to include MTSS services** School Year 2023-2024 Expand supplemental services to include more students

Hampton County High School Improvement Plan 2023 - 2024

Test Scores for EOCs

TEST	Report Card points	EHS A - C	WHHS A-C	EHS D	WHHS D	EHS F	WHHS F
English II	30	70%	55%	14%	21%	16%	24%
Algebra I		68%	27%	14%	22%	19%	31%
Biology	10	26%	23%	29%	21%	45%	56%
US History		6%	32%	11%	13%	83%	55%
College and Career Readiness	25	This is based on WIN scores, CATE completer, CATE certifications, ASVAB scores, SAT / ACT scores					
Graduation Rate	30	Based on on-time graduation. The SCDE made the comment that it is a red flag to them when the Grad Rate does not align with academic achievement scores. When the Grad Rate is much higher than the scores, they question is the school just passing students and there is a lack of rigor.					
School Climate	5	Parent, Teacher, and Student Surveys					

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Chronically Underperforming Schools

SECTION 59-18-1615. (1) "Chronically underperforming school" means: (a) a school that receives an overall rating of unsatisfactory for three consecutive years on its annual school report card, as provided in Section 59-18-900.

In 2022, Both High Schools received Below Average on their Report Card and both schools received an Underperforming Designation.

Improvement Goals / Action Steps

- Develop a Growth Mindset
  - Fail forward – Don't accept failing as the end. What are the next steps?
    - ▪ <mark>Developing a culture of student accountability. Don't let them off the hook.</mark>
    - ▪ Developing a student mastery mindset: It's not just about exposing them to the content, but are they mastering the content?

Multi-Tiered System of Support MTSS

- Create a School Wide Systems of Support [Advisory Block and Strategic Scheduling]

- o Strategically Scheduled Advisory Classes (see chart)
- o Strategically Scheduled Foundations Classes
- o Providing Time and Space for Other Systems of Support
- o Monthly MTSS Cohort Meeting
- Create Classroom Systems of Support
  - o Focus on Student Mastery
    - ▪ Teachers can request students to come to them for specific support during the Advisory Block
  - o MASH Missing Assignment / Study Hall – Missing Assignment Study Hall – During Both LUNCH and ADVISORY Periods

MASH Missing Assignment / Study Hall – Missing Assignment Study Hall
- Students who miss an assignment are required to go to MASH the following week until it has been completed and turned in. (Lunch & Advisory)
- Students will be released 2 – 5 minutes early to get their lunch and report to their MASH location. It is a working lunch.
- Teachers can assign students to go to MASH to complete missing work.
- On Fridays the designated MASH Logistics Facilitator will print the "Missed Assignment Report" from PowerSchool and create a Shared Assignment spreadsheet.
  - ▪ **Teachers must post in PowerSchool Grades by Thursday. Teachers must mark the assignment missing in PowerSchool in order for the report to be generated.
- Late Work Policy Students with missing assignments have one MASH week to get the assignment made up. After that they get a zero. Late Work receives a 20% reduction in the final grade. If missing due to absence, there is no penalty. (This policy helps separate students who are just not doing the work vs. those who need academic support)
- MASH Logistics Facilitator will work with the MASH team to notify students on Friday. The spreadsheet can be printed as a mail merge to give students their individual assignments.
- On Monday mornings the MASH team will be available in the cafeteria to check students off who did the assignment over the weekend.
- Students will report on Monday during lunch and advisory and every day thereafter until the assignment is completed.
- If the assignment is not completed in the week, a zero is entered into the gradebook but they must continue to come to MASH until the assignment is completed.

▪ At this point a conference with students and parent may be required.

Schedule Advisory Periods
- Every student has a scheduled Advisory period to report to daily. These Advisory periods are strategically scheduled based on school-wide improvement goals. (See chart)
- Students are expected to report daily to their scheduled Advisory unless otherwise assigned or approved by a staff member to attend one of the other Assigned Advisory sessions.

Other Assigned Advisory Academic Activities in addition to the Scheduled Advisory Periods
- These activities may be requested by the student or assigned by a staff member. These students are pulled from their regular advisory period.
  - ▪ Maker Space in the Computer Lab or Library Lab for Group Projects
  - ▪ Library Beta Club Peer Tutors
  - ▪ Tutoring by the content area teachers, but students could sign up to go in addition to teacher's assigning them
  - o Guidance Groups – Monthly Calendar where they rotate which groups they are serving
    - ▪ Seniors, Juniors, Sophomores, Freshman
    - ▪ Study Skills, Applying for FAFSA, etc.

Sample Bell Schedule
8:30-9:55   1st Block
10:00-11:25   2nd Block

11:30-12:00	11:30-12:00
1st Advisory	1st Lunch
12:05-12:35	12:05-12:35
2nd Lunch	2nd Advisory

12:40-2:05   3rd Block
2:10-3:35   4th Block

Schedule Ideas / Courses

Advisory Could be a "Skinny Period" for no credit OR 30 min. semester long period for no credit	1 year long Advisory Period. OR 2 Semester long Advisory Periods for each student. All students have a place even if it is a study hall. NOTE – Other pull-out activities will not be scheduled in PowerSchool but assigned weekly.
EOC Friendly Quarter Courses Strategic Pairings of two quarter courses	1. Pair Government – Academic Support of US History (even if Acellus) Target 10th Grade 2. Pair Econ with Personal Finance 3. Pair Math / ELA Academic Support for Freshmen (even if Acellus or iReady) Target Freshman who are approaches or does not meet
Foundations Classes	Build in some Foundations Classes for English II, Biology, Algebra I, and US History for students who would benefit not necessarily Tier 3 but Tier 2 students. You can look at 8th grade for Algebra I Approaches category and if possible, Meets or Does Not Meet, and teacher recommendation from English teacher for US History and English II. Priorities 1. Foundations of Algebra / Intermediate 2. Foundations of English II / English II 3. Foundations of Biology / Biology 4. Foundations of US History / US History *With a Content Area Certified Teacher as priority but, if necessary, it could b a Local Board Approved Acellus Course in English, Biology, or US History under the supervision of a Content Area Certified Teacher.
Prioritize Academic Courses	In order to make a difference in the school accountability measures, we must prioritize core academic courses.