# District Strategic Plan Signature Page

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

| | |
|---|---|
| **District:** | Hampton County School District |
| **SIDN:** | 2503 |
| **Plan Submission:** | School does not utilize Cognia |
| **Address 1:** | 372 Pine Street East |
| **Address 2:** | |
| **City:** | Varnville, SC |
| **Zip Code:** | 29944 |
| **District Plan Contact Person:** | Carole H. McGrath |
| **District Plan Contact Phone:** | 803-903-1024 |
| **District Plan E-mail Address:** | cmcgrath@hcsdsc.org |

**Required Signature Page**

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the District Strategic Plans**

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | 4-18-23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | <br>Date |
| ***District Read To Succeed Literacy Leadership Team Lead*** | | |
| Kristy Wood<br>Printed Name | Kristy Wood<br>Signature | 4/17/23<br>Date |
| ***District Gifted and Talented Coordinator*** | | |
| Jack Hutto<br>Printed Name | Jack Hutto<br>Signature | 4/17/2023<br>Date |
| ***District Strategic Planning Contact Person*** | | |
| Carole McGrath<br>Printed Name | Carole H McGrath<br>Signature | 4/17/2023<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | North District Middle |
| **SIDN:** | 2503003 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | 7 To 8 |
| **District:** | Hampton County School District |
| **Address 1:** | P.O. Box 368 |
| **Address 2:** | |
| **City:** | Varnville, SC |
| **Zip Code:** | 29944 |
| **School Renewal Plan Contact Person:** | Dr. Jonathan M. Goodman, II |
| **School Plan Contact Phone:** | 803.903.1501 |
| **School Plan E-mail Address:** | jgoodman@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald W. Cox<br>Printed Name | Ronald W. Cox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Dr. Jonathan Goodman<br>Printed Name | <br>Signature | 3/30/23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | <br>Date |
| ***Chairperson, School Improvement Council*** | | |
| TJ Cope<br>Printed Name | TJ Cope<br>Signature | 3/30/23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Barbara Pauls<br>Printed Name | Barbara Pauls<br>Signature | 3/30/23<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Hampton Elementary |
| **SIDN:** | 2503005 |
| **Plan Submission:** | |
| **Grade Span:** | 4 To 6 |
| **District:** | Hampton County School District |
| **Address 1:** | 505 Hoover Street South |
| **Address 2:** | |
| **City:** | Hampton, SC |
| **Zip Code:** | 29924 |
| **School Renewal Plan Contact Person:** | Joe Hadwin |
| **School Plan Contact Phone:** | 8039433251 |
| **School Plan E-mail Address:** | jhadwin@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald W. Cox<br>Printed Name | Ronald W. Cox<br>Signature | 2-18-23<br>Date |
| ***Principal*** | | |
| Joe N. Hadwin, Jr<br>Printed Name | Joe N. Hadwin, Jr.<br>Signature | 3/16/23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Triester<br>Printed Name | Hannah Triester<br>Signature | _____<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Clarissa Geddis<br>Printed Name | Clarissa Geddis<br>Signature | 3/16/23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Trina C. Tant<br>Printed Name | Trina C. Tant<br>Signature | 3/16/23<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Fennell Elementary |
| **SIDN:** | 2503007 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | PK To 6 |
| **District:** | Hampton County School District |
| **Address 1:** | 131 Yemassee Hwy. |
| **Address 2:** | |
| **City:** | Yemassee, SC |
| **Zip Code:** | 29945 |
| **School Renewal Plan Contact Person:** | Bernard Sanders |
| **School Plan Contact Phone:** | 803-398-5591 |
| **School Plan E-mail Address:** | BSanders@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Dr. Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | _____<br>Date |
| ***Principal*** | | |
| Bernard Sanders<br>Printed Name | Bernard Sanders<br>Signature | 3/31/2023<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | _____<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Cheryl Greene<br>Printed Name | Cheryl C. Greene<br>Signature | 3-31-2023<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Violet Salisbury<br>Printed Name | Violet Smith Salisbury<br>Signature | 3-31-23<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Varnville Elementary |
| **SIDN:** | 2503009 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | PK To 3 |
| **District:** | Hampton County School District |
| **Address 1:** | 395 East Pine Street |
| **Address 2:** | P.O. 367 |
| **City:** | Varnville, SC |
| **Zip Code:** | 29944 |
| **School Renewal Plan Contact Person:** | Peggy Bing O'Banner |
| **School Plan Contact Phone:** | 8039432376 |
| **School Plan E-mail Address:** | pobanner@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Dr. Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Peggy Bing O'Banner<br>Printed Name | Signature | 3/27/2023<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | Date |
| ***Chairperson, School Improvement Council*** | | |
| Allyson Rivers<br>Printed Name | Allyson Rivers<br>Signature | 03/27/23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Robin Taylor<br>Printed Name | Robin Taylor<br>Signature | 3/27/2023<br>Date |

**South Carolina Department of Education**
2022–23 Academic Recovery Plan Feedback

*District Name:* Hampton

| **Overall Plan** | |
|---|---|
| Hampton County School District is commended for their focus upon clear, measurable strategies and objectives. HCSD is also commended for their articulation of legislative expectations such as reference to and plans for MTSS and R2S. HCSD highlights notes of celebration and measurable targets for improvement. Your district's goals and strategies provide the necessary evidence of meeting student needs. You are encouraged to update your plan with the SCDE when goals are met or require redirection based on assessment data. Based on your responses, we have provided some suggestions to strengthen your district's goals. | |

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| **Goal One** | |
|---|---|
| Interventions outlined are focused on ***accelerating learning for students who are below grade level expectations to help them meet and/or exceed grade level expectations*.**<br><br>Goals indicates specific strategies for providing ***interventions to address a specific tier(s) of learning lag for students in ELA/Math.***<br><br>Your goal is clear and has a realistic timeline which includes ***benchmarks and progress monitoring efforts*** to support the eventual completion of the goal. Strategies are action-oriented and clearly define resources, frequency and target audiences. Strategies outline professional development to include instructional walkthrough observations, feedback and reflections. Instructional leaders in the district have been included with the plan to include district roles and school based personnel.<br><br>Recommendation: Evaluate the effectiveness with vendors such as iReady. Are available resources being maximized to support the vision of this goal, the capacity of instructional staff and the academic readiness of students? | |

| **Goal Two** | |
|---|---|
| Interventions outlined are focused on ***accelerating learning for students who are below grade level expectations to help them meet and/or exceed grade level expectations*.**<br><br>The goal indicates specific strategies for providing ***interventions to address a specific tier(s) of learning lag for students.*** The goal includes an articulation of available resources to include | |

vendors, SDE resources and district resources. Frequency of expectations are clearly stated. Assessment efforts include surveys of teachers to analyze effectiveness and needs.

It is recommended that you monitor the goal to ensure it is clear and has a realistic timeline which includes ***benchmarks and progress monitoring efforts***. It is also recommended that you review the data team expectations - Is there a monitoring process to support the development of capacity at the data team level, the school level and district level?

*Contact Information: Matthew Ferguson, mferguson@ed.sc.gov*

*Roadmap Document, Updated Fall 2022*

# School Renewal Plan Cover Page
# (Mandated Component)

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

| | |
|---|---|
| **School Name:** | Brunson Elementary |
| **SIDN:** | 2503006 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Range From:** | PK To 6 |
| **District:** | Hampton County School District |
| **Address 1:** | P.O. Box 130 |
| **Address 2:** | |
| **City:** | Brunson, SC |
| **Zip Code:** | 29911 |
| **School Renewal Plan Contact Person:** | Joel R. Vaughn |
| **Contact Phone:** | 803-398-5584 |
| **E-mail Address:** | jvaughn@hcsdsc.org |

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. ï¿½ï¿½59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Joel R. Vaughn<br>Printed Name | J. R. V.<br>Signature | 4/12/23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | _____<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Lacy Vaughn<br>Printed Name | Lacy C. V.<br>Signature | 4/12/23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |

| | | |
|---|---|---|
| Misty Cope<br>Printed Name | Misty D Cope<br>Signature | 4/12/23<br>Date |

# School Renewal Plan Cover Page

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

| | |
|---|---|
| **School Name:** | Ben Hazel Primary |
| **SIDN:** | 2503010 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | PK To 3 |
| **District:** | Hampton County School District |
| **Address 1:** | 628 Railroad Avenue West |
| **Address 2:** | |
| **City:** | Hampton, SC |
| **Zip Code:** | 29924 |
| **School Renewal Plan Contact Person:** | Brandy Braxton Noll |
| **School Plan Contact Phone:** | 803 943-3659 |
| **School Plan E-mail Address:** | bnoll@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Dr. Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Brandy Braxton Noll<br>Printed Name | Brandy B Noll<br>Signature | 3-28-23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | _____<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Michelle Purdy<br>Printed Name | Michelle H. Purdy<br>Signature | 3-28-23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Michelle Purdy<br>Printed Name | Michelle H. Purdy<br>Signature | 3-28-23<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Estill Middle |
| **SIDN:** | 2503004 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | 6 To 8 |
| **District:** | Hampton County School District |
| **Address 1:** | 1450 Columbia Highway, Suite B |
| **Address 2:** | |
| **City:** | Estill, SC |
| **Zip Code:** | 29918 |
| **School Renewal Plan Contact Person:** | Shronda Taylor |
| **School Plan Contact Phone:** | 803-625-5200 |
| **School Plan E-mail Address:** | shtaylor@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald W. Cox<br>Printed Name | Ronald W. Cox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Shronda Taylor<br>Printed Name | Shronda Taylor<br>Signature | 3/30/2023<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | <br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Alecia Findlay<br>Printed Name | a. Findlay<br>Signature | 3/30/2023<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Shronda Taylor<br>Printed Name | Shronda Taylor<br>Signature | 3/30/2023<br>Date |

## Mission

HCSD provides all students with the highest quality education that equips them to succeed in an evolving world.

## Vision

***"The vision of Hampton County School District is",***

Empowering students to achieve
excellence and positively impact the global community.

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** **Hampton County School District**
****Consolidated July 2021- Hampton 1 and Hampton 2****

| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** **Hampton County School District**
****Consolidated July 2021- Hampton 1 and Hampton 2****

**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

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| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| **Lenses of Assessment**<br>Assessing for Inquiry-based Learning:<br>• Immersion, Investigation, Coalescing, Going Public<br>• Read Aloud/Shared Reading<br>• Independent reading, writing, researching<br>• South Carolina College and Career Ready Standards for Inquiry<br>• Profile of the South Carolina Graduate | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

**F. Schools in this district provide teacher and administrator training in reading and writing instruction.**

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on WWC
- Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

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## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

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

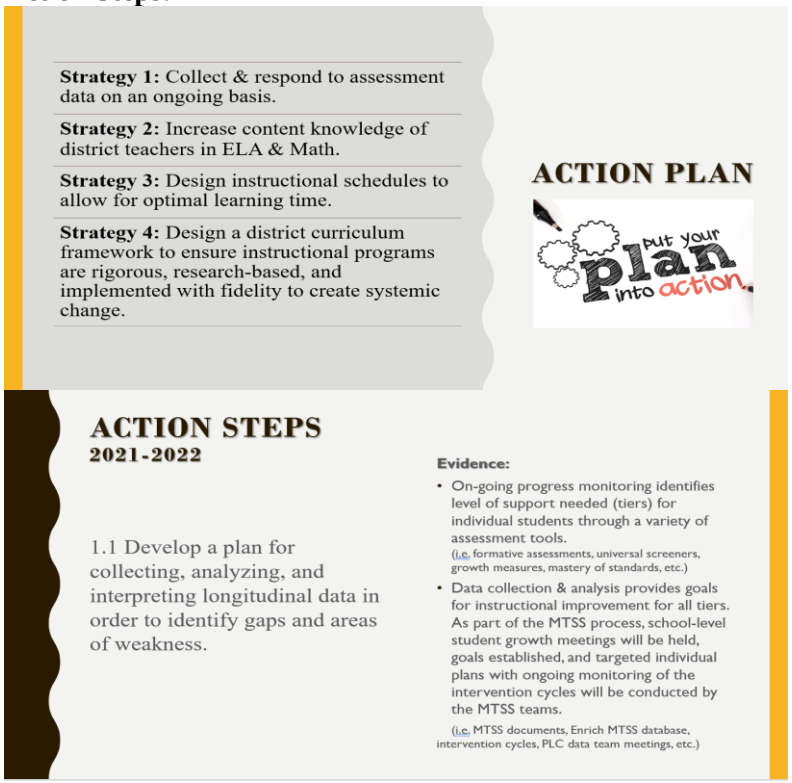
All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.
  (i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)
- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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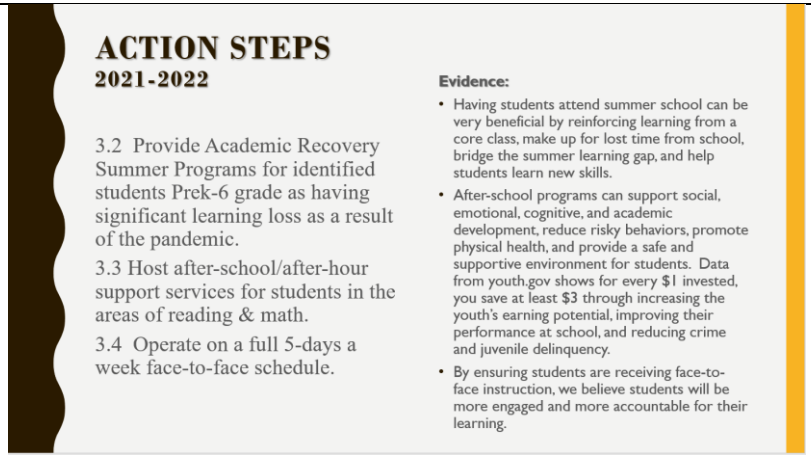

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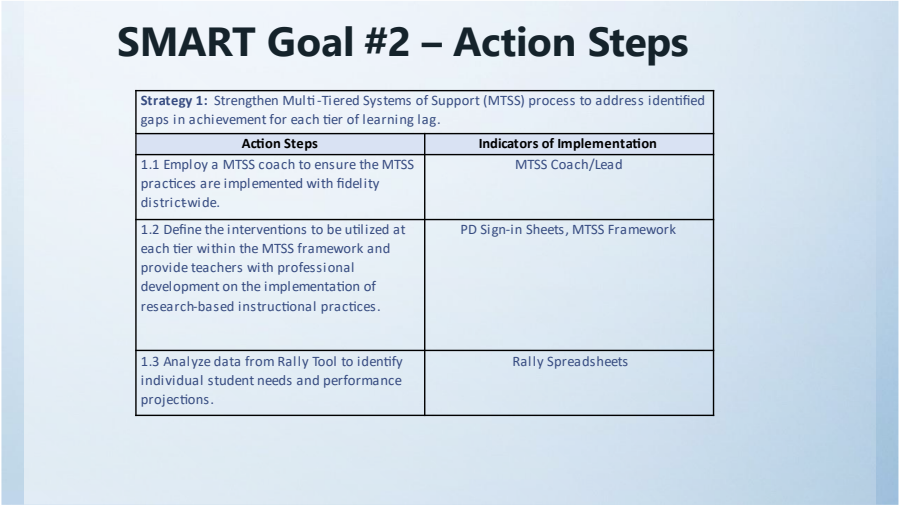
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

### SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

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**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

**D. Schools in this district embed practices reflective of exemplary literacy-rich environments.**

**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

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

**F. Schools in this district provide teacher and administrator training in reading and writing instruction.**

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on WWC
- Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

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## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

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

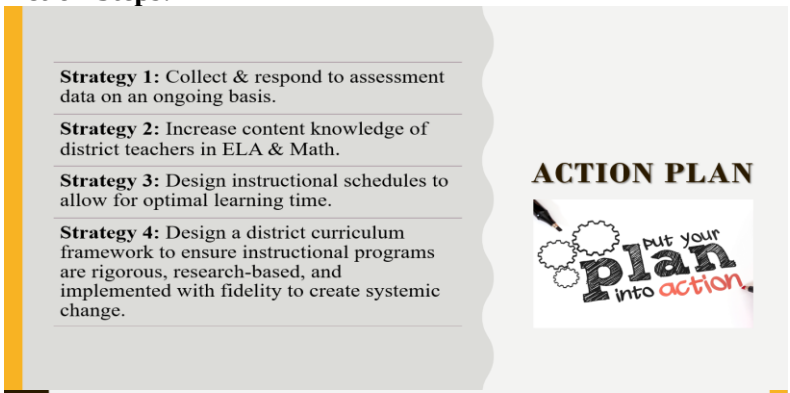
All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.

(i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)

- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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

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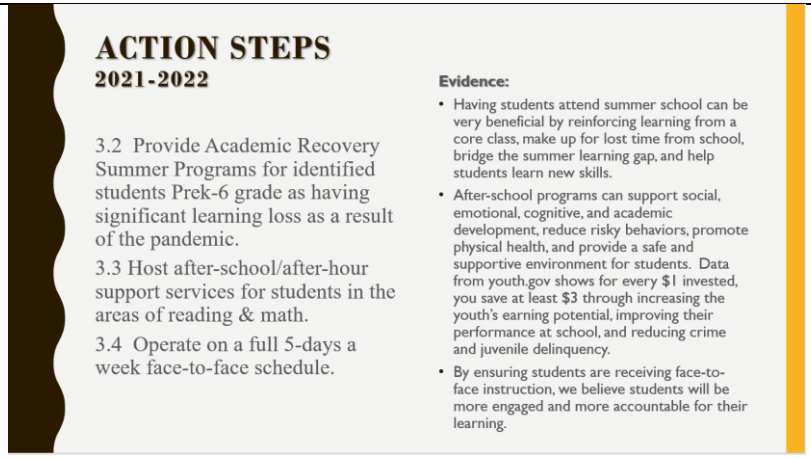

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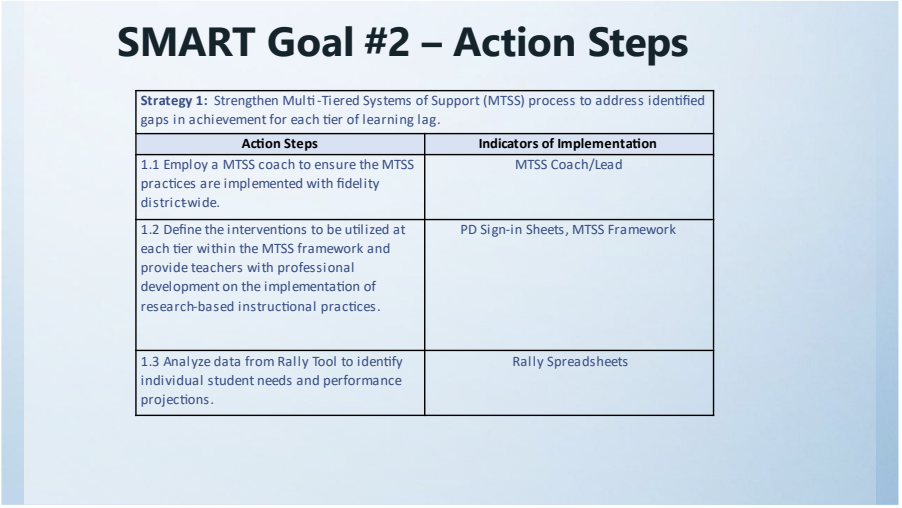
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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

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**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

## SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

**South Carolina Department of Education**
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**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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****Consolidated July 2021- Hampton 1 and Hampton 2****

| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

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**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

**D. Schools in this district embed practices reflective of exemplary literacy-rich environments.**

**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

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

**F. Schools in this district provide teacher and administrator training in reading and writing instruction.**

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on WWC
- Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

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****Consolidated July 2021- Hampton 1 and Hampton 2****

## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

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

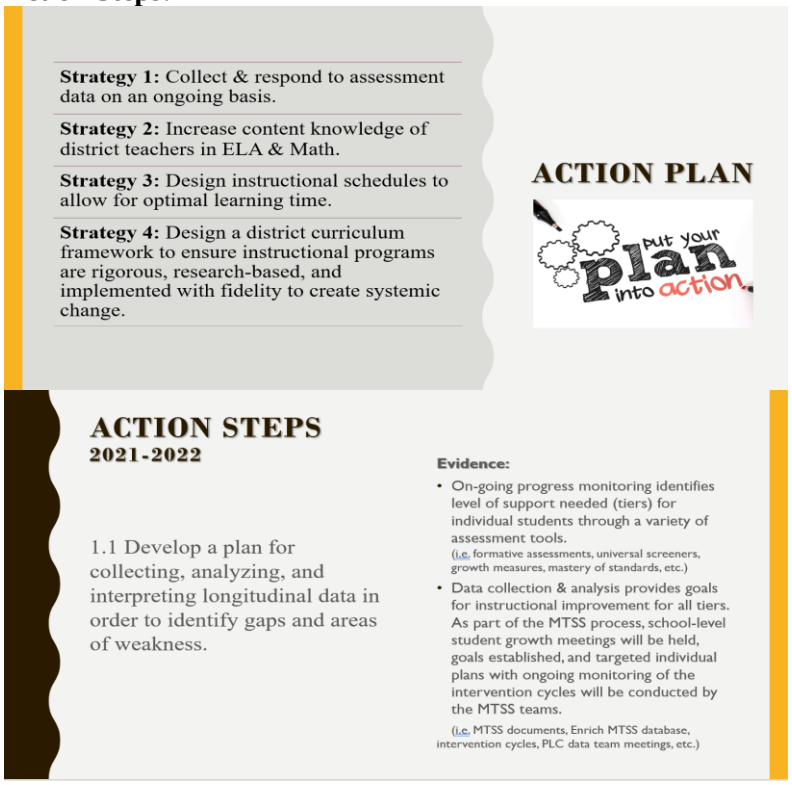
All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.

(i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)

- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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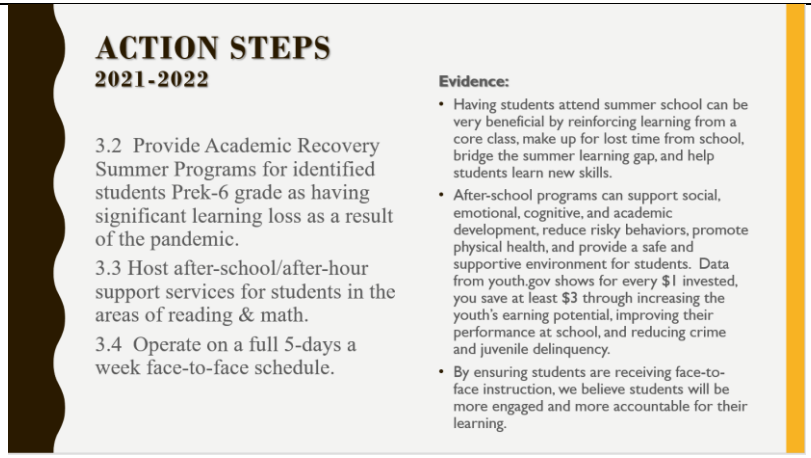

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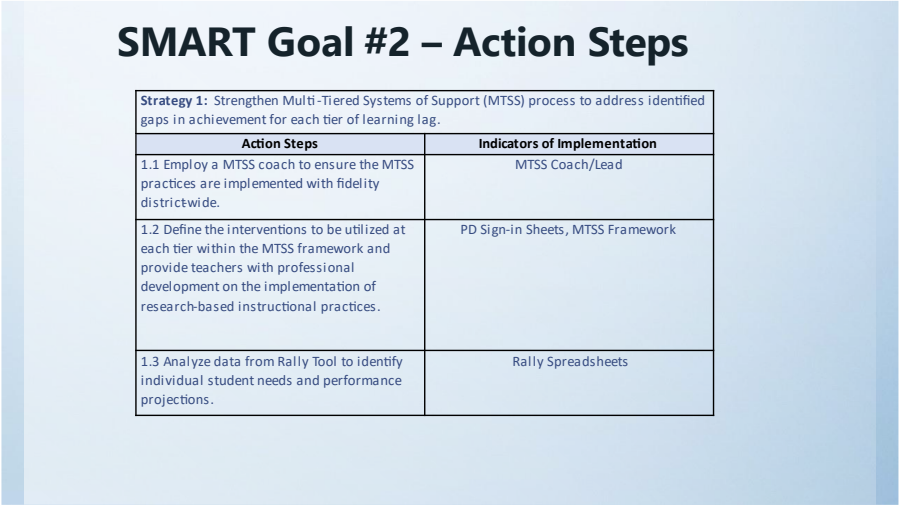
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

### SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

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**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

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| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| **Lenses of Assessment**<br>Assessing for Inquiry-based Learning:<br>• Immersion, Investigation, Coalescing, Going Public<br>• Read Aloud/Shared Reading<br>• Independent reading, writing, researching<br>• South Carolina College and Career Ready Standards for Inquiry<br>• Profile of the South Carolina Graduate | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

| **F. Schools in this district provide teacher and administrator training in reading and writing instruction.** | | | | |
|---|---|---|---|---|
| Professional Development<br>• Literacy Competencies for PreK-5th Grade Teachers<br>• Literacy Competencies for Administrators<br>• South Carolina College and Career Ready Standards<br>• Standards for Professional Learning<br>• Early Learning Standards for 4K<br>• REL Practice Guides on WWC<br>• Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study) | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

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## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

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

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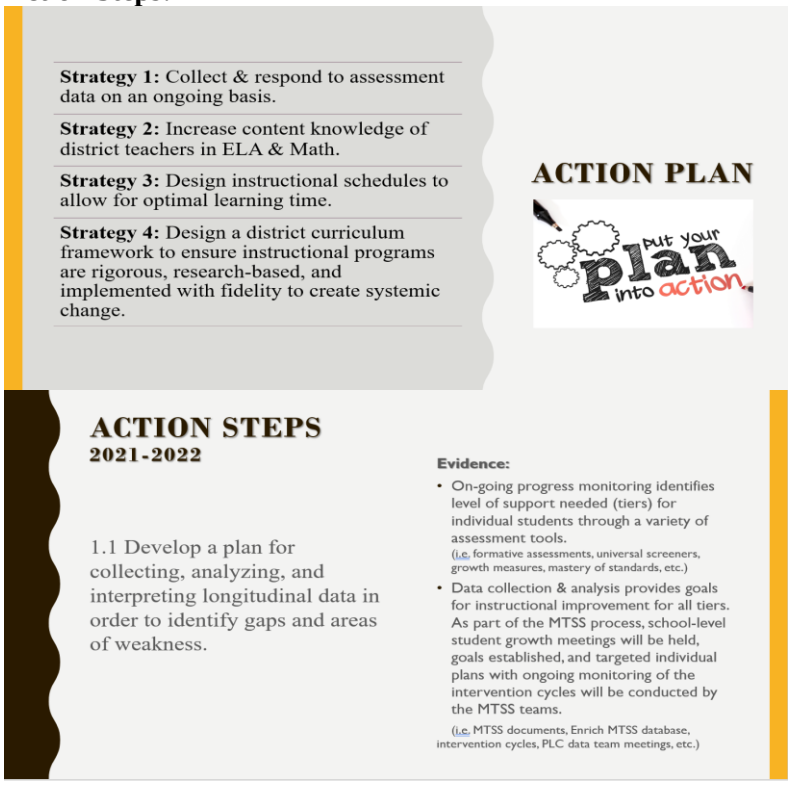
**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.
  (i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)
- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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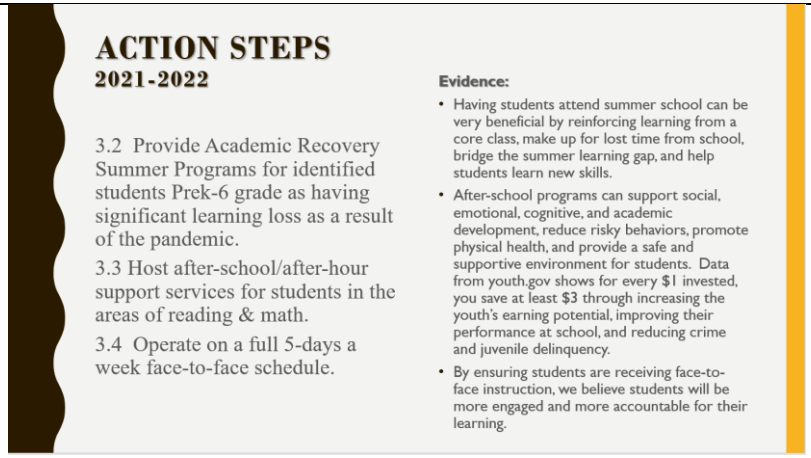

**ACTION STEPS**
**2021-2022**

3.2 Provide Academic Recovery Summer Programs for identified students Prek-6 grade as having significant learning loss as a result of the pandemic.

3.3 Host after-school/after-hour support services for students in the areas of reading & math.

3.4 Operate on a full 5-days a week face-to-face schedule.

**Evidence:**

- Having students attend summer school 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.
- After-school programs 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.
- By ensuring students are receiving face-to-face instruction, we believe students will be more engaged and more accountable for their learning.

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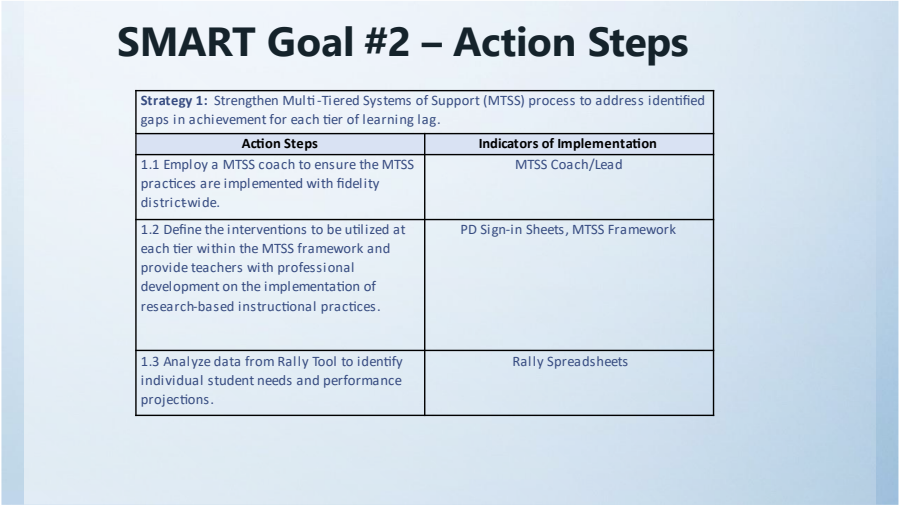
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

### SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

# DRAFT: ARP 2022-23

**Directions:** We have created this template as a working document so that you can draft your ARPs. Once you finalize you can copy and paste your final academic recovery plans into the Formstack submission form.

Page 1:

| | |
|---|---|
| District Name | Hampton County School District- *RoadMap to Success* |
| Superintendent Name | Ronald Wilcox |
| Completers Name | Kristy Wood |
| Completer Title | Director of Curriculum & Instruction |
| Completer Email | kwood@hcsdsc.org |
| Confirm Completer Email | kwood@hcsdsc.org |
| List the name(s) of other completers as needed. | N/A |

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

| | |
|---|---|
| Goal #1 Area<br>● ELA<br>● Math<br>● Graduation Rate<br>● Other | NOTES:<br>❖ 1st year of data as a consolidated district =2021-2022<br>❖ Data Source- SC READY ELA (42% M,E Grades 3-5 SPRING 2022)<br>❖ 2021 Average Baseline prior to consolidation (33% ELA Grades 3-8)<br>❖ Celebration= 9%-point increase from baseline data in ELA (Grades 3-5)<br>Celebration= 5%-point increase from baseline data in ELA (Grades 3-8)<br>❖ Grades 3-8: 73% A,M,E 38% M,E (Hampton County School District)<br>❖ SPRING 2021 *Prior to Consolidation* HD1= 35.8% M,E / HD2= 23.4% M,E<br>❖ 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).**<br><br>**Goal= 3%-point increase yearly**<br>▪ **Spring 2022= 42%**<br>▪ **Spring 2023=45%**<br>▪ **Spring 2024=48%**<br>▪ **Spring 2025=51%**<br>▪ **Spring 2026=54%** |
| Goal #1 is…<br>● An un-revised goal from 2021-22<br>● A revision/consolidation of a goal from 2021-22<br>● 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*<br>***Prevention & Intervention***<br><br>***Annual Growth, Catch-Up Growth*** *Maxim: #16 "Excellent initial teaching creates annual growth."*<br><br>**GOAL 1:**<br>**Strategy 1: Collect and respond to assessment data on an ongoing basis.**<br>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. |

**Commented [1]:** These are great notes and context and would absolutely keep them for internal use but don't think you need to submit this. @kwood@hcsdsc.org

**Commented [2]:** Looks great - SMART goal

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 are 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

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| | 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).<br>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 data-base for MTSS intervention support in Enrich.<br>1.3 Reduce the number of students in Tier 2 & Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.<br>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.<br><br>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 the training for an additional cohort of teachers in grades PK-3.<br>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)<br>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 |

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| | 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:<br>▪ Diagnostic Formative Assessment & Data Analysis<br>▪ Personalized Learning<br>▪ Progress Monitoring<br>▪ Teacher Toolbox of Instructional Resources |
| Goal #1 Timeline | 2021-2022 Purchase new core/supplemental curriculum<br>2022-2024 Ongoing Professional Learning Services with Implementation at district & school level<br>2023-2024 Revised Standards focused PD |

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

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| Goal #2 Area<br>● ELA<br>● Math<br>● Graduation Rate<br>● Other | NOTES:<br>❖ 1st year of data as a consolidated district =2021-2022<br>❖ Data Source- SC READY Math Grades 3-5 SPRING 2022=45% M,E<br>❖ 2021 Average Baseline prior to consolidation (26.7% Math in Grades 3-8)<br>❖ Celebration= 9%- point increase from baseline data in Math (Grades 3-5)<br>Celebration= 5%-point increase from baseline data in Math (Grades 3-8)<br>❖ Grades 3-8= 65.6% A,M,E 32.2% M, E<br>❖ 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).**<br><br>**Goal=3%- point increase yearly**<br>▪ Spring 2022=45%<br>▪ Spring 2023=48%<br>▪ Spring 2024=51% |

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| | ▪ Spring 2025=54%<br>▪ Spring 2026=57% |
| Goal #2 is…<br>● An un-revised goal from 2021-22<br>● A revision/consolidation of a goal from 2021-22<br>● 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*<br>***Prevention & Intervention***<br><br>***Annual Growth, Catch-Up Growth*** *Maxim: #16 "Excellent initial teaching creates annual growth."*<br><br>**Goal 2:**<br>**Strategy 1: Collect and respond to assessment data on an ongoing basis.**<br>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.<br>1.2 Implement ongoing data team meetings to identify targeted areas for improvement including curricular needs, coaching cycles, & professional development.<br>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),<br><br>❖ New Supplemental Personalized Learning Software (MTSS- Tier 1, Tier2, Tier3) for Math, *iReady Personalized Learning*<br>❖ New Supplemental MTSS *Tools for Instruction* (iReady) lessons & resources for whole group/small group instruction |

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| | 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.<br>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.<br><br>**Strategy 2: Increase the knowledge of district teachers and leaders in curriculum, accountability, and instruction.**<br>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.<br>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)*<br>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 are not only focused on instructional practices, but also on data analysis, professional development needs, improvement goal setting, etc.<br>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 creates a common vision and language among the group.<br>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).<br>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.<br>1.3 Reduce the number of students in Tier 2 & Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students. |

**Commented [4]:** Add strategy that includes teacher and leader survey data

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| | 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.<br>2.2 The single most important factor in students' literacy success is skillful, informed teaching.<br>HCSD will also provide on-going professional learning with *iReady* Math that supports:<br>▪ Diagnostic Formative Assessment & Data Analysis<br>▪ Personalized Learning<br>▪ Progress Monitoring<br>▪ Teacher Toolbox of Instructional Resources |
| Goal #2 Timeline | 2021-2022 Purchase new core/supplemental curriculum<br>2022-2024 Ongoing Professional Learning Services with Implementation<br>2023-2024 Revised Standards focused PD |

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

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| Goal #3 Area<br>● ELA<br>● Math<br>● Graduation Rate<br>● Other | NOTES:<br>❖ 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 teachers 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.** |

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| | **Progress Monitoring Goal:**<br>▪ Typical Growth= 40% Level 1, 25% Proficient, Level 3 & 4<br>▪ Stretch Growth= 20% Level 1, 38% Proficient, Level 3 & 4 |
| Goal #3 is…<br>● An un-revised goal from 2021-22<br>● Arevision/consolidation of a goal from 2021-22<br>● 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. |
| Strategies and Resources Utilized to Achieve Goal #3 | *"Rowing harder doesn't help if the boat is headed in the wrong direction." - Kenichi Ohmae*<br><br>*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."*<br><br>*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."*<br><br>**Goal 3:**<br>**Strategy 1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag.**<br><br>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.<br>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.<br>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. |

**Commented [5]:** Is it accurate that you feel like Hampton has a clear vision for their MTSS instructional model? If so, I think this is good to go. If not, I'd recommend adding in that you would create a clear vision for MTSS across the district.
@kwood@hcsdsc.org
_Assigned to kwood@hcsdsc.org_

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| | 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.<br>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)<br>1.6 Provide effective interventions for students through tiered instruction as designed by the district's MTSS Framework<br>■ Decrease the number of students needing Tier 2 (F & P/ *iReady*) interventions by providing effective Tier 1 instruction<br>■ 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<br>■ 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.<br>1.7 Revist annually the *MTSS Self-Assessment (SAM)* rubric to monitor effectiveness and establish action steps for improvement.<br>1.8 Use the MTSS Database in Enrich for all Tier3 students and identified Tier 2 students receiving targeted support with ongoing MTSS SIT meetings.<br><br>**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). Focus is on personalized learning for students.**<br>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*<br>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.<br>2.3 Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks. (Teacher as Interventionist)<br>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)<br>2.5 Invest in additional intervention curriculums for ELA to address specific learning tiers. (ie. LLI-Tier 2, |

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| | 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-<br>Tier 1 (ELA) Supplemental Personalized Learning through *iReady* – Grades K-8; *Waterford Reading Academy*- Grades Pk-3rd<br>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)<br>**Plus services provided in Tier 1**<br>Tier 3- *Reading Recovery (Grade 1), additional Phonics/Phonemic Awareness support* (smaller groups, more frequently)<br>**Plus services provided in Tier 1 & Tier 2**<br>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.<br>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.<br><br>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.<br>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 |

**Commented [6]:** Add after school, intersession days, summer learning days

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| | 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).<br>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 first 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.<br>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<br>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*<br>*2022-2023 iReady Diagnostic, Universal Screener, Progress Monitoring, & Personalized Learning Implementation* |

Goal #4 Area **Learning Capacity- Targeted Intervention**

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| Goal #4 Area<br>● ELA<br>● Math<br>● Graduation Rate<br>● Other | NOTES:<br>❖ 2022-2023 This is the first year we are using *iReady* for our formative assessment to identify "at-risk" students. We purchased the comprehensive suit of services from *iReady* to include personalized learning supplemental services for students, progress monitoring tools for intervention, and teachers toolbox for resources for instruction. |

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| 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.<br><br>Goal:<br>▪ Typical Growth= 42% Level 1, 25% Proficient, Level 3 & 4<br>▪ Stretch Growth= 22% Level 1, 40% Proficient, Level 3 & 4 |
| Goal #4 is…<br>● An un-revised goal from 2021-22<br>● Arevision/consolidation of a goal from 2021-22<br>● 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. |
| Strategies and Resources Utilized to Achieve Goal #4 | *"Rowing harder doesn't help if the boat is headed in the wrong direction." - Kenichi Ohmae*<br><br>*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."*<br><br>*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."*<br><br>**Strategy 1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag.**<br><br>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.<br>1.2 Analyze data from *iReady & Rally Tool* to identify individual student needs and performance projections. |

**Commented [7]:** Are these goals aligned to your strategic plan?

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| | 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.<br>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.<br>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)<br>1.6 Revist annually the *MTSS Self-Assessment (SAM)* rubric to monitor effectiveness and establish action steps for improvement.<br>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.<br><br>**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). Focus is on personalized learning for students.**<br><br>2.1 Add additional learning opportunities such asMath Plus classes to double-dip identified students with significant leaning lag. (Grades 7-12) (Grades 9-12) Local Board Approved Courses- *Support Instructional Area*<br>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.<br>2.3 Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks.<br>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)<br>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-<br>Tier 1 (ELA/Math) Supplemental Personalized Learning through *iReady* – Grades K-8; *DreamBox Learning (Math)* – Grades K-6<br>Tier 2 *iReady* Progress Monitoring *Tools for Intervention Lessons* Grades K-9;*Math 180* – for identified students (Grades 4-9)<br>**Plus services provided in Tier 1** |

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| | Tier 3- *iReady, easyCBM lessons one-on-one or in small groups of 3 or less with changes in Time, Duration, Frequency*<br>**Plus services provided in Tier 1 & Tier 2**<br>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.<br>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.<br><br>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.<br>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).<br>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.<br>Each elementary school built a 30 min. intervention block into their master schedules beyond the traditional instructional blocks. |

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| | 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<br>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*<br>*2022-2023 iReady Diagnostic, Universal Screener, Progress Monitoring, & Personalized Learning Implementation* |

Goal #5 Area Secondary Goal= Grad Rate

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| Goal #5 Area<br>● ELA<br>● Math<br>● Graduation Rate<br>● Other | NOTES:<br>❖ Beginning SY 2023-2024, HCSD will consolidate the existing two high schools, Wade Hampton High & Estill High, into ONE physical location. The high school name will be changed to Hampton County High School.<br>❖ 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.<br>❖ 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…<br>● An un-revised goal from 2021-22<br>● Arevision/consolidation of a goal from 2021-22<br>● A new goal | 4-Year Cohort Graduation Rate |

| | 2018 | 2019 | 2020 | 2021 | 2022 |
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| Hampton 1 | 84.6 | 87.1 | 83.3 | 84.1 | |

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| | <table><tr><td>Hampton 2</td><td>87.9</td><td>88.3</td><td>88.7</td><td>90.2</td><td></td></tr><tr><td>HCSD</td><td></td><td></td><td></td><td></td><td>81.6</td></tr></table> |
| 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.**<br>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.<br>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.<br>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.<br>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"<br>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.<br>1.6 Coordinate services among district departments (Curriculum, SPED, CTE, Federal Programs, etc.) in the planning and implementation of school-level supplemental services.<br>1.7 Consider staffing needs for specialized training in intervention services and staffing intervention groups for our Tier 3 students.<br>1.8 Identify and group students who need intervention support. Identify structures and resources to support the MTSS process for those students.<br>1.9 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)<br>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. |

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| | **Strategy 2: Increase opportunities for student success in postsecondary learning and career preparedness.**<br>2.1 Survey all stakeholders- students, staff, parents, community & business partners, & post secondary partners in identifing needs to support students as they work toward graduation and their careers beyond high school.<br>2.2 Implement a school-within-a school model for high school students who have been identified for potential dropouts.<br>**Strategy 3: Strengthen core instruction to reduce the need for intervention**<br>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.<br>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.<br>**Strategy 4: Select evidence-based intervention strategies or programs**<br>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 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)<br><br>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.<br><br>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 |

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| | 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.<br><br>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<br><br>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<br>January 2023- Diagnostic assessment given to “at-risk” students to gather data for personalized learning support (250 target students)<br>Summer 2023- Revise master schedule to include MTSS services<br>School Year 2023-2024 Expand supplemental services to include more students |

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****Consolidated July 2021- Hampton 1 and Hampton 2****

**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

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**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| **Lenses of Assessment**<br>Assessing for Inquiry-based Learning:<br>• Immersion, Investigation, Coalescing, Going Public<br>• Read Aloud/Shared Reading<br>• Independent reading, writing, researching<br>• South Carolina College and Career Ready Standards for Inquiry<br>• Profile of the South Carolina Graduate | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

**F. Schools in this district provide teacher and administrator training in reading and writing instruction.**

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on WWC
- Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

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## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

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| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

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

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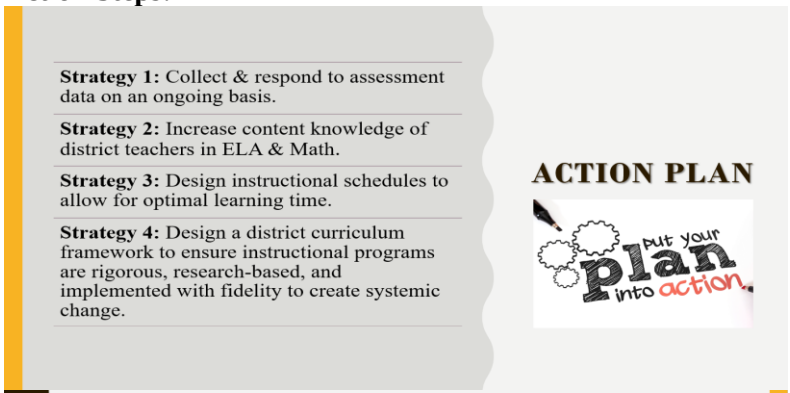
**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.

(i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)

- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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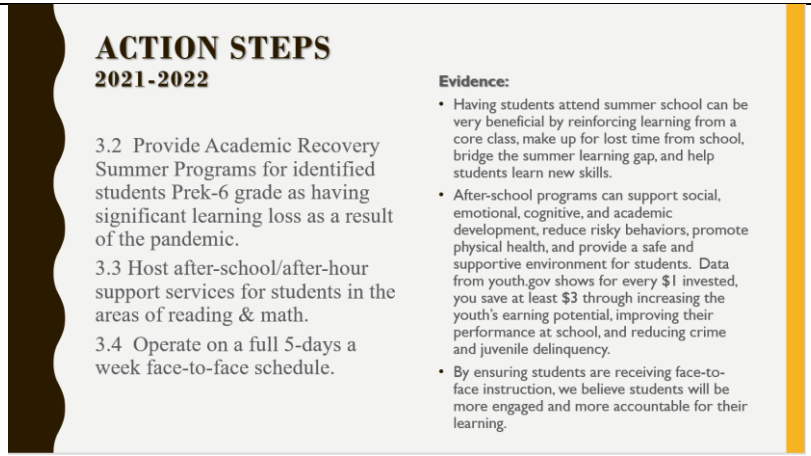

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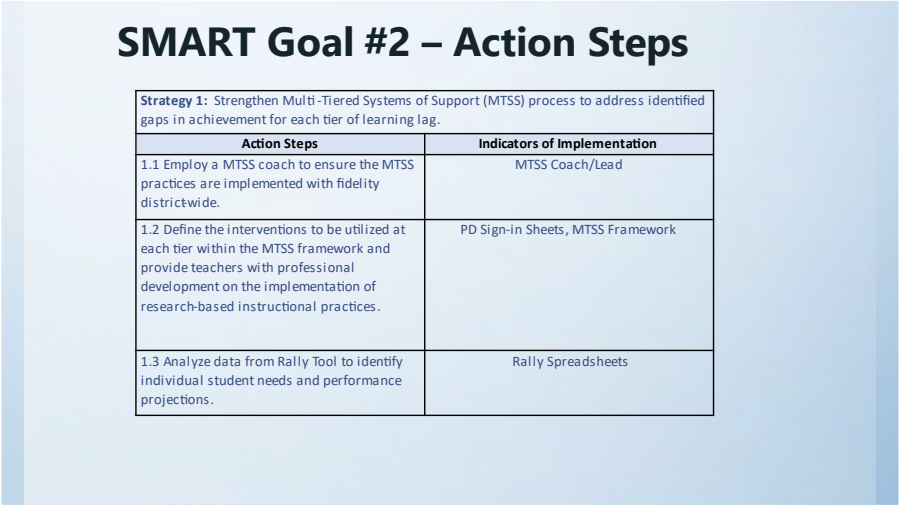
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

### SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

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**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| **Lenses of Assessment**<br>Assessing for Inquiry-based Learning:<br>• Immersion, Investigation, Coalescing, Going Public<br>• Read Aloud/Shared Reading<br>• Independent reading, writing, researching<br>• South Carolina College and Career Ready Standards for Inquiry<br>• Profile of the South Carolina Graduate | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

| **F. Schools in this district provide teacher and administrator training in reading and writing instruction.** | | | | |
|---|---|---|---|---|
| Professional Development<br>• Literacy Competencies for PreK-5th Grade Teachers<br>• Literacy Competencies for Administrators<br>• South Carolina College and Career Ready Standards<br>• Standards for Professional Learning<br>• Early Learning Standards for 4K<br>• REL Practice Guides on WWC<br>• Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study) | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** **Hampton County School District**
****Consolidated July 2021- Hampton 1 and Hampton 2****

## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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****Consolidated July 2021- Hampton 1 and Hampton 2****

| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name: Hampton County School District**
****Consolidated July 2021- Hampton 1 and Hampton 2****

| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

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**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

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

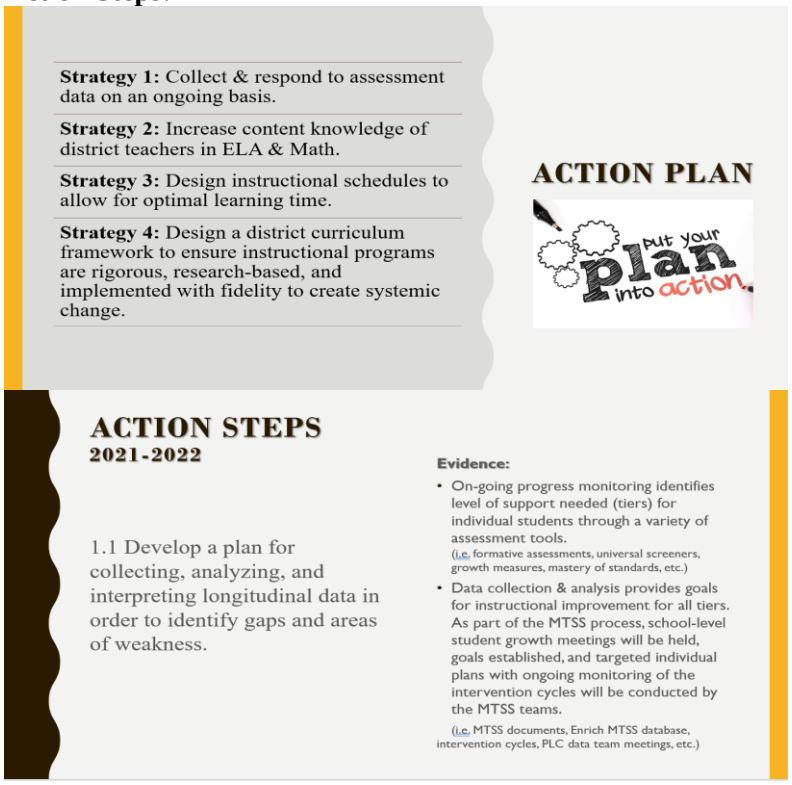
All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.

(i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)

- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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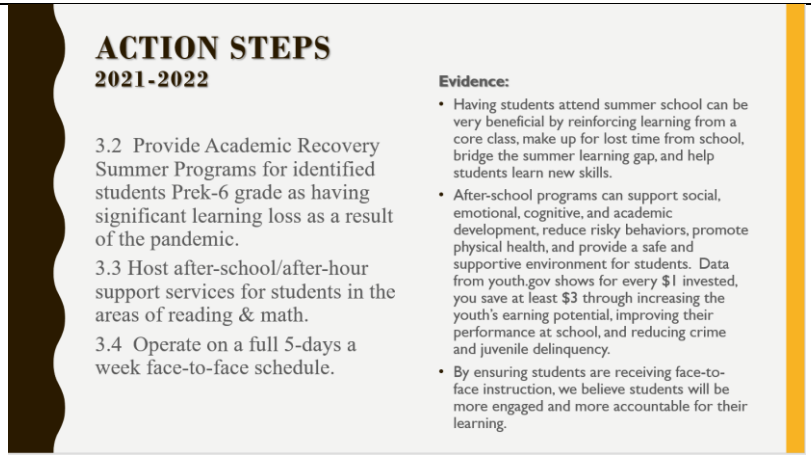

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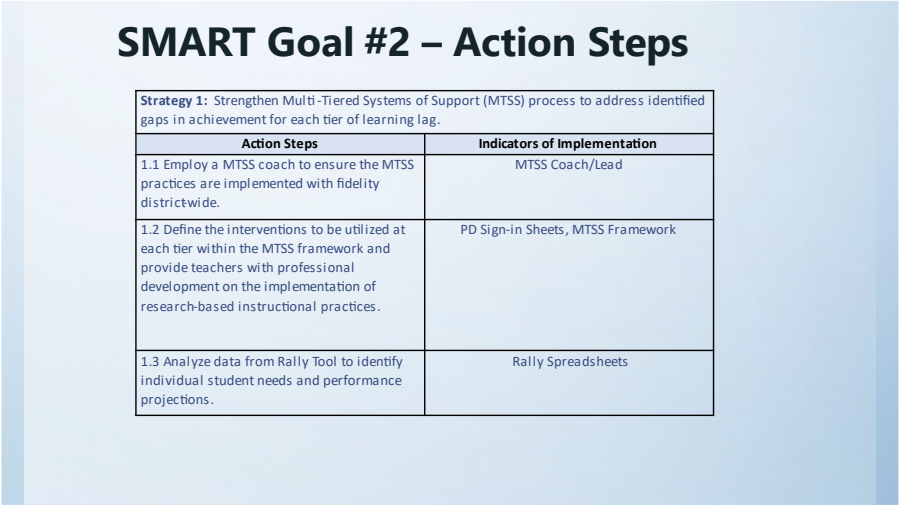
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

## SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

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**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| **Lenses of Assessment**<br>Assessing for Inquiry-based Learning:<br>• Immersion, Investigation, Coalescing, Going Public<br>• Read Aloud/Shared Reading<br>• Independent reading, writing, researching<br>• South Carolina College and Career Ready Standards for Inquiry<br>• Profile of the South Carolina Graduate | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

**F. Schools in this district provide teacher and administrator training in reading and writing instruction.**

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on WWC
- Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

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## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

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| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

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

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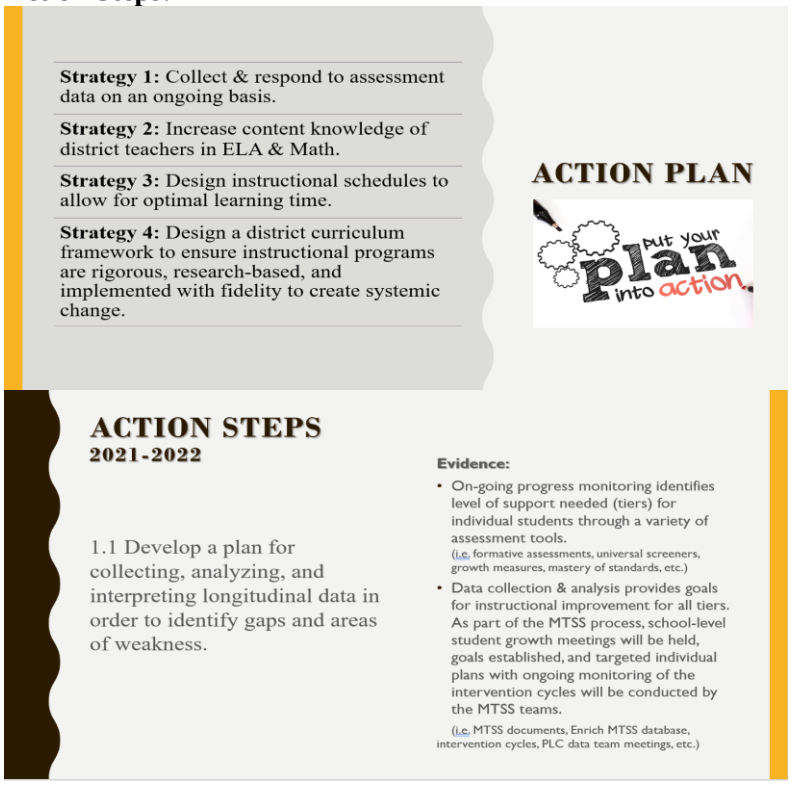
**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.

(i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)

- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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

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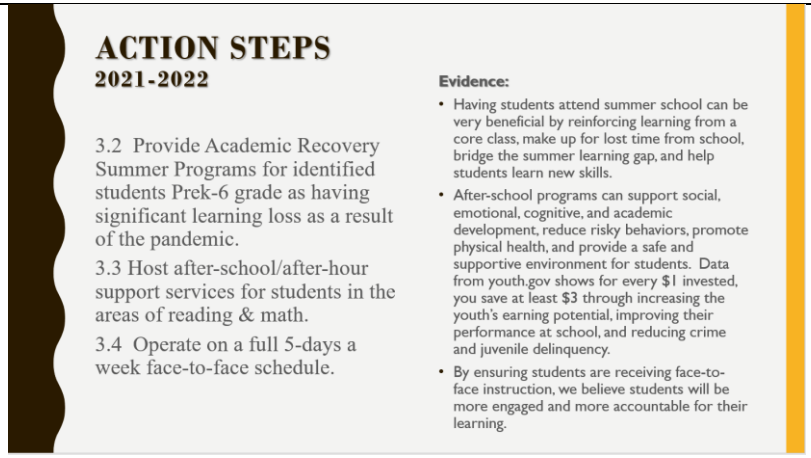

**ACTION STEPS**
**2021-2022**

3.2 Provide Academic Recovery Summer Programs for identified students Prek-6 grade as having significant learning loss as a result of the pandemic.

3.3 Host after-school/after-hour support services for students in the areas of reading & math.

3.4 Operate on a full 5-days a week face-to-face schedule.

**Evidence:**

- Having students attend summer school 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.
- After-school programs 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.
- By ensuring students are receiving face-to-face instruction, we believe students will be more engaged and more accountable for their learning.

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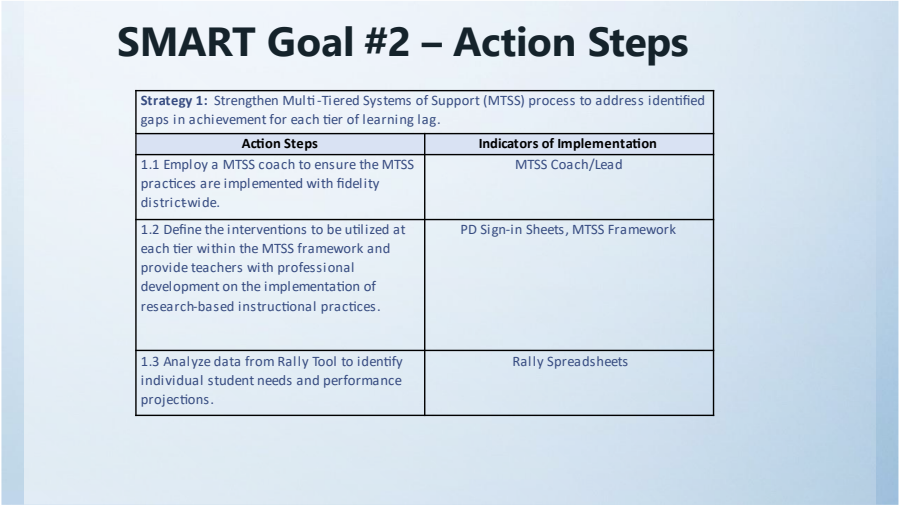
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

### SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

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**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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| **A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.** | | | | |
|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| **Lenses of Assessment**<br>Assessing for Inquiry-based Learning:<br>• Immersion, Investigation, Coalescing, Going Public<br>• Read Aloud/Shared Reading<br>• Independent reading, writing, researching<br>• South Carolina College and Career Ready Standards for Inquiry<br>• Profile of the South Carolina Graduate | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

| **F. Schools in this district provide teacher and administrator training in reading and writing instruction.** | | | | |
|---|---|---|---|---|
| Professional Development<br>• Literacy Competencies for PreK-5th Grade Teachers<br>• Literacy Competencies for Administrators<br>• South Carolina College and Career Ready Standards<br>• Standards for Professional Learning<br>• Early Learning Standards for 4K<br>• REL Practice Guides on WWC<br>• Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study) | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

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**Office of Early Learning and Literacy**
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****Consolidated July 2021- Hampton 1 and Hampton 2****

## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

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| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

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

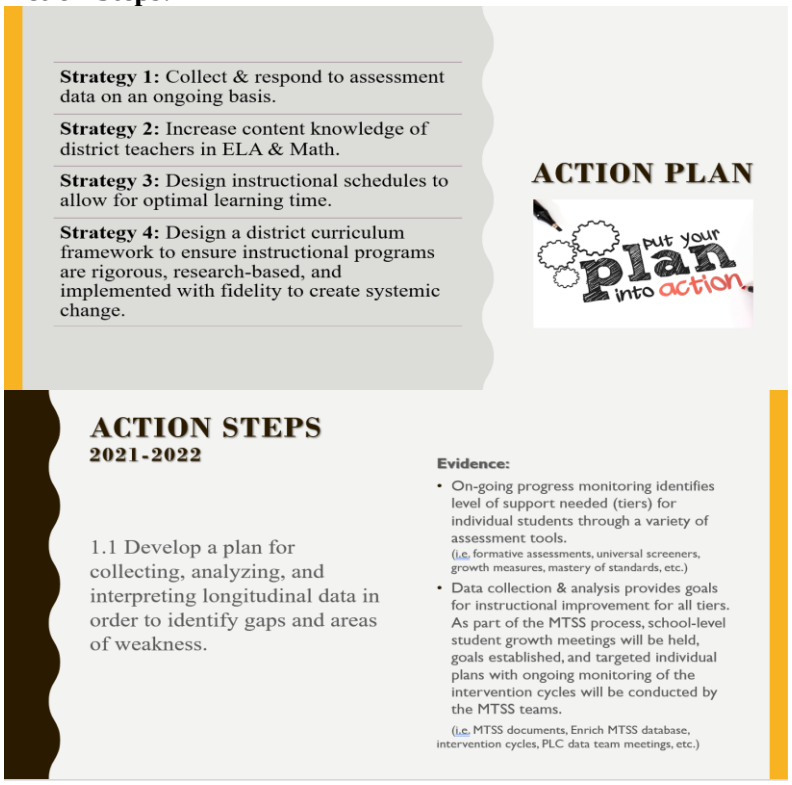
All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.

(i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)

- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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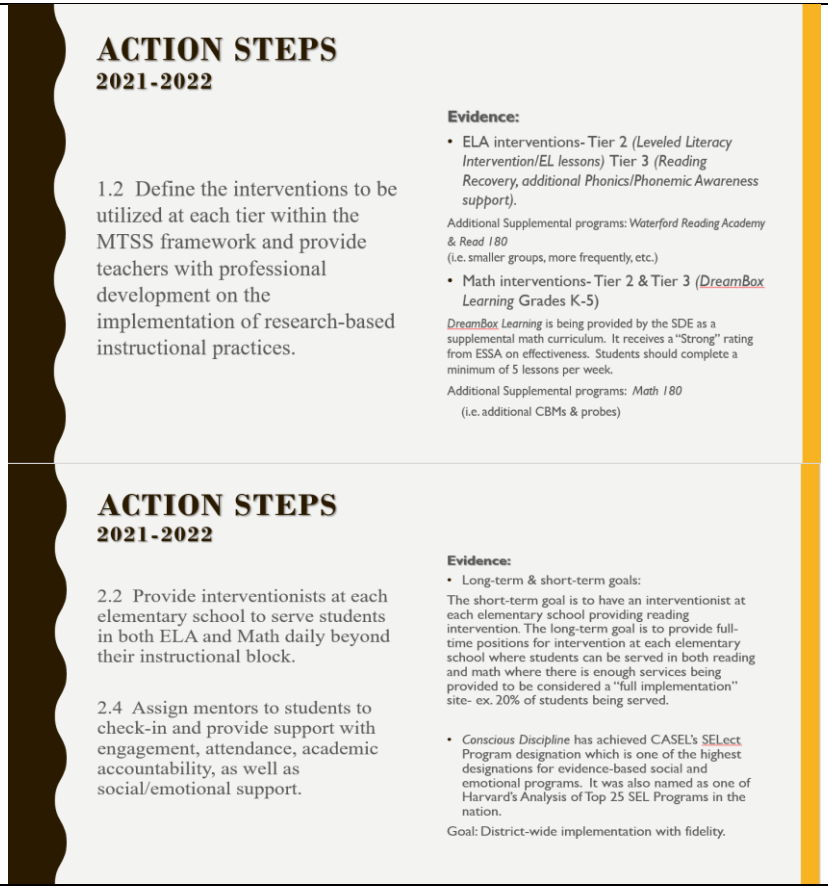

**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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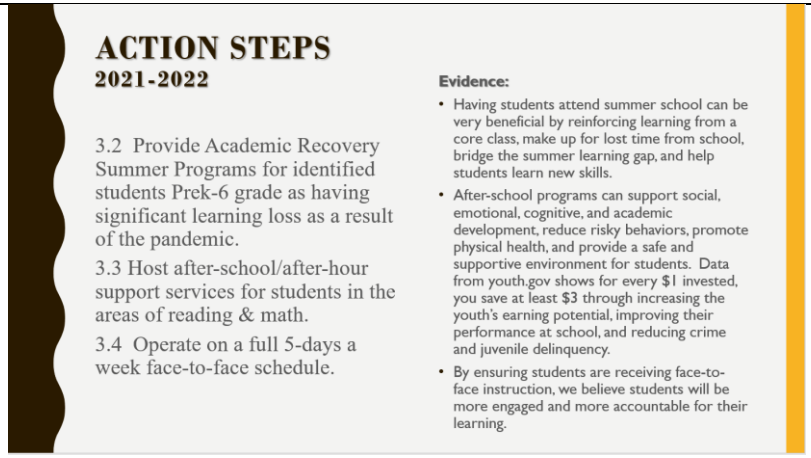
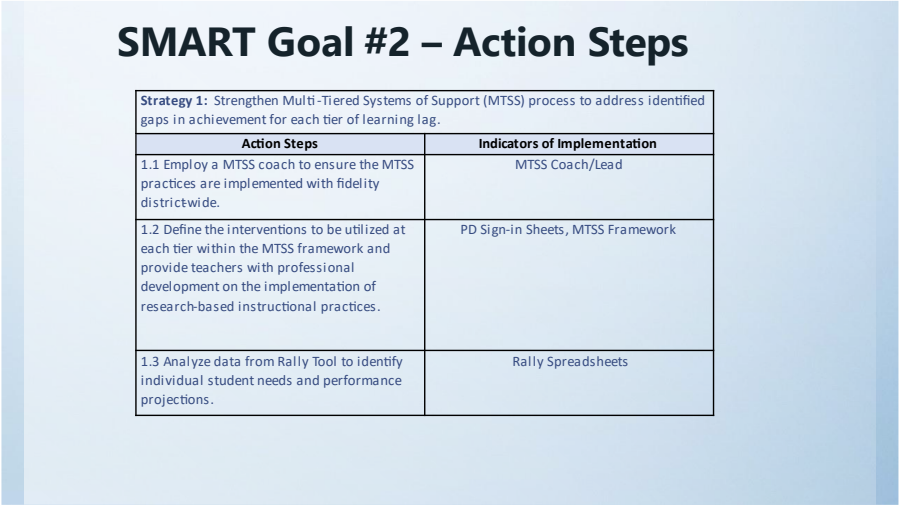


**Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data**

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #2:**

**Action Steps:**



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

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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** Hampton County School District
****Consolidated July 2021- Hampton 1 and Hampton 2****

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

All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

### SMART Goal #3 – Action Steps

| **Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.** | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

# STATE OF SOUTH CAROLINA
# DEPARTMENT OF EDUCATION

**ELLEN E. WEAVER**
*STATE SUPERINTENDENT OF EDUCATION*

**MEMORANDUM**

**TO:** Dr. Ronald Wilcox, Superintendent
Hampton County School District

**FROM:** Abbey S. Duggins, Ph.D.
Director, Office of Early Learning and Literacy

**DATE:** February 21, 2023

**RE:** Read to Succeed District Reading Plan Feedback

Per Section 59-155-140 of Act 284, Read to Succeed, a comprehensive review of district reading plans, including the assurances, supporting statements, goals, and action steps has been completed to ensure that progress towards at least ninety-five percent of all students are reading at grade level (Section 59-155-130).

It is the goal of the Office of Early Learning and Literacy (OELL) to ensure that districts and schools have the support needed in order to effectively develop and implement meaningful reading plans. Please contact Marie Gibbons at (803)734-0529 or mgibbons@ed.sc.gov should you have any questions.

| **2022-23 Read to Succeed District Reading Plan** | |
|---|---|
| ☒ | The district Read to Succeed reading plan is approved as written and submitted. |
| ☐ | The district Read to Succeed reading plan is approved as submitted, however, improvement suggestions for future plans are included in this feedback. |
| ☐ | The district Read to Succeed reading plan is not approved. |
| | The district Read to Succeed reading plan included:<br>☐ one goal.<br>☐ two goals.<br>☒ three goals. |

| 2022-23 | Third Grade Goal |
|---|---|
| Goal submitted | *Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of [previous school year] as determined by SC READY from __26____ % to ___23__ % in the spring of 2023.* |
| ☒ | Written as SMART goal |
| ☐ | Written as an incomplete SMART goal. (See * **NOTE** below.) |
| ☐ | No Third Grade Goal written |
| ☒ | Action steps for the third grade goal are appropriate. |
| ☐ | Action steps need attention. It is not necessary to resubmit the plan, however, attention should be given to creating more appropriate action steps in future plans. Suggestions include: |

| 2022-23 | Goal Two |
|---|---|
| Goal submitted | *By Spring 2023, HCSD will increase the percentage of students scoring "meets and exceeds" in ELA on SC READY by 3% points from 42% to 45%.* |
| ☒ | Written as SMART goal |
| ☐ | Written as an incomplete SMART goal. (See * **NOTE** below.) |
| ☒ | Action steps for goal two are appropriate. |
| ☐ | Action steps need attention. It is not necessary to resubmit the plan, however, attention should be given to creating more appropriate action steps in future plans. Suggestions include: |

| 2022-23 | Goal Three |
|---|---|
| Goal submitted | By Spring 2023, HCSD will increase the percentage of students scoring "meets or exceeds" in ELA on SC READY at or above the state's improvement rate to continue to close the achievement gap between HCSD and the state's average. |
| ☒ | Written as SMART goal |
| ☐ | Written as an incomplete SMART goal. (See * **NOTE** below.) |
| ☒ | Action steps for goal three are appropriate. |
| ☐ | Action steps need attention. It is not necessary to resubmit the plan, however, attention should be given to creating more appropriate action steps in future plans. Suggestions include: |

| Section I: Analysis of Data | |
|---|---|
| ☒ | The district used data from the Literacy Reflection Tool and other sources of data to determine areas of strength and areas of growth. |
| ☐ | There is some evidence of data being utilized to determine areas of strength and growth. |
| ☐ | There is no evidence of data being utilized to determine strengths and areas of growth. |

| Section J: 2021-22 District SMART Goals and Progress Toward those Goals | |
|---|---|
| ☒ | The district analyzed data and determined progress made toward the previous goals. |
| ☐ | There is limited evidence of data analysis to determine progress toward previous goals. |
| ☐ | There is no evidence of data analysis to determine progress toward previous goals. |

| Read to Succeed School Reading Plans | |
|---|---|
| ☒ | All schools for the district uploaded the Read to Succeed school reading plan (reflection tool) on the Formstack . |
| ☐ | Some schools for the district uploaded the Read to Succeed school reading plan (reflection tool). The following schools must upload the Read to Succeed school reading plan following the same guidelines as the other district schools: |

| Additional Feedback on the 2022-23 District Reading Plan | |
|---|---|
| | |

* **NOTE** - If goals written above were not written as SMART goals, it is not necessary to resubmit your plan, however we ask that you rewrite any goal indicated as a non-SMART goal and maintain on file per assurance in preparation for on-site monitoring of reading plan implementation. The assurance states, "The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships." A link is provided for additional support in writing SMART goals. Click here.

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** **Hampton County School District**
****Consolidated July 2021- Hampton 1 and Hampton 2****

**A. Schools in this district document and monitor the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.**

**Assessment**

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready, End of Course Assessment
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **A1**. Teachers use a comprehensive formative assessment system. | ☐ | ☐ | ☒ | 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 |
| **A2.** Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. | ☐ | ☐ | ☒ | |
| **A3.** Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). | ☐ | ☒ | ☐ | |
| **A4.** Teachers collect and analyze data to determine targeted, effective in-class intervention. | ☐ | ☐ | ☒ | |

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|---|---|---|---|---|
| | | | | **EVIDENCE**<br>A1. A2.<br>**Universal Screeners**<br>FastBridge & STAR<br>**Formative Assessments**<br>MAP, STAR<br>**Progress Monitoring**<br>Fountas & Pinnell, easyCBMs<br>**Benchmarks**<br>TE21<br>**Summative**<br>SC READY, EOC<br>A3.<br>**Data Team Mtgs./PLC**<br>MTSS, Student Growth Mtgs.<br>A4.<br>Designated intervention times in master schedule for classroom teachers and interventionists |

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**B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.**

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **B1.** Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. | ☐ | ☐ | ☒ | Teacher Observations, Schedules, Lesson Plans<br><br>**Evidence**<br>B1.<br>Pacing Guides, Curriculum Maps, Priority Standards<br>B2. B.3 B4. B5. B6.<br>New Tier 1 Curriculum 2021-2022 that includes 5 components of reading and the following structures:<br>*Interactive Read Aloud*<br>*Shared Reading*<br>*Phonics & Word Study*<br>*Writing Mini-Lessons* |
| **B2.** Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. | ☐ | ☒ | ☐ | |
| **B3.** Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. | ☐ | ☒ | ☐ | |
| **B4.** Teachers monitor student engagement in reading and writing and use this data to build stamina. | ☐ | ☐ | ☒ | |

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| **B. Schools in this district provide for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.** | | | | |
|---|---|---|---|---|
| **B5.** Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading. | ☐ | ☒ | ☐ | *Reading Mini-Lessons*<br>*Guided Reading*<br>*Book Clubs*<br>*Interactive Read Aloud*<br>B7.<br>Guided Reading, LLI groups, Fountas & Pinnell Classroom System<br>B9.<br>R2C Content Area R/W Course district-wide with J. Young |
| | **Rarely** | **Sometimes** | **Routinely** | |
| **B6.** Teachers use shared writing experiences to model accuracy and fluency in writing. | ☐ | ☒ | ☐ | |
| **B7.** Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts. | ☐ | ☐ | ☒ | |
| **B8.** Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring. | ☐ | ☐ | ☒ | |
| **B9.** Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | ☐ | ☒ | ☐ | |
| **B10.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. | ☐ | ☐ | ☒ | |

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**C. Schools in this district provide supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction

- Foundational Reading Skills
  - Listening Comprehension
  - Concepts about Print
  - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)

Small Group and Individual Instruction to Target and Intensify Instruction

| | Rarely | Sometimes | Routinely | Possible Sources of Evidence: |
|---|---|---|---|---|
| **C1.** Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. | ☐ | ☐ | ☒ | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors<br><br>**Evidence**<br>C1.<br>Guided Reading Lessons (need to strengthen Phonemic Awareness & Phonics lessons)<br>C2.<br>Student conferences (MTSS Enrich, growth plans, goal setting)<br>C3.<br>Master Schedules/Teacher schedules |
| **C2.** Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. | ☐ | ☒ | ☐ | |
| **C3.** Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. | ☐ | ☒ | ☐ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| **Lenses of Assessment**<br>Assessing for Inquiry-based Learning:<br>• Immersion, Investigation, Coalescing, Going Public<br>• Read Aloud/Shared Reading<br>• Independent reading, writing, researching<br>• South Carolina College and Career Ready Standards for Inquiry<br>• Profile of the South Carolina Graduate | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **D1.** 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. | ☐ | ☐ | ☒ | 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<br><br>**Evidence**<br>D1.-D7<br>Reading/Writing Workshop<br>SS & Science Reading Content<br>Classroom Libraries (genres)<br>Leveled Texts<br>Decodable Texts<br>Individual Student Displays |
| **D2.** Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. | ☐ | ☒ | ☐ | |
| **D3.** Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. | ☐ | ☒ | ☐ | |
| **D4.** Teachers ensure text and materials are organized and easily accessible by students**.** | ☐ | ☐ | ☒ | |
| **D5.** Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | ☐ | ☐ | ☒ | |
| **D6.** Teachers prominently display artifacts reflective of student learning**.** | ☐ | ☐ | ☒ | |
| **D7.** Teachers immerse students in print-rich environments. | ☐ | ☐ | ☒ | |

| **D. Schools in this district embed practices reflective of exemplary literacy-rich environments.** | | | | |
|---|---|---|---|---|
| | | | | Word Walls, Sound Walls, Environmental Print |

**E. Schools in this district ensure 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.**

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
|---|---|---|---|---|
| **E1.** Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. | ☐ | ☐ | ☒ | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries<br><br>**Evidence**<br>E1.-E5<br>Student Independent Reading Bags<br>Reading Logs/Inventories<br>Classroom Libraries |
| **E2.** Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | ☐ | ☒ | ☐ | |
| **E3.** Teachers reflect on and eliminate activities that interfere with text reading and writing. | ☐ | ☒ | ☐ | |
| **E4.** Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. | ☐ | ☐ | ☒ | |
| **E5.** Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. | ☐ | ☐ | ☒ | |

| **F. Schools in this district provide teacher and administrator training in reading and writing instruction.** | | | | |
|---|---|---|---|---|
| Professional Development<br>• Literacy Competencies for PreK-5th Grade Teachers<br>• Literacy Competencies for Administrators<br>• South Carolina College and Career Ready Standards<br>• Standards for Professional Learning<br>• Early Learning Standards for 4K<br>• REL Practice Guides on WWC<br>• Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study) | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **F1.** Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book clubs<br>○ Teacher action research<br>○ Collaborative planning<br>○ Peer coaching | ☐ | ☐ | ☒ | Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans<br><br>**Evidence**<br>F1.<br>Weekly PLCs<br>Collaborative Planning<br>EL Training<br>SDE PLOs<br>Coaching Support<br>F2.<br>Weekly PLCs<br>Collaborative Planning<br>SDE PLOs<br>Monthly Curriculum Mtgs.<br>Book Studies |
| **F2.** Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data:<br>○ Study groups<br>○ Collaboration with school coach<br>○ Book Clubs | ☐ | ☐ | ☒ | |

| **G. Schools in this district develop 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.** | | | | |
|---|---|---|---|---|
| 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.<br>• County libraries are used to increase the volume of reading in the community over the summer<br>• State and local arts organizations<br>• Volunteers<br>• Social service organizations<br>• School media specialists | ☐ | ☒ | ☐ | Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer<br><br>**Evidence**<br>G1-G2.<br>Artist-in-Residence<br>County Library<br>Rotary Club<br>TCL/USC SALK<br>Clemson Extension<br>Local Business |
| **G2.** Specific actions are taken to foster partnerships. | ☐ | ☒ | ☐ | |

| **H. Schools in this district utilize a system for helping parents understand how they can support the student as a reader at home.** | | | | |
|---|---|---|---|---|
| Family Support of Literacy Development | | | | |
| | **Rarely** | **Sometimes** | **Routinely** | **Possible Sources of Evidence:** |
| **H1.** Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | ☐ | ☒ | ☐ | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls<br><br>**Evidence**<br>H1<br>Parent Conferences<br>Weekly Newsletters<br>Remind App<br>Family Nights |

**South Carolina Department of Education**
**Office of Early Learning and Literacy**
**Read to Succeed District Exemplary Literacy Reflection Tool**
**District Name:** **Hampton County School District**
****Consolidated July 2021- Hampton 1 and Hampton 2****

## Section I: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| **A 1, 2, 3** The district documents and monitors the reading and writing assessments and instruction planned for all students. All ELA teachers in grades K-6 received professional learning for assessing students and providing appropriate interventions.<br>**A 4** K-6 teachers use data from Fountas and Pinnell Comprehensive Plan (MTSS/RTI) to consistently form intervention groups and provide targeted in-class intervention to increase reading achievement as measured by summative assessments aligned to grade-level standards. In addition to the F&P Benchmark system, the district uses TE21 reading benchmarks (three times a year) which are aligned to grade-level standards to measure student mastery in preparation for SC READY and End of Course testing. In FY 2020-2021, the district implemented MTSS screeners to identify potentially at-risk students, provide and track interventions, & progress monitor growth. In FY 2021-2022, the district will begin using a monitoring system through Enrich to progress monitor how students are responding to interventions and set individual growth goals. Currently we focus primarily on ELA but plan to add math & social & emotional screeners in the near future for all students. | **Although these are currently in place in our district, we need to strengthen our practices and make certain they are routinely being implemented.**<br>• **A 3, 4** Teachers collect and analyze data to determine targeted, effective **in-class** intervention.<br>• Classroom teachers consistently collect data to determine intervention groups but **analysis of this data** to provide targeted instruction needs to be strengthened. (Beyond the level)<br>  ○ More collaboration between teachers **and** students to develop personalized short term learning goals is needed. Teachers need to consistently use an ongoing systematic approach to **measure and track student progress to see how they are responding to the intervention** being provided **beyond** the scheduled progress monitoring (BOY, MOY, EOY) framework. Creating targeted action plans for individual students is an area identified for additional growth.<br>  ○ Teachers use formative assessment data to provide **feedback and in-class intervention that prepare students** for **summative assessments aligned to grade-level standards** and instruction has made progress but is not a strength across all classrooms.<br>  ○ **Follow up the screeners with target specific interventions based on data & track student progress with probes related to missing skill.** |

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| Strengths | Possibilities for Growth |
|---|---|
| **B1-B.10** The district conducted a curriculum audit to make a fiscally responsible decision in utilizing ESSER funds to purchase a new Tier 1 curriculum. The goal is "stop just pulling people out of the river, but instead go upstream and find out why they're falling in" (Tutu). By focusing on excellent core instruction, we will increase the number of students at grade level.<br><br>• **C 3** –Teachers of Grades K-3 have been very intentional to provide targeted, effective in-class intervention with individual and small-group instruction; Tier 2 students have had 30 minutes in addition to 90 minutes of daily reading and writing instruction. Grades 4-6 also have made progress in this area by increasing instructional minutes and additional in-class interventions. Additional on-going PD support was provided to instructional coaches in the use of supplemental intervention materials such as Leveled Literacy Intervention (LLI). The district has an in-house Reading Recovery Teacher Leader to also provide support to teachers. One of the district goals in the strategic plan is to continue to work toward having all teachers K-3 participate in ELL training to strengthen their understanding of the reading process and how to support struggling readers.<br><br>• **D8.** Teachers use the South Carolina College and Career Ready Standards when planning instruction. Teachers unpack standards and design learning tasks that correlate to students demonstrating mastery of the standard. | • **B2** With a new Tier 1 curriculum, the district will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. K-3 Teachers will provide explicit systematic phonics instruction daily in their classrooms.4th – 8th grade teachers will maintain a goal-setting process where teachers confer with students about current work, its relationship to their goals, and strategies they use to reflect and improve their learning.<br><br>• **C 1, 2, 3** The district 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. Each school consistently provides weekly PLC support for teachers by instructional coaches.<br>o C 1 **Some teachers consistently** notice, teach, and prompt for the use of strategic reading behaviors. The goal is to have **all** teachers knowledgeable in the reading process to consistently & appropriately provide strategic support. (i.e.- LLI Kits)<br>o C 2 Teachers & Students Collaborate to set goals<br>▪ Teachers consistently display student work to model progress towards achieving goals. **Students** should also be able to articulate what they are working on as well. |

| Strengths | Possibilities for Growth |
|---|---|
| • **F1.** Teachers participate in professional learning opportunities based on data through: study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, peer coaching | ○ C 3 Targeted additional 30 minutes of **in-class intervention** (in addition to whole group and small group) for struggling readers in the classroom. Several schools have created a designated time within master schedules (i.e. FLEX) to ensure intervention is being provided **as a supplement by the classroom teacher**.<br>• **H6** Teachers will prominently display artifacts reflective of student learning as a basis for providing feedback to help students improve and further develop knowledge and skills. |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| Goal #1: | Progress: |
|---|---|
| **Hampton 1 R2S 2020 Goal**<br>By June 2021, HD1 will increase the number of third grade students who score Meets or Exceeds as reported on the 2019 district report card determined by SC READY from 41.9% to 45%. | **Hampton 1 Spring 2021 Data**<br>3rd Grade SC READY ELA data for 2021= 40.9% of students scoring Meets & Exceeds. During a year of COVID with modified schedules (ie. Half-day schedules, hybrid schedules, and virtual learning), we were able to almost maintain our performance level to pre-pandemic scores. Getting students back into school, face-to-face, we believe we can see additional growth. (2019=41.9% 2021= 40.9%) |
| **Hampton 2 R2S 2020 Goal**<br>By June 2021, HD2 will reduce the percentage of third graders performing below grade level as determined by Renaissance STAR spring benchmark reading proficiency assessment from 93% (Fall) to 67% (Spring). | **Hampton 2 Spring 2021 Data**<br>3rd grade students scoring below grade level decreased from 93% (42 students) in the fall to 7% (3 students) in the spring as measured by STAR spring benchmark/3rd grade reading proficiency assessment.<br>(83% of 3rd Grade students scored DNM on ELA SC READY in 2021) |

**Section J: Previous 2020–21 SMART Goals and Progress Toward Those Goals**

Please provide your previous district goals from the 2020-21 school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s).

| | |
|---|---|
| | **Please note, we are now a consolidated district with Hampton 2 so 2022 will be a baseline data year when combining district scores. ** |
| **Goal #2:**<br><br>**Hampton 2 R2S 2020 Goal**<br>By June 2021 teachers will use shared writing experiences to scaffold student success and build fluency as measured by content area writing samples/exemplars, writing activities on learning plans, and student writing artifacts. | **Progress:**<br><br>**Hampton 2 R2S 2020 Goal**<br><br>**1**. Provide students with multiple opportunities to practice writing over extended time frames (e.g., time for research, revision, and reflection) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (Met)<br><br>2. Incorporate writing instruction and writing tasks into all content areas across the curriculum. (Met)<br><br>3. Facilitate discussions that allow students to respond to a text they read through such methods as writing a personal reaction, writing an interpretation of the text, or providing an analysis of some part of the text such as a character or an event. (Met)<br><br>4. Teachers will model the use of various forms of writing instruction and writing tasks related to their content area. (i.e.- a high school social studies teacher models how to write a persuasive essay using a current political news topic). (Met)<br><br>5. Collect student artifacts on SCCCR writing standards (Not Met) |

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

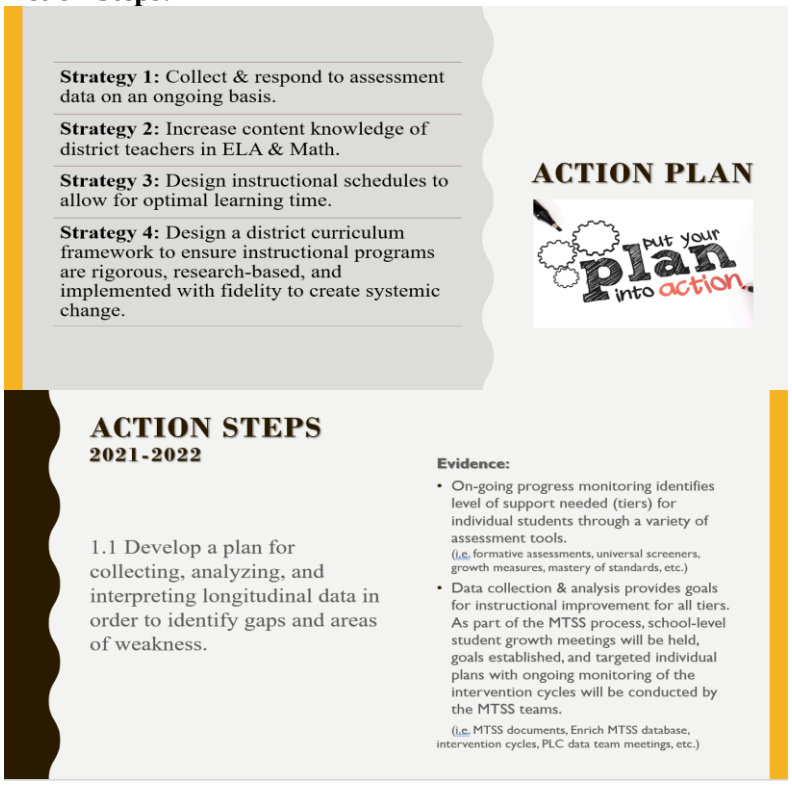
All districts serving students in third grade MUST respond to the third grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. Districts may continue to use the same SMART goals from previous years or choose new goals. Districts are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

**Goal #1:**

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from __42__ % to ___39__ % in the spring of 2022.

Hampton 1= 32% (130 students)
Hampton 2=70% (46 students)

**Action Steps:**



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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "meets" or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | SC | |
|---|---|---|---|---|---|---|---|---|
| 42% | 41% | 23% | 44% | 39% | 13% | 33.6% | 42.6% | -9% |

**Academic Recovery Improvement Plan Goal**

**Goal #1:**
By Spring 2025, HCSD will increase the percentage of students scoring "meets" or "exceeds" on SC READY ELA state assessment by 10 percentage points in grades 3-5.
2.5-3% yearly increase

## ACTION STEPS
**2021-2022**

2.1 Provide in-house Early Literacy (El) training to increase foundational reading knowledge base of K-2 teachers by completing the coursework.

2.5 Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction.

**Evidence:**

- 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 the program as follows: Alphabetics (++), Comprehension (+), Reading Achievement (++), and Reading Fluency (+).
- 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 and Tier 3 students. This curriculum targets all five core components of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary.

## ACTION STEPS
**2021-2022**

3.1 Create a grade-specific learning framework for ELA & Math instruction based on research-based practices outlining specific instructional time expectations.

3.3 Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings.

**Evidence:**

- Create a grade-specific, content area specific, framework with recommendations and expectations from evidence-based resources such as *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade*, to ensure teachers' schedules provide adequate time and instruction in research-based content specific domains.
  (i.e. Schedules should include at least 120 min. of daily literacy instruction and 90 minutes of math in K-3. Recommended time for students who are significantly behind grade level may need 200 minutes or more of daily literacy instruction.)
- By increasing collaboration and vertical articulation between & among grade levels, it equips instructional staff with the opportunity to plan, scaffold, & reflect on effective instructional practices. Also, PLCs and Coaching cycles strengthen support for teachers through consistent, focused and purposeful coaching by analyzing classroom observational data and teacher needs and providing opportunities for teachers to receive ongoing support embedded into their weekly schedules.

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## DATA ANALYSIS
### SPRING 2021
### GRADES 3-5

- Projected combined HCSD ELA scores (% scoring "approaches", "meets", or "exceeds")

| BHPS | BES | FES | VES | HES | EES | HCSD | |
|---|---|---|---|---|---|---|---|
| 60% | 77% | 51% | 80% | 72% | 39% | 63% | +30% pt |

**Academic Recovery Improvement Plan Goal**

**Goal #2:**
By Spring 2025, HCSD will increase the percentage of students scoring "approaches, "meets", or "exceeds" on SC READY ELA state assessment by 12 percentage points in grades 3-5. 3% yearly increase

## ACTION STEPS
**2021-2022**

4.2 Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards.

1.3 Conduct a curriculum audit to determine fiscally responsible use of funds and identify and purchase supplemental resources as needed.

**Evidence:**

- The Instruction Hub, created by Safari Montage, is a central comprehensive digital library for teachers in all districts to access high quality, effective resources aligned to South Carolina College & Career Ready Standards. This resource will be available to teachers and encouraged to be used by instructional leaders throughout the district. By increasing the rigor and quality of lessons, instruction improves for all students.

(i.e. Usage of cite, lesson plans, etc.

- Reduce the number of students in Tier 2 and Tier 3 by providing a comprehensive, rigorous Tier 1 curriculum for all students.

(i.e. Curriculum Audit)

**Strategy 1:** Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag..

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to "at-risk" students (Time, Focus, Type).

**Strategy 3:** Increase learning opportunities for students identified as at-risk.

## ACTION PLAN

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

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**ACTION STEPS**
**2021-2022**

1.2 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.

**Evidence:**

- ELA interventions- Tier 2 *(Leveled Literacy Intervention/EL lessons)* Tier 3 *(Reading Recovery, additional Phonics/Phonemic Awareness support)*.

Additional Supplemental programs: *Waterford Reading Academy & Read 180*
(i.e. smaller groups, more frequently, etc.)

- Math interventions- Tier 2 & Tier 3 *(DreamBox Learning* Grades K-5)

*DreamBox Learning* is being provided by the SDE as a supplemental math curriculum. It receives a "Strong" rating from ESSA on effectiveness. Students should complete a minimum of 5 lessons per week.

Additional Supplemental programs: *Math 180*
(i.e. additional CBMs & probes)

**ACTION STEPS**
**2021-2022**

2.2 Provide interventionists at each elementary school to serve students in both ELA and Math daily beyond their instructional block.

2.4 Assign mentors to students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support.

**Evidence:**

- Long-term & short-term goals:

The short-term goal is to have an interventionist at each elementary school providing reading intervention. The long-term goal is to provide full-time positions for intervention at each elementary school where students can be served in both reading and math where there is enough services being provided to be considered a "full implementation" site- ex. 20% of students being served.

- *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.

Goal: District-wide implementation with fidelity.

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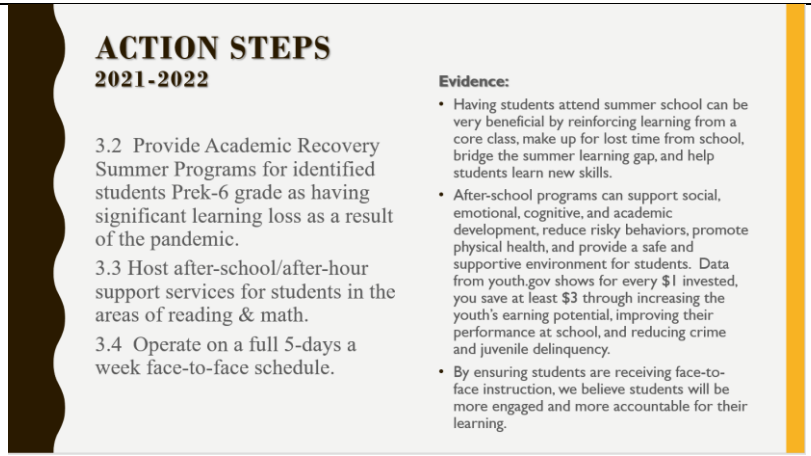

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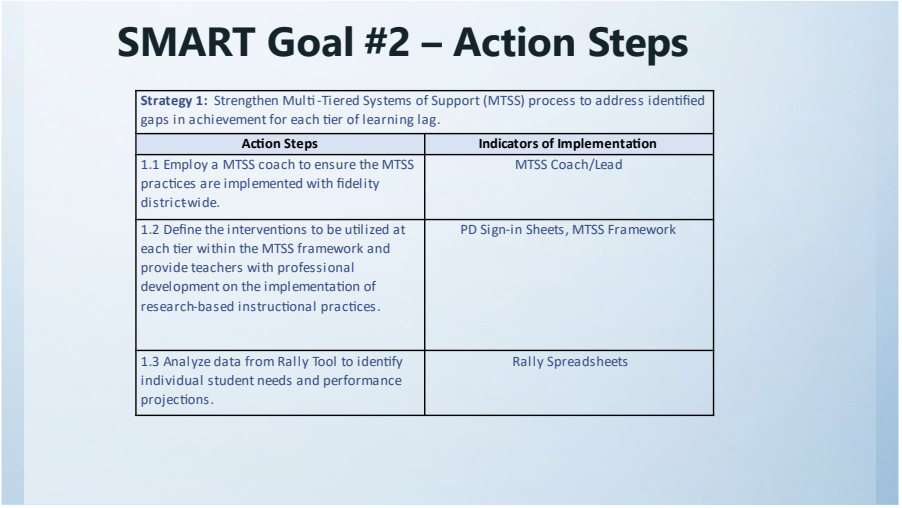
**Goal #2:**

**Action Steps:**



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### Baseline Data

*Interim Performance Goal: Meet annual targets below.*

| *Data Source(s)* | *Average Baseline* | | *2020/21* | *2021/22* | *2022/23* | *2023/24* | *2024/25* |
|---|---|---|---|---|---|---|---|
| Rally Spring Analysis- Norm Referenced Test Growth Grade 1 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 2 Middle and High Achievement Quartile | Fall 46% | *Projected Data* | 42% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 3 Middle and High Achievement Quartile | Fall 29% | *Projected Data* | 25% | 16% | 11% | 6% | 6% |
| | | *Actual Data* | 21% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 4 Middle and High Achievement Quartile | Fall 32% | *Projected Data* | 28% | 19% | 14% | 9% | 5% |
| | | *Actual Data* | 24% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 5 Middle and High Achievemnet Quartile | Fall 51% | *Projected Data* | 47% | 31% | 26% | 21% | 16% |
| | | *Actual Data* | 36% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 6 Middle and High Achievement Quartile | Fall 48% | *Projected Data* | 44% | 24% | 19% | 14% | 9% |
| | | *Actual Data* | 29% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 7 Middle and High Achievment Quartile | Fall 44% | *Projected Data* | 40% | 32% | 27% | 22% | 17% |
| | | *Actual Data* | 37% | | | | |
| Rally Spring Analysis- Norm Referenced Test Growth Grade 8 Middle and High Achievement Quartile | Fall 38% | *Projected Data* | 34% | 27% | 22% | 17% | 12% |
| | | *Actual Data* | 32% | | | | |

### SMART Goal #2 – Action Steps

**Strategy 2:** Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning to identified "atrisk" students (Time, Focus, Type).

| Action Steps | Indicators of Implementation |
|---|---|
| 2.1 Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7 -12) (Grades 9-12) Local Board Approved Courses- English Essentials, Math Foundations | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2.2 Provide interventionists at each elementary school to serve students in both ELA and math. | MTSS database, employment of 6 interventionists for next 3year |
| 2.3 Build intervention service times into the school -wide schedule so students are receiving services outside their instructional blocks. | Master Schedule, Instructional Block, Intervention Schedules |
| 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) | Conscious Discipline PD, Attendance Records, Grades |
| 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) | MTSS Framework |

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**Goal #3:**

## Section K: 2021-22 District SMART Goals and Progress Toward those Goals

### SMART Goal #3

**By 2026, HCSD will strategically reduce the number of student failures by 25% percent by providing opportunities for both annual and catch -up growth for students in grades K-12 and by providing intervention programs as measured by classroom grades and/or district formative assessments**

**Action Steps:**

## SMART Goal #3 – Action Steps

| **Strategy 1:** Increase learning opportunities for students identified as at-risk. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 1.1 Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and parapro in the lab with them) | Acellus Course completions |
| 1.2 Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic. | 20 Teachers, 10 Parapros, 6 Bus Drivers, Summer School Schedule, Min. of 100 hours each summer |
| 1.3 Host after-school/after-hour support services for students in the areas of reading & math. | After-School Attendance Records |
| 1.4 Operate on a full 5 days a week face-to-face schedule. | District Learning Plan, District Calendar |
| 1.5 Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant leaning lag. (Grades 9-12) | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |

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***Interim Performance Goal: Meet interim targets below.***

| ***Data Source(s)*** | ***Average Baseline*** | | ***S1 2021/22*** | ***F1 2021/22*** | | | |
|---|---|---|---|---|---|---|---|
| Students identified at-risk for failure in PowerSchool grading. 1st Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 2nd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 3rd Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 4th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 5th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 6th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 7th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 8th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |
| Students identified at-risk for failure in PowerSchool grading. 9th-12th Grade | F1 | ***ELA*** | | | | | |
| | | ***Math*** | | | | | |

### SMART Goal #3 – Action Steps

| Strategy 2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent. | |
|---|---|
| **Action Steps** | **Indicators of Implementation** |
| 2.1 Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Attendance meetings with student, parent, and administration |
| 2.2 Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Upload school created attendance videos on district website. |

# District Strategic Plan
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## Mission

HCSD provides all students with the highest quality education that equips them to succeed in an evolving world.

## Vision

***"The vision of Hampton County School District is",***

Empowering students to achieve
excellence and positively impact the global community.

# District Strategic Plan Signature Page

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

| | |
|---|---|
| **District:** | Hampton County School District |
| **SIDN:** | 2503 |
| **Plan Submission:** | School does not utilize Cognia |
| **Address 1:** | 372 Pine Street East |
| **Address 2:** | |
| **City:** | Varnville, SC |
| **Zip Code:** | 29944 |
| **District Plan Contact Person:** | Carole H. McGrath |
| **District Plan Contact Phone:** | 803-903-1024 |
| **District Plan E-mail Address:** | cmcgrath@hcsdsc.org |

**Required Signature Page**

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the District Strategic Plans**

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | 4-18-23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | 4-18-23<br>Date |
| ***District Read To Succeed Literacy Leadership Team Lead*** | | |
| Kristy Wood<br>Printed Name | Kristy Wood<br>Signature | 4/17/23<br>Date |
| ***District Gifted and Talented Coordinator*** | | |
| Jack Hutto<br>Printed Name | Jack Hutto<br>Signature | 4/17/2023<br>Date |
| ***District Strategic Planning Contact Person*** | | |
| Carole McGrath<br>Printed Name | Carole H McGrath<br>Signature | 4/17/2023<br>Date |

# School Renewal Plan Cover Page

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

| | |
|---|---|
| **School Name:** | Ben Hazel Primary |
| **SIDN:** | 2503010 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | PK To 3 |
| **District:** | Hampton County School District |
| **Address 1:** | 628 Railroad Avenue West |
| **Address 2:** | |
| **City:** | Hampton, SC |
| **Zip Code:** | 29924 |
| **School Renewal Plan Contact Person:** | Brandy Braxton Noll |
| **School Plan Contact Phone:** | 803 943-3659 |
| **School Plan E-mail Address:** | bnoll@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Dr. Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Brandy Braxton Noll<br>Printed Name | Brandy B Noll<br>Signature | 3-28-23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | 4-18-23<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Michelle Purdy<br>Printed Name | Michelle H. Purdy<br>Signature | 3-28-23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Michelle Purdy<br>Printed Name | Michelle H. Purdy<br>Signature | 3-28-23<br>Date |

# School Renewal Plan Cover Page
# (Mandated Component)

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

| | |
|---|---|
| **School Name:** | Brunson Elementary |
| **SIDN:** | 2503006 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Range From:** | PK To 6 |
| **District:** | Hampton County School District |
| **Address 1:** | P.O. Box 130 |
| **Address 2:** | |
| **City:** | Brunson, SC |
| **Zip Code:** | 29911 |
| **School Renewal Plan Contact Person:** | Joel R. Vaughn |
| **Contact Phone:** | 803-398-5584 |
| **E-mail Address:** | jvaughn@hcsdsc.org |

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. ï¿½ï¿½59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald Wilcox<br>Printed Name | Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Joel R. Vaughn<br>Printed Name | Signature | 4/12/23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Signature | 4-18-23<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Lacy Vaughn<br>Printed Name | Signature | 4/12/23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |

| | | |
|---|---|---|
| Misty Cope<br>Printed Name | Misty D Cope<br>Signature | 4/12/23<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Estill Elementary |
| **SIDN:** | 2503008 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Range From:** | PK To 5 |
| **District:** | Hampton County School District |
| **Address 1:** | 636 4th Street |
| **Address 2:** | |
| **City:** | Estill, SC |
| **Zip Code:** | 29918 |
| **School Renewal Plan Contact Person:** | Julia Lee |
| **Contact Phone:** | 8036255030 |
| **E-mail Address:** | jlee@hcsdsc.org |

### Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. ï¿½ï¿½59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald Wilcox<br>Printed Name | Ronald Wilcox<br>Signature | 4-20-23<br>Date |
| ***Principal*** | | |
| Julia Lee<br>Printed Name | Julia B. Lee<br>Signature | 4.17.2023<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | 4/20/2023<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Lotoria Edwards<br>Printed Name | Lotoria Edwards<br>Signature | 4.17.2023<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Brannette Cohen<br>Printed Name | Brannette Cohen<br>Signature | 4.17.2023<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Fennell Elementary |
| **SIDN:** | 2503007 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | PK To 6 |
| **District:** | Hampton County School District |
| **Address 1:** | 131 Yemassee Hwy. |
| **Address 2:** | |
| **City:** | Yemassee, SC |
| **Zip Code:** | 29945 |
| **School Renewal Plan Contact Person:** | Bernard Sanders |
| **School Plan Contact Phone:** | 803-398-5591 |
| **School Plan E-mail Address:** | BSanders@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Dr. Ronald Wilcox<br>Printed Name | Ronald C Wilcox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Bernard Sanders<br>Printed Name | Bernard Sanders<br>Signature | 3/31/2023<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | 4-18-23<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Cheryl Greene<br>Printed Name | Cheryl C. Greene<br>Signature | 3-31-2023<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Violet Salisbury<br>Printed Name | Violet Smith Salisbury<br>Signature | 3-31-23<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Hampton Elementary |
| **SIDN:** | 2503005 |
| **Plan Submission:** | |
| **Grade Span:** | 4 To 6 |
| **District:** | Hampton County School District |
| **Address 1:** | 505 Hoover Street South |
| **Address 2:** | |
| **City:** | Hampton, SC |
| **Zip Code:** | 29924 |
| **School Renewal Plan Contact Person:** | Joe Hadwin |
| **School Plan Contact Phone:** | 8039433251 |
| **School Plan E-mail Address:** | jhadwin@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald W. Cox<br>Printed Name | Ronald W. Cox<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Joe N. Hadwin, Jr<br>Printed Name | Joe N. Hadwin, Jr.<br>Signature | 3/16/23<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | 4-18-23<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Clarissa Geddis<br>Printed Name | Clarissa Geddis<br>Signature | 3/16/23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Trina C. Tant<br>Printed Name | Trina C. Tant<br>Signature | 3/16/23<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Varnville Elementary |
| **SIDN:** | 2503009 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | PK To 3 |
| **District:** | Hampton County School District |
| **Address 1:** | 395 East Pine Street |
| **Address 2:** | P.O. 367 |
| **City:** | Varnville, SC |
| **Zip Code:** | 29944 |
| **School Renewal Plan Contact Person:** | Peggy Bing O'Banner |
| **School Plan Contact Phone:** | 8039432376 |
| **School Plan E-mail Address:** | pobanner@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Dr. Ronald Wilcox<br>Printed Name | Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Peggy Bing O'Banner<br>Printed Name | Signature | 3/27/2023<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Signature | 4-18-23<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Allyson Rivers<br>Printed Name | Signature | 03/27/23<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Robin Taylor<br>Printed Name | Signature | 3/27/2023<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | Estill Middle |
| **SIDN:** | 2503004 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | 6 To 8 |
| **District:** | Hampton County School District |
| **Address 1:** | 1450 Columbia Highway, Suite B |
| **Address 2:** | |
| **City:** | Estill, SC |
| **Zip Code:** | 29918 |
| **School Renewal Plan Contact Person:** | Shronda Taylor |
| **School Plan Contact Phone:** | 803-625-5200 |
| **School Plan E-mail Address:** | shtaylor@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Ronald W. Lee<br>Printed Name | Ronald W. Lee<br>Signature | 4-18-23<br>Date |
| ***Principal*** | | |
| Shronda Taylor<br>Printed Name | Shronda Taylor<br>Signature | 3/30/2023<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Hannah Priester<br>Printed Name | Hannah Priester<br>Signature | 4-18-23<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Alecia Findlay<br>Printed Name | A. Findlay<br>Signature | 3/30/2023<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Shronda Taylor<br>Printed Name | Shronda Taylor<br>Signature | 3/30/2023<br>Date |

# School Renewal Plan Cover Page

## Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28

| | |
|---|---|
| **School Name:** | North District Middle |
| **SIDN:** | 2503003 |
| **Plan Submission:** | School does not utilize Cognia |
| **Grade Span:** | 7 To 8 |
| **District:** | Hampton County School District |
| **Address 1:** | P.O. Box 368 |
| **Address 2:** | |
| **City:** | Varnville, SC |
| **Zip Code:** | 29944 |
| **School Renewal Plan Contact Person:** | Dr. Jonathan M. Goodman, II |
| **School Plan Contact Phone:** | 803.903.1501 |
| **School Plan E-mail Address:** | jgoodman@hcsdsc.org |

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

| | | |
|---|---|---|
| ***Superintendent*** | | |
| Printed Name | Signature | Date: 4-18-23 |
| ***Principal*** | | |
| Printed Name | Signature | Date: 3/30/23 |
| ***Chairperson, District Board of Trustees*** | | |
| Printed Name | Signature | Date: 4-18-23 |
| ***Chairperson, School Improvement Council*** | | |
| Printed Name | Signature | Date: 3/30/23 |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Printed Name | Signature | Date: 3/30/23 |

## Assurances for District Strategic Plan

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

| | |
|---|---|
| **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**<br>(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)) | |
| Yes | **Academic Assistance, PreK–3**<br>The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). |
| Yes | **Academic Assistance, Grades 4–12**<br>The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). |
| Yes | **Parent Involvement**<br>The district encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| Yes | **Staff Development**<br>The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development. |
| Yes | **Technology**<br>The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis. |
| Yes | **Innovation**<br>The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| Yes | **Collaboration**<br>The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system). |
| Yes | **Developmental Screening**<br>The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location. |
| Yes | **Half-Day Child Development**<br>The district 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. |
| Yes | **Developmentally Appropriate Curriculum for PreK–3**<br>The district 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 levels and take into account the student's social and cultural context. |
| Yes | **Parenting and Family Literacy**<br>The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. |
| Yes | **Recruitment**<br>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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. |
| Yes | **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**<br>The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities. |
| **Students Health and Fitness Act Assurance**<br>(S.C. Code Ann. § 59-10-330) | |

| | |
|---|---|
| Yes | Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60. |

**Education and Economic Development Act Assurances for Districts**
(S.C. Code Ann. § 59-59-10 *et seq.*)
The superintendent certifies that:

| | |
|---|---|
| Yes | Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model. |
| Yes | All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula. |
| Yes | Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (*Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.*) |
| Yes | Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation. |
| Yes | All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors. |
| Yes | All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so). |
| Yes | All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so). |
| Yes | All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major). |
| Yes | Each high school in the district is organized around a minimum of three of the 16 national career clusters. |
| Yes | Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma. |
| Yes | Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model. |
| Yes | Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation. |
| Yes | Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit. |

**Read To Succeed Assurances (Act 284)**
(S.C. Code Ann. § 59-155-180 *et seq.*)

| | |
|---|---|
| Yes | **District Reading Plan**<br>The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships. |
| Yes | **4K and 5K Readiness Assessment**<br>The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school. |
| Yes | **Third Grade Retention**<br>The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year. |
| Yes | **Reading Coaches**<br>The district supports school based reading coaches in every elementary school. |
| Yes | **Interventions**<br>The district provides interventions based on data for all students identified. |
| Yes | **Summer Reading Camps**<br>The district offers summer reading camps for those students identified. |

**Gifted and Talented Assurances**
(SBE Regulation 43-220)
**Students Served**
The district serves:

| | |
|---|---|
| Yes | Academically gifted and talented students in elementary school (grades 3–5). |
| Yes | Academically gifted and talented students in middle school (grades 6–8). |
| Yes | Academically gifted and talented students in high school (grades 9–12). |
| No | Artistically gifted and talented students in elementary school (grades 3–5). |
| No | Artistically gifted and talented students in middle school (grades 6–8). |
| No | Artistically gifted and talented students in high school (grades 9–12). |
| No | Academically gifted and talented students in grades 1 and 2 (optional). |

| | |
|---|---|
| **Academically and Artistically Gifted and Talented Plan**<br>The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning: | |
| Yes | Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students; |
| Yes | Support services that facilitate student learning and personalized education; |
| Yes | Programming models that facilitate the delivery of differentiation in curriculum and instruction; |
| Yes | Classroom ratios that foster positive results; |
| Yes | Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and |
| Yes | Systematic assessment of student progress and programming effectiveness relative to goals. |
| **Curriculum, Instruction, and Assessment**<br>Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics: | |
| Yes | Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students; |
| Yes | Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills; |
| Yes | Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners; |
| Yes | Confluent approach that incorporates acceleration and enrichment; |
| Yes | Opportunities for the critical consumption, use, and creation of information using available technologies; and |
| Yes | Evaluation of student performance and programming effectiveness. |
| **Programming Models and Time**<br>The district: | |
| Yes | Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services, |
| Yes | Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and |
| Yes | Meets or surpasses the minimum programming minutes for the approved model of services. |
| N/A | **Innovative Model (SCDE approved)**<br>Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education. |
| **Staffing Requirements**<br>The district must: | |
| Yes | Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming. |
| Yes | Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. *(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)* |
| Yes | Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent. |
| Yes | Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics. |
| Yes | Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process. |
| Yes | Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement. |
| **Communication and Reporting Requirements** | |
| Yes | The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements. |
| Yes | If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible. |
| Yes | The district annually submits Form A Reports signed PDF. |
| Yes | The district annually submits Form A Reports Excel file. |
| Yes | The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals. |
| Provide comments on why any of the Gifted and Talented assurances above are **not met**: | |
| | |
| **District Proficiency-Based System**<br>(SBE Regulation 43-234) | |
| No | The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy.<br>• The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district. |

| | |
|---|---|
| Yes | The district's Proficiency-Based System Plan:<br>• Explains how the needs assessment substantiates the district's Proficiency-Based System;<br>• Describes the subject area course procedures for the high school proficiency-based credits the district will implement;<br>• Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught;<br>• Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year;<br>• Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and<br>• Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools. |
| Yes | The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students. |
| Yes | Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.<br>• Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach. |

**Assurances and Terms and Conditions for State Awards**
As the district superintendent of Hampton County School District, I certify that this applicant:

| | |
|---|---|
| Yes | Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application. |
| Yes | Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives. |
| Yes | Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. |
| Yes | Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions. |
| Yes | Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant. |
| Yes | Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE. |
| Yes | Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability. |
| Yes | Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 *et seq.* (Supp. 2016)). |
| Yes | Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is $50,000 or more. |

**Terms and Conditions**

| | |
|---|---|
| Yes | **Completeness of Proposal**<br>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact. |
| Yes | **Non-awards/Termination**<br>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).<br>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.<br>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination. |
| Yes | **Reduction in Budgets and Negotiations**<br>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE. |
| Yes | **Amendments to Grants**<br>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties. |
| Yes | **Use of Grant Funds**<br>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative. |
| Yes | **Submission of Expenditure Reports**<br>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15). |

| | |
|---|---|
| Yes | **Obligation of Grant Funds**<br>Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period. |
| Yes | **Deobligation of Funds**<br>After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE. |
| Yes | **Documentation**<br>The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/. |
| Yes | **Travel Costs**<br>Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed $25 per day for in-state travel and $32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates. |
| Yes | **Honoraria**<br>Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria. |
| Yes | **Reports**<br>The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report. |
| Yes | **Copyright**<br>The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant. |
| Yes | **Certification Regarding Suspension and Debarment**<br>By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the<br>• Applicant and/or any of its principals, subgrantees, or subcontractors<br>  • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and<br>  • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.<br>• Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity. |
| Yes | **Audits**<br>Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:<br>• Entities expending $750,000 or more in federal awards: Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.<br>• Entities expending less than $750,000 in federal awards: Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO). |
| Yes | **Records**<br>The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation. |

# Stakeholder Involvement for District Strategic Plan

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

| | Position | Name |
|---|---|---|
| 1. | **Superintendent** | Ronald Wilcox |
| 2. | **Principal** | Cassandra Williams |
| 3. | **Teacher** | Tammy Harvey |
| 4. | **Parent/Guardian** | Brandy Noll |
| 5. | **Community Member** | Kari Foy |
| 6. | **Private School Representative** | Bonnie Wilson |
| 7. | **District Level Administrator** | Loretta Darien |
| 8. | **Paraprofessional** | Annette Smith |
| 9. | **District Read To Succeed Literacy Leadership Team Lead** | Kristy Wood |
| 10. | **School Improvement Council Member** | Toreacher Dobson |
| 11. | **District Read To Succeed Literacy Leadership Team Member** | Michelle Purdy |
| 12. | **District Gifted and Talented Coordinator** | Jack Hutto |
| 13. | **District Federal Programs Coordinator** | Devonna Yooumans |
| | **OTHERS** (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)<br>** Must include the District Literacy Leadership Team for Read to Succeed | |
| | **Board Member** | Hannah Priester |
| | **Board Member** | Sabrena Graham |

## District Requested Strategic Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

| **District Wavier Requested and Approved** | **Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.** |
|---|---|
| 1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*) | |
| 2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*) | |
| 3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*) | |
| 4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*) | |
| 5. Other (*Include the SBE Regulation number to be waived*) | Proviso 1.71 Paper-Pencil Testing |
| 6. Other (*Include the SBE Regulation number to be waived*) | |

# Hampton County School District

## Needs Assessment

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## Achievement

### Elementary Reading

# SC READY SCORES Elementary Grades 3-5

| ELA | BHPS | | | VES | | | BES | | | FES | | | EES | | | HES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 |
| Does Not Meet | **12%** | 23% | 40% | **18%** | 22% | 20% | **8%** | 18% | 23% | **22%** | 32% | 49% | **41%** | 49% | 59% | **19%** | 25% | 28% |
| Approaches | **46%** | 25% | 18% | **30%** | 18% | 36% | **34%** | 33% | 36% | **38%** | 46% | 28% | **29%** | 23% | 26% | **30%** | 36% | 32% |
| Meets | **21%** | 21% | 20% | **16%** | 36% | 27% | **21%** | 27% | 25% | **35%** | 12% | 15% | **20%** | 21% | 14% | **28%** | 21% | 24% |
| Exceeds | **21%** | 31% | 22% | **36%** | 24% | 17% | **57%** | 22% | 16% | **5%** | 10% | 8% | **10%** | 6% | 2% | **24%** | 18% | 16% |
| | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | |
| %A,M,E | 88% | 77% | | 82% | 78% | | 91% | 82% | | 78% | 68% | | 59% | 51% | | 82% | 75% | |
| % M,E | **42%** | 52% | | **52%** | 60% | | **57%** | 50% | | **40%** | 22% | | **30%** | 27% | | **52%** | 39% | |
| HCSD (A,M,E) | 79% | 72% | | | | | | | | | | | | | | | | |
| **HCSD (M,E)** | **48%** | 42% | | | | | | | | | | | | | | | | |
| **STATE (M,E)** | 55% | 48% | | | | | | | | | | | | | | | | |

Based on this data HCSD does not meet the desired performance levels across all categories with only 48% meets and exceeds as compared to the state at 55%. Two of our elementary schools have been identified as Palmetto Literacy Project Schools based on the does not meet category in 3rd grade.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-tract to meet state target goal in 2026.

# SC READY SCORES Elementary Grades 3-5

| Math | BHPS | | | VES | | | BES | | | FES | | | EES | | | HES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2023** | 2022 | 2021 | **2023** | 2022 | 2021 | **2023** | 2022 | 2021 | **2023** | 2022 | 2021 | **2023** | 2022 | 2021 | **2023** | 2022 | 2021 |
| Does Not Meet | **3%** | 21% | 18% | **16%** | 16% | 22% | **9%** | 24% | 11% | **27%** | 43% | 51% | **38%** | 48% | 62% | **29%** | 26% | 31% |
| Approaches | **24%** | 17% | 24% | **25%** | 22% | 28% | **38%** | 29% | 28% | **30%** | 31% | 36% | **30%** | 17% | 27% | **38%** | 39% | 33% |
| Meets | **33%** | 38% | 30% | **27%** | 38% | 28% | **41%** | 34% | 43% | **35%** | 19% | 11% | **19%** | 20% | 8% | **20%** | 21% | 22% |
| Exceeds | **39%** | 23% | 28% | **32%** | 24% | 22% | **12%** | 13% | 19% | **8%** | 7% | 2% | **14%** | 15% | 3% | **14%** | 14% | 14% |
| | **2023** | 2022 | | **2023** | 2022 | | **2023** | 2022 | | **2023** | 2022 | | **2023** | 2022 | | **2023** | 2022 | |
| %A,M,E | 97% | 78% | | 84% | 84% | | 91% | 76% | | 73% | 57% | | 62% | 52% | | 72% | 73% | |
| **% M,E** | **73%** | 61% | | **59%** | 62% | | **53%** | 47% | | **43%** | 26% | | **32%** | 35% | | **34%** | 35% | |
| HCSD (A,M,E) | 75% | 70% | | | | | | | | | | | | | | | | |
| **HCSD (M,E)** | **50%** | 45% | | | | | | | | | | | | | | | | |
| **STATE (M,E)** | 48% | 45% | | | | | | | | | | | | | | | | |

Based on this data HCSD although we are two points above the state average in grades 3-5 in Math, we fall below at the Middle School level and face significant challenges in the high school Algebra I EOC. For that reason, we are continuing to target our math performance in grades 3-5.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-tract to meet state target goal in 2026.

# SC READY SCORES Middle Grades 6-8

| ELA | BES | | | FES | | | HES | | | EMS | | | NDMS | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 |
| Does Not Meet | **4%** | 12% | | **18%** | 50% | | **12%** | 18% | | **25%** | 27% | 32% | **21%** | 27% | 33% |
| Approaches | **46%** | 36% | | **47%** | 50% | | **25%** | 41% | | **41%** | 40% | 38% | **41%** | 36% | 35% |
| Meets | **33%** | 40% | | **35%** | 0% | | **35%** | 25% | | **24%** | 22% | 21% | **28%** | 22% | 23% |
| Exceeds | **17%** | 12% | | **0%** | 0% | | **28%** | 17% | | **10%** | 10% | 9% | **10%** | 14% | 10% |
| | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | |
| %A,M,E | 96% | 88% | | 82% | 50% | | 88% | 82% | | 75% | 70% | | 79% | 73% | |
| % M,E | **50%** | 51% | | **35%** | 0% | | **63%** | 41% | | **34%** | 32% | | **38%** | 29% | |
| HCSD (A,M,E) | 83% | 68% | | | | | | | | | | | | | |
| **HCSD (M,E)** | **46%** | 36% | | | | | | | | | | | | | |
| **STATE (M,E)** | 52% | % | | | | | | | | | | | | | |

Based on this data HCSD, we are six points below the state average in grades 6-8 Reading.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-tract to meet state target goal in 2026.

## Middle School Math

# SC READY SCORES Middle Grades 6-8

| MATH | BES | | | FES | | | HES | | | EMS | | | NDMS | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 | 2023 | 2022 | 2021 |
| Does Not Meet | **4%** | 12% | | **53%** | 50% | | **35%** | 25% | | **49%** | 43% | 49% | **44%** | 36% | 49% |
| Approaches | **42%** | 36% | | **35%** | 50% | | **40%** | 36% | | **35%** | 36% | 35% | **39%** | 38% | 33% |
| Meets | **25%** | 40% | | **12%** | 0% | | **13%** | 21% | | **9%** | 16% | 10% | **9%** | 11% | 12% |
| Exceeds | **29%** | 12% | | **0%** | 0% | | **12%** | 18% | | **6%** | 3% | 6% | **8%** | 12% | 7% |
| | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | | 2023 | 2022 | |
| %A,M,E | 96% | 88% | | 47% | 50% | | 65% | 75% | | 51% | 55% | | 56% | 64% | |
| % M,E | **54%** | 52% | | **12%** | 0% | | **25%** | 39% | | **16%** | 19% | | **17%** | 24% | |
| HCSD (A,M,E) | 63% | 64% | | | | | | | | | | | | | |
| **HCSD (M,E)** | **25%** | 24% | | | | | | | | | | | | | |
| **STATE (M,E)** | 33% | % | | | | | | | | | | | | | |

Based on this data HCSD we are eight points below the state average in grades 6-8 in Math. We are writing plans to provided targeted intervention in grades 6-12.

By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3% points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3% points in order to be on-tract to meet state target goal in 2026.

District Analysis 3rd – 8th Grade

# Hampton County School District

SC Ready by Grade Level

English Language Arts (ELA)

**SPRING 2022**

| Grade | Number Tested | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations | Meets or Exceeds Expectations | Approaches Meets or Exceeds Expectations | Mean Score | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 170 | 26.50% | 24.70% | 25.90% | 22.90% | 48.80% | 73.50% | 438.40 | 112.50 |
| 4 | 171 | 38.60% | 22.20% | 20.50% | 18.70% | 39.20% | 61.40% | 478.50 | 119.40 |
| 5 | 173 | 23.10% | 45.10% | 20.80% | 11% | 31.80% | 76.90% | 524.60 | 97.60 |
| 6 | 178 | 20.20% | 43.80% | 23.60% | 12.40% | 36% | 79.80% | 536.20 | 98 |
| 7 | 203 | 28.10% | 37.40% | 21.20% | 13.30% | 34.50% | 71.90% | 578 | 99.10 |
| 8 | 183 | 27.30% | 35.50% | 25.10% | 12% | 37.20% | 72.70% | 605.20 | 106.60 |

Mathematics

| Grade | Number Tested | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations | Meets or Exceeds Expectations | Approaches Meets or Exceeds Expectations | Mean Score | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 171 | 27.50% | 20.50% | 32.20% | 19.90% | 52% | 72.50% | 449.90 | 120.50 |
| 4 | 171 | 40.90% | 29.80% | 18.70% | 10.50% | 29.20% | 59.10% | 439.20 | 100.10 |
| 5 | 173 | 24.90% | 34.70% | 24.30% | 16.20% | 40.50% | 75.10% | 520.80 | 103.80 |
| 6 | 178 | 36% | 37.60% | 20.80% | 5.60% | 26.40% | 64% | 491.40 | 81.70 |
| 7 | 204 | 41.20% | 41.20% | 10.30% | 7.40% | 17.60% | 58.80% | 511.90 | 80.10 |
| 8 | 178 | 36% | 36.50% | 15.70% | 11.80% | 27.50% | 64% | 567.90 | 86.10 |

## Overall Scores

**37.9% Meets & Exceeds ELA**
**46.8% SC -8.9 state**

**72.7% Approaches, Meets, Exceeds ELA**
**73.9% SC -1.2 state**

**32.2% Meets & Exceeds Math**
**39.1% SC -6.9 state**

**65.6% Approaches, Meets, Exceeds Math**
**67.4% SC -1.8 state**

12

# SPRING 2023 SC READY SCORES

## ELA District Scores by Grade Level

| | Meets | Exceeds | M&E |
|---|---|---|---|
| 3rd | 17% | 26% | 42% |
| 4th | 28% | 26% | 54% |
| 5th | 29% | 19% | 48% |
| 6th | 31% | 20% | 51% |
| 7th | 24% | 20% | 44% |
| 8th | 23% | 19% | 42% |

47% HCSD M&E
+9 increase

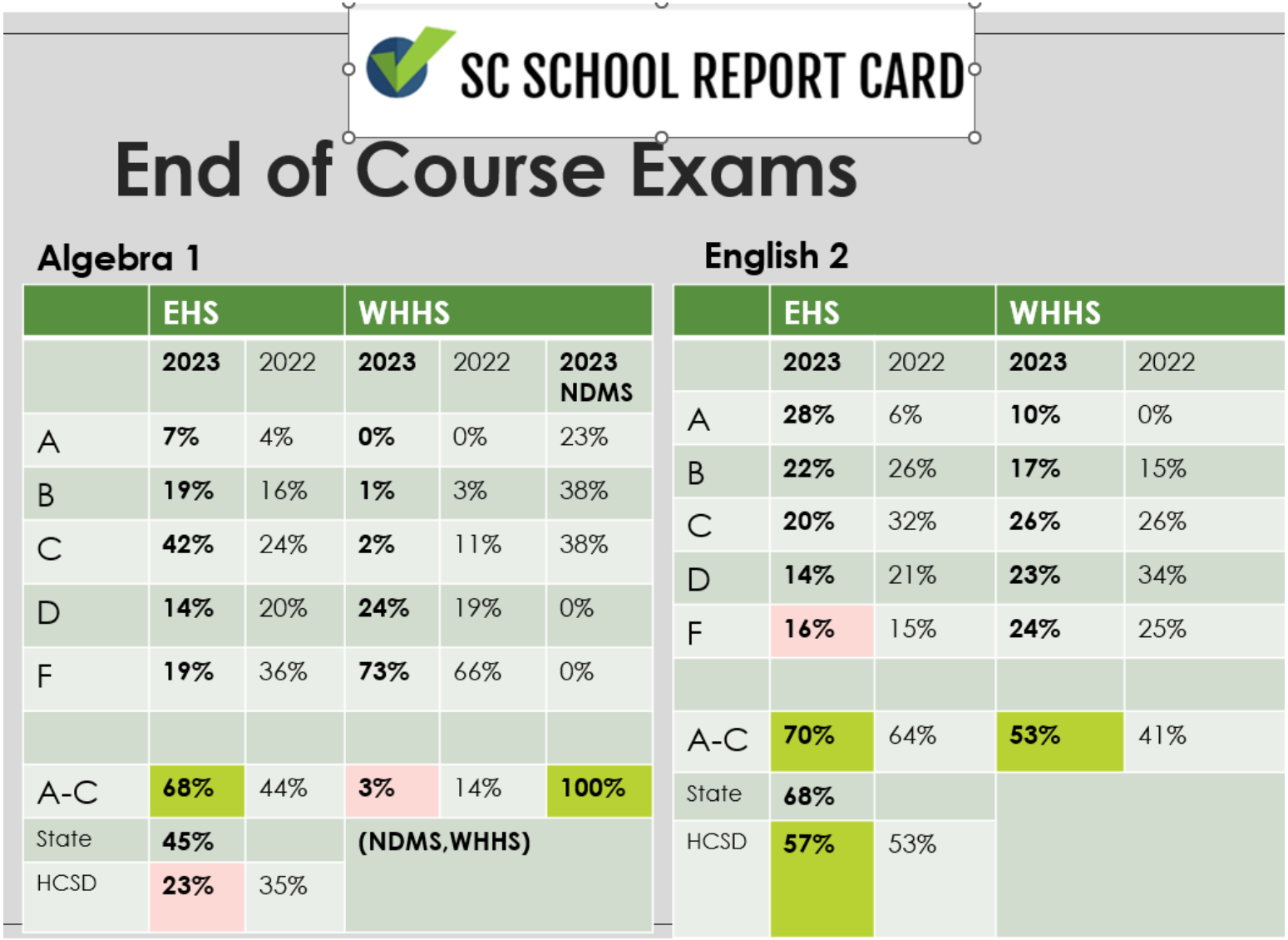
53% SC

## Math District Scores by Grade Level

| | Meets | Exceeds | M&E |
|---|---|---|---|
| 3rd | 30% | 23% | 53% |
| 4th | 20% | 21% | 41% |
| 5th | 27% | 8% | 35% |
| 6th | 15% | 11% | 26% |
| 7th | 6% | 7% | 13% |
| 8th | 11% | 7% | 19% |

31% HCSD M&E
-1% decrease

40% SC




**Algebra 1**

| | EHS | | WHHS | | |
|---|---|---|---|---|---|
| | **2023** | 2022 | **2023** | 2022 | **2023 NDMS** |
| A | **7%** | 4% | **0%** | 0% | 23% |
| B | **19%** | 16% | **1%** | 3% | 38% |
| C | **42%** | 24% | **2%** | 11% | 38% |
| D | **14%** | 20% | **24%** | 19% | 0% |
| F | **19%** | 36% | **73%** | 66% | 0% |
| | | | | | |
| A-C | **68%** | 44% | **3%** | 14% | **100%** |
| State | **45%** | | **(NDMS,WHHS)** | | |
| HCSD | **23%** | 35% | | | |

**English 2**

| | EHS | | WHHS | |
|---|---|---|---|---|
| | **2023** | 2022 | **2023** | 2022 |
| A | **28%** | 6% | **10%** | 0% |
| B | **22%** | 26% | **17%** | 15% |
| C | **20%** | 32% | **26%** | 26% |
| D | **14%** | 21% | **23%** | 34% |
| F | **16%** | 15% | **24%** | 25% |
| | | | | |
| A-C | **70%** | 64% | **53%** | 41% |
| State | **68%** | | | |
| HCSD | **57%** | 53% | | |

Based on the above data, HCSD is substantially below the state average.

By 2026, HCSD will increase the percentage of students scoring a C or higher on the state End of Course (EOC) assessment by 3% points in English 2 and by 5% points in Algebra 1.

# Graduation Rate

| | 2022 | 2023 |
|---|---|---|
| EHS | 80.0% | 88% |
| WHHS | 83.5% | 89% |
| **HCSD** | **81.6%** | **88%** |
| State | 83.8% | 86% |

HCSD +6% increase

## Graduation Rate

### On-Time Graduation Rate

District Four-Year Cohort Graduation Rate

| | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|
| District | 0.0 | 0.0 | 81.6 | 88.0 |
| State | 82.2 | 83.3 | 83.8 | 86.1 |

# College & Career Readiness

Career Readiness Courseware & Credentials

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Levels 3-5 | Certificates |
|---|---|---|---|---|---|---|---|
| **Math** | | | | | | | **Estill High** |
| **EHS** | 35% | 33% | 5% | 28% | 0% | 33% | **46%** |
| **WHHS** | 36% | 26% | 7% | 31% | .6% | 39% | |
| **HCSD** | | | | | | 38% | **SC 71%** |
| **SC** | 20% | 21% | 10% | 43% | 6% | 59% | |
| **Reading** | | | | | | | **Wade Hampton** |
| **EHS** | 35% | 14% | 35% | 17% | 0% | 52% | |
| **WHHS** | 35% | 17% | 22% | 27% | 0% | 49% | **49%** |
| **HCSD** | | | | | | 50% | |
| **SC** | 17% | 11% | 22% | 46% | 3% | 71% | **SC 71%** |

Although our graduation rate is high, we can see that based on these WIN scores they are not College and Career ready. Our goal is to provide them with the essential skills to be successful in the work force. Based on this data we are 21 points behind the state in Reading and 21 points in Math.

Expand Educational Opportunities Academic and Vocational -Increase the number of students, by 3% points annually meeting the on time graduation rate and increasing by 3% points those who score a level 3 or higher on the WIN College and Career Readiness Exam.

## Achievement by Subgroups

Third Grade ELA

# Palmetto Project Literacy Schools
# 3rd Grade ELA

Fennell Elementary School= Tier 3
Estill Elementary School = Tier 3

Palmetto Literacy Project

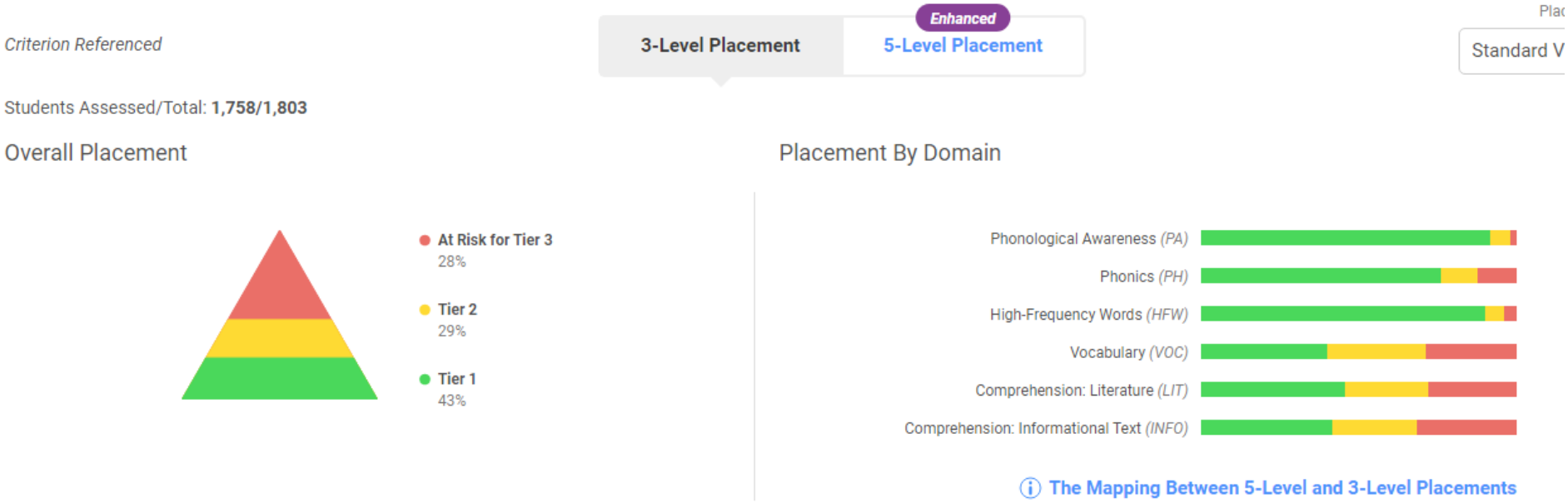
| Tiers | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| Description | Schools where fewer than 33.3 percent of third graders scored Does Not Meet (DNM) on 2019 SC Ready English-Language Arts (ELA). Tier 1 schools have flexibility to use Read to Succeed (R2S) allocation as determined by the needs of the school to ensure all students are reading on grade level. | Schools where between 33.3 and 49.9 percent of third graders scored DNM on 2019 SC Ready ELA. SCDE will approve reading coaches in Tier 2 schools. | Schools where 50 percent or more of third graders scored DNM on 2019 SC Ready ELA. SCDE will approve reading coaches in Tier 3 schools. |

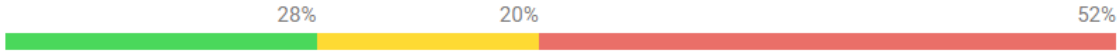
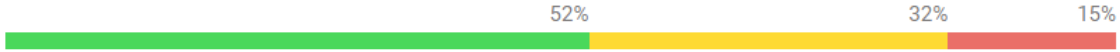
| ELA | FES | | | EES | | | Notes: |
|---|---|---|---|---|---|---|---|
| | **2023** | 2022 | 2021 | **2023** | 2022 | 2021 | **Palmetto Literacy Project Schools are based on 3rd Grade ELA scores, specifically the "Does Not Meet" subgroup. The goal is to decrease the number of students scoring DNM in 3rd grade.** |
| **Does Not Meet** | **11%** | 33% | 70% | **60%** | 56% | 73% | |
| Approaches | **33%** | 42% | | **27%** | 26% | | |
| Meets | **33%** | 8% | | **13%** | 16% | | |
| Exceeds | **22%** | 17% | | **0%** | 2% | | |
| | | | | | | | |
| % A. M. E | **88%** | 67% | | **40%** | 44% | | |
| % M. E | **56%** | 25% | 14% | **13%** | **18%** | 13% | **Fennell Elementary should move from being identified as a PLP school. Over the 3-year cycle they have moved from Tier 3 to Tier 1.** |

## Tier 3 Students K-12 Reading and Math Based on iReady Scores

In 2022-23 in an effort to decrease the number of Tier 3 students, we implemented personalized Learning through iReady Targeted Intervention. For that reason our baseline and 22/23 data are the same.

Reading



| | | |
|---|---|---|
| Ben Hazel Primary School | | 180/180 |
| Brunson Elementary School | | 147/147 |
| Estill Elementary School | | 244/245 |
| Estill Middle School |  | 130/130 |
| Fennell Elementary School |  | 105/107 |
| Hampton Elementary School | | 284/285 |
| North District Middle School | | 261/262 |
| Varnville Elementary School | | 208/208 |
| zzclosedWade Hampton High School | | 199/239 |

Math

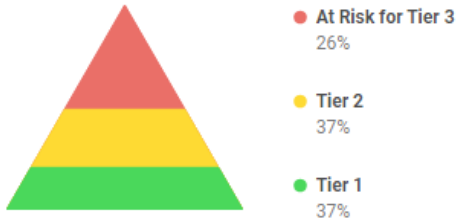
*Criterion Referenced*

3-Level Placement | Enhanced 5-Level Placement

Standa

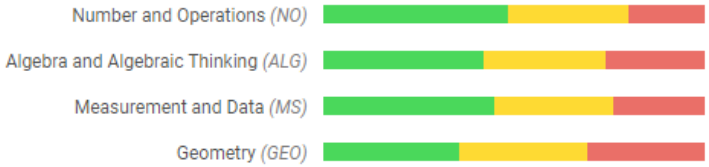
Students Assessed/Total: **1,770/1,803**

## Overall Placement

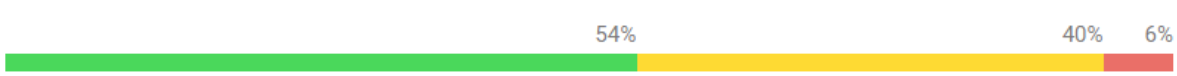
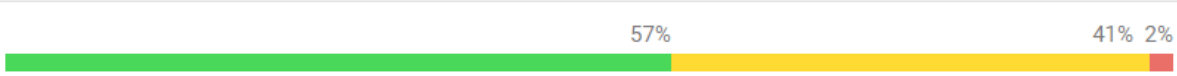
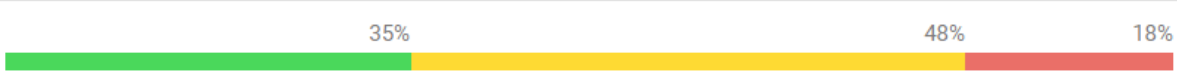
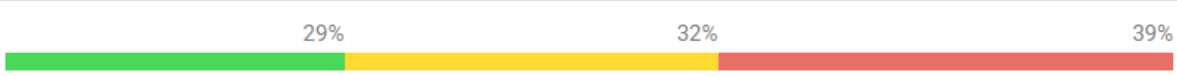
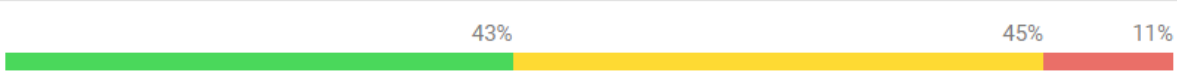
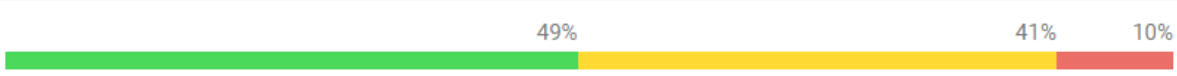


- **At Risk for Tier 3** 26%
- **Tier 2** 37%
- **Tier 1** 37%

## Placement By Domain




The Mapping Between 5-Level and 3-Level Placements

| | | |
|---|---|---|
| Ben Hazel Primary School |  | 180/180 |
| Brunson Elementary School |  | 147/147 |
| Estill Elementary School |  | 244/245 |
| Estill Middle School |  | 130/130 |
| Fennell Elementary School |  | 106/107 |
| Hampton Elementary School | | 284/285 |
| North District Middle School | | 261/262 |
| Varnville Elementary School |  | 207/208 |
| zzclosedWade Hampton High School | | 211/239 |

# Graduation Rate

| | 2022 | 2023 |
|---|---|---|
| EHS | 80.0% | 88% |
| WHHS | 83.5% | 89% |
| **HCSD** | **81.6%** | **88%** |
| State | 83.8% | 86% |

HCSD +6% increase

Although we are seeing increases in on time graduation rates, we are continuing to work to improve the rigor and expectations, while providing a supportive environment that allows us to maintain a graduation rate that meets or exceeds the state.

## Attendance

Although we did not have Chronic Absenteeism data on our 2022 report card, we have identified absenteeism as a need in our district.

Based on the 2022 Chronic Absenteeism Report there were 726 of 2518 at a rate of 28.83% of our students were identified as Chronically Absent.

It is critical to academic success that students attend school. By 2026, HCSD will improve attendance rates through a 3% decrease in Chronic Absenteeism rates.

| SchoolCo | District | SchoolName | CA Student c | Total Student Cnt | CA Rate |
|---|---|---|---|---|---|
| 010 | Hampton | Ben Hazel Primary | 47 | 206 | 22.82% |
| 006 | Hampton | Brunson Elementary | 29 | 157 | 18.47% |
| 008 | Hampton | Estill Elementary | 97 | 273 | 35.53% |
| 001 | Hampton | Estill High | 72 | 181 | 39.78% |
| 004 | Hampton | Estill Middle | 64 | 162 | 39.51% |
| 007 | Hampton | Fennell Elementary | 22 | 109 | 20.18% |
| 005 | Hampton | Hampton Elementary | 29 | 330 | 8.79% |
| 003 | Hampton | North District Middle | 152 | 313 | 48.56% |
| 009 | Hampton | Varnville Elementary | 29 | 219 | 13.24% |
| 002 | Hampton | Wade Hampton High | 185 | 568 | 32.57% |
| **999** | **Hampton** | **DISTRICT** | **726** | **2518** | **28.83%** |

## Discipline and School Climate

Our overall ratings on the Climate survey ranged from unsatisfactory to average in 2022. In addition, we know that students with Out-Of-School Suspensions are not participating in the learning environment. Student discipline impacts not only the student receiving the OSS or ISS but the classroom that is being disrupted. We are targeting the School Climate Surveys and Out of School Suspensions in order to improve School Climate.

| | |
|---|---|
| State Survey Data Overall Perception of School Climate | 5.51 |
| State Survey Data Teacher Perceptions of Safety | 6.46 |
| Student Perceptions of Safety | 4.87 |
| Percent satisfied with learning environment - Teachers | 86.9% |
| Percent satisfied with learning environment - Parents | 75.8% |
| Percent satisfied with learning environment - Students | 83.7% |
| Students with Out-Of-School Suspensions | 457 |

## Teacher/Administrator Quality and Professional Growth

Since 2020 our in house data has shown an increase in the number of teachers who are inexperienced and the number of teachers who are working out of field. The 2022 report card reflects this data as well.

| | |
|---|---|
| Percent of inexperienced teachers teaching in high poverty schools | 39.2 |
| Number of inexperienced teachers teaching in high poverty schools | 60 |
| Percent of inexperienced school leaders teaching in high poverty schools | 17 |
| Number of inexperienced school leaders teaching in high poverty schools | 1 |
| Percent of out-of-field teachers teaching in high poverty schools | 34.0 |
| Number of out-of-field teachers teaching in high poverty schools | 52 |
| Percent of inexperienced teachers | 34.1 |
| Number of inexperienced teachers | 122 |
| Percent of out-of-field teachers | 25.7 |
| Number of out-of-field teachers | 92 |

In the Fall of 2022, we identified Phonological Awareness and Phonics as an area of weakness for our students. Further assessment identified this as an area of weakness for our staff instructionally. HCSD also conducted a Curriculum Audit which revealed a lack of understanding from the Instructional Leadership down to the classroom teacher as well as a deficit in the curriculum. We purchased LETRS training for all PreK – Third grade teachers, interventionists, instructional coaches, and principals to provide intensive two year professional development to increase teacher / administrator quality.

Switch Table View: Phonological Awareness | Show Results By: Grade

*Showing 13 of 13*

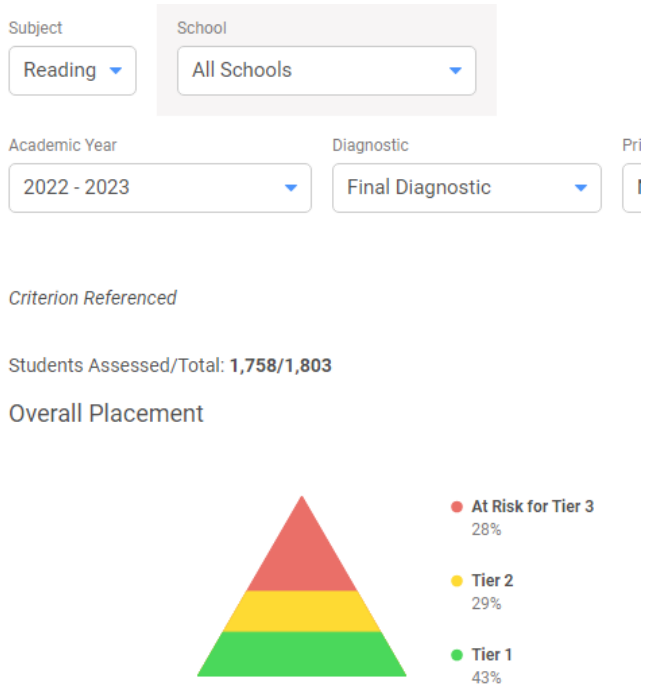
| Grade | Overall Grade-Level Placement | | | Phonological Awareness Grade-Level Placement | | | Students Assessed/Total |
|---|---|---|---|---|---|---|---|
| | On or Above | One Below | Two or More Below | On or Above | One Below | Two or More Below | |
| Grade K | 22% | 78% | 0% | 28% | 72% | 0% | 163/179 |
| Grade 1 | 9% | 84% | 7% | 15% | 68% | 17% | 162/177 |

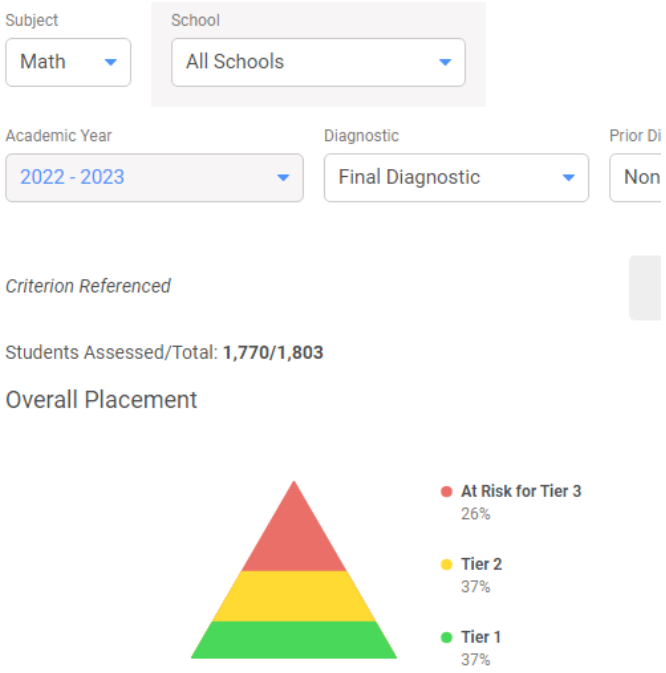
Switch Table View: Phonics | Show Results By: Grade

*Showing 13 of 13*

| Grade | Overall Grade-Level Placement | | | Phonics Grade-Level Placement | | | Students Assess |
|---|---|---|---|---|---|---|---|
| | On or Above | One Below | Two or More Below | On or Above | One Below | Two or More Below | |
| Grade K | 22% | 78% | 0% | 22% | 78% | 0% | 163/179 |
| Grade 1 | 9% | 84% | 7% | 14% | 66% | 20% | 162/177 |

In the Fall of 2022, we identified the need to provide a vetted targeted intervention and progress monitoring supplemental curriculum and assessment to improve our teacher and administrator quality in the area of Multi-Tiered Systems of Support. We purchased a Suite of Support that included 35 days of district level support which included at least 4 district wide PD sessions per grade band and an additional 3 school level visits and 4 administrative leadership sessions. Additionally we identified 3 target schools that got additional days of support. The professional learning targeted all district Reading and Math teachers, interventionists, instructional coaches, and principals. In addition to the professional development we purchased a suite of support tools that included personalized learning software, tools for instruction, next steps for intervention instruction, and classroom based standards instructional lessons. This also included progress monitoring in addition to the 3 times per year diagnostic formative assessment. The focus of this professional learning was to increase teacher / administrator knowledge of data driven instruction, targeted intervention support, to increase teacher / administrator quality as evidenced by an increase in the percentage of Tier 1 on grade level students.



## Report Cards

Hampton District One
https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZzaWQ9MjUwMTAwMA

Hampton District Two
https://screportcards.com/overview/?q=eT0yMDIxJnQ9RCZzaWQ9MjUwMjAwMA

Hampton County School District Report Card

https://screportcards.com/overview/?q=eT0yMDIyJnQ9RCZzaWQ9MjUwMzAwMA

Several new initiatives (ESSER FUNDING) have been implemented on the state and local level to address learning loss:

- **2023-2024 2-year PL course, Language Essentials for Teachers of Reading & Spelling (LETRS) Grades PK-5th Grade Selected Participants (HCSD= 60+participants)**
- **2023-2024**
- New Tier 1 core ELA curriculums: Fountas & Pinnell Classroom, Open Court Phonics (EES, FES) Grades K-5
- **2023-2024:New Tier 1 core Phonological Awareness Curriculum- Heggerty (K-2) & New Tier 1 core Phonics Curriculum- UFLI (K-2)**
- Supplemental software for students: Waterford Reading Academy(Grades PK-2), READ 180/Math 180 (EES, EMS, EHS), iREADY Personalized Learning (Grades K-8) ELA & Math, DreamBox Learning (Grades K-6) Math with ongoing PD
- District-wide MTSS Procedures/Expectations- Flowchart, Progress Monitoring, Referral Documentation **2023-2024:** Input MTSS into ENRICH MTSS Database
- Instructional Hub (Safari Montage)- Digital library for all teachers to provide access to high-quality, effective resources aligned to SC College and Career Ready standards
- Adopting new textbooks to support the College-Career-Readiness Standards

## How do we reach our goals?

- Implementing MTSS (Multi-Tiered Systems of Support) in all elementary schools. Built an intervention block into master schedule (outside of the typical allotted instructional block) so teachers can serve as interventionist to identified Tier 2 & Tier 3 "at-risk" students. **2023-2024:** implement in elem/middle/high schools and be able to provide "prevention/intervention/enrichment" to identified students
- Created "Local Board Approved" support classes to assist students in preparing for EOC courses (i.e., *Foundations of English, Foundations of Biology, Support Instructional Areas, etc.)* **2023-2024**: strategically place students in foundational support classes based on SC READY/iReady Data
- Implement an advisory period to focus on student's academics, attendance, engagement, & behavior (WHHS) **2023-2024**: MASH, Assigned Advisory, new BELL Schedule
- Each elementary school has a Reading Coach funded by SDE R2Succeed Initiative and upper elementary, middle, & high have instructional coaches funded through Federal Programs (classroom coaching, PLCs, collaboration)
- Each elementary school has a reading interventionist serving their school & funded through Federal Programs
- Math consultant was contracted to provide monthly coaching services to two of our schools (EES, FES) ESSER **2023-2024:** Seek math consultant support for middle school
- **2023-2024 Provide supplemental Math Curriculum- Ready Math in Grades 4-8**
- Provide after-school and extended learning programs to identified students (ESSER)
- Implement district-wide SEL program-Conscious Discipline (ESSER)
- Add a supplemental reading/math software program for identified at-risk students at WHHS (iReady ELA/Math) and continue the reading/math software program at EMS &

# Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: http://ed.sc.gov/data/report-cards/state-report-cards/

**Directions:** In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

| | |
|---|---|
| **Student Achievement** | |
| **Primary School (K - 2)** | |
| 1. | After reviewing K-2 data, we identified a need to change our tier one instruction. Based on this data HCSD does not meet the desired performance levels across all categories with only 48% meets and exceeds as compared to the state at 55%. Two of our elementary schools have been identified as Palmetto Literacy Project Schools based on the does not meet category in 3rd grade. We adopted a new ELA curriculum for grades K-5. The focus is on excellent core instruction. We also adopted iReady as an additional intervention support. |
| **Elementary/Middle School (3 - 8)** | |
| 2. | After reviewing 3-8 data, we identified a need to change our tier one instruction. Based on this data HCSD although we are two points above the state average in grades 3-5 in Math, we fall below at the Middle School level and face significant challenges in the high school Algebra I EOC. We are eight points below the state average in grades 6-8 in Math. We are writing plans to provided targeted intervention in grades 6-12. For that reason, we are continuing to target our math performance in grades 3-5. Based on the data we are six points below the state average in grades 6-8 Reading. We adopted a new ELA curriculum for grades K-5. The focus is on excellent core instruction. We are also focusing on targeted intervention services to address learning loss. We also adopted iReady as an additional intervention support. |
| **High School (9 - 12)** | |
| 3. | Based on EOC scores we are looking at the learning pathway specifically for math students and will make instructional decisions based on their needs and data moving forward. HCSD students are substantially below the state average in EOC scores for Algebra 1 (22 points below) and English 2 (11 points below). For that reason, the district is implementing multiple strategies to increase student achievement in this area. |
| **Teacher/Administrator Quality** | |
| 4. | Hampton County School District provides support measures for curriculum instruction and assessments based on the data findings related to standardized testing, benchmarks, and local formative and summative assessments. Support measures include but are not limited to, school level PLC meetings, targeted professional development, instructional and reading coaches, and curriculum support systems. HCSD is developing a plan for recruiting and retaining quality teachers. In addition, HCSD has developed a targeted approach to professional learning that is providing all PK - 5th grade teachers with a 2 year PL course Language Essentials for Teachers of Reading & Spelling (LETRS) |
| **School Climate** | |
| 5. | As a newly consolidated district, we have identified a Public Relations Director for the first time, to support internal and external communication, in order to improve school climate within the district and within the greater community. Based on survey data, clear communication was an identified need district wide.<br>In addition, we are implementing Conscious Discipline (CASEL approved), across all county schools as a social emotional measure of support for faculty and students. We selected this program to provide continuity across the district as we provide support to students with identified needs related to trauma, COVID, and student behavioral issues. Needs assessments include data from our student behavior system in addition to survey data. |
| **Gifted and Talented** | |

| | |
|---|---|
| 6. | As a newly consolidated district, we are in the process of developing our Gifted and Talented plan. Due to teacher shortages, services to artistically gifted students have been limited to non-existed. We have provided services when possible through contracted outside vendors. |

# Performance Goal

| Performance Goal Area: | School Climate * (Parent Involvement, Safe and Healthy Schools, etc.) |
|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | Create a safe, orderly and supportive environment by increasing respondents perception of school climate, safety, and satisfaction with the learning environment by 3% per year on state and local surveys and decreasing by 3% the number of Out-Of-School (OSS) suspensions. |

**Interim Performance Goal: Meet annual targets below.**

| Data Source(s)' | Average Baseline | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 |
|---|---|---|---|---|---|---|
| State Survey Data Overall Perception of School Climate | 5.51 | **Projected Data:** 5.7 | 5.8 | 6.0 | 6.2 | 6.4 |
| State Survey Data Teacher Perceptions of Safety | 6.46 | **Projected Data:** 6.7 | 6.9 | 7.1 | 7.3 | 7.5 |
| Student Perceptions of Safety | 4.87 | **Projected Data:** 5.9 | 5.2 | 5.3 | 5.5 | 5.6 |
| Percent satisfied with learning environment - Teachers | 86.9% | **Projected Data:** 89.5 | 92.2 | 95 | 97.8 | 100 |
| Percent satisfied with learning environment - Parents | 75.8% | **Projected Data:** 77.3 | 79.6 | 82 | 84.4 | 86.9 |
| Percent satisfied with learning environment - Students | 83.7% | **Projected Data:** 86.2 | 88.8 | 91.5 | 94.2 | 97 |
| Students with Out-Of-School Suspensions | 457 | **Projected Data:** 443.29 | 429.99 | 417.09 | 404.58 | 392.44 |

# Action Plan

| Strategy #1: Increase and improve satisfaction through increased and improved communication with staff, families, and the community. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Improve communications with staff, families, and community members through the creation of a communication plan. | August - Ongoing | Public Relations Director<br>Leadership Teams (School & District)<br>Principals | $0 | n/a | Plan |
| 2. Implement new district and school websites. | January to Ongoing | Public Relations Director<br>Instructional Technology Director<br>Principals<br>Web Service Teams<br>Leadership Teams (School & District) | $10.000 | Local Funds | Websites |
| 3. Use Social Media Platforms for communication. | July - Ongoing | Superintendent<br>Public Relations Director<br>Instructional Technology Director<br>Principals<br>Web Service Teams<br>Leadership Teams (School & District) | $0 | n/a | Social Media Platform<br>Documentation of Posts<br>Analytics |
| 4. Increase two way communication by implementing school and district level surveys of staff, families, and the community using some similar questions and survey tools as the state survey. | 2023 - ongoing | School and District Leadership Teams | $0 | n/a | Surveys<br>Survey Results |

| Strategy #2: Increase and improve satisfaction through improved school environments as evidenced by improved student behavior. | | | | | |
|---|---|---|---|---|---|
| **Action Step** | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Provide Social Emotional training for staff through the implementation of Conscious Discipline district wide. | July - Ongoing | Office of Special Projects<br>Curriculum Directors<br>Principals<br>Leadership Teams (School & District)<br>Instructional Coaches | TBD | ESSER | PD Sign In Sheets<br>Agendas<br>PLC Agendas |
| 2. Provide Conscious Discipline training to all staff based on their level of previous training and need. | August to Ongoing | Superintendent<br>Office of Special Projects<br>Curriculum Directors<br>Principals<br>Leadership Teams (School & District)<br>Instructional Coaches | TBD | ESSER | Sign In Sheets<br>Agendas<br>Needs Surveys |
| 3. Continue the implementation of ABE for Behavior Documentation. | August to ongoing | Superintendent<br>Office of Special Projects<br>Curriculum Directors<br>Principals<br>Assistant Principals<br>Leadership Teams (School & District)<br>Instructional Coaches | $11,000 | Local Funds | ABE Records<br>Incident Management Records |
| 4. Increase student support through providing a full time guidance counselor at every school. | Summer 2023 | Superintendent<br>Human Resources<br>Principals | Addition of 3 staff | As funding allows | Personnel Records |

# Performance Goal

| Performance Goal Area: | Student Achievement * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | By 2026, HCSD will improve attendance rates through an annual 3% decrease in Chronic Absenteeism rates. | | | | | |
| **Interim Performance Goal: Meet annual targets below.** | | | | | | |
| **Data Source(s)'** | **Average Baseline** | **2022/23** | **2023/24** | **2024/25** | **2025/26** | **2026/27** |
| Chronic Absenteeism Rate | 28.83% | **Projected Data:**<br>27.9% | 27.12% | 26.31% | 25.5% | 24.7% |

# Action Plan

| Strategy #1: Increase learning opportunities for students identified as at-risk. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Implement a "School-within-a-School Model" for high school students who have been identified as at-risk for potential dropout. (Students work in a lab taking courses primarily online at the school with the assistance of a designated teacher and paraprofessional in the lab with them) | Fall - Ongoing | Principal<br>Curriculum Director<br>Guidance | TBD | $ Local<br>State Grant | Acellus Course Completions |
| 2. Provide Academic Recovery Summer Programs for identified students Prek-12 grade as having significant learning loss as a result of the pandemic and poor attendance in the following years. | June 2023 | Principal<br>Curriculum Director<br>Instructional Coach | $200,000 | State ESSER Grant | 20 Teachers,<br>10 Parapros,<br>6 Bus Drivers,<br>Summer School Schedule,<br>Documentation of a Min. of<br>100 hours each summer |
| 3. Host after-school/after-hour support services for students in the areas of reading & math. | Fall 2022-Spring 2023 | Curriculum Directors<br>Principals<br>After School Coordinator<br>Federal Coordinator | $308,000 | ESSER Grant | After School Attendance Records |
| 4. Operate on a full 5 days a week face-to-face schedule. | Fall 2021-ongoing | Superintendent<br>Curriculum Directors<br>Principals | Budgeted Funds | General Funds | District Learning Plan, District Calendar |
| 5. Add additional learning opportunities such as Local Board Approved Courses- English Essentials, Math Foundations to double-dip identified students with significant learning lag. (Grades 9-12) | Fall 2021-ongoing | Principal<br>Curriculum Director<br>Instructional Coach | $450,000 Local | ESSER | Employment of 2 additional teachers at middle school for the next 3 years. Master |

| | | | | | |
|---|---|---|---|---|---|
| | | Guidance | | | Schedule (MS/HS) |
| 6. Implement a modified school calendar with "intersession" days at the end of the 1st, 2nd, and 3rd 9 weeks. Intersession days will provide targeted intense intervention by certified teachers to identified at-risk students. | Fall 2022 - Ongoing | Grants Director<br>Curriculum Director<br>District and School Leadership Teams | $37.50 per hour for teachers<br>$20 per hour for bus drivers and parapros<br>Cost depended on the number of staff needed for the number of identified students. | ESSER | Attendance Logs<br>School Calendars<br>Expenditures |

**Strategy #2: Improve school attendance across all grade levels and provide intervention for students who are frequently absent.**

| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|---|---|---|---|---|
| 1. Create and implement a district wide truancy plan to include school level plans to address absenteeism across all grade levels in order to create a culture of school attendance that will continue through the high school years. | Fall - Ongoing | Student Services Director<br>Instructional Technology / PowerSchool director<br>Attendance Coordinator<br>Principals<br>Guidance Counselors,<br>Attendance Clerks,<br>Assistant Principals | $0 | n/a | Plans |
| 2. Create a system of collaboration between guidance counselors, attendance clerks, assistant principals, local service agencies, and school staff to communicate the importance of attendance. | Fall to Ongoing | Student Services Director<br>Attendance Coordinator<br>Principals<br>Guidance Counselors,<br>Attendance Clerks,<br>Assistant Principals | $0 | n/a | Attendance Data<br>Meeting Data<br>Attendance Communications |

| | | | | | |
|---|---|---|---|---|---|
| 3. Create public relations communications to stress the importance of attendance and the potential consequences of truancy and chronic absenteeism. | Fall 2023 - Ongoing | Student Services Director<br>Attendance Coordinator<br>Principals<br>Guidance Counselors,<br>Attendance Clerks,<br>Assistant Principals | n/a | n/a | Public Relations Flyers, messages, and website information |

# Performance Goal

| Performance Goal Area: | Student Achievement * |
|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | By 2026, HCSD will decrease the percentage of students scoring Not Met 1 on SC READY state assessment by 3 percentage points in grade 3 and HCSD will Increase the percentage of students in grades 3-8 scoring “Meets or Exceeds” in ELA on SC READY by 3 percentage points in order to be on-tract to meet state target goal in 2026. |

**Interim Performance Goal: Meet annual targets below.**

| Data Source(s)' | Average Baseline | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 |
|---|---|---|---|---|---|---|
| Students in Grade 3 Scoring Does not Meet Expectations on SC Ready ELA | 26.9% | **Projected Data:** 29.9 | 32.9 | 35.9 | 38.9 | 41.9 |
| Students in Grade 3 ScoringDoes not Meet Expectations on SC Ready Math | 34.1% | **Projected Data:** 37.1 | 40.1 | 43.1 | 46.1 | 49.1 |
| SC Ready English Met or Exceeding | 37.9% | **Projected Data:** 40.9 | 43.9 | 46.9 | 49.9 | 52.9 |
| SC Ready Mathematics Met or Exceeding | 32.2% | **Projected Data:** 35.2 | 38.2 | 41.2 | 44.2 | 47.2 |

# Action Plan

| Strategy #1: Collect and respond to assessment data on an ongoing basis. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Develop a plan for collecting, analyzing, and interpreting longitudinal data in order to identify gaps and areas of weakness. | Summer 2021-Spring 2023 | Curriculum Directors<br>Accountability Director<br>Principals<br>District Leadership Team<br>School Leadership Teams | $314,140 | State<br>ESSER<br>Federal | MTSS Enrich Database,<br>MTSS Progress Monitoring Assessment Calendar, LEAP Days, Rally Tool |
| 2. Implement ongoing data team meetings to identify targeted areas for improvement including curricular needs, coaching cycles, & professional development. | Fall 2022-Ongoing | Curriculum Directors<br>Accountability<br>Principals<br>District and School Leadership Teams | $0 | n/a | PLC Agendas, LT Agendas,<br>Professional Development Calendar, SCTS 4.0 Rubric/Observation Results |
| 3. Conduct 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) | Annually | District Curriculum Review Team | n/a | n/a | Regional Educational Laboratory (REI) Rubric,<br>What Works Clearninghouse,<br>Curriculum Framework<br>Purchased Curriculum |

| Strategy #2: Increase the content knowledge of district teachers in ELA & Math. | | | | | |
|---|---|---|---|---|---|
| **Action Step** | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Furnish teachers with ongoing PD to support new curriculum(s) with an emphasis on Tier 1 instruction. (Phase 1: Heinemann/Palmetto Literacy Specialist/Instructional Coaches/Curriculum Director/ Fundamentals of Reading-Phonological Awareness/Phonics support) | Summer 2021-Summer 2025 | Curriculu Directors Principals Reading Coach Palmetto Literacy Specialist Contracted PD OSP Director Federal Coordinator | $75,000 | ESSER Federal Funds | PD Attendance Records, Pacing Guides |
| 2. Develop and utilize a standards-based reporting system for grades K-1 with a focus on student mastery of the priority standards in reading & math. | Summer 2023-Summer 2024 | Curriculum Director Principals Reading Coach PowerSchool / Instructional Technology Director | $20,000 | ESSER Funds | Implemented Reporting System |
| 3. Purchase and implement a supplemental systematic research-based Phonemic Awareness/Phonics curriculum for grades K-2/3-5. | Fall 2022 - Ongoing | Curriculum Director Principals Leadership Teams Reading / Instructional Coach | $24,500 | State ESSER | PD Sign in Sheets |
| 4. Provide in-house Early Literacy (EL) training in an effort to increase the foundational reading knowledge base of K-2 teachers by completing the coursework. Our district goal is to have all K-2 teachers complete the EL training by 2025. | Fall 2021-Summer 2025 | Curriculum Director Principals Reading Recovery Teacher Leader | $225,000 | Federal | Course Completion Records |
| 5. Increase the number of teachers receiving R2S endorsement by providing PD opportunities & monitoring progress toward completion. (Goal 25 additional teachers) | Fall 2021-Summer 2025 | Curriculum Directors Principals Reading Coaches | $2550 | Local State ESSER Federal | Course Completion |

| | | | | | |
|---|---|---|---|---|---|
| | | Reading Recovery Teacher Leader | | | |
| 6. 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. | Fall 2021-Summer 2025 | Curriculum Director Instructional Coach | $0 | n/a | Lesson Plans, Pacing Guides, Curriculum Map |
| 7. Expand the math, science, and STEM district professional development opportunities for teachers. | Fall 2021-Summer 2025 | Curriculum Directors S2TEM Center of Lowcountry OSP Director Federal Coordinator | $30,000 | Federal Grant | PD Attendance Records |

**Strategy #3: Design instructional schedules to allow for optimal learning time. (Leadership/Learning/Resource Capacity)**

| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|---|---|---|---|---|
| 1. Create a grade-specific learning framework for ELA & Math instruction based on research based practices outlining specific instructional time expectations. (i.e. Recommendations from Institute of Education Sciences) | Fall 2021-ongoing | Curriculum Director Principals | $0 | n/a | Master Schedule, Instructional Block, Regional Educational Laboratory |
| 2. Develop a master schedule that includes a designated intervention/enrichment time beyond the instructional block. | Fall 2021-ongoing | Principals Leadership Teams | $0 | n/a | Master Schedule, Instructional Block |
| 3. Design a school-wide schedule to include embedded weekly PLCs and collaboration meetings. | Fall 2021-ongoing | Superintendent Curriculum Directors Principals Leadership Teams | Maintain Current Funding to Continue having Reading Coaches and/or Instructional Coaches in each school | n/a | Master Schedule, Instructional Block, PLC schedule, Collaboration schedule, Instructional Coach/ Reading Coach schedules |

| | | | | | |
|---|---|---|---|---|---|
| 4. Conduct a schedule audit to examine time allotted for literacy and math instruction in classrooms and examine the amount of time students are actively engaged in each structure/routine. | Fall 2022-ongoing | Principals<br>Leadership Teams<br>Reading / Instructional Coach<br>Curriculum Directors | $0 | n/a | Walk-through observations (COF), student engagement observations, schedules |

**Strategy #4: Design a district curriculum framework to ensure instructional programs are rigorous, research-based, & implemented with fidelity to create systemic change.**

| Action Step | Timeline<br>Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|---|---|---|---|---|
| 1. Implement an instructional framework with expectations regarding curriculum in response to each tier. | Summer 2022-Ongoing | Curriculum Director<br>Principals<br>Instructional Coaches | $0 | n/a | Curriculum Framework, Curriculum Audit |
| 2. Develop high quality lessons using resources such as Instructional Hub (Learning Object Repository/Safari Montage) that align to curriculum and state standards. | Summer 2021-ongoing | Curriculum Directors<br>Instructional Technology<br>Principals<br>Instructional Coaches | $0 | n/a | PD Sign In Sheets<br>Lessons |
| 3. Conduct an instructional audit with regards to teaching, mastery of standards, & use of curriculum resources. | Fall 2022 | Curriculum Directors<br>Principals<br>Instructional Coaches | $20,000 | Local<br>State | Outside auditors (DataWorks) |

# Performance Goal

| Performance Goal Area: | Student Achievement * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | By 2026, HCSD will decrease the percentage of at-students in grades K-12 scoring in Tier 3 as evidenced by iReady Reading and Math data by 3 percentage points yearly. | | | | | |
| **Interim Performance Goal: Meet annual targets below.** | | | | | | |
| **Data Source(s)'** | **Average Baseline** | **2022/23** | **2023/24** | **2024/25** | **2025/26** | **2026/27** |
| ELA End of the Year Diagnostic Results | 28% | **Projected Data:** 28 | 25 | 22 | 19 | 16 |
| Math End of the Year Diagnostic Results | 26% | **Projected Data:** 26 | 23 | 20 | 17 | 14 |

# Action Plan

| Strategy #1: Strengthen Multi-Tiered Systems of Support (MTSS) process to address identified gaps in achievement for each tier of learning lag. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Employ a MTSS coach to ensure the MTSS practices are implemented with fidelity district-wide. | Fall 2023-ongoing (When Staffing Allows) | Superintendent Curriculum Directors Human Resources Office Special Projects Federal Coordinator | $225,000 | ESSER | MTSS Coach |
| 2. 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. | Fall 2022-ongoing | Curriculum Directors Reading / Instructional Coaches | $30,000 | ESSER | PD Sign-in Sheets, MTSS Framework |
| 3. Analyze data from Rally Tool and from iReady to identify individual student needs and performance projections. | Ongoing | Curriculum Directors Principals Instructional / Reading Coaches Teachers | $0 | n/a | Data |
| 4. Provide ongoing professional learning to strengthen and support Multi-tiered Systems of Support through PLCs at the school level and monthly leadership meetings at the district level. | Ongoing | Curriculum Director Principals Instructional Leaders | n/a | n/a | Meeting Minutes Sign-in Sheets MTSS documentation |
| **Strategy #2: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning for identified "at-risk" students (Time, Focus, Type).** | | | | | |

| Action Step | Timeline<br>Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|---|---|---|---|---|
| 1. Add additional learning opportunities such as Reading/Math Plus classes to double-dip identified students with significant leaning lag. (Grades 7-8) | ongoing | Superintendent<br>Human Resources<br>Principals<br>Curriculum Directors<br>Instructional Coaches<br>Guidance | $450,000 | Local<br>State<br>ESSER | Employment of 2 additional teachers at middle school for the next 3 years, Master Schedule (MS/HS) |
| 2. Provide interventionists at each elementary school to serve students in both ELA and math daily beyond their instructional block. | Fall 2023-ongoing<br>(Hiring will occur as qualified interventionists can be found) | Superintendent<br>Human Resources<br>Curriculum Director<br>Office Special Projects<br>Federal Programs<br>Instructional Coaches Guidance | $1,350,000 | Local<br>State<br>Federal<br>Grants | MTSS database, employment of 6 interventionists for next 3years |
| 3. Build intervention service times into the school-wide schedule so students are receiving services outside their instructional blocks. | Fall 2023-ongoing | Principal<br>Curriculum Directors<br>Instructional Coaches<br>Guidance | $0 | n/a | Master Schedule, Instructional Block, Intervention Schedules |
| 4. Assign mentors to at risk students to check-in and provide support with engagement, attendance, academic accountability, as well as social/emotional support. District SELCurriculum (K-12) | Fall 2021-ongoing | Curriculum Directors<br>Principal<br>Instructional Coaches<br>Guidance | $0 | n/a | Conscious Discipline PD, Attendance Records, Grades |
| 5. Invest in additional intervention curriculums for both ELA & math to address specific learning tiers. (ie. LLI-Tier 2, Phonics/Phonemic Awareness- Tier 2 & Tier 3, Reading Recovery- Tier 3, EL services-Tier 2) | Fall 2021-ongoing | Curriculum Directors<br>Principal<br>Instructional Coaches | $25,000 | Local<br>ESSER | MTSS Framework |
| 6. Implement with fidelity Personalized Learning through iReady with the support of ongoing PD. | Fall 2022 - ongoing | Curriculum Director<br>Principals<br>Instructional Leaders | $151,055.43 | ESSER | iReady Data<br>Meeting Agendas<br>Professional Development Data |

| | | | | | |
|---|---|---|---|---|---|
| | | iReady Support / Professional Learning Team | | | |
| 7. Implement an additional Supplemental Math Curriculum to increase student achievement in identified schools and grade levels: Hampton Elementary, Estill Middle, and North District Middle grades 4-8. | Fall 2023 - ongoing | Math Teachers<br>Curriculum Director<br>Principals<br>Instructional Leaders | $8625 | ESSER | Intervention Cycle Documentation<br>Master Schedule<br>PLC Documentation<br>Lesson Plans |
| 8. Implement an additional intervention / enrichment / prevention block in all elementary schools. | 2023 - ongoing | Principals | n/a | n/a | Master Schedule<br>MTSS Implementation Plans |
| 9. Implement and academic support period / block to focus on academics, targeted intervention, attendance, engagement, & behavior | Fall 2023 - ongoing | Principals<br>Teachers<br>Staff<br>Instructional Leaders | n/a | n/a | Master Schedule<br>MTSS Documents<br>PLC Documentation |

# Performance Goal

| Performance Goal Area: | Student Achievement * |
|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | Expand Educational Opportunities Academic and Vocational -Increase the number of students, by 3% annually meeting the on time graduation rate and increasing by 3 percentage points those who score a level 3 or higher on the WIN College and Career Readiness Exam. |

**Interim Performance Goal: Meet annual targets below.**

| Data Source(s)' | Average Baseline | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 |
|---|---|---|---|---|---|---|
| 4 Year Graduation Rate | 81.6 | **Projected Data:** 84 | 86.6 | 89.2 | 91.8 | 94.6 |
| WIN Reading | 50% | **Projected Data:** 50 | 53 | 56 | 59 | 62 |
| WIN Math | 38% | **Projected Data:** 38 | 41 | 44 | 47 | 50 |

# Action Plan

| Strategy #1: Provide a clear plan for graduation for all students through the IGP process and identify and provide additional support to students who are at risk for dropout. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Use the IGP process to identify student needs and develop a plan to better support and assess each student's progress toward graduation. | Ongoing | Curriculum Directors<br>Leadership Teams<br>Principal<br>Instructional Coaches<br>Guidance | TBD | State<br>ESSER<br>Federal | Needs Assessment<br>Plan<br>Additional Staff as Needed |
| 2. Develop a plan to provide additional support / mentors for high risk students in order to increase school engagement district wide. Provide a staff led advisory program and other programs that enable all students to have one or more adults who serve as a mentor/advocate for the student, such as daily or weekly advisory, school wide support, and mentoring programs. support. | Ongoing | Leadership Teams<br>Principal<br>Instructional Coaches<br>Guidance | #0 | n/a | Plan, Documentation of Support, & Graduation Rate |
| 3. Investigate alternative paths to graduation such as night school, virtual learning, school within a school models, accelerated learning. | Spring 2023 | Curriculum Director<br>Leadership Teams<br>Principal<br>Instructional Coaches<br>Guidance | $0 | n/a | Results of Investigation |
| 4. Increase Career and Technology courses including specific core courses of study for students who are on a career and technology track. For example, a Business English focused on practical career based writing to replace a regular English credit. | Ongoing | CATE Director<br>Curriculum Directors<br>Leadership Teams<br>Principal | $0 | n/a | Course Offerings<br>Additional Staff as Needed |

| | | | | | |
|---|---|---|---|---|---|
| | | Instructional Coaches | | | |
| 5. Implement the use of WIN Courseware practice for all 11th grade students during Advisory Period and for identified 12th grade students during Intersession days. | 2023 - 2024 | High School Leadership Curriculum Director | n/a | n/a | Master Schedule Identified Students for Intersession Days Class / Course Rosters |

# Performance Goal

| Performance Goal Area: | Student Achievement * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | By 2026, HCSD will increase the percentage of students scoring a C or higher on the state End of Course (EOC) assessment by 3% points in English 2 and by 5% points in Algebra 1. | | | | | |
| **Interim Performance Goal: Meet annual targets below.** | | | | | | |
| **Data Source(s)'** | **Average Baseline** | **2022/23** | **2023/24** | **2024/25** | **2025/26** | **2026/27** |
| Algebra 1 | 35% | **Projected Data:** 40% | 45% | 50% | 55% | 60% |
| English 2 | 53% | **Projected Data:** 56% | 59% | 62% | 65% | 68% |

# Action Plan

| Strategy #1: Increase the amount and quality of targeted intervention services provided (intensified instruction) to accelerate learning for identified "at-risk" students at the secondary level. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Create an Academic Support Local Board Approved class to provided targeted 9th grades supplemental support in Reading and Math based on their 8th grade SC Ready scores. | 2023 - ongoing | Principal<br>Instructional Coach<br>Classroom Teacher | n/a | n/a | Lesson Plans<br>Course Completion<br>Class Rosters<br>Formative Assessment Scores |
| 2. Target identified at-risk students for semester long Foundations Course prior to the semester of their EOC classes in order to strengthen foundational skills. | 2022 - ongoing | Principal<br>Instructional Coach<br>Classroom Teacher | n/a | n/a | Class Rosters<br>Lesson Plans<br>Diagnostic Testing |
| 3. Create an Advisory Block with targeted class rosters based on identified student needs including but not limited to identified missing skills, honors level placements, SAT or ACT preparation needs, etc. | 2023 - ongoing | Principal<br>Instructional Coach<br>Classroom Teacher | n/a | n/a | Class Rosters<br>Data identifying student needs<br>Diagnostic Surveys |
| 4. Create a Missing Assignment Study Hall (MASH) to be held during the Advisory and Lunch Periods for students who have missed an in class assignment during the previous week. Students identified as needing to make up an assignment will have a working lunch during the MASH study hall. MASH holds the students accountable for completing all assignments. "Taking a Zero" and not doing the work is no longer an option. | 2023 - ongoing | Principal<br>Instructional Coach<br>Classroom Teacher | n/a | n/a | MASH Records |
| **Strategy #2: Design a framework to ensure instructional programs, especially those related to End of Course Exams, are rigorous, research-based, and implemented with fidelity to create systemic change.** | | | | | |

| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|---|---|---|---|---|
| 1. Identify and schedule EOC classes with highly qualified instructors. | 2023 - ongoing | Human Resources<br>Principals<br>School Counselors<br>Instructional Coaches | n/a | n/a | Master Schedule<br>Teacher Credentials<br>EOC Scores<br>SC Lead Evaluations |
| 2. In order to improve Tier 1 instruction, provide supplemental Curriculum Supports such as Progress Learning and iReady. | 2022 - Ongoing | Principal<br>Instructional Coach<br>Classroom Teacher | $16,000 | Federal Programs<br>ESSER | Lesson Plans<br>Data from Supplemental Supports |

# Performance Goal

| Performance Goal Area: | Teacher/Administrator Quality * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | Leadership Capacity: By 2026, HCSD will provide ongoing professional development for progress monitoring and intensive targeted intervention in both Reading and Math in grades K-12 to improve outcomes for at-risk students and increase by 3 percentage points the percentage of Tier 1 on grade level students by increasing teacher / administrator knowledge of data driven instruction, targeted intervention support, and to increase teacher / administrator quality. | | | | | |
| **Interim Performance Goal: Meet annual targets below.** | | | | | | |
| **Data Source(s)'** | **Average Baseline** | **2022/23** | **2023/24** | **2024/25** | **2025/26** | **2026/27** |
| iReady EOY Reading Tier 1 | 43% | **Projected Data:** 43% | 46% | 49% | 52% | 55% |
| iReady EOY Math Tier 1 | 37% | **Projected Data:** 37% | 40% | 43% | 46% | 49% |

# Action Plan

| Strategy #1: Create a system of continuous improvement and continuous professional learning. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Create a plan to ensure the achievement of the district purpose, beliefs, expectations and communication of those expectations to all stakeholders. | July - Ongoing | Superintendent, Leadership Team, Public Information, Accountability | $0 | n/a | Plan |
| 2. Support schools in developing a plan for strategic improvement through weekly PLC meetings at all schools. | July - Ongoing | Superintendent, Principals, Curriculum, District and School Leadership Teams, Accountability | $0 | n/a | PLC Meeting Documentation |
| 3. Create a plan for strategic data gathering to support a system of continuous improvement to include school and district data teams. | July - Ongoing | Superintendent, Principals, Curriculum, District and School Leadership Teams, Accountability | $0 | n/a | Plan, School Data Teams, School and District Data |
| 4. Develop a strategic organizational leadership structure to define roles and responsibilities. | July - Ongoing | Superintendent, Assistant Superintendent, School Board | $0 | n/a | Leadership Organizational Chart to include roles and responsibilities |

| | | | | | |
|---|---|---|---|---|---|
| 5. Identify and hire quality Administrators and Instructional Coaches to support a system of coaching, evaluation, and support in order to provide a systematic approach to instructional improvement. | July - Ongoing | Human Resources, Superintendent, School Board | To Be Determined Based on Salary Scales | Local Funds<br>State Funds<br>Federal Funds | Administrators<br>Instructional Coaches |

**Strategy #2: Implement an intensive professional learning program to strengthen teachers understanding of and implementation of targeted intervention in both Reading and Math in grades K-12 to improve outcomes for at-risk students by increasing teacher / administrator knowledge of data driven instruction, targeted intervention support, and to increase teacher / administrator quality.**

| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
|---|---|---|---|---|---|
| 1. Implement a vetted targeted intervention and progress monitoring supplemental curriculum and assessment to improve our teacher and administrator quality in the area of Multi-Tiered Systems of Support | 2022 - ongoing | Curriculum Director<br>Principals<br>Instructional Leaders<br>Teachers | Included in Goal 4 | ESSER | Sign in Sheets<br>Documentation of Progress Monitoring<br>Documentation of Professional Learning |
| 2. Implement a Suite of Support that includes 35 days of district level support which included at least 4 district wide PD sessions per grade band and an additional 3 school level visits and 4 administrative leadership sessions. | 2022 - ongoing | Curriculum Director<br>Principals<br>Instructional Leaders<br>Teachers | Included in Goal 4 | ESSER | PLC Documentation<br>iReady Data<br>Professional Learning SignIn Sheets |
| 3. Implement with fidelity iReady personalized learning software, tools for instruction, next steps for intervention instruction, classroom based standards instructional lessons, progress monitoring and formative diagnostic assessments 3 times per year. | Fall 2022 - ongoing | Curriculum Director<br>Principals<br>Instructional Leaders<br>Teachers | Included in Goal 4 | ESSER | iReady data |

# Performance Goal

| Performance Goal Area: | Teacher/Administrator Quality * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | Resource Capacity - Build the teachers and administrator quality by hiring highly qualified teachers and decreasing by 3% the percentage of teachers teaching with an out-of-field permit and decreasing by 3% the percentage of inexperienced teachers. | | | | | |
| **Interim Performance Goal: Meet annual targets below.** | | | | | | |
| **Data Source(s)'** | **Average Baseline** | **2022/23** | **2023/24** | **2024/25** | **2025/26** | **2026/27** |
| Percentage of Out of Field Teachers - State Report Card | 25.7% | **Projected Data:** 25.7% | 24.9% | 24.18% | 23.45% | 22.74% |
| Percentage of Inexperienced Teachers | 34.1% | **Projected Data:** 34.1% | 33.07% | 32.08% | 31.12% | 30.18% |

# Action Plan

| Strategy #1: Build resource capacity through recruitment, hiring, and retaining qualified staff and providing staff with quality professional learning through PLCs. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Implement the district plan for strategic data gathering to support a system of continuous improvement (see Leadership Capacity). | July - Ongoing | Superintendent<br>Principals<br>Curriculum Directors<br>District and School Leadership Teams<br>Accountability | $0 | n/a | Plan Outcomes |
| 2. Host Recruitment Fairs, create a variety of advertisements to include billboards, commercials (radio and television), newspapers, etc. | 2022 - ongoing | Human Resources | $6000 | CERRA | Advertisements<br>Hiring<br>Number of Filled and Unfilled Positions |
| 3. Offer incentives for recruiting and retaining qualified staff. | 2022 - ongoing | Human Resources | TBD annually<br>$1000 retention bonus<br>$5000 sign on bonus | General Funds / CERRA | Bonuses<br>Filled and Unfilled Positions |

# Performance Goal

| Performance Goal Area: | Teacher/Administrator Quality * |
|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | To increase teacher administrator quality, HCSD is participating in LETRS training for all PreK – Third grade teachers, interventionists, instructional coaches, and principals to provide intensive two year professional development to increase their knowledge of best practices as evidenced by an increase in student achievement in Phonological Awareness and Phonics with a 3 percentage point increase in student scoring on grade level or above on diagnostic tests in iReady in grades K and 1. |

**Interim Performance Goal: Meet annual targets below.**

| Data Source(s)' | Average Baseline | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 |
|---|---|---|---|---|---|---|
| K - Phonological Awareness | 28% | **Projected Data:** 28 | 31 | 34 | 37 | 40 |
| 1st - Phonological Awareness | 15% | **Projected Data:** 15 | 18 | 21 | 24 | 27 |
| K - Phonics | 22 | **Projected Data:** 22 | 25 | 28 | 31 | 34 |
| 1st - Phonics | 14% | **Projected Data:** 17 | 20 | 23 | 26 | 29 |

# Action Plan

| Strategy #1: Implement an intensive professional learning program to strengthen the knowledge and understanding of teachers in the Foundations of Reading. | | | | | |
|---|---|---|---|---|---|
| **Action Step** (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.) | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. All PK - 3rd grade certified teachers, interventionists, instructional coaches and administrators will participate in a 2 year intensive professional development training focused on the Science of Reading. | 2022 - 2024 | Curriculum Director<br>Principals<br>Instructional Coaches<br>Interventionists<br>Certified Teachers | $34,000 | ESSER<br>Palmetto Literacy Project Schools were Funded by the SCDE | Pre / Post Assessment Score<br>Certificates of Completion<br>Read to Succeed Credits |

# GIFTED AND TALENTED REQUIRED TABLES

**DIRECTIONS:** As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

**A. Gifted and Talented Policies and Practices**

**B. Gifted and Talented Scope and Sequence**

**C. Gifted and Talented Grades of Academic Service**

**D. Gifted and Talented Grades of Artistic Service**

**E. Gifted and Talented Screening and Identification Notification**

# GIFTED AND TALENTED POLICIES AND PRACTICES

**Directions:** Place an X for an affirmative response in columns marked Academic and Artistic.

| | | ACADEMIC | ARTISITIC |
|---|---|---|---|
| The district utilizes state identification of gifted and talented students for: | **grades 1–2** | | |
| | **grades 3–5** | X | |
| | **grades 6–8** | X | |
| | **grades 9–12** | X | |
| The district utilizes trial placement (1 year conditional placement) for: | **grades 1–2** | | |
| | **grades 3–5** | | |
| | **grades 6–8** | | |
| | **grades 9–12** | | |
| The district utilizes a local identification process (local criteria rubric) for: | **grades 1–2** | | |
| | **grades 3–5** | | D |
| | **grades 6–8** | | D |
| | **grades 9–12** | | D |
| The district utilizes a formal withdrawal policy for: | **grades 1–2** | | |
| | **grades 3–5** | D | D |
| | **grades 6–8** | D | D |
| | **grades 9–12** | D | D |

**D = Developing**

**DISTRICT: Hampton County School District** **INFORMATION FOR SCHOOL YEAR: 23-24**

# GIFTED AND TALENTED SCOPE AND SEQUENCE

| A gifted and talented scope and sequence is utilized in the following grades for: | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Academic** | | | | D | D | D | D | D | D | D | D | D | D |
| **Artistic** | | | | D | D | D | D | D | D | D | D | D | D |

| Formal gifted and talented curriculum is utilized in the following grades for: | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Academic** | | | | X | X | X | X | X | X | X | X | X | X |
| **Artistic** | | | | D | D | D | D | D | D | D | D | D | D |

D = Developing

# GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

| | | CURRICULUM AREA | | | | | |
|---|---|---|---|---|---|---|---|
| **GRADE** | **MODEL** | *Use approved abbreviations for curriculum.* | **INTERDISCIPLINARY** | **ELA** | **MATH** | **SCIENCE** | **SOCIAL STUDIES** |
| **K** | | **Curriculum Used** | | | | | |
| **1** | | **Curriculum Used** | | | | | |
| **2** | | | | | | | |
| **3** | Special Class | **Curriculum Used** | | Differentiated Curriculum | Differentiated Curriculum | | |
| **4** | Special Class | **Curriculum Used** | | Differentiated Curriculum | Differentiated Curriculum | | |
| **5** | Special Class | **Curriculum Used** | | Differentiated Curriculum | Differentiated Curriculum | | |
| **6** | Special Class | **Curriculum Used** | | Differentiated Curriculum | Differentiated Curriculum | | |
| **7** | Special Class: Honors | **Curriculum Used** | | Honors Curriculum | Honors Curriculum | | |
| **8** | Special Class: Honors and AP | **Curriculum Used** | | Honors and AP Curriculum | Honors and AP Curriculum | | |
| **9** | Special Class: Honors and AP | **Curriculum Used** | | Honors and AP Curriculum | Honors and AP Curriculum | | |
| **10** | Special Class: Honors and AP, Dual Credit | **Curriculum Used** | | Honors, AP, and Dual Credit Curriculum | Honors, AP, and Dual Credit Curriculum | | |
| **11** | Special Class: Honors and AP, Dual Credit | **Curriculum Used** | Honors, AP, and Dual Credit Curriculum | Honors, AP, and Dual Credit | Honors, AP, and Dual Credit | Honors, AP, and Dual Credit | Honors, AP, and Dual Credit |
| **12** | Special Class: Honors and AP, Dual Credit | **Curriculum Used** | Honors, AP, and Dual Credit Curriculum | Honors, AP, and Dual Credit | Honors, AP, and Dual Credit | Honors, AP, and Dual Credit | Honors, AP, and Dual Credit |

**DISTRICT: Hampton County School District** **INFORMATION FOR SCHOOL YEAR: 23-24**

# GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

**Model Used: <u>Afterschool Summer, Saturday, and / or Summer Programming - Developing</u>**

| GRADE | *(Use approved abbreviations for curriculum.)* | INTERDISCIPLINARY | DANCE | MUSIC | THEATRE | VISUAL ARTS | OTHER |
|---|---|---|---|---|---|---|---|
| K | Curriculum Used | | | | | | |
| 1 | Curriculum Used | | | | | | |
| 2 | Curriculum Used | | | | | | |
| 3 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 4 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 5 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 6 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 7 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 8 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 9 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 10 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 11 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |
| 12 | Curriculum Used | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created | Teacher Created |

**DISTRICT: Hampton County School District** **INFORMATION FOR SCHOOL YEAR: 23-24**

# GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

| Describe the ways in which the district notifies parents and community of its nomination and identification. |
|---|
| Parent letters are mailed out to disseminate information.<br>Website announcements are placed on the district website to disseminate information.<br>Parents are also contacted via district email as a means to disseminate information.<br>Parents may be called via direct phone call regarding necessary and pertinent information.<br>Parents are also contacted via the district automated phone text and email alert system.<br>When appropriate social media may be used for parent communications. |

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.

372 Pine Street East,
Varnville, South Carolina 29944
Phone: 803-943-4576
Fax: 803-943-5943

Ronald Wilcox, Ed.D.,
Superintendent of Schools

HAMPTON COUNTY
School District

Hannah Priester, Board Chair
Sabrena Graham, Vice-Chair
Kari Foy, Secretary
Bruce Davis, Parliamentarian
Debra Holmes, Member
Marsha Robinson, Member
Mary Wilson, Member

**Parent/Guardian Request for Withdrawal from Gifted and Talented Programs**

I request that my child, _____, be removed from the Hampton County School District's Gifted and Talented Program. I understand that if my child is removed from the Gifted and Talented Program, he/she may not participate for the remainder of this current school year.

Further, I understand that my child will not be required to re-qualify for service in the Gifted and Talented Program and will be eligible to return for service at the beginning of the next school year. It is my responsibility to advise the school if I wish for my child to return to the Gifted and Talented Program. I understand that he/she will have missed a significant portion of the curriculum designed for gifted and talented students.

I am requesting the removal of my child from the HCSD Gifted and Talented Program for the following reason(s):

_____
_____
_____
_____
_____
_____
_____
_____

I understand that the Evaluation and Placement Team for the gifted and talented program will review this request and notify me in writing of a final decision.

Date:_____Parent Signature:_____
_____
Name of Student:_____

School:_____Grade:_____

**Office of Special Projects**
**Jack W. Hutto, Director**
**372 Pine Street East**
**Varnville, South Carolina 29944**
**803-903-1007**
**jhutto@hcsdsc.org**

May 30, 2023

Dear Parents:

You child, _____, is invited to participate in Saturday Academy for Gifted and Talented (SAFGAT). SAFGAT students will work in an academically challenging environment with other GT students. Students will learn to apply technology-based research to real world problems and find solutions to those problems. As students work in teams, they will 1) plan and complete a unit of study, 2) use creative strategies to solve problems, and 3) learn how to help the community. Students will also plan and participate in a related field experience at the end of the summer.

For GT students in grades 3 – 5, SAFGAT will meet on the following dates at Varnville Elementary School from 9:00 am until 12:00 pm.

Saturday, June 10th

Saturday, June 24th

Saturday, July 8th

Saturday, July 22nd

Saturday, August 5th

If your child plans to participate in Saturday Academy for Gifted and Talented (SAFGAT), please call 803-903-1007 to reserve a space. Thank you.

Sincerely,

Jack W. Hutto
Director of Special Projects

**Office of Special Projects**
**Jack W. Hutto, Director**
**372 Pine Street East**
**Varnville, South Carolina 29944**
**803-903-1007**
**jhutto@hcsdsc.org**

**Hampton County School District**
**Gifted and Talented Artistic Program**
**Referral Letter – Grades 3 - 11**
**2022-2023**

Name of Student_____

Current School_____

Current Age_____Current Grade _____

Parents/Guardian_____

Home Address / City_____

Home Phone_____Cell Phone_____

Email_____

Prospective area(s) of artistic ability (Please write in a 1 or 2 with no more than **two** areas.):

☐Dance

☐Music

☐Theater

☐Visual Art

Please return this letter by May 1, 2023, to Office of Special Projects, 372 Pine Street East, Varnville, SC 29944 or email jhutto@hcsdsc.org.

## Population: Low SES

**Characteristics**

- Students may not perform well on traditional assessments.
- Lack of preschool experiences that include
  - Speaking in complete sentences
  - Asking questions
  - Using declarative sentences to express wants, needs, and feelings
  - Sequencing, and working cooperatively with other children by displaying socially acceptable behavior

**Cautions**

- Make sure the gifted population reflects the demographics of the larger school population.
- Make sure the identification process meets the needs of potentially gifted students who come from poverty
- A "one size fits all" model of identification is not fair

**Accommodations**

- Special programs are staffed with teachers who have been trained in meeting the needs of this special population
- Students are served by master teachers
- Learning opportunities are purposefully designed to be relevant and connected to the environment

## Population: Underrepresented

**Characteristics**

- Students who try to compensate for their weaknesses

- Students with disabilities who hide their special abilities in order to fit in with other students

**Cautions**

- Be aware of culturally and linguistically diverse students who are stereotyped with low expectations
- Be aware of bias in testing identification procedures

**Accommodations**

- Provide special enrichment activities which develop creative abilities
- Teachers should move beyond the specific disability while allowing the cognitive talents to blossom

## Population: Artistically Talented

**Characteristics**

- Students have a desire to creative express themselves
- Students who have a desire to experiment
- Students who enjoy innovative opportunities.

**Cautions**

- Be aware of students who may be passed through the system with little or no support for their talents
- Be aware of students who yearn for creative challenges that take them beyond technical excellence

**Accommodations**

- Expose students to biographies and documentaries about artists
- Provide visits to museums and photography exhibits
- Provide opportunities to observe theater, dance and mime performances, and film festivals
- Provide opportunities for students to create choreography, write original scripts, design sets, create individual murals selections or embellishments
- Expose students to art reviews; encourage gifted writers to compose reviews for school papers or news releases for a community paper

## Population: Underachievers

**Characteristics**

- Students who demonstrate low self-esteem
- Students who consistently have a negative attitude toward school and learning
- Students who are reluctant to take risks or apply one's self
- Students who are not comfortable with competition
- Students who lack perseverance
- Students who lack goal-directed behavior
- Students who prefer social isolation
- Students who are exhibit weaknesses in skill areas and organization
- Students who are disruptive class and are resistant to class activities

**. Cautions**

- Be aware of students who lack motivation to apply themselves in school
- Be aware of students who may be from environments that do not nurture their gifts and may even discourage high achievement
- Be aware of disabilities or other learning deficits that mask student's giftedness

**Accommodations**

- Provide collaborative opportunities between the parent and teacher

- Provide solutions that give students the freedom to create and the support in skill and organization areas where they are weak
- Focus on the strengths of the students
- Encourage divergent thinking

## Population: Highly Gifted

**Characteristics**

- Students who exceed their gifted peers in both knowledge and general intellectual ability
- Students who become bored, isolated or withdrawn
- Students who exhibit extraordinary knowledge, skills, and cognitive ability
- Students who demonstrate non-traditional thinking and a deep empathy for fellow beings
- Students who are interested in doing in-depth study at a level far in advance of other gifted children their age
- Students who exhibit an early developmental understanding of mathematical processes
- Student who exhibit a highly advanced verbal ability at an early age
- Students who crave solitude, especially while working
- Students who prefer to be with a few friends rather than a large group in social situations

**Cautions**

- Be aware of students who may have over-imaginative concerns, worries, and sensitivities
- Be aware of students who have difficulty handling social and emotional challenges

**Accommodations**

- Allow students to delve into topics in-depth without rigid deadlines
- Group highly gifted students with other highly gifted students
- Use creative strategies, activities, and materials
- Communicate closely with parents
- Use the expertise of highly gifted students as a resource for other students
- Provide encouragement with pressure
- Provide an appropriate mentor who will encourage the highly gifted child to fully develop his/her talents and interests

## Special Programs and Activities

- GT STEAM Academy (grades 3 – 6)
- Summer Creative Arts Camps (grades 3 – 12)
- Multimedia Creative Writing Seminar Series (grades 7 – 12)
- Young Palmetto Artists (grades 3 – 12)
- Academic Grade Acceleration (grades 5 – 7 based on a committee decision)
- Duke Scholars Program (grades 7 and 8)
- Duke Talent Search (grade 7)
- GIG Robotics (Get In Gear) (grades 7 - 12)
- Summer Learning Academy (grades 3 – 8)
- Course Acceleration (Acellus Grades 7 – 12)
- College Credit Now - Dual Credit Courses (grades 10 and 12)

**For more information contact:**
**Mrs. Kristy Wood**
**Office of Curriculum and Instruction**
**Hampton, SC 29924**
**803-943-4576**
**kwood@hcsdsc.org**

# Hampton County School District

## Gifted and Talented Programs for Special Populations

## (Students in Grades 3 – 12)

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

# District Proficiency-Based System Plan Application

**(For use with the Initial Five-Year District Strategic Plan)**

Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201

**SOUTH CAROLINA DEPARTMENT OF EDUCATION**
**OFFICE OF FEDERAL AND STATE ACCOUNTABILITY**

# DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

State Board of Education (SBE) Regulation 43-234 allows a school to award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system.

SBE Regulation 43-234 II.C. states that:

> A school may award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system including the method for determining proficiency. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed.

1. This plan, upon approval, is valid for one year only. Districts must renew or update the plan annually with the District Strategic Plan.
2. Districts are accountable for making sure the academic standards and the individual learning needs of the students are addressed and that the students receive additional instruction, practice time, and support to help the students achieve proficiency.
3. Teachers of all proficiency-based courses must hold the appropriate South Carolina certification for the content area.
4. If proficiency-based courses include a lab setting, a teacher who is properly certified specific to the content area must communicate regularly with the student and must monitor the student's progress.
5. A properly certified teacher must assign final grades for high school proficiency-based credit.

**For questions or to request this application in a Word document, please contact Laura McNair at (803)734-8111 or lmcnair@ed.sc.gov**

## Section I

| | |
|---|---|
| **Date Submitted:** | **5/23/2018** |
| **District:** | Hampton County School District |
| **APPLICATION PREPARED AND SUBMITTED BY:** | |
| **Name:** | Kristy Wood |
| **Position:** | Curriculum Director |
| **Phone Number:** | 803-903-1023 |
| **E-mail address:** | kwood@hcsdsc.org |

# Section 2

**This document is uploaded into the District Strategic Plan; therefore, add additional space to properly explain each question.**

| |
|---|
| 1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.<br>Hampton County School District encourages students to pass their coursework. Recognizing the wide range of students' needs from accelerated learners to struggling learners, proficiency-based learning offers an adaptive and personalized approach for students. Advanced students are encouraged to seek opportunities that meet their needs and challenge their potential through dual credit and online learning opportunities. Online learning offers a wider array of courses for a more personalized approach to learning. All students and parents of students who have failed or are failing courses receive counseling on alternative measures to obtain credit or to seek content recovery for courses. No alternate approach to proficiency-based instruction takes the place of classroom instruction, nor does the school take responsibility if a student fails to complete the coursework for the alternative measures. Students and parents MUST meet with a guidance counselor before choosing any proficiency-based path including initial credit, credit recovery, or content recovery. |
| 2. Which schools within the district are involved? Estill Middle School, North District Middle School and Hampton County High School (Combined Estill High School and Wade Hampton High School) |
| 3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process? All students seeking an alternate proficiency- based path must begin the process with counseling. The annual Individual Graduation Plan (IGP) meeting considers students' post-secondary goals and their progress towards meeting those goals, their interests, and their potential. If a student is not on the projected path to on-time graduation, other options are discussed to recover credits. During the year, guidance counselors who assess students' progress may advise the students to consider content recovery under the advisement of the classroom teacher. If students are on-track to on-time graduation, proficiency-based online options are discussed with the students and their families in light of the students' post-secondary goals. On-line instruction can offer students opportunities to earn AP credit, CTE courses and certifications, and many other opportunities that are difficult for small, rural school districts to offer because of lower student enrollment numbers and lack of funding. In short, all Hampton County School District (HCSD) students are offered this opportunity as it aligns to students' needs and goals. An appeal process can be initiated by families in writing beginning with the school administrator, the deputy superintendent, the superintendent, and the school board, following this chain of command. |
| 4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?<br>In addition to courses offered through USC Correspondence Courses and South Carolina's Virtual School, careful and critical consideration of available online curriculum led the district to choose Acellus, which can offer initial credit, credit recovery, content recovery standards-based instruction under the guidance of certified teachers. Acellus aligned with HCSD's vision and goals to meet the need of all learners. First, Acellus is affordable. Acellus is about 1/14th the cost of most other online learning systems. As a not-for-profit, Acellus benefits from generous donations and can put those funds into the development of Acellus courses without passing on those costs to the schools. This enables the creation of courses using state of the art video production equipment, the best teachers in each subject area, and a team of experts dedicated to developing high quality and effective courses. With all of the focus on helping the kids, rather than making a profit, Acellus makes sure that no student is left behind |

because of price – enabling HCSD to give every student ready access to online learning. Second, Acellus is adaptive software. Student work is continually monitored and the courseware adjusts to fill learning gaps. Moreover, Acellus's Live Class Monitor gives the teacher the ability to see real-time where each student is working at any moment in time. Acellus also notifies teachers when students appear to be having difficulty. Acellus allows teachers to drill into the details, right from the Monitor, so that they can give immediate feedback. Third, content for each lesson is presented by some of America's greatest teachers. Acellus videos are professionally filmed with some of the best equipment available in the cinematic industry. The combination of incredible footage, outstanding teachers, and content that makes learning relevant to the real-world, and makes Acellus videos captivating and interesting to engage student's interest in learning. Student engagement increases student achievement. The connection to the real-world makes learning relevant. Last, Hampton County School District believes all students can learn and be successful, and Acellus accepts the challenge to transform students who are stuck into successful learners. One of the principle goals of this tool is to empower the teacher with the data and intervention options they need to get students making progress along their personalized path to success. After analysis, Acellus in Hampton County School District has been embraced as the curriculum of choice for not only regular education, but also special education and adult education classes. Several representatives from each of these areas have attended a 3-day academy to affirm their initial assessments.

5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern? Hampton County School District's proficiency system will offer advanced coursework, assist scheduling conflicts, support homebound, content and credit recovery instruction, and meet the needs of transfer students.

6. Please attach the district's policy on the proficiency-based system plan.
The University of South Carolina offers a correspondence course for a fee for specific courses, and the State Department of Education offers South Carolina Virtual School at no charge. All online courses (including SC Virtual School) will be listed on the transcript and will affect the student's GPA. A third option offers students personalized learning through a computer proficiency-based online system. With approval from the guidance office, students may recover lost credits and earn initial credits when a need has been demonstrated to achieve competencies necessary for completion of SC graduation requirements. Coursework may be completed before, during, and after school, during the summer, and at home. A properly certified teacher, specific to the content area, will communicate regularly with the student and will monitor the student's progress. The assigned teacher will assign final grades for high school proficiency-based credit for content recovery, credit-recovery, and initial credit courses. All assessments must be completed on campus with a certified teacher. Students who complete a computer-based course for credit recovery will receive a P for the course if they pass the material and will be awarded credit on the student's transcript in accordance with the credit-recovery guidelines.

7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college? This proficiency-based plan will enable more students to realize success and achieve on-time graduation through personalized paths that align to their secondary and post-secondary goals. Considering the Profile of the South Carolina Graduate, the courses offered through this proficiency-based plan requires and develops the world class skills and life and career characteristics outlined. The coursework embeds communication, information, media, and technology. It involves critical thinking, problem solving, creativity, and innovation through real-world connections and applications. The coursework's adaptive learning meets students' needs, addresses learning gaps, and teaches them how to learn. Students develop work ethic, a global perspective, perseverance and self-direction as they follow personalized paths to meet personal learning goals. The rigorous standards-based course instruction will equip students with STEM, foreign

languages, arts, and social science content knowledge to prepare them for success in their chosen college or career path after graduation.

8. What methods will the district use to check that students earning credit through on-line proficiency-based courses have the skills and knowledge needed for subsequent work in the specific course content area? Teachers of all proficiency-based courses will hold the appropriate South Carolina certification for the content area. All courses and student progress will be monitored by certified teachers qualified to teach the course. As mentioned, Acellus's Live Class Monitor capability gives teachers the ability to see real-time where each student is working at any moment in time. Acellus also notifies teachers when students appear to be having difficulty. While Acellus allows teachers to stay on top of student work real-time via the Live Class Monitor, it also sends them Notifications of important student events, such as when a student has passed an exam, when a student is struggling in a lesson, or when a student has failed an exam. These Notifications appear in the teacher's Messages. Acellus allows teachers to drill into the details, right from the Monitor, so that they can give immediate feedback. The curriculum also adapts to provide Response-to-Invention strategies for the learner. This real-time interactive communication makes learning more targeted and personal. The curriculum is rigorous using standards-based content connected to real-life experience, and each lesson is presented by a highly qualified teacher or professional. Finally, all assessments like regular classroom assessment must be completed on campus monitored by a teacher. A properly certified teacher will assign final grades for high school proficiency-based credit.

9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan? This proficiency-based plan makes provisions for students with IEPs and 504 plans. Both schools have time embedded in each day to provide targeted intervention for struggling learners that is in addition to regular class time. Both schools also offer beyond school hours tutoring support. All required accommodations on IEP and 504 plans will be provided when students' IGP goals include Acellus courses or courses are assigned for content or credit recovery. Acellus provides targeted intervention for students, integrating prescriptive assessments and customized content, based on the student's skills and individual needs. Acellus, supported by Prism Diagnostics technology, identifies specific gaps in students' knowledge based upon their response to the presented concepts. Acellus then provides Customized Personal Instruction (CPI) to apply targeted intervention in the prescribed areas. The students are subsequently re-assessed to insure that the concepts identified and addressed have been retained. If gaps still exist, the student will again be presented with the relevant concepts and then re-assessed to determine comprehension. Acellus will deliver additional versions of instruction to students when data shows that multi-level instruction is required. Acellus can be effectively incorporated into RTI multi-level tiered intervention systems. The first tier embeds good core initial teaching, a second-tier intervention provides leveled instruction with greater intensity plugging the holes in individual learning, and a third tier of leveled intervention with individualized instruction. RTI teachers say they recommend the Acellus tools for progress monitoring because they are provided specific interventions targeting student's needs, interventions adapted to each student's individual level, and specific instruction designed to ensure each student's academic success. The Acellus Emotional, Social & Physical (ESP) Education course focuses on the importance of all three components in students' lives, and helps to cultivate healthy relationships, a caring attitude, and the importance of one's overall well-being and physical health. ESP inspires positivity, which will empower students to face the day to day challenges they will encounter in the real world.

10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends? Content recovery for students within the classroom can include several components. Teachers offer before and/or afterschool tutoring to support student learning. Students are often assigned to teachers to attend tier 2 support during what is called “flex time,” which allows teachers to work with students in a small group setting beyond the regular class period. After attending required tutoring sessions, students may choose to retake one assessment per grading period. The teacher then averages the grades of the prior assessment and the new assessment. Other content recovery strategies include flipped classroom recordings that the student may watch outside of class. On these recordings, teachers present lesson content or a critical concept of a lesson that may impede progress if misunderstood. Other teachers may assign specific course lessons through Acellus that a student must complete. Another Acellus option is one-to-one tutoring. This special mode of Acellus can be turned on for any Acellus course. When the “Tutoring Mode” is activated, students can access the individual lessons on any concept taught in the course, and jump to a specific video to get help with a particular concept.

11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used? The overall Proficiency-based Plan will be analyzed and evaluated annually by the Curriculum Director, Curriculum Support Team, Building Administrators, Guidance Director, CTE Director, and Department Heads. The Guidance Department will gather data quarterly to assure that students who need support are receiving support and that students are meeting their learning goals. Teachers will conference with students quarterly to allow students to assess their progress and make adjustments as needed. The annual IGP meeting will allow students and their families to assess the student’s progress towards preparation for postsecondary goals. Measures used to assess progress will be course completion and content mastery, student’s personal learning path goals and requirements to prepare for postsecondary plans, actions taken to meet goals and requirements, course alignment to life goals, school attendance, discipline record, performance on district benchmark assessments and state assessments, preparation for taking college and/or career entrance exams, extracurricular activities, and work-based and/or service learning hours.

12. Explain the guidance department’s procedure for communicating with the parents and students the need for a proficiency-based course.
The families of students will receive a letter providing an overview for the need for a proficiency-based course with their initial development of their Individual Graduation Plan. During each student conference and IGP meeting, the students’ goals and progress towards meeting those goals will be reviewed and monitored. When appropriate, the guidance counselor or assigned mentor will advise students and their families when proficiency-based courses are needed to allow them to consider their options. Guidance Counselors will review students’ academic progress each grading period to identify students who need to have a conference scheduled to consider needed credit recovery when necessary. Teachers of students will conference with students and contact families as necessary when content recovery is advised to avoid course failure. Time during each day’s schedule will be allotted for teachers to conference with students and for students to work on proficiency-based course assignments.

13. Can the properly certified teacher manipulate assignments/assessments to accommodate for differentiated instruction and/or diverse learning modalities?
Yes, Teachers can access all of the steps in the course, including the videos on each concept, the lesson assessments, and exams. Acellus provides teachers with multiple videos on each concept, allowing teachers to differentiate instruction for students who may need the material presented in an alternative manner, or from a different perspective, in order to master it. Providing teachers with alternative

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| methods of instruction also allows teachers to broaden their own competency in the course material. Teachers can also adjust the course pacing to accommodate tier 2 and tier 3 students. |
| 14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.<br>Kristy Wood, Curriculum Director |
| 15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.<br>Angela Cooler 175774<br>Teresa Wachter 192343<br>Jacqueline Smith 206204<br>Marshall Paul 283120<br>Jeriah Greene 231334<br>Barbara Vaughn 230913<br>Lauren Paul 544838<br>Rachel Williams 272840<br><br>All other courses will be assigned to the appropriate teacher on a as needed basis. Information will be available upon request. |

# 2023 District Summer School Program Site Identification

**District Name:** Hampton County School District **District Summer School Contact:** Mrs. Kristy Wood

**Contact's Phone Number:** 803-903-1023/ 803-903-1020 **Contact's Email Address:** kwood@hcsdsc.org

☐ **NO SUMMER SCHOOL PROGRAM SITES**

**Directions:** 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
2) **SBE Regulation 43-240: Summer School Program Criteria**
a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
- **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
- **Grade 9–12** students are awarded high school credit.

| Name of Physical Site(s) for Summer School Program | Name of Site Administrator | Administrator E-mail Address | Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other) | Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO) | Elementary, Middle or High School |
|---|---|---|---|---|---|
| Estill Elementary | Mrs. Julia Lee | jlee@hcsdsc.org | Read to Succeed | Yes | Elem. |
| Estill Middle School | Mrs. Shronda Taylor | staylor@hcsdsc.org | Academic Recovery | Yes | Middle |
| Estill High School | Mrs. Synetria Hawkins | shawkins@hcsdsc.org | Credit Recovery | Yes | High |
| Varnville Elementary School | Mrs. Peggy O'Banner | pobanner@hcsdsc.org | Read to Succeed | Yes | Elem. |
| Hampton Elementary School | Mr. Jody Hadwin | jhadwin@hcsdsc.org | Academic Recovery | Yes | Elem. |
| Fennell Elementary School | Mr. Bernard Sanders | bsanders@hcsdsc.org | Academic Recovery | Yes | Elem |
| North District Middle School | Dr. Jonathan Goodman | jgoodman@hcsdsc.org | Academic Recovery | Yes | Middle |
| Wade Hampton High School | Mrs. Cassandra Williams | cbwilliams@hcsdsc.org | Credit Recovery | Yes | High |
| | | | | | |
| | | | | | |

***Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2023. If you have any questions, contact Karen Cook at 803-734-4040 or by e-mail at kcook@ed.sc.gov.***