



Kingston Elementary School

STRATEGIC PLAN 2022-2027

January, 2022

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Our Vision:

Kingston Elementary School as part of Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

Our Beliefs:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts. Foremost, we believe that ...*

Our purpose is to develop the potential within each student and ensure that all graduates reflect the knowledge, skills, and life and career characteristics embedded in the *Profile of the South Carolina Graduate* in order that they become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that ...

We have the obligation to challenge every student to meet higher academic standards than his/her current level.

In order to accomplish this, we believe that ...

Our students deserve exceptional and passionate staff who share our CORE VALUES. Our core values are stated as expectations for staff members:

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.

We believe ...

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And...

- **All students should have access to world-class knowledge based upon rigorous standards in language arts and math for career and college readiness, multiple languages, science, technology, engineering, mathematics (STEM), the arts and social sciences.**

- **Our graduates will possess world-class skills reflecting creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn.**
- **Our students will demonstrate critical life and career characteristics to include integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills well beyond graduation.**

We also believe ...

All who share our schools deserve a safe, respectful and nurturing environment.

Finally, acknowledging that we all have a role in reaching our vision, we believe that ...

Partnerships among family, community and school are imperative to students' social and academic success.

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

STRATEGIC DOMAIN	STRATEGIC DOMAIN	STRATEGIC DOMAIN
LEADERSHIP CAPACITY	RESOURCE CAPACITY	LEARNING CAPACITY
<p>We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.</p>	<p>We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.</p>	<p>We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.</p>

LEADERSHIP CAPACITY

We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.

Quality Indicators

- The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.
- Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.
- The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.
- The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.
- The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
- Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.
- Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.
- Leaders engage stakeholders to support the achievement of the system's purpose and direction.
- The system provides experiences that cultivate and improve leadership effectiveness.
- Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
- Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
<p>Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals.</p> <ul style="list-style-type: none"> • Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2022 to run through 2027. • Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal. • Involvement of stakeholders at all levels of the planning process. • Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review. • Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan. 	2022-2027	Accountability	\$0.00	N/A	Approved district strategic plan and school-level renewal plans
Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Board Governance monitoring reports
Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used.	2022-2027	Communications	\$2500.00	General Funds	Completion of needs analysis and follow-up action taken as needed
<p>Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including:</p> <ul style="list-style-type: none"> • Periodic e-newsletters or other electronic methods to employees and external audiences • Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups • Awareness of the mobile app for Horry County Schools 	2022-2027	Communications	\$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports

<ul style="list-style-type: none"> • Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents • Expanded programs on cable access channel • Videos for television and website to help stakeholders understand the various programs of the District and schools • Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc. • Posters of vision and core values posted in all schools and offices. • Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups 					
Provide a variety of opportunities for all stakeholders to access and understand, including multilingual translations, the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	2022-2027	Accountability, Communications	\$150,000.00	General Funds	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.	2022-2027	Accountability, Communications	\$100,000.00	General Funds	Expanded methods of communication documented
Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)	2022-23	Accountability, Learning Services	\$250,000.00	General Funds	Successful communication techniques implemented
Establish a monitoring system to ensure compliance by the District and all schools with state and Cognia Accreditation Standards.	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Continuous improvement monitoring system operational
Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals	2022-2027	Board of Education, Superintendent	\$0.00	N/A	Effective Board governance model adopted and adhered to
Utilize the evaluation instrument for effective Board meeting	2022-2027	Board of Education	\$0.00	N/A	Evaluation tool analyses and needed actions taken

Maintain an annual record of Board members attendance at conferences and professional development opportunities on their roles and responsibilities	2022-2027	Board of Education	\$0.00	N/A	Record of conferences and training
Establish benchmarks indicating good management for instructional and non-instructional programs in order to conduct program evaluation	2022-2027	All Chief Officers, Superintendent	\$0.00	N/A	Program effectiveness model operational
Provide a leadership development program for aspiring and new administrators.	2022-2027	Learning Services, Human Resources	\$50,000.00	General Funds	Pool of high-quality administrative candidates
Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on existing and new programs based upon data which correlate student achievement to financial and human capital resources.	2022-2027	All Chief Officers, Superintendent	\$100,000.00	General Funds	Program effectiveness model determined and appropriate actions taken
Continue use of Superintendent's Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents and Faith-Based) representatives to improve communication and relationships with various stakeholders groups	2022-2027	Various Cabinet Liaisons	\$25,000.00	General Funds	Quarterly meeting schedule; improved communication and understanding

Resource Capacity

We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.

Quality Indicators

- The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.
- The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
- The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.
- The system attracts and retains qualified personnel who support the system's purpose and direction.
- The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.
- The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.
- The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.
- The system allocates human, material and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Financial Resources					
Research and implement new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service.	2022-2027	Fiscal Services		Capital Funds	Results of study utilized to meet needs of District
Continue to align budget requests and the approval process with strategies designed to improve student performance	2022-2027	Fiscal Services		All Funds	Effective budget process; continuous improvement model
Develop annual budget assumptions and parameters for both the General Fund and the Capital Funds budgets.	2022-2027	Fiscal Services			Board-approved assumptions and parameters
Utilize modified zero-based budgeting process	2022-2027	Fiscal Services		All Funds	Process implemented
Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2022-2027	Fiscal Services		General Funds	Improved financial reports and quarterly financial reports
Conduct annual school financial reviews to ensure district policies and procedures are being followed.	2022-2027	Fiscal Services			All school reviews are in compliance

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Physical Resources					
Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs and protocols at school entrance doors	2022-2027	Support Services, Safety and Security		General Funds; District Capital Funds	School safety reports and security drills; physical changes entrances to comply with security check
Maintain and replace as needed a state-of-the art monitoring system in facilities	2022-2027	Student Services; Safety and Security; Technology		General Funds; District Capital Funds	Systems installed
Review and revise as needed planning parameters for new schools and athletic facilities as part of the five-year facilities plan	2022-2027	Support Services; Facilities		District Capital Funds	Approved parameters and approved five-year plan
Conduct needs assessment ratings for each school using approved educational specifications and update annually	2022-2027	Support Services; Facilities		General Funds; District Capital Funds	Completed needs assessment ratings (Facility Condition Index)
Develop and maintain a 5-year plan for managing and developing facilities for growth	2022-2027	Support Services; Facilities		District Capital Funds	Approved 5-year plan
Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2022-2027	Support Services: Facilities		General Funds	Approved adjustments as needed
Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools	2022-2027	Support Services: Facilities			Accepted model with impact predictions
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations through a sustainability program	2022-2027	Support Services: Facilities		General Funds; District Capital Funds	Approved green designs; technical specifications; sustainability plan
Implement energy reduction systems according to Board-approved models.	2022-2027	Support Services: Facilities			Annual energy usage savings; improved monitoring of energy usage controls

Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2022-2027	Support Services: Facilities			Improved efficiency of work order completion
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns <ul style="list-style-type: none"> • Provide bullying prevention and resources information on the HCS Student Affairs web pages • Provide a student app for reporting bullying or other school safety concerns 	2022-2027	Student Services: Student Affairs			Hotline functional and effective
Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include:	2022-2027	Support Services: Facilities			Functioning team in each school with central facilities support
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2022-2027	District Staff and School Teams			Building capacity ratings maximized
Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2022-2027	Technology		Capital Funds	Completion of project
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2022-2027	Support Services: Facilities		Capital Funds	Completion of project
Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2022-2027	Support Services: Safety and Security			All safety and security standards in compliance
Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2022-2027	Support Services: Safety and Security			School reports of drill completions
Ensure all facilities are safe, clean, and properly maintained.	2022-2027	Support Services: Facilities			Establish expectations and maintain
Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: <ul style="list-style-type: none"> • Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12 	2022-2027	Technology; Learning Services		General Fund, Erate funds, District Capital Funds	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

<p>utilizing the most effective devices to meet the educational needs of students in the classroom.</p> <ul style="list-style-type: none"> • Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee • Maintain 1:1 device to student model in grades K-12. • Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and K-5. • Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning • Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure • Identify the hardware and software to provide that best instruction; • Develop a relevant instructional technology training program for all teachers who deliver that content area/standard • Develop and provide teachers with technical applications to share lesson plans, resources and methodologies • Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments. • Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students • Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences • Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum 					
<p>Designate a school leadership team member in every school whose is responsible for school safety, to include:</p> <ul style="list-style-type: none"> • Student management policies, regulations and procedures 	2022-2027	Principals			Functioning team in all schools

<ul style="list-style-type: none"> • Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. • Alternatives to ISS, OSS and homebound • Effective and efficient investigations and preparation for hearings 					
<ul style="list-style-type: none"> • Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents. • Require each school to develop an anti-bullying plan. 	2022-2027	Student Services: Student Affairs; Human Resources			Better understanding of bullying among employees; survey result show less instances of bullying
Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Student Services: Health and Safety		Medicaid funds, IDEA	Health care plans and emergency action plans implemented
Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: <ul style="list-style-type: none"> • Regular nutritional analyses for all school cafeteria meals • Goals for nutrition education, physical activity, and other school-based activities • Nutrition guidelines established for all foods sold to students during the course of the school day. 	2022-2027	Support Services: Food Services; JROTC		General Funds	Plan implemented in all schools; annual review of well plan and nutritional guidelines
Train staff on safety in the workplace	2022-2027	Human Resources		General Funds	Compliance reports
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Support Services: Safety and Security			Protocols established and practiced
Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care <ul style="list-style-type: none"> • Implement a written emergency action plan for each student with documented allergies • Develop a specific training protocol for all staff to recognize anaphylaxis 	2022-2027	Student Services; Director of Health and Safety Services		General Funds	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program

<p>Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting.</p> <ul style="list-style-type: none"> • Respond and take appropriate action in timely manner • Monitor number of calls and follow-up needed 	2022-2027	Support Services: Safety and Security			Reports of actions taken
<p>Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs</p>	2022-2027	Student Services		Medicaid and General Fund	Services in place
<p>Provide safety and health guidelines and training to school staff and students in:</p> <ul style="list-style-type: none"> • Personal health practices • School bus safety • PE and playground procedures • Classroom and laboratory procedures • Indoor air quality 	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
<p>Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device</p>	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
<p>Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.</p>	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

LEARNING CAPACITY

We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.

Quality Indicators

- Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
- The learning culture promotes creativity, innovation, and collaborative problem-solving.
- The learning culture develops learners' attitudes, beliefs and skills needed for success.
- The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.
- Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.
- The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.
- Instruction is monitored and adjusted to meet individual learners' needs and the systems' learning expectations.
- The system provides programs and services for learners' educational future and career planning.
- The system implements processes to identify and address the specialized needs of learners.
- Learning progress is reliably assessed and consistently and clearly communicated.
- Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
- The system implements a process to continuously assess its programs and organizational conditions to improve learning.

School Renewal Plan Cover Page

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

School Name:	Kingston Elementary
SIDN:	2601028
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Horry
Address 1:	4580 Highway 472
Address 2:	
City:	Conway, SC
Zip Code:	29526
School Renewal Plan Contact Person:	Dawn N Brooks
School Plan Contact Phone:	843-365-3777
School Plan E-mail Address:	dbrooks@horrycountyschools.net

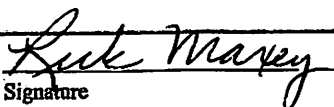
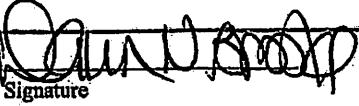

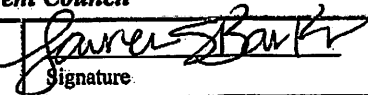

Required Signature Page

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 (RAA) (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 assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Rick Maxey</u> Printed Name	 Signature	<u>11/15/21</u> Date
Principal		
<u>Dawn N Brooks</u> Printed Name	 Signature	<u>10/20/21</u> Date
Chairperson, District Board of Trustees		
<u>Ken Richardson</u> Printed Name	 Signature	<u>11/15/21</u> Date
Chairperson, School Improvement Council		
<u>Lauren Barker</u> Printed Name	 Signature	<u>10/20/21</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Karla Jones</u> Printed Name	 Signature	<u>10/21/21</u> Date

Assurances for School Renewal Plan

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

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

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

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Dawn N Brooks
2.	Teacher	Amy Saunders
3.	Parent/Guardian	Nicki Batson
4.	Community Member	Renee Hucks
5.	Paraprofessional	Tracey Wriglesworth
6.	School Improvement Council Member	Lauren Barker
7.	Read to Succeed Reading Coach	Karla Jones
8.	School Read To Succeed Literacy Leadership Team Lead	Karla Jones
9.	School Read To Succeed Literacy Leadership Team Member	Tiffany Sanders
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.se.gov/districts-schools/state-accountability/waiver-requests/>

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	<p>43-205 (II) (B) (1)(c) Class sizes - Grades K-3 and Grades 4-5, ELA and math - Exemption from 43-205 (II) (B) (1)(c) will also allow the program to adjust for unanticipated enrollment growth, teacher vacancies, and scheduling issues while considering the unique needs of students. 43-205 (II) (B) (2) a. Schools having any combination of grades kindergarten through five must employ the full-time equivalent (FTE) of a school counselor and specialists in art, music, and PE in prescribed ratios for each. Since students will remain enrolled in their base school and will continue to be supported by their base school counselor, school counselors for the virtual program would like to be staffed at a ratio of 1000:1 which will require an exemption from 43-205 (II) (B) (2) a. Art, Music and PE will be staffed as outlined in the regulation. 43-205 (III) (B) (3)(a) Maximum class size shall not exceed the following: Grade 6 30:1 English/language arts and math) 35:1 (other subjects) Grades 7-8 35:1 (all academic and exploratory subjects) No class shall exceed 35 students in membership. - In regard to class size, the virtual environment provides opportunities for synchronous sessions each week with small groups of students to support the primarily asynchronous course instruction. Individual classes may exceed the stated 35 student maximum, however, based upon state virtual program regulations, teacher caseloads will not exceed 150 students. 43-205 (IV)(B)(2) (b) Professional Personnel Workload: Library Media Specialists Schools having an enrollment of fewer than 400 students must employ a library media specialist who must devote not less than 200 minutes to library media services. - Since students will not be physically present at school, students will have digital access to the district's library resources via SORA, Overdrive etc. Support with digital media and other multimedia resources will be provided by content certified district specialists, and the Library Media Coordinator. 43-205(IV)(B)(3)(a). No class may exceed 35 students in enrollment. - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-205(IV)(B)(3)(b). "A teacher must not be permitted to teach more than 1,500 minutes per week." - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-205(IV)(B)(3)(c). "A teacher must not be assigned classes requiring more than four preparations per day." - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-231 (II): "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-231 (II)(A): "The school day must be at least six hours including lunch, or its equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-231 (IV)(A-C) Maximum Class Sizes in Grades K-5 A. The average pupil-teacher ratio in any school shall not exceed 28 to 1 based on average daily membership. The total number of teachers shall include all regular, special area, and resource teachers whose pupils are counted in the regular membership. B. Each district shall attain an average pupil-teacher ratio based on average daily membership in the basic skills of reading and mathematics in Grades 1-3 as 21 to 1. - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher</p>

vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-232(I): "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-232(I)(A): "The school day must be at least six hours including lunch, or its equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-232 (III) (A-B) A. Maximum class size shall not exceed the following: Grade 6 30:1 (English/language arts and math) 35:1 (other subjects) Grades 7-8 35:1 (all academic and exploratory subjects) No class shall exceed 35 students in membership. - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-234(II)(b): "A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-234(VI)(C)(1): . "The instructional day for secondary students must be at least 6 hours, excluding lunch, or the equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-234 (VI)(D) (1). Class size must not exceed the maximum of 35 students." - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed.

Kingston Elementary School

2021 - 2022 Beginning-of-Year



2020-2021 School Report Card

DIBELS DATA

		Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Total # of Students
		# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
BOY 2021-22	Grades K-2									
	Grade K	4	6.00%	9	13.00%	14	20.00%	42	61.00%	69
	Grade 01	9	20.00%	14	30.00%	10	22.00%	13	28.00%	46
	Grade 02	12	19.00%	18	29.00%	16	25.00%	17	27.00%	63

KINDERGARTEN DATA BOY

	Kindergarten	Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Discontinued		Total # of Students
		# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
BOY 2021-22	Composite	4	6.00%	9	13.00%	14	20.00%	42	61.00%	0	0%	69
	LNF	0	0.00%	15	22.00%	12	17.00%	42	61.00%	0	0%	69
	PSF	1	1.00%	12	17.00%	9	13.00%	47	69.00%	0	0%	69
	NWF-CLS	1	1.00%	5	7.00%	3	4.00%	34	50.00%	26	38%	69
	NWF-WRC	0	0.00%	2	3.00%	41	59.00%	0	0.00%	26	38%	69
	WRF	0	0.00%	2	3.00%	41	59.00%	0	0.00%	26	38.00%	69

FIRST GRADE DATA BOY

	Grade 1	Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Discontinued		Total # of Students
		# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
BOY 2021-22	Composite	9	20.00%	14	30.00%	10	22.00%	13	28.00%	0	0	46
	LNF	0	0.00%	26	56.00%	10	22.00%	10	22.00%	0	0%	46
	PSF	8	17.00%	19	42.00%	12	26.00%	7	15.00%	0	0%	46
	NWF-WRC	7	15.00%	18	40.00%	7	15.00%	14	30.00%	0	0%	46
	WRF	7	15.00%	17	37.00%	7	15.00%	15	33.00%	0	0%	46
	ORF-Accu	0	0.00%	17	36.00%	11	24.00%	15	33.00%	3	7.00%	46
	ORF-Fluency	4	9.00%	16	34.00%	9	20.00%	14	30.00%	3	7.00%	46

SECOND GRADE DATA BOY

	Grade 2	Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Discontinued		Total # of Students
		# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
BOY 2021-22	Composite	12	19.00%	18	29.00%	16	25.00%	17	27.00%	0	0%	63
	NWF-CLS	9	14.00%	29	47.00%	9	14.00%	16	25.00%	0	0%	63
	NWF-WR C	12	19.00%	25	40.00%	12	19.00%	14	22.00%	0	0%	63
	WRF	5	8.00%	27	43.00%	14	22.00%	17	27.00%	0	0%	63
	ORF-Accu	0	0.00%	4	6.00%	22	35.00%	19	30.00%	18	29%	63
	ORF-Fluen cy	4	6.00%	22	35.00%	19	30.00%	18	29.00%	0	0.00%	63
	Maze	6	10.00%	17	27.00%	13	21.00%	27	42.00%	0	0.00%	63

DIBELS ETHNICITY REPORT BOY

	Race	Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Total # of Students
		# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
Ethnicity BOY 2021-22	Multiracial/ Not Specified	2	18.00%	3	27.00%	2	18.00%	3	37.00%	11
	Hispanic/ Latino	2	10.00%	5	24.00%	3	14.00%	11	52.00%	21
	Black/African American	3	21.00%	3	21.00%	3	21.00%	5	37.00%	14
	American Indian	0	0.00%	0	0.00%	1	50.00%	1	50.00%	2
	White	18	14.00%	31	24.00%	31	24.00%	47	38.00%	127

Lexia BOY Report



- **82% usage in K-2**
- **29% of students starting on grade level**
- **2% of students starting above grade level**
- **69% of students starting below grade level**

Achieve BOY Report

- 3rd Grade Starting Average Lexile 421L
- 4th Grade Starting Average Lexile 598L
- 5th Grade Starting Average Lexile 726L

MAP Reading Data

	2021-22 READING					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Spring Median RIT	Spring Percentile
1st Grade	156	50				
2nd Grade	174	54				
3rd Grade	193	65				
4th Grade	199	56				
5th Grade	211	65				

MAP Math Data

	2021-22 MATH					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Spring Median RIT	Spring Percentile
1st Grade	162	56				
2nd Grade	176	53				
3rd Grade	191	57				
4th Grade	201	54				
5th Grade	212	57				

MAP Reading Data

2021- 22 GT Reading					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Percent of Growth Targets Met
3rd Grade	205	86%			
4th Grade	217	89%			
5th Grade	225	89%			

MAP Math Data

2021- 22 GT Math					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Percent of Growth Targets Met
3rd Grade	204	88%			
4th Grade	217	89%			
5th Grade	228.5	89%			

SC Ready Reading Data

2020 SC Ready ELA								
Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
3rd	74	16	23	20	15	35	58	446
4th	75	15	18	20	22	42	60	530
5th	81	23	27	16	15	31	58	530

SC Ready Math Data

2020 SC Ready Math								
Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
3rd	74	14	17	26	17	43	60	462
4th	75	14	22	22	17	39	61	491
5th	81	20	27	22	12	34	61	525

SC PASS Science Data

2021 SC PASS - Science								
Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
4th	75	11	17	33	14	47	64	1453

Teacher Information

58.8% of teachers with advanced degrees

76.5% of teachers on continuing contract

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
Primary School (K - 2)	
1.	On DIBELS-8, there is a need to increase the percentage of students scoring benchmark and advanced. With the 2020-21 school year, 78% of kindergarteners, 87% of 1st graders, and 77% of 2nd graders scored benchmark and advanced on DIBELS-8.
Elementary/Middle School (3 - 8)	
2.	<p>On SCReady State Test for ELA there is a need to increase the percentage of all students that scored advanced. Current scores for 2020-21 show that 19.00% of 3rd graders, 29.60% of 4th graders, and 17.90% of 5th graders scored advanced.</p> <p>On SCReady State Test for mathematics there is a need to increase the percentage of all students that scored advanced. Current scores for 2020-21 show that 24.10% of 3rd graders, 21.00% of 4th graders, and 15.40% of 5th graders scored advanced.</p> <p>On SCReady State Test for ELA there is a need to decrease the percentage of all students that scored does not meet expectations. Current scores for 2020-21 show that 22.80% of 3rd graders, 23.50% of 4th graders, and 28.20% of 5th graders scored does not meet expectations.</p> <p>On SCReady State Test for mathematics there is a need to decrease the percentage of all students that scored does not meet expectations. Current scores for 2020-21 show that 17.70% of 3rd graders, 18.50% of 4th graders, and 25.60% of 5th graders scored does not meet expectations.</p>
Teacher/Administrator Quality	
3.	Teachers continue to grow professionally by working to obtain advanced degrees and/or National Board Certification. Currently there is one teacher working to obtain her master's degree. The administration at Kingston Elementary will continue to encourage teachers who have not obtained a master's degree to work to obtain the degree.
4.	The percentage of teachers on a continuing contract will increase. The current percentage is 76.5%.
School Climate	
5.	Teachers and students are extremely satisfied with the learning environment, social and physical environment, and school home relations. We will continue to work to increase the parental percentage of those satisfied with the learning environment and school home relations.
6.	Student and teacher attendance rates exceed 94%.
7.	At Kingston Elementary, we have a low number of discipline referrals and no out of school suspensions/expulsions for violent and/or criminal offenses.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027 the satisfaction level among parents, students, and teachers about the Learning Environment, Social, and Physical Environment, and School-Home Relations will increase each year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Spring State Opinion Survey results-Learning Environment (based on annual SC Report Card)	P-85.7% S-100% T-100%	Projected Data: P-86% S-100% T-100%	P-87% S-100% T-100%	P-88% S-100% T-100%	P-89% S-100% T-100%	P-90% S-100% T-100%
Spring State Opinion Survey results-Social and Physical Environment (based on annual SC Report Card)	P-100% S-97.7% T-96.7%	Projected Data: P-100% S-98% T-97%	P-100% S-99% T-98%	P-100% S-100% T-99%	P-100% S-100% T-100%	P-100% S-100% T-100%
Spring State Opinion Survey results-School-Home Relations (based on annual SC Report Card)	P-85.8% S-95.4% T-100%	Projected Data: P-86% S-95% T-100%	P-87% S-96% T-100%	P-88% S-97% T-100%	P-89% S-98% T-100%	P-90% S-99% T-100%

Action Plan

Strategy #1: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students, and parents.					
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
<p>1. Improve or maintain the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students, and parents.</p> <p>Identify school problem areas on the annual State survey of teachers, parents, and students.</p> <p>Work with staff to develop strategies to improve the perception of stakeholders based on the analysis of survey data at Kingston Elementary.</p> <p>Ensure that the participation rate is kept at the expected level to allow for valid comparisons.</p>	2022-2027	Administrative Team, Teachers	N/A	N/A	Improved survey results on Performance Goals
<p>2. Designate a school leadership team member in every school who is responsible for school safety, to include: Student management policies, regulations and procedures</p> <p>Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable.</p> <p>Alternatives to ISS, OSS and homebound</p> <p>Effective and efficient investigations and preparation for hearings</p>	2022-2027	Principals	N/A	N/A	Functioning Team
<p>3. Review and make needed alterations to Kingston Elementary's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents.</p>	2022-2027	Leadership Team and Staff	N/A	N/A	Better understanding of bullying among employees; survey results show less instances of bullying

4. Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Leadership Team, Nurse, Teachers	N/A	Medicaid funds, IDEA	Health care plans and emergency action plans implemented
5. Regular nutritional analyses for all school cafeteria meals Goals for nutrition education, physical activity, and other school-based activities Nutrition guidelines established for all foods sold to students during the course of the school day.	2022-2027	Food Services	N/A	General Fund	Plans implemented in school; annual review of well plan and nutritional guidelines
6. Train staff on safety in the workplace	2022-2027	Administration and nurse	N/A	General Fund	Compliance reports from SafeSchools
7. Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Administration and staff	N/A	N/A	Protocols established and practiced, safety logs
8. Utilize district protocols for the nurse to provide to students with allergies and their families Indicators-based practices of care Implement a written emergency action plan for each student with documented allergies. Utilize HCS specific training protocol for all staff to recognize anaphylaxis	2022-2027	Nurse	N/A	General Fund	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program
9. Utilize an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. Respond and take appropriate action in timely manner Monitor number of calls and follow-up needed	2022-2027	Administration	N/A	N/A	Reports of actions taken
10. Utilize Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs	2022-2027	Administration, RBHS, teachers	N/A	Medicaid, General Funds, special revenue	Services in place and available
11. Provide safety and health guidelines and training to school staff and students in: Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality	2022-2027	Administration, teachers, staff	N/A	General Funds, special revenue	Reduction in safety related issues; reports by SafeSchools

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	English Language Arts: By 2027...Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college - and/or career-ready as measured by standardized assessments. Interim Performance goal: The annual benchmark percentages will be met. 90% of K-2 students will score benchmark or above on DIBELS 8 and 55% of students in grades 3-5 will score Level 3 or higher on SC Ready ELA.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Kindergarten students scoring benchmark or above on DIBELS 8	78%	Projected Data: 79%	82%	85%	88%	90%
1st grade students scoring benchmark or above on DIBELS 8	87%	Projected Data: 88%	89%	90%	90%	90%
2nd grade students scoring benchmark or above on DIBELS 8	77%	Projected Data: 78%	82%	85%	88%	90%
3rd grade SC READY ELA data from SC Report Card	47.3%	Projected Data: 48%	50%	52%	54%	55%
4th grade SC READY ELA data from SC Report Card	56.8%	Projected Data: 57%	58%	59%	60%	60%
5th grade SC READY ELA data from SC Report Card	37.3%	Projected Data: 38%	42%	45%	50%	55%

Action Plan

Strategy #1: Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college - and/or career-ready					
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. Utilize research-based print and digital content materials/programs to provide data driven intensive instruction in the areas of phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension.	2022-2027	Leadership team, teachers, assistants	15,000	General Fund	District Curriculum Maps SC Ready ELA Data MAP Data Classroom Observation Data Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data School Based Data Team Meetings District Placement Criteria SC Credential Curriculum Documents
2. Provide professional development, coaching, and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, and effective use of digital content as needed.	2022-2027	Learning Services, instructional coach, and lead teachers	\$9,000.00	General Fund and Special Revenue	Professional Development Offerings in TrueNorthLogic and Professional Development Plan
3. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions through the	2022-2027	Learning Services, Leadership Team, and Administration	N/A	General Fund	Protocols and Documentation for Data Analysis SC Ready ELA Data MAP Reading Data

multi-tiered support system (MTSS) process.					
4. Continue to provide ELA intervention programs for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students.	2022-2027	Learning Services and Leadership Team	N/A	General Fund	Intervention Data Student Achievement Data on Performance Goals Individualized Education Plan (IEP) Literacy Assessment Portfolio (LAP) District Read to Succeed Plan District RTI Plan
5. Communicate information to inform families of students' learning progress and provide opportunities for meaningful participation.	2022-2027	Teachers and Administration	N/A	General Fund	SC Ready ELA Data Common Assessment data MAP Data Student Achievement Data on Performance Goals SC Credential Curriculum Documents
6. Utilize research-based strategies as outlined in schools' Read To Succeed Plans to support the reading and writing development of students.	2022-2027	Leadership team and teachers	\$2,000	General Fund	District Curriculum Maps MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic District Professional Development Plan Protocols and Documentation for Data Analysis Intervention Data Student Achievement Data on Performance Read to Succeed Plan Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) School Based Data Team Meetings RTI Plan

7. Integrate digital content and resources to support and enhance ELA instruction	2022-2027	Leadership team and teachers	\$2,000.00	General Fund	District Curriculum Maps HCS Common Assessment data MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic Professional Development Plan Digital Content data Digital Content Usage Reports and Data
8. Utilize writing and text-dependent analysis (TDA) exemplars to guide, inform, and assess students	2022-2027	Teachers	N/A	General Fund	Curriculum Maps Protocols and Documentation for Data Analysis
9. Monitor and promote effective and consistent grading practices using rubrics, exemplars, and scoring guides in ELA.	2022-2027	Leadership team and teachers	\$2,000.00	General Fund	Curriculum Maps HCS Common Assessment data Classroom Observation Data Professional Development Offerings in TrueNorthLogic Professional Development Plan Protocols and Documentation for Data Analysis Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data School Based Data Team Meetings RTI Plan

<p>10. Analyze classroom observation data to monitor implementation of SC College and Career-Ready State Standards' instructional expectations, and best practices for ELA.</p>	<p>2022-2027</p>	<p>Leadership Team</p>	<p>N/A</p>	<p>General Fund</p>	<p>Curriculum Maps Classroom Observation Data Professional Development Offerings in TrueNorthLogic Professional Development Plan Protocols and Documentation for Data Analysis</p>
<p>11. Develop and implement common assessments and guaranteed learning experiences, such as district text-dependent analysis writing prompts and performance tasks.</p>	<p>2022-2027</p>	<p>Learning Specialists, instructional coaches, teachers</p>	<p>N/A</p>	<p>General Fund</p>	<p>Curriculum Maps MAP Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic Professional Development Plan Protocols and Documentation for Data Analysis Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data Literacy Assessment Portfolio (LAP) Individualized Education Plan (IEP) School Based Data Team Meetings</p>
<p>12. Utilize refined protocols relating to English Language Arts course enrollment for high-achieving students not identified gifted</p>	<p>2022-2027</p>	<p>Leadership team and teachers</p>	<p>\$2,000.00</p>	<p>General Fund</p>	<p>Curriculum Maps SC Ready ELA Data MAP Data Professional Development Offerings in TrueNorthLogic Professional Development Plan Protocols and Documentation for Data Analysis</p>

					Digital Content data Student Achievement Data on Performance Goals Digital Content Usage Reports and Data School Based Data Team Meetings
13. Continue to provide intervention programs for all Tiers for ELA K-1 as needed to meet the unique learning needs of students	2022-2027	Learning Services and Interventionists	\$15,000	Special Revenue and General Funds	Student achievement data on Performance Goals; digital content usage reports and data; professional development offerings in TrueNorthLogic; District Read to Succeed Plan

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MATHEMATICS: By 2027...Students will demonstrate the necessary mathematics knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 65% of students in grades 3-5 will score Level 3 or higher on SCReady Math.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
3rd grade SC READY Math data from SC Report Card	62.2%	Projected Data: 63%	64%	65%	66%	67%
4th grade SC READY Math data from SC Report Card	54.1%	Projected Data: 55%	58%	60%	62%	65%
5th grade SC READY Math data from SC Report Card	44%	Projected Data: 45%	50%	55%	60%	65%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in mathematics					
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. Review curriculum documents for SC College and Career-Ready Standards for Mathematics to ensure equitable and challenging learning experiences for students.	2022-2027	Leadership team and teachers	N/A	General Fund	<ul style="list-style-type: none"> *District Curriculum Maps *SC Ready Math Data *MAP Data *Classroom Observation Data *Professional Development Offerings in TrueNorthLogic *Professional Development Plan *Protocols and Documentation for Data Analysis *Digital Content data *Intervention Data *Student Achievement Data on Performance Goals *Digital Content Usage Reports and Data *Individualized Education Plan (IEP) *District Consensus Map *Data Team Meeting Data *Data Team Meetings *Tutoring Fund
2. Integrate digital content to support and enhance mathematics instruction.	2022-2027	Leadership team and teachers	\$4000.00	General Fund, special revenue	Implementation of digital content
3. Provide professional development, coaching and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, mathematical process standards, mathematical reasoning of constructed response tasks. math fact fluency.	2022-2027	Leadership team and consultants	\$4000.00	General Fund, special revenue	Professional development rosters and registrations through True North Logic and PLC agendas/sign-in sheets

and the effective use of digital content as needed					
4. Continue to monitor and promote effective and consistent grading practices in the mathematical classroom.	2022-2027	Leadership team	N/A	General Fund	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in True North Logic, Professional Development Plan, data walls, digital content data, intervention data.
5. Analyze classroom observation data to monitor implementation of SC College and Career-Ready State Standards for Mathematics' instructional expectations and best practices for mathematical instruction.	2022-2027	Leadership team and teachers	\$1000.00	General Fund	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in True North Logic, Professional Development plan, data walls, digital content data, intervention data
6. 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.	2022-2027	Leadership team and teachers	\$1,000.00	General Fund	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, Professional Development Plan, data walls, digital content data, intervention data
7. Continue to provide mathematics intervention for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students	2022-2027	Leadership team and teachers	\$10,000.00	General Fund, Special Revenues	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, Professional Development Plan, data walls, digital content data, intervention data
8. Provide after school tutoring opportunities with a certified teacher for students who need additional support, based on data	2022-2027	Leadership team and teachers	\$15,000.00	General Fund and Special Revenue	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, Professional Development Plan, data walls, digital content data, intervention data

9. Communicate information to inform families of students' learning progress and provide opportunities for meaningful participation.	2022-2027	Leadership team and teachers	\$5,000.00	General Fund, Special Revenue	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, Professional Development Plan, data walls, digital content data, intervention data
10. Provide professional development on the integration of mathematical discourse, differentiation strategies and resources, and instructional technology	2022-2027	Learning specialists, consultants, and Leadership Team	\$15,000.00	General Fund and Special Revenue	District curriculum maps, SC Ready Math data, MAP data, classroom observation data, professional development offerings in TrueNorthLogic, Professional Development Plan, data walls, digital content data, intervention data

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	SCIENCE: By 2027...Students will demonstrate the necessary science knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 65% of students tested will score at Level 3 or higher on SC PASS.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Students scoring level 3 or higher on SC PASS Science	60.8%	Projected Data: 61%	62%	63%	64%	65%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in science					
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 data from state and district assessments for science to adjust curriculum, instruction, and assessment. Use data from state and district assessments for science to adjust curriculum, instruction, and assessment. Utilize and adhere to State support documents for science Utilize updated science curriculum maps. Implement instructional models for science to include investigations, use of models, simulations to support conceptual understanding and modern technology, role of evidence, engagement in scientific argument, science and engineering practices, analysis and interpretation of data, and inquiry-based instructional strategies Provide professional development for teachers and monitor use of science kits. Participate in professional development for administration and staff on the organization of the science and engineering practices and their use for a means of developing understanding of scientific concepts Utilize district benchmark assessments to be used to progress monitor courses Continue to implement common assessments and guaranteed learning experiences for students Provide continuous professional development for administrators and staff related to the new accountability system based on ESSA Administer and monitor results of benchmark assessments for	2022-2027	Learning Specialists, Leadership team, and teachers	\$2,000.00	General Fund	District Curriculum Maps SC PASS Science Data Classroom Observation Data Professional Development Offerings in TrueNorthLogic Professional Development Plan Protocols and Documentation for Data Analysis Student Achievement Data on Performance Goals District Curriculum Documents PD Session Agendas Common Assessment Data Classroom Observation Data Data Team Meetings PD Session Documentation

science in order to adjust instruction based on student data Provide resources for schools, including professional development, and digital content for preparing students for SC PASS Integrate digital content and tools to support and enhance science instruction (i.e., Gizmos and Discovery Education) Utilize exemplars to guide, inform, and assess students in science					
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	STUDENT PROGRESS: By 2027...students in grades 2-5 will demonstrate annual academic progress in the areas of English Language Arts and mathematics. At least 67% of all students in grades 2-5 will meet target growth goals in reading based on fall-to-spring MAP measures. At least 67% of all students in grades 2-5 will meet target growth goals in math based on fall-to-spring MAP measures.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Grade 2- NWEA Reading MAP Percent Meeting Target Growth Goal: Spring	82%	Projected Data: 83%	84%	85%	85%	85%
Grade 3- NWEA Reading MAP Percent Meeting Target Growth Goal: Spring	73%	Projected Data: 74%	74%	74%	75%	75%
Grade 4- NWEA Reading MAP Percent Meeting Target Growth Goal: Spring	63%	Projected Data: 64%	65%	66%	67%	67%
Grade 5- NWEA Reading MAP Percent Meeting Target Growth Goal: Spring	54%	Projected Data: 55%	58%	61%	64%	67%
Grade 2- NWEA Math MAP Percent Meeting Target Growth Goal: Spring	82%	Projected Data: 83%	84%	85%	85%	85%
Grade 3- NWEA Math MAP Percent Meeting Target Growth Goal: Spring	78%	Projected Data: 79%	80%	81%	82%	83%
Grade 4- NWEA Math MAP Percent Meeting Target Growth Goal: Spring	60%	Projected Data: 61%	62%	64%	65%	67%
Grade 5- NWEA Math MAP Percent Meeting Target Growth Goal: Spring	48%	Projected Data:	55%	60%	65%	67%



Action Plan

Strategy #1: Monitor implementation effectiveness system-wide through analysis of NWEA - Measures of Academic Progress (MAP) data.					
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 Measures of Academic Progress (MAP) to monitor student progress and growth and provide differentiated instruction based on student needs beginning in grade 2	2022-2027	Leadership team and Teachers	\$15,000.00	Special Revenue	Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, PDSA plans, assessment calendar, data walls
2. Monitor data walls for the purpose of monitoring student data and making data-driven instructional decisions	2022-2027	Administration, Leadership team, and teachers	N/A	N/A	Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, PDSA plans, assessment calendar
3. Continue to provide professional development to teachers on the use of MAP data for differentiation	2022-2027	Learning Specialists and Leadership Team	\$2,000.00	General Fund	Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, PDSA plans, assessment calendar

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ADVANCED DEGREES: By 2027...The percentage of teachers with an advanced degree will increase to 70%. Interim Performance Goal: The annual benchmark percentage will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of teachers with advanced degrees, as reported on the annual SC Report Card	58.8	Projected Data: 59	61	64	68	70

Action Plan

Strategy #1: Implement plan to increase the number of teachers with advanced degrees					
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 plan to increase the number of teachers with advanced degrees, including: Continue working with Coastal Carolina University through a two-year master of education program that aligns with the needs and programs of Horry County Schools to include complimentary courses from CCU for interns and Read to Succeed Coursework	2022-2027	Administration	N/A	N/A	Percentage of teachers with advanced degrees continue to increase

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	TEACHER RETENTION: By 2027...The percentage of teachers on a continuing contract will increase to 85%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of teachers on a continuing contract.	76.5	Projected Data: 77	80	83	84	85

Action Plan

Strategy #1: Continue to recruit and retain the highest quality certified teaching staff.					
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. Utilize web-based applicant tracking program to broadly recruit qualified employees. Increase communications with applicants throughout all steps of the process.	2022-2027	Administration	N/A	N/A	AppliTrack software program monitoring
2. Participate in annual job fair for internal applicants as well as external applicants.	2022-2027	Leadership Team	N/A	N/A	High caliber recruitment with diverse representation in all areas
3. Utilize the SC Mentors program by reviewing mentor/mentee logs, assessments, and professional development.	2022-2027	Administration	N/A	N/A	Mentor program implemented
4. Use student achievement data to design and evaluate the effectiveness of professional development programs and to allocate resources.	2022-2027	Leadership Team	N/A	N/A	Program effectiveness model in place
5. Collect and utilize data to determine the professional development needs of professionals and support staff. Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning.	2022-2027	Administration	\$30,000	General Fund and Professional Development Fund	Professional Development Plan evaluations and feedback forms; management system fully functional



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A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.				
A Comprehensive System of Assessment <ul style="list-style-type: none"> ● Summative Assessment <ul style="list-style-type: none"> ○ SC Ready ● Universal Screener ● Formative Assessment <ul style="list-style-type: none"> ○ Fountas and Pinnell, DRA, Dominic ○ MAP ○ Star Reading ○ iReady ○ 4K Assessments: PALS, Gold, MyIgGDIs ● Team Focused Data Based Decision Making <ul style="list-style-type: none"> ○ 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 that assesses both meaning and print knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Phonological Awareness Screening Test (PAST) Assessment, 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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B. This school provides for Tier 1 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, Confering, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Confering and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/confering 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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	Rarely	Sometimes	Routinely	
B6. Teachers use shared writing experiences to model accuracy and fluency in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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C. This school provides Tier 2 and Tier 3 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				
<ul style="list-style-type: none"> ● Foundational Reading Skills <ul style="list-style-type: none"> ○ 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C3. Teachers provide targeted, effective in-class intervention which <ul style="list-style-type: none"> ○ must provide targeted and intensified individual and small-group instruction; and ○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

D. This school embeds practices reflective of exemplary literacy-rich environments.



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Inquiry-based Learning: <ul style="list-style-type: none"> ● Immersion, Investigation, Coalescing, Going Public ● Read Aloud/Shared Reading/Shared Writing/Interactive Writing ● Immersion into How Words Work (Phonics – Affixes) ● 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 much of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D3. Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
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E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Reading Engagement: <ul style="list-style-type: none"> 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.	<input type="checkbox"/>	<input type="checkbox"/>	✓	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
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.	<input type="checkbox"/>	<input type="checkbox"/>	✓	

F. This school provides teacher and administrator training in reading and writing instruction.



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Professional Development				
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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G. This school strategically partners 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. <ul style="list-style-type: none"> o County libraries are used to increase the volume of reading in the community over the summer o State and local arts organizations o Volunteers o Social service organizations o School media specialists 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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H. This school utilizes 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls



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Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● Kindergarten: Letter Naming Fluency, Words Read Correctly● 1st Grade: Nonsense Word Fluency, Principles of Reading, and Vocabulary● 2nd Grade: Vocabulary● 3rd Grade: Informational Text: Meaning and Context● 4th Grade: Literary Text: Language, Craft and Structure● 5th Grade: Literary Text: Meaning and Context● 1st Grade Dibels: EOY Assessment 2020-2021 87% at benchmark or above● 2nd Grade Dibels: EOY Assessment 2020-2021 91% at benchmark or above in Reading Accuracy	<ul style="list-style-type: none">● % of students scoring Met/Exceeds in ELA/Writing● % of disabled students scoring Met/ Exceeds in ELA● % of all students in all subgroups scoring Met/Exceeds● % of students meeting growth targets in reading -- goal is to show a steady increase in growth targets over time● 1st and 2nd grade writing● % of Kindergarten students scoring at or above benchmark in correct letter sounds and whole words read● % of 1st grade students scoring at or above benchmark in reading fluency and accuracy● % of 2nd grade students scoring at or above benchmark in reading fluency● 3rd grade: Literary Text: Language, Craft and Structure● 4th Grade: Informational Text: Language, Craft, and Structure and Meaning and Context● 5th grade: Literary and Informational Text: Language, Craft, and Structure



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Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals	
<p>Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).</p>	
<p>Goal #1:</p> <p><u>Third Grade Goal:</u> Reduce the percentage of third graders performing below grade level in the fall of 2020-21 as determined by MAP from 10% to 7% in the spring of 2021.</p>	<p>Progress:</p> <p>The percentage of third graders performing below grade level in the spring of 2021 remained at 10%. Student percentile growth was shown on MAP but students remained below grade level.</p>
<p>Goal #2:</p> <p>By June 2021, 92% of Kingston Elementary School, Kindergarten, 1st, and 2nd grade students will score benchmark on the DIBELS Assessment.</p>	<p>Progress:</p> <p>MOY Dibels scores reflect: Kindergarten: 86% at or above benchmark 1st grade: 83% at or above benchmark 2nd grade: 84% at or above benchmark</p> <p>EOY Dibels scores reflect: Kindergarten: 78% at or above benchmark--5 students scored below benchmark and 5 students scored well below benchmark 1st grade: 87% at or above benchmark--5 students scored below benchmark and 2 students scored well below benchmark 2nd grade: 77% at or above benchmark--9 students scored below benchmark and 4 students scored well below benchmark</p>
<p>Goal #3:</p> <p>By June 2021, 65% of Kingston Elementary School, 2nd, 3rd, 4th, and 5th grade students will meet or exceed their MAP Growth Target in the area of reading on the MAP Assessment.</p>	<p>Progress:</p> <p>EOY MAP scores reflect: 2nd grade: 63.6% meeting or exceeding growth targets 3rd grade: 62.1% meeting or exceeding growth targets</p>



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	<p>4th grade: 54.3% meeting or exceeding growth targets 5th grade: 69.4% meeting or exceeding growth targets Kingston 2nd-5th Overall: 62.4% meeting or exceeding growth targets</p>
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Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

<p>Goal #1:</p> <p><u>Third Grade Goal:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from 20 % to 11 %.</p>	<p>Action Steps: Data team (consisting of Instructional Coaches, Administrative team and teachers) review of:</p> <ul style="list-style-type: none"> ● Prior year MAP data including growth targets and percentiles ● Achieve 3000 data ● Principal-teacher conferences ● Intervention Data ● DIBELS data <p>Identify areas of weakness Determine strategies for addressing weaknesses Instructional Coaches and Administrative team conduct Collaborative Planning Sessions minimum of two times per week</p> <p>Teacher review of:</p> <ul style="list-style-type: none"> ● MAP data including growth targets and percentiles ● Digital content (Achieve) data ● Intervention data ● DIBELS data
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	<p>Instructional Coaches and Admin team utilizes the district “Classroom Observation Feedback Instrument” as a tool for analysis and monitoring of implemented strategies.</p> <p>Professional Development focusing on teaching standards-based reading with rigor and engagement provided by John Antonetti, district learning specialist, Instructional coaches, and Administrative team.</p> <p>Schedule District Learning Specialists to work with administrative team/coaches/teachers</p> <p>Teachers will:</p> <ul style="list-style-type: none">● Provide standards based instruction using guaranteed text● Plan using district created curriculum documents● Implement cooperative learning structures to foster student collaboration● Incorporate the Blending Learning model into their ELA instruction● Use MAP and Digital Content data (Achieve) to differentiate small group instruction and workstation activities● Extended Day reading sessions for struggling readers● Small group instruction based on DIBELS/MAP data
<p>Goal #2:</p> <p>By June 2022, 65% of Kingston Elementary School, 1st, 2nd, 3rd, 4th, and 5th grade students will meet or exceed their MAP Growth Target in the area of reading on the MAP Assessment.</p>	<p>Action Steps:</p> <p>Data team (consisting of Instructional Coaches, Administrative team and teachers) review of:</p> <ul style="list-style-type: none">● Prior year MAP data including growth targets and percentiles● Lexia data and Achieve 3000 data● Principal-teacher conferences● Intervention Data● DIBELS data <p>Identify areas of weakness Determine strategies for addressing weaknesses</p>



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	<p>Instructional Coaches and Admin Team conduct Collaborative Planning Sessions for minimum of two times per week</p> <p>Instructional Coaches, Administrative team, and Teacher review of:</p> <ul style="list-style-type: none">● MAP data including growth targets and percentiles● Digital content (Lexia and Achieve) data● Intervention data● DIBELS data <p>Identify areas of weakness Determine strategies for addressing weaknesses Administrative team and Instructional Coaches utilize district “Classroom Observation Feedback Instrument” as a tool for analysis and monitoring of implemented strategies.</p> <p>Professional Development focusing on teaching standards-based reading with rigor and engagement provided by John Antonetti, district learning specialist, Instructional Coaches, and Administrative team.</p> <p>Schedule District Learning Specialists to work with Instructional Coaches/Administrative team/teachers</p> <p>Teachers will:</p> <ul style="list-style-type: none">● Provide standards based instruction using guaranteed text● Plan using district created curriculum documents● Implement cooperative learning structures to foster student collaboration● Incorporate the Blending Learning model into their ELA instruction● Use MAP and Digital Content data (Achieve) to differentiate small group instruction and workstation activities● Extended Day reading sessions for struggling readers● Small group instruction based on DIBELS/MAP data
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<p>Goal #3:</p> <p>By June 2022, 89% of Kingston Elementary School, Kindergarten, 1st, and 2nd grade students will score benchmark on the DIBELS Assessment.</p>	<p>Action Steps:</p> <p>Data team (consisting of Instructional Coaches, Administrative team, and teachers) review of:</p> <ul style="list-style-type: none">● Prior year DIBELS data● Lexia data● Principal-Teacher conferences● Intervention data● Inclusion needs <p>Identify areas of weakness Determine strategies for addressing weaknesses</p> <p>Teacher review of:</p> <ul style="list-style-type: none">● Digital content (Lexia) data● Intervention data● DIBELS data <p>Administrative team and Instructional Coaches utilize district “Classroom Observation Feedback Instrument” as a tool for analysis and monitoring of implemented strategies.</p> <p>Professional Development focusing on teaching reading standards with rigor and engagement provided by John Antonetti, district learning specialists, Instructional coaches, and Administrative team.</p> <p>Instructional Coaches and Administrative team conduct Professional Development focused on creating a growth mindset in teachers and students. Instructional Coaches and Administrative team conduct Collaborative Planning Sessions a minimum of two times per week. Schedule District Learning Specialists to work with Instructional coaches, Administrative team, and teachers.</p>
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	<p>Teachers will:</p> <ul style="list-style-type: none">● Provide standards based instruction using guaranteed text● Plan using district created Curriculum Documents● Work with instructional coaches to develop lesson plans in alignment with district created Curriculum Documents● Implement cooperative learning structures to foster student collaboration● Incorporate the Blended Learning model into their ELA instruction● Use digital content data to differentiate small group instruction and workstation activities● Extended Day reading sessions for struggling readers● After School Reading Academy daily for one week in May● Small group instruction based on DIBELS data● Follow schedule for progress monitoring students who are benchmark, strategic, and intensive
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