



Ocean Drive Elementary School

STRATEGIC PLAN

2022-2027

January, 2022

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Our Vision:

Ocean Drive Elementary, 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)	2022-2027	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.

STRATEGIC DOMAIN:

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:	Ocean Drive Elementary
SIDN:	2601066
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Horry
Address 1:	901 11th Avenue North
Address 2:	Ocean Drive Elementary School
City:	North Myrtle Beach, SC
Zip Code:	29582
School Renewal Plan Contact Person:	W. Renea A. Fowler
School Plan Contact Phone:	843-390-6900
School Plan E-mail Address:	RAnderson@horrycountyschools.net

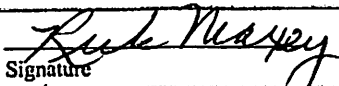
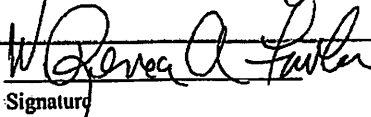

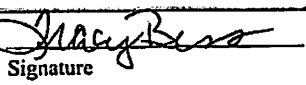
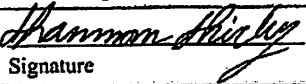
Required Signature Page

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 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Rick Maxey</u> Printed Name	 Signature	<u>11/15/21</u> Date
Principal		
<u>W. Renea A. Fowler</u> Printed Name	 Signature	<u>10/18/2021</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>Tracy Bess</u> Printed Name	 Signature	<u>10/21/2021</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Shannon Shirley</u> Printed Name	 Signature	<u>10/21/2021</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	W. Renea Fowler
2.	Teacher	Shannon Shirley
3.	Parent/Guardian	Shannon Shirley
4.	Community Member	John Breeden
5.	Paraprofessional	Cathie Mahan
6.	School Improvement Council Member	Emma Thompson
7.	Read to Succeed Reading Coach	Shannon Shirley
8.	School Read To Succeed Literacy Leadership Team Lead	Shannon Shirley
9.	School Read To Succeed Literacy Leadership Team Member	James Kratzer
<p>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</p>		

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.sc.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</p>

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. 43-232(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.



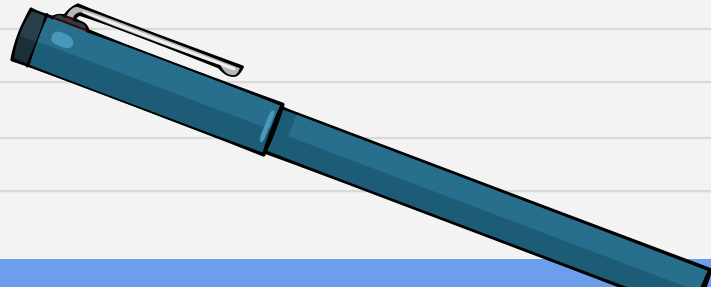
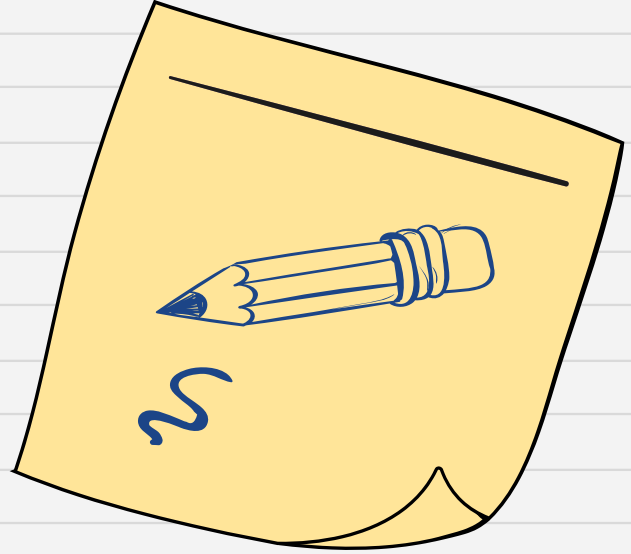
ODE

2021-22

Needs Assessment Data

»»»

School Report Card





2020-21
Data



2020-2021 EOY DIBELS Composite Score Data

Kindergarten

80%

1st Grade

70%

2nd Grade

69%



2020-2021 SC Ready Data

(Level 3 or Higher)

2020-2021 SC Ready ELA Data	
3rd Grade	68%
4th Grade	66%
5th Grade	79%

2020-2021 SC Ready Math Data	
3rd Grade	82%
4th Grade	72%
5th Grade	80%



2020-2021 SC PASS Science Data (Level 3 or Higher)

4th Grade	65%
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2020-2021 NWEA MAP

(% of target growth met)

2020-2021 NWEA MAP ELA Data	
2nd Grade	84%
3rd Grade	58%
4th Grade	53%
5th Grade	52%

2020-2021 NWEA Map Math Data	
2nd Grade	73%
3rd Grade	47%
4th Grade	67%
5th Grade	58%



2020-21 ACCESS 2.0)
(% meeting progress target)

ML Learners

57.4%



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.	In Kindergarten, Ocean Drive Elementary has 80% of students meeting DIBELS benchmark goals. In First Grade Ocean Drive Elementary has 70% of students meeting DIBELS benchmark goals. In Second Grade, Ocean Drive Elementary has 69% meeting benchmark goals. Staff will continue to work on strengthening small group instruction, continuing professional development for our ELL learners and add primary staff to CORE Reading Academy training. K-2 bottom quartile students will be invited to attend Afterschool Tutoring. In MAP 2nd Grade had 84% of students meeting their target growth goals in Reading and 73% in Math. We will strengthen second grade with small group instruction and invitation to bottom quartile for afterschool tutoring and staff continuing ELL professional development.
Elementary/Middle School (3 - 8)	
2.	<p>3rd Grade had 58% of students meeting their target growth goals in Reading and 47% of students in Math. We will continue to strength small group instruction, digital content usage, teachers participating in ELL instruction to enhance instruction for our ELL students. Professional Development for teachers will be weekly.</p> <p>4th Grade had 53% of students meeting their target growth goals in Reading and 67% of students in Math. We will continue to strength small group instruction, digital content usage, teachers participating in ELL instruction to enhance instruction for our ELL students. Professional Development for teachers will be weekly.</p> <p>5th Grade had 52% of students meeting their target growth goals in Reading and 58% of students in Math. We will continue to strength small group instruction, digital content usage, teachers participating in ELL instruction to enhance instruction for our ELL students. Professional Development for teachers will be weekly.</p> <p>3rd Grade had 68% of students scoring level 3 or higher on SC READY ELA and 82% of students scoring level 3 or higher on SC READY Math. Standards planning and pacing through the year will be utilized to provide assurance of standards coverage through the year. Teachers will use MAP Accelerator to help meet students differentiated needs and monitor digital usage. Small groups will strengthen student needs in the classroom.</p> <p>4th Grade had 66% of students scoring level 3 or higher on SC READY ELA and 72% of students scoring level 3 or higher on SC READY Math. Standards planning and pacing through the year will be utilized to provide assurance of standards coverage through the year. Teachers will use MAP Accelerator to help meet students differentiated needs and monitor digital usage. Small groups will strengthen student needs in the classroom.</p> <p>5th Grade had 79% of students scoring level 3 or higher on SC READY ELA and 94% of students scoring level 3 or higher on SC READY Math. Standards planning and pacing through the year will be utilized to provide assurance of standards coverage through the year. Teachers will use MAP Accelerator to help meet students differentiated needs and monitor digital usage. Small groups will strengthen student needs in the classroom.</p>
Teacher/Administrator Quality	
3.	All staff are highly qualified in the area they hold. Our return rate is for 2021-22 was 100% except for losing a teacher due to allocations. 57% of my staff has advanced degrees. Numerous staff are currently enrolled in advanced degrees. My staff will continue to partner with Coastal Carolina University to host interns for an opportunities to have course vouchers.
School Climate	

4.	<p>As all schools embraced the COVID protocols set forth by our state and district, I feel the impact was real as far as being able to welcome our community, parents and students to mingle in our school and outside of school as well. We will continue to embrace safety procedures to keep everyone safe while moving to resuming activities in and outside of school. Ocean Drive Elementary has always had involved parents for events, visits, support and more. We look forward to providing the opportunities and strengthening that tight bond of partnering together again. We will continue to make sure parents feel welcomed, heard and validated. We will continue to work with new parents to our school with the technology usage in the school setting such as enrollment on-line(Powerschool Parent Portal), digital content such as SeeSaw and Google Classroom.</p>
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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-85.3% S-85.8% T-94.7%	Projected Data: P-90% S-88% T-95%	P-92% S-89% T-96%	P-95% S-97% T-94%	P-97% S-97.5% T-95%	P-100% S-98% T-96%
Spring State Opinion Survey results- Social and Physical Environment (based on annual SC Report Card)	P-81.1% S-92.5% T-94.7%	Projected Data: P- 83% S-93% T-96%	P-85% S-94% T-97%	P-88% S-96% T-98%	P-99% S-89% T-99%	P-90% S-98% T-100%
Spring State Opinion Survey results School-Home Relations (based on annual SC Report Card)	P-74.6% S-81.7% T-100%	Projected Data: P-76% S-83% T-100%	P-78% S-85% T-100%	P-80% S-87% T-100%	P-82% S-88% T-100%	P-84% S-89% T-100%

Action Plan

Strategy #1: Strategy #1: School Climate- Surveys					
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. 1. 1. 4.5: Adhere to district’s ongoing 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. Develop school marketing/communication plan: <ul style="list-style-type: none"> • School Website • Parent Link • School Newsletter • School Facebook Page • Teacher Websites • School Marquis • Local Newspaper and Media • HCS Channel 12 • Provide professional development on school marketing strategies • Participate in various service learning activities Adhere to district guidelines of logo/slogan/branding statement Expand the school’s presence. Identity, initiatives, and accomplishments throughout the community by: <ul style="list-style-type: none"> • Utilizing social media (Facebook, School webpages, Twitter) • Provide training to staff to improve the usage of social media Participate in service learning projects to build school	2022-2027	Administrative Team, Guidance Counselor, RBHS, Teachers, PTO, Assistants	N/A	General Budget Funds	Agendas, copy of newsletters, Community events, Facebook, Emails, Website, PTO Website, Virtual Meetings, Teachers visited outside homes while showing social distancing

<p>presence such as: Relay for Life, Helping Hands Can Drive, American Heart Association and Ronald McDonald House</p>					
<p>2. 2. 4.6: <ul style="list-style-type: none"> • The principal will participate in district recruiting events. • School staff will participate in annual HCS Job Fair. • Provide professional development opportunities for teachers. • Train paraprofessionals on job expectations • Welcome and support new teachers to our building. • Employee highly qualified teachers </p>	2022-2027	Administrator, Instructional Coaches	N/A	N/A	Professional development sign in forms, TrueNorthLogic.com reports, district website, pictures of the events, retention rate
<p>3. 3. 4.7: <ul style="list-style-type: none"> • The guidance counselor will teach using the SC comprehensive guidance curriculum. The guidance counselor will meet with small groups to address individual social and emotional needs of students and families. • The staff will provide a safe and nurturing learning environment to meet the diverse needs of all students and parents. • The Rehabilitative Health Service Counselor (RBHS) will meet with students and families to address social and emotional needs. • Help4Kids provides a weekend snack for students to take home as requested by their parent. • Volunteers are used throughout the building to meet student needs (academic, socially, and mentally) </p>	2022-2027	Guidance Counselor RBHS Counselor Principal and staf	N/A	N/A	Guidance lesson plans, RBHS brochures and participation logs, newsletters, sign in sheets.
<p>4. 4. 4.8: <ul style="list-style-type: none"> • All grade level students will participate in our annual Career Caravan program to support educational and career planning of students. Students will listen to local area businessmen and women to learn more about their careers. Props from the business will be available for the students to see. • Former students will speak to fifth grade students about getting ready to move to middle school and the changes to expect. • NMB High Teacher Cadets work with teachers in our building to provide additional support for our </p>	2022-2027	Guidance Counselor, RBHS teachers, Administrators	N/A	N/A	Guidance referral forms, Event layout for Career Caravan, Lists of Community members for Career day, Guidance lesson plans, HTC Reel Kid, sign-in forms of Teacher Cadets, Career Day, CCU Intern Sign-Ins, Career Caravan

<p>students and build on their social and emotional skills.</p> <ul style="list-style-type: none"> • CCU Interns throughout the year • The Guidance Counselor will implement the Guidance Career Curriculum to help students determine their career path and build on College and Career Readiness skills. • Our school will utilize the services of our RBHS counselors to help provide strategic social skills support for our most intensive students. • The guidance counselor will work with teachers to select a student who has overcome some unique obstacles and challenges to get recognized through the HTC Reel Kids Program. • Career Day will be Fifth Grade presents to Fourth Grade. 					
<p>5. 5. 4.9:</p> <ul style="list-style-type: none"> • Implementation of Kagan Structures (support to teacher) • Technology – to support teachers in the classroom • Utilization of our Digital Learnings Specialist (Yearlong Plan) 	2022-2027	Administrative Team, Instructional Coaches	N/A	N/A	Agendas, sign-in forms, Next Steps Plans
<p>6. 6. 4.10:</p> <ul style="list-style-type: none"> • Update Crisis Management plan • Standard 17 training completed twice a year for all students • The administrative team will address all referrals according to district policy and procedures. • The school will conduct monthly Fire drills to ensure the staff is well-trained to implement this safety procedure • The Front office staff will maintain our School Check-In system for all parents and visitors to the school. • All visitors will receive a visitor’s pass to be worn at all times on school grounds. • All Staff will wear a picture ID badge at all times on school grounds. • The perimeter doors and windows of the building will remain secured throughout the day, and staff will be administered PROXY cards to enter the building. • All classroom doors are to remain secured during the school day. 	2022-2027	Assistant Principal and/or Principal, Custodian, School Safety Committee	N/A	N/A	School ID badges, sign-in forms, Crisis Management Plan, Logged use of parent sign-in (electronically), security cameras, discipline referrals, Completion of Standard 17 letter by semester, Safety measures for spread of germs throughout building

- Indoor Air Quality audits will be conducted yearly
- There will be a designated School Safety Committee
- All required state drills beside fire will be carried out. (tornado, earthquake, etc.)
- Wanding drill will be held four times a year
- Work orders requiring district maintenance will be entered and followed up on through "SchoolDude"

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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.	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					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
By 2027 90% of K students will score benchmark or above on DIBELS 8.	80%	Projected Data: 85%	86%	87%	88%	90%
By 2027 90% of 1 students will score benchmark or above on DIBELS 8.	70%	Projected Data: 75%	76%	80%	85%	90%
By 2027 90% of 2 students will score benchmark or above on DIBELS 8.	69%	Projected Data: 75%	77%	80%	85%	90%

Action Plan

Strategy #1: Strategy #1: K-1 Reading					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. 1. 3.1.a At the beginning of the school year, teachers will administer DIBELS Next in grades K-2. The administrative team and teachers will analyze the results and plot student’s initial progress on the Data wall. Individual needs of students will be discussed and goals for each child set for the year. Intervention groups will be formed based on data points. Additional progress monitoring is conducted during monthly data team meetings with Special Ed. teachers and Reading Interventionists of primary students. After analysis of reading assessments on DIBELS and MAP for 2nd graders with sufficient data points, students are considered for TIER II support Implement the following reading programs with fidelity: BURST	2022-2027	Administrative team and Instructional Coaches	\$16,000	District Funds	DIBELS Next, Lexia, Core Phonics Survey, small group instruction in reading, Progress monitoring, Classroom Walkthroughs, After School attendance logs, Afterschool students(rolls).

Passport Imagine It! Lexia, SPIRE (digital content) After-school tutoring Progress Monitoring					
2. 2. 3.1.b Implement the following intervention programs with fidelity: SPIRE for Special Education students Fall Map data was analyzed to find students below the 25% who would need additional support Students below the 10% will be considered to receive Core replacement	2022-2027	Administrative team, Instructional Coaches, Lead Interventionist	N/A	N/A	intervention schedules, CWT data, data wall, Digital Data, intervention data, Afterschool for bottom quartile for K-3rd Graders
3. Conduct parent workshops for ELL parents Provide ESOL services by ELL endorsed teachers Professional development for all regular education teachers Utilize district ELL learning specialist throughout the school year Provide resources for teachers of ELL students Monitor classroom instruction by classroom walk-throughs Provide Sheltered Instruction for staff ongoing	2022-2027	Administrative team and Instructional Coaches, ELL teacher. District ELL Learning Specialist	N/A	N/A	Agendas, sign in sheets, Classroom Walkthroughs, Data, Attendance logs of ELL teachers, Certificates of ELL Sheltered instruction completion
4. 4. 3.1.d Implement effective use of technology in teaching and learning: Provide digital content programs such as Lexia, ALEKS, SPIRE, and Achieve3000 Provide resources such as iPads, Laptops and Desktops Provide ongoing professional development	2022-2027	Administrative team and Instructional Coaches, Digital learning specialist Achieve3000, SPIRE and Lexia consultants	N/A	N/A	Digital content reports, lesson plans, record of digital devices assigned to classes, sign-in forms and agendas Digital Integration specialist, walk-throughs

with Lexia, Spire and Achieve consultant Utilize Digital Integration Specialist Implement Blended Learning in the classroom					
5. 5. 3.1.e Areas that will be emphasized for professional development are: Kagan Structures for Engagement Kagan Win-Win Discipline Instructional planning with coaches and District Learning Specialist (Next Steps) Blended Learning with support of Digital Learning Specialist Small group instruction provided by coaches	2022-2027	Administrative Team and Instructional Coaches	N/A	N/A	Kagan Book, District Professional Development, summer staff development, sign-in forms, SLO teachers' Professional Growth and Development, small group lesson plans, observations by Administrative team
6. 6. 3.1.f The school will engage families by: Parent Teacher Conferences Volunteer Orientation Sessions 3 to 4 a year Academic Planning Conferences (5th Grade Only) Grade Level Curriculum Nights Academic Nights Career Planning Nights for (Grades 3, 4 & 5) Fine Arts Day Internet Safety Nights PTO events (Spring Carnival, Meetings, Fundraisers, Yearbook involvement) GT Overview Night Family Gingerbread House Building Storybook Character Pumpkins	2022-2027	Leadership Team, Administrative Team, Guidance Department	N/A	N/A	Newsletters, School website, sign-in sheets, agendas, survey results, PTO updates, Virtual communication, Pictures,

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. 55% of students in grades 3-5 will score at 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
By 2027, 55% of students in grade 3 will score at Level 3 or higher on SC READY ELA	68%	Projected Data: 70%	71%	72%	72.5%	73%
By 2027, 55% of students in grade 4 will score at Level 3 or higher on SC READY ELA	66%	Projected Data: 68%	68.5%	70%	71%	72%
By 2027, 55% of students in grade 5 will score at Level 3 or higher on SC READY ELA	79%	Projected Data: 79.5%	80%	80.5%	81%	81.5%

Action Plan

Strategy #1: Strategy #1: SC READY ELA 3-5					
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. 1. 3.2.a Annual performance goals will be met by: The school will use Data Walls to track the performance of all students throughout the year on MAP, Benchmarks and other assessments Digital content will be monitored by classroom teachers and Administrative Team with incentives in place The progress of students identified for TIER II and TIER III interventions will have continuous progress monitoring monthly. Data Days will be scheduled by the leadership team to monitor students' progress by grade level, class, and sub-groups. Teachers will be expected to attend Professional Development sessions on small group instruction, text-dependent analysis, and engagement strategies during our PLC times Teachers will work with the administrative team to write Student Learning Objectives (SLO) that are	2022-2027	Administrative team, Instructional coaches, and Learning Specialist		District Funds	Data walls, agendas, sign-in sheets, Digital Content reports, MClass Reports, supply of incentive awards, All students accounted for, Afterschool student roster

<p>aligned with the goals of the school in reading. All students meeting criteria for small group BURST instruction will be progress monitored every ten days on in the primary grades for academic progress. Students in grades 3-5 will conference with their teachers at least one day per week to track progress towards goals on Achieve3000, SPIRE and all Direct Instruction programs. Professional Learning Communities weekly with Instructional Coaches</p>					
<p>2. 2. 3.2.b Schools will provide interventions by: Reading interventionist will provide support for students in grades 2-5 who fall below the 25% on MAP in reading. Students in grades K & 1st will utilize BURST intervention Special Education Programs that address the needs of students in the 10th percentile or lower are used to address reading deficiencies. Implementing an RTI protocol will be conducted by the building administrators, instructional coaches, guidance counselor, school psychologists, and classroom teachers Consultants for DI program Interventionists for program implementation Pre-teach/reteach for Special Education students</p>	<p>2022-2027</p>	<p>Administrative team and Instructional coaches Lead Interventionist, Assistants Direct Instruction Consultant</p>		<p>District Budget Funds</p>	<p>MAP Scores, ALEKS Achieve3000 Reports, Benchmark reports, Digital Content reports, Excel spreadsheet of students in RTI process, BURST reports, Interventionist time sheets, intervention attendance logs, District Learning Specialist observations with Next Steps</p>

<p>3. 3. 3.2.c Effective teaching strategies are utilized for ELL by: Utilize District Learning Specialist for ELL Professional Development on language objectives for ELL Classroom walk-through to monitor implementation Teacher provided individual folders on each ELL detailing their accommodations and/or modifications based on their need ELL teacher participate in grade level planning All classroom teachers work for Sheltered Instruction certification including Special Area teachers, Special Ed.</p>	<p>2022-2027</p>	<p>Administrative team, Instructional coaches, and District ESOL Learning Specialist, ESOL teachers</p>	<p>N/A</p>	<p>N/A</p>	<p>Lesson plans, monitoring by district ESOL team, Attendance report on ESOL students, Sheltered Instruction completion certificates</p>
<p>4. 4. 3.2.d Effective Use of Technology: Digital Content (Achieve3000, SPIRE, Lexia, Apps) Blended Learning implementation in lesson planning Utilize Digital Integration Specialist Professional Development with Blended Learning</p>	<p>2022-2027</p>	<p>Administrative team, Instructional coaches and Digital Integration Specialist</p>	<p>N/A</p>	<p>N/A</p>	<p>Sign in sheets for PLCs, Lesson Plans, Training, Monthly digital content reports</p>
<p>5. 5. 3.2.e Areas of emphasis for Professional Development: Kagan Structures for Engagement Small group instruction Digging Deep Into the Standards Sheltered Instruction. Walks with Digital Specialist, Testing Taking Strategies Blended Learning</p>	<p>2022-2027</p>	<p>Administrative team, Instructional Coaches, District Learning Specialist</p>		<p>Professional Development Funds</p>	<p>workshop agendas, sign in sheets, Certificates of Completion</p>

<p>6. 6. 3.2.f Family Engagement: Parent Teacher conferences Academic Night Academic Planning Conference (5th Grade Only) Family Nights Career Planning for parent grades 3-5 Grade Level Curriculum Night PTO events Open House Event GT Overview Night</p>	<p>2022-2027</p>	<p>Administrative team, Instructional Coaches</p>		<p>General Budget Funds</p>	<p>workshop agendas, sign in sheets, Pamphlets, linked to website</p>
<p>7. 7. 3.2.g Standards will be implemented by: Use of Consensus Document Classroom Walk-Throughs for Implementation Pacing Guides provided by District District Learning Specialist Utilization of District Digital Content Specialist Digging Deep into the standards (PLC with teachers)</p>	<p>2022-2027</p>	<p>Administrative team, Curriculum coaches, and Learning Specialist</p>	<p>N/A</p>	<p>N/A</p>	<p>lesson plans, staff development agendas, sign-in sheets, CWTs, digital monthly usage reports</p>
<p>8. 8. 3.2.h Student engagement will be increased by: Implementation of Kagan Structures Incentive programs for Digital Content goals Intentional instructional planning Incentive Awards for Academics Award Celebrations Recognition opportunities for students Observations in classrooms for implementation Blended Learning Models</p>	<p>2022-2027</p>	<p>Administrative team and Instructional coaches</p>		<p>General Budget</p>	<p>agendas, sign-in sheets, displays, certificates, television broadcast in school, newsletters, Facebook, CWT's, training and follow-Up with Ed Elements</p>
<p>9. 9. 3.2.i Low performance subgroups will be addressed by: Progress Monitoring Summer Reading Camp by invitation Small group differentiated instruction Data analysis Response To Intervention Special Education Programs</p>	<p>2022-2027</p>	<p>Administrative team, instructional coaches, Special Education team, ELL teacher, and District Learning Specialist</p>	<p>N/A</p>	<p>N/A</p>	<p>data wall, MAP data, DIBELS data, SC Ready Data, agendas, sign-in sheets, lesson plans. CWT data, Special Ed., R2S conferences for identified 3rd grade students</p>

Interventionists ELL services Classroom Teacher utilizing Sheltered Instruction strategies Classroom Walkthroughs Read to Succeed Process (Meeting with Parents, Resources) LAPS 3rd Grade Blended Learning Model					
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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.	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 at Level 3 or higher on SC READY Math					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
by 2027, 65% of students in grades 3 will score at Level 3 or higher on SC READY Math	82%	Projected Data: 84%	85%	85.5%	86%	87%
by 2027, 65% of students in grades 4 will score at Level 3 or higher on SC READY Math	72%	Projected Data: 74%	75%	76%	77%	78%
by 2027, 65% of students in grades 5 will score at Level 3 or higher on SC READY Math	80%	Projected Data: 82.5%	85%	85.5	86%	86.5%

Action Plan

Strategy #1: Strategy #1: SC READY Math 3-5					
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. 1. 3.3.a Annual performance goals will be met by: <ul style="list-style-type: none"> • Analysis of Data walls • Progress monitoring • Interventions • Professional Learning communities • Everyday Math Consultant • District Learning Specialist • Digging deep into the standards • Providing language objectives for ELL students • Weekly intentional planning sessions 	2022-2027	Administrative team, Instructional coaches, EDM consultant, Learning Specialist	N/A	N/A	data walls, digital data reports, PLC agendas, PLC sign-in sheets, intervention schedules, CWT data, lesson plans
2. 2. 3.3.b School will provide interventions by: <ul style="list-style-type: none"> • small group differentiated instruction • Consultant for Everyday Math Programs • Special Education Programs • Interventions • Monthly digital content reports (usage) • Teacher implementation of Sheltered Instruction strategies • Math Interventionist 	2022-2027	Administrative team, instructional coaches, Special Education team, interventionist	Consultant by District	N/A	lesson plans, digital data, sign in sheets for Professional Development
3. 3. 3.3.c Effective teaching strategies are utilized for ELL by: <ul style="list-style-type: none"> • Utilize District Learning Specialist for ELL • Language objectives on planning • Professional development for teachers 	2022-2027	Administrative team, instructional coaches, and ESOL teacher	N/A	N/A	Lesson Plans, Classroom walkthroughs, Sign in Sheets

<p>on ELL • Classroom walkthroughs 3. 3.3.c Effective teaching strategies are utilized for ELL by: • Utilize District Learning Specialist for ELL • Language objectives on planning • Professional development for teachers</p> <p>on ELL • Classroom walkthroughs 3. 3.3.c Effective teaching strategies are utilized for ELL by: • Utilize District Learning Specialist for ELL • Language objectives on planning • Professional development for teachers</p> <p>on ELL • Classroom walkthroughs 3. 3.3.c Effective teaching strategies are utilized for ELL by: • Utilize District Learning Specialist for ELL • Language objectives on planning • Professional development for teachers</p> <p>on ELL • Classroom walkthroughs • ELL teachers participate in grade level planning • ELL teachers participate in Professional Learning Communities</p>					
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<p>4. 4. 3.3.d Effective use of Technology:</p> <ul style="list-style-type: none"> • Digital Content (ALEKS and Learning Apps) • Blended Learning in planning • Utilize the District Learning Specialist • Analysis of Digital Content 	2022-2027	Administrative team and instructional coaches	N/A	N/A	Sign in sheets, digital reports, classroom-walkthrough
<p>5. 5. 3.3.e Areas of emphasis for Professional Development:</p> <ul style="list-style-type: none"> • Use of Concrete, Pictorial, and Symbolic representations provided by Math Consultant • Professional Learning Communities weekly to plan math instruction • Professional Development for moving from procedural to conceptual learning • Increase of EDM manipulative through games 	2022-2027	Administrative team, instructional coaches, and Math Consultant	N/A	N/A	Sign in Sheets, Lesson plans, classroom-walkthrough, District Learning Specialist
<p>6. 6. 3.3.f Engaging Families in a Meaningful ways to improve student performance:</p> <ul style="list-style-type: none"> • Academic Nights • Parent teacher conferences • Grade Level Curriculum Nights • Career Planning with parents Grades 3-5 • Strategies shared by teachers for practice 	2022-2027	Administrative team and instructional coaches		General Budget Funds	Sign in logs, Parent Teacher Conference Sheets
<p>7. 7. 3.3.g Standards will be implemented by:</p> <ul style="list-style-type: none"> • Use of consensus documents for planning • Weekly PLC with curriculum coach • Small group instruction based on Learning Continuum • Small group instruction based on digital content ALEKS, SPIRE 	2022-2027	Administrative team and instructional coaches	N/A	N/A	Classroom walkthroughs, MAP reports, Digital Content reports

<p>8. 8. 3.3.h Student engagement will be increased by:</p> <ul style="list-style-type: none"> • Intentional instructional planning • Kagan Structures • Use of concrete manipulatives • Incentives and Recognition • PLC will meet at least twice weekly to address the teacher needs for providing meaningful instruction • Observations for implementation • Use of Blended Learning Models 	2022-2027	Administrative team and instructional coach	N/A	N/A	Classroom-Walkthrough, Award Celebrations, Recognition Walls, Television Broadcasting
<p>9. 9. 3.3.i Low performance subgroups will be addressed by:</p> <ul style="list-style-type: none"> • Interventions (Fluid grouping) • Small group instruction differentiated for student needs • Data analysis • Use of Learning Continuum • ELL services • Teachers to utilize Sheltered Instruction strategies • Special Education Programs • Blended Learning Models 	2022-2027	Administrative team and instructional coaches	N/A	N/A	Classroom-Walkthrough, Data Team, Lesson Plans

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 in tested grade 4 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
65% of students in tested grade 4 will score at Level 3 or higher on SC PASS	65%	Projected Data: 65.5%	66%	66.5%	67%	67.5%

Action Plan

Strategy #1: Strategy #1: SC PASS Science (Grade 4)					
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. 1. 3.4.a Annual performance goals will be met by: <ul style="list-style-type: none"> • Analysis of Science Benchmark data • Utilized the consensus document for planning • Small group instruction during science with blended learning • Use of Science and Engineering practices in lesson • Teach the Science Kit with fidelity • Classroom walk-through 	2022-2027	Administrative Team, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores and Analysis, Lesson Plans
2. 2. 3.4.b School will provide interventions by: <ul style="list-style-type: none"> • Science Kit implementation with hands-on experience • Small group instruction • Professional Development on higher order questioning and inquiry learning • Grade level planning Science with ELA 	2022-2027	Administrative Team, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores and Analysis, Lesson Plans
3. 3. 3.4.c Effective teaching strategies are utilized for ELL by: <ul style="list-style-type: none"> • Use of vocabulary instruction • Classroom walkthroughs • Professional development by ELL teacher with Language descriptors • Hands-on experience with the Science kits 	2022-2027	Administrative Team, ELL teacher, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores(Benchmarks) and Analysis, Lesson Plans

<ul style="list-style-type: none"> • Implementation of Sheltered Instruction strategies 					
<p>4. 4. 3.4.d</p> <p>Effective use of technology:</p> <ul style="list-style-type: none"> • Blended learning in Science • Classroom walk-throughs • Use of Digital Content embedded in lesson planning • Utilize Digital Integration Specialist 	2022-2027	Administrative Team, Instructional coaches, and Digital Integration Specialist	N/A	N/A	Classroom-Walkthrough, Science Unit Scores and Analysis, Lesson Plans
<p>5. 5. 3.4.e</p> <p>Professional Development emphasis:</p> <ul style="list-style-type: none"> • Science Kit Training • Blended Learning in PLC • Kagan Structures for engagement in science • Planning with coaches in PLC • Data Analysis of Science Benchmark to ensure higher order questioning and inquiry learning 	2022-2027	Administrative Team, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores and Analysis, Lesson Plans
<p>6. 6. 3.4.f</p> <p>Engaging Families in Meaningful Ways:</p> <ul style="list-style-type: none"> • Science strategies for parents • Standards provided in parent friendly print to assist families 	2022-2027	Administrative team, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores and Analysis, Lesson Plans
<p>7. 7. 3.4.g</p> <p>Standards will be implemented by:</p> <ul style="list-style-type: none"> • Classroom walkthroughs • Evidence in lesson plans • Utilization of Science consensus documents • Professional Learning Communities planning 	2022-2027	Administrative Team, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores and Analysis, Lesson Plans
<p>8. 8. 3.4.h</p> <p>Student engagement will increase by:</p> <ul style="list-style-type: none"> • Implementing Kagan Structures in Science • Setting goals for student achievement • Digging Deep into higher order questioning and inquiry of Science Standard through PLCs 	2022-2027	Administrative Team, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores, Analysis, Lesson Plans, Sign in sheets for PLC and parent meetings

9. 9. 3.4.i Low performance subgroups will be addressed by: • Data analysis by subgroup • Small group targeted instruction • Progress monitoring of students in subgroups	2022-2027	Administrative Team, Instructional coaches	N/A	N/A	Classroom-Walkthrough, Science Unit Scores, Analysis, Lesson Plans
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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 2-8 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
At least 67% of all students in grade 2 will meet target growth goals in reading based on fall-to-spring MAP measures by 2027.	84%	Projected Data: 84%	84%	84%	84%	84%
At least 67% of all students in grade 3 will meet target growth goals in reading based on fall-to-spring MAP measures by 2027.	58%	Projected Data: 60%	62%	64%	66%	67%
At least 67% of all students in grade 4 will meet target growth goals in reading based on fall-to-spring MAP measures by 2027.	53%	Projected Data: 56%	59%	61%	64%	67%
At least 67% of all students in grade 5 will meet target growth goals in reading based on fall-to-spring MAP measures by 2027.	52%	Projected Data: 55%	58%	61%	64%	67%
At least 67% of all students in grade 2 will meet target growth goals in math based on fall-to-spring MAP measures by 2027.	73%	Projected Data: 73%	73%	73%	73%	73%
At least 67% of all students in grade 3 will meet target growth goals in math based on fall-to-spring MAP measures by 2027.	47%	Projected Data: 51%	55%	59%	63%	67%
At least 67% of all students in grade 4 will meet target growth goals in math based on	67%	Projected Data:	67%	67%	67%	67%

fall-to-spring MAP measures by 2027.		67%				
At least 67% of all students in grade 5 will meet target growth goals in math based on fall-to-spring MAP measures by 2027.	58%	Projected Data: 59%	61%	63%	65%	67%

Action Plan

Strategy #1: Strategy #1: MAP Growth Goals 2-5					
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. 1. 3.6:</p> <ul style="list-style-type: none"> • Professional Development on providing effective small group instruction in reading and math that is data-based. • Teachers in grades 2-5 will use the NWEA Learning Continuum to guide small group instruction. • The administrative team will adhere to next steps provided by District Learning specialist and consultants to differentiate instruction continuously. • Teachers will work with the administrative team on goal-setting using NWEA norms on MAP. • Grade level teams will work to create MAP incentive goals in addition to school-wide academic celebrations to enhance student achievement on MAP. 	2022-2027	Administrative Team, Instructional coaches, teachers, District Learning Specialist		General Budget	Small group lesson plans, Classroom-walkthrough, Data Analysis, Fluid grouping, Digital Content reports
<p>2. 2. 3.7:</p> <ul style="list-style-type: none"> • School Guidance Counselor will have classroom lessons on Character Development. • RBHS Counselor will provide individual/small group sessions for targeted students. • Special Education teachers will provide 	2022-2027	Administrative Team, Instructional coach, Guidance Counselor, RBHS staf	N/A	N/A	Lesson Plans, classroom-walkthrough, Sign off of completed lessons for the district guidance supervisor

<p>Social Skills lessons for students who need additional behavior support.</p> <ul style="list-style-type: none"> • School-wide Lifeskills will be expected from students 					
<p>3. 3. 3.8:</p> <ul style="list-style-type: none"> • Guidance Counselor will provide whole group classroom lessons as well as small group or individual counseling sessions to meet physical, social, and emotional needs of students. • Guidance will follow require standards for specific grade level instruction (Erin’s law) • RBHS Counseling services will be provided by counselor for specific students who need additional services. 	2022-2027	RBHS staff, Guidance Counselor	N/A	N/A	Lesson Plans, classroom-walkthrough, Sign off of completed lessons for the district guidance supervisor
<p>4. 4. 3.9:</p> <ul style="list-style-type: none"> • Preschool Special Needs will hold transition meetings with our Child Development or Kindergarten Teachers. Observations will be completed prior to transition meetings • Fifth grade students matriculating to the middle school will hold transition IEP meetings with representatives from the middle schools. • All fifth graders will have an opportunity to visit/tour the zoned middle school in the spring. (only students/teachers) • Teachers will complete an information sheet on each student that they will receive at the beginning of the 	2022-2027	Administrative Team, Instructional Coaches, Special Education Team, Middle School Principal and Special Ed Team, Teachers	N/A	N/A	Calendar of Events, Emails, transition sheet, End of Year Celebration, IEP Meetings

<p>school year to assist the teacher in getting to know her new student.</p> <ul style="list-style-type: none"> • Middle School Principal will meet with current fifth grade teachers to in-service on requested placement forms and needs • Middle School Principal will be invited to attend end of year celebration and speak to parent and students • Open House will be held prior to the first day of school for all students 					
<p>5. 5. 3.10: Develop, implement, and update annually a comprehensive research-based reading plan that includes tiered interventions provided to students and identifies resources to ensure sustainability (Section 59-155-110, South Carolina Read to Succeed Act)</p>	2022-2027	R2S committee	N/A	N/A	R2S Plan

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MULTILINGUAL LEARNER PROGRESS: By 2027...Multilingual learners will demonstrate growth in core linguistic skills as measured by performance on the state proficiency assessment. Interim Performance Goal: annual benchmark percentages will be met. 45% of ML student will meet their annual composite growth target on ACCESS 2.0					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of students meeting progress target on ACCESS 2.0	57.4%	Projected Data: 57.4%	57.4%	57.4%	57.4%	57.4

Action Plan

Strategy #1: Strategy #1: Multilingual Learners					
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. 3. 3.1.c Implement effective teaching strategies in the classroom for ML ? Conduct parent workshops for ELL parents ? Provide ESOL services by ELL endorsed teachers ? Professional development for all regular education teachers ? Utilize district ELL learning specialist throughout the school year ? Provide resources for teachers of ELL students ? Monitor classroom instruction by classroom walk-throughs ? Provide Sheltered Instruction for staff ongoing	2022-2027	Administrative team and Instructional Coaches, ML teacher. District ML Learning Specialist	N/A	N/A	Agendas, sign in sheets, Classroom Walkthroughs, Data, Attendance logs of ML teachers, Certificates of ML Sheltered instruction completion

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
By 2027, the percentage of teachers with an advanced degree will increase to 70%.	50%	Projected Data: 54%	58%	62%	66%	70%

Action Plan

Strategy #1: Strategy #1: Teacher/Administrator Quality - 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. 1. 4.1: • Teachers will be encouraged to participate in staff development opportunities at TrueNorthLogic.com • Information forwarded to principals about advanced degrees from local universities will be forwarded to the staff • Administration will openly support teachers seeking advance degrees • Teachers will participate in certification to meet Read to Succeed endorsement • Complementary courses from having Coastal Carolina University interns will be encouraged to be used • Expectation to complete ELL coursework for the district	2022-2027	Principal, teachers	N/A	N/A	Teacher certificates, True North logic verification, CCU vouchers, Certificate of Completion, Educators using vouchers from hosting interns to further their degree.

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
By 2027, the percentage of teachers on a continuing contract will increase to 85%.	90%	Projected Data: 90%	90%	90%	90%	90%

Action Plan

Strategy #1: Strategy #1: Teacher Retention					
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. 1. 2. 4.6: Develop a plan for employee recruitment and retention of high-quality workforce. Develop strategies to recruit and retain a diverse staff.	2022-2027	Human Resources Administrative Leadership Team	N/A	N/A	High caliber recruitment with diverse representation in all areas Teacher recruitment fair



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School Name: Ocean Drive Elementary School

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"> ○ MAP ○ DIBELS 8 ○ KRA ○ PALS ○ DRA2 ○ Core Phonics Survey ● Team Focused Data Based Decision Making <ul style="list-style-type: none"> ○ Collecting Data, Analyzing, Establishing Goals and Look-Fors, Creating Action Plans ● Intervention Programs: BURST, Voyager Passport, Kaleidoscope, SPIRE, Language!, ● 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"/>	X	Running Records, Benchmark Assessment Data, Digital Data, MAP Data, DIBELS 8 Data, Progressing Monitoring Data, Curriculum Based Assessments, Classroom Observations, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Writing Samples, District Writing Prompts, Special Education Student Goals, CORE Reading Assessment,
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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"/>	X	
A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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				Performance Matters Data, Longitudinal Data
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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, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary
- DIBELS, KRA, CORE Reading Survey, Kaleidoscope, BURST, SPIRE

	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"/>	X	Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities, Literacy Library, RTi Team Meetings, Intervention Teachers and Groups that are fluid, TDAs, Progress Monitoring, Classroom Walkthroughs informal, Teacher Observations formal, Schedules, Lesson Plans whole and small group, Digital Content (MAP, Achieve3000, Lexia, SPIRE, DIBELS 8, KRA, PALS, District Writing Prompts, Kagan Structures, Unit Completions of 'Becoming A Writer', Compact
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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"/>	X	
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"/>	X	
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"/>	X	



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				Lesson Planning to address priority standards
	Rarely	Sometimes	Routinely	
B6. Teachers use shared writing experiences to model accuracy and fluency in writing.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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"/>	X	
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"/>	X	
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"/>	X	<input type="checkbox"/>	
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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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"/>	X	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans (target growth), Literacy Library Utilization, RTi Team Meetings, Intervention Teachers and Groups that are fluid, TDAs, 'Progress Monitoring' Read to Succeed Endorsement Courses, Data used to create small groups based on student's individual needs utilizing standards and the NWEA learning continuum, Schedules, Small group lesson plans focused on teaching strategic reading strategies, Individual Student Goals (Benchmark, Growth Target),
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"/>	X	
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"/>	X	



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				RIClassroom Walkthroughs informal, Teacher Observations formal, Schedules, Digital Content (MAP, Achieve3000, Lexia, SPIRE, DIBELS 8, KRA, PALS, District Writing Prompts, Kagan Structures, Unit Completions of ‘Becoming A Writer’, Compact Lesson Planning for priority standards Data Team Meetings, Teachers in primary grades attending CORE Reading Academy
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D. This school embeds practices reflective of exemplary literacy-rich environments.				
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"/>	X	Schedules for grade levels ensure at or close to 2 ½ hours of reading and writing combined instruction. Science and Social Studies instruction integrates reading strategies beyond the ELA block
D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the	<input type="checkbox"/>	<input type="checkbox"/>	X	



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authentic experiences necessary to become proficient researchers and readers and writers.				of time, Lesson plans referencing inquiry standards. Primary students have individual bags of books,
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"/>	X	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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"/>	X	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	X	
D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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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:

- 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"/>	X	Classroom Libraries, “Being A Writer” curriculum, Achieve 3000. Student Reading Logs, Schedules, Book Inventories, Classroom Libraries, Media Center logs, Achieve3000 Data, Lexia Data, E-Books availability through media center, Discovery Education for Virtual Tours/Study Trips, Destiny Library Management, Classroom Observations informal, Professional Staff Development sessions, Kagan Structures, Teacher Resource room, Library Time weekly
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"/>	X	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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"/>	X	
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"/>	X	

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

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards



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<ul style="list-style-type: none"> ● 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"/>	X	Agendas, Sign-in Sheets, Professional Reading Logs, Implementation of Professional Development, True North Logic opportunities and professional accountabilities reports, PLC meeting agendas with Instructional Coach and administration, Professional Development with District Learning Specialist, Collaboration among professionals funded by PD plan. Instructional Coaches' Schedules, 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"/>	X	



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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"/>	X	Study Trips, Plans for the Partnerships, Participation in County Summer Reading Programs, Superintendent’s Reading Logs, Record of Programs Libraries Offer, Summer Reading Camp, Virtual Story Time, Reading Night’s, Reading Buddies (5th with CD), ECO-Tots, Burroughs-Chapin Museum Calendar Contest, Book Fairs, Partnership with Malcolm Mitchell Reading Program
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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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"/>	X	School Newsletters, Conference Summaries, Conference Schedules, Log Entries in Powerschool, Media Center Newsletter, Guidance Newsletter, Agendas from parent workshops, Sign-in Sheets from parent meetings, Open House, School Website and Facebook page, Parent Link, Newsletters, Conference Summaries, Conference Schedules, Academic Planning Conferences, Anecdotal Notes from conferences and phone calls, curriculum nights, parent surveys, Open House for expectations, Virtual GT beginning of the year presentation



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Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● Student use of digital content● Students meeting their student growth target within the COVID-19 constraints over the past two years● Teachers and Students using data to group students for small group instruction● Using data to drive instruction of our small groups● Exceeding district goals● Increase of high achievers participating in the Gifted and Talented curriculum● Using Blended Learning Model in the classrooms● Social Emotional Learning curriculum to nurture the whole child	<ul style="list-style-type: none">● Guide students in setting their own goals to increase their learning● Increase in student achievement and accountability● Increase our strength in writing● Students meeting their target growth and striving for their stretch goal● Look-for an increase in Gifted and Talented qualifying students (pandemic, new assessment version)



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

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>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 Fall MAP Reading at 32% to 20% or less with Spring MAP 2021.</p>	<p>Progress:</p> <p>Spring MAP 2021 - 3rd Grade ELA 21.4% were Scored "Does Not Meet Expectations" Student were Distance Learning to Hybrid Model to Face to Face in February 2021</p>
<p>Goal #2:</p>	<p>Progress:</p>
<p>Goal #3:</p>	<p>Progress:</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.

Goal #1:

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from 19.3 % to 14.0 % or less in the spring of 2022.

Action Steps:

- Leadership team (Admin and Instructional coaches) and teachers to review prior Year DIBELS data
- Leadership team (Admin and Instructional coaches) and teachers review prior year MAP data including growth targets and percentiles– identify any trends
- Principal, assistant principals and instructional coaches conduct classroom Observations with immediate and specific feedback for teachers
- Instructional coaches conduct the coaching cycle (pre-, observation, post-conference) with teachers ongoing
- Classroom Walk Throughs (admin and instructional coaches)
- Leadership team (Admin and Instructional coaches) review of classroom progress monitor data on going
- Focused Professional Development led by instructional coach on the reading continuum



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	<ul style="list-style-type: none">● (Leadership team w/ teachers – admin and instructional coaches) Identify areas of concern, Determine Strategies for addressing areas of concern, Develop a plan for progress monitoring● Collaborative Planning Sessions led by instructional coaches● Schedule District Learning Specialist to work with teachers● Provide Professional Development for teachers that focuses on the SC ELA Reading Standards led by instructional coaches● Performance Matters used by teachers to pull their data
Goal #2:	Action Steps:
Goal #3:	Action Steps:



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