



# Waccamaw Elementary School

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## **STRATEGIC PLAN 2022-2027**

*January, 2022*

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## Our Vision:

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

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## 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
<b>LEADERSHIP CAPACITY</b>	<b>RESOURCE CAPACITY</b>	<b>LEARNING CAPACITY</b>
<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"> <li>• 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.</li> <li>• Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal.</li> <li>• Involvement of stakeholders at all levels of the planning process.</li> <li>• 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.</li> <li>• Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan.</li> </ul>	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"> <li>• Periodic e-newsletters or other electronic methods to employees and external audiences</li> <li>• Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups</li> <li>• Awareness of the mobile app for Horry County Schools</li> </ul>	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"> <li>• Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents</li> <li>• Expanded programs on cable access channel</li> <li>• Videos for television and website to help stakeholders understand the various programs of the District and schools</li> <li>• Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc.</li> <li>• Posters of vision and core values posted in all schools and offices.</li> <li>• Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups</li> </ul>					
Provide a variety of opportunities for all stakeholders to access and understand, including multilingual translations, the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	2022-2027	Accountability, Communications	\$150,000.00	General Funds	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.	2022-2027	Accountability, Communications	\$100,000.00	General Funds	Expanded methods of communication documented
Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)	2022-23	Accountability, Learning Services	\$250,000.00	General Funds	Successful communication techniques implemented
Establish a monitoring system to ensure compliance by the District and all schools with state and Cognia Accreditation Standards.	2022-2027	Accountability, Superintendent, Board of Education	\$0.00	N/A	Continuous improvement monitoring system operational
Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals	2022-2027	Board of Education, Superintendent	\$0.00	N/A	Effective Board governance model adopted and adhered to
Utilize the evaluation instrument for effective Board meeting	2022-2027	Board of Education	\$0.00	N/A	Evaluation tool analyses and needed actions taken

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

## Resource Capacity

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

### Quality Indicators

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

<b>ACTION STEPS</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
<b>Financial Resources</b>					
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
<b>Physical Resources</b>					
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"> <li>• Provide bullying prevention and resources information on the HCS Student Affairs web pages</li> <li>• Provide a student app for reporting bullying or other school safety concerns</li> </ul>	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"> <li>• Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12</li> </ul>	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"> <li>● Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee</li> <li>● Maintain 1:1 device to student model in grades K-12.</li> <li>● 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.</li> <li>● Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning</li> <li>● Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure</li> <li>● Identify the hardware and software to provide that best instruction;</li> <li>● Develop a relevant instructional technology training program for all teachers who deliver that content area/standard</li> <li>● Develop and provide teachers with technical applications to share lesson plans, resources and methodologies</li> <li>● Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments.</li> <li>● Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students</li> <li>● Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences</li> <li>● Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum</li> </ul>					
<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"> <li>● Student management policies, regulations and procedures</li> </ul>	2022-2027	Principals			Functioning team in all schools

<ul style="list-style-type: none"> <li>• Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable.</li> <li>• Alternatives to ISS, OSS and homebound</li> <li>• Effective and efficient investigations and preparation for hearings</li> </ul>					
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Require each school to develop an anti-bullying plan.</li> </ul>	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"> <li>• Regular nutritional analyses for all school cafeteria meals</li> <li>• Goals for nutrition education, physical activity, and other school-based activities</li> <li>• Nutrition guidelines established for all foods sold to students during the course of the school day.</li> </ul>	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"> <li>• Implement a written emergency action plan for each student with documented allergies</li> <li>• Develop a specific training protocol for all staff to recognize anaphylaxis</li> </ul>	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"> <li>• Respond and take appropriate action in timely manner</li> <li>• Monitor number of calls and follow-up needed</li> </ul>	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"> <li>• Personal health practices</li> <li>• School bus safety</li> <li>• PE and playground procedures</li> <li>• Classroom and laboratory procedures</li> <li>• Indoor air quality</li> </ul>	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
<p>Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device</p>	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
<p>Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.</p>	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

## LEARNING CAPACITY

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

### *Quality Indicators*

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

## School Renewal Plan Cover Page

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

<b>School Name:</b>	Waccamaw Elementary
<b>SIDN:</b>	2601042
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	PK To 5
<b>District:</b>	Horry
<b>Address 1:</b>	251 Claridy Road
<b>Address 2:</b>	
<b>City:</b>	Conway, SC
<b>Zip Code:</b>	29526
<b>School Renewal Plan Contact Person:</b>	Leslie S. Huggins
<b>School Plan Contact Phone:</b>	843-347-4684
<b>School Plan E-mail Address:</b>	lhuggins001@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. 2014)), 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

<b>Superintendent</b>		
Dr. Rick Maxey <small>Printed Name</small>	<i>Rick Maxey</i> <small>Signature</small>	11/15/21 <small>Date</small>
<b>Principal</b>		
Leslie S. Huggins <small>Printed Name</small>	<i>Leslie S. Huggins</i> <small>Signature</small>	9/8/21 <small>Date</small>
<b>Chairperson, District Board of Trustees</b>		
Ken Richardson <small>Printed Name</small>	<i>Ken Richardson</i> <small>Signature</small>	11/15/21 <small>Date</small>
<b>Chairperson, School Improvement Council</b>		
Arenia Gray <small>Printed Name</small>	<i>Arenia Gray</i> <small>Signature</small>	9/8/21 <small>Date</small>
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
Leslie S. Huggins <small>Printed Name</small>	<i>Leslie S. Huggins</i> <small>Signature</small>	9/8/21 <small>Date</small>

## 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.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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><b>Developmental Screening</b> 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><b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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><b>Developmentally Appropriate Curriculum for PreK–3</b> 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><b>Parenting and Family Literacy</b> 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><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Leslie S. Huggins
2.	<b>Teacher</b>	Arenthia Gray
3.	<b>Parent/Guardian</b>	Jackie LeFebvre
4.	<b>Community Member</b>	Betsey Costner
5.	<b>Paraprofessional</b>	Hope Lee
6.	<b>School Improvement Council Member</b>	Rebecca Hubbard
7.	<b>Read to Succeed Reading Coach</b>	Ashley Blankenship
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Leslie Huggins
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Ashley Blankenship
<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed		

## District Requested Strategic/Renewal Plan Waiver

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

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

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

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

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

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

2021  
WES

# Needs Assessment Data



September 2021



# WES 2020-21 School Report Card

**[LINK to Report Card](https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjYwMTAOMg)**

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjYwMTAOMg>

# WES 2021-22 School Renewal Plan Goals

## **Performance Goal: SC PASS Science**

*At least 90% of students in grades 4 will score Approaches (Level 2) or above in Science by 2021.*

## **Performance Goal: SC PASS Science**

*At least 65% of students in grades 4 will score Meets (Level 3) or higher in Science by 2021.*

## **Performance Goal: SC PASS Social Studies**

*At least 90% of students in grade 5 will score Met or higher in Social Studies by 2021.*

## **Performance Goal: SC PASS Social Studies**

*At least 50% of students in grade 5 will score “Exemplary” in Social Studies by 2021.*

## **Performance Goal: MAP Growth Goals**

*At least 75% of students in grades 2-5 will meet fall-to-spring growth goals on MAP Reading, Language and Math by 2021. (F-S)*

# K-1st Dibels Reading Data

AVERAGE	BOY 20-21	MOY 20-21	EOY 20-21
<b>WES K % @ Benchmark and Above</b>	18%	40%	69% <b>(+29)</b>  (HCS 76%)
<b>WES 1st Grade % @ Benchmark and Above</b>	31%	34%	57% <b>(+23)</b>  (HCS 73%)
<b>WES 2nd Grade % @ Benchmark and Above</b>	50%	53%	66% <b>(+13)</b>  (HCS 66%)

# WES Dibels Goals

## K -

**GOAL MET: 96% (23/24)** students maintained at or above benchmark from BOY to EOY

**GOAL MET: 80% (77/96)** students moved up at least one level from BOY to EOY

## 1st -

**GOAL MET: 100% (43/43)** students maintained at or above benchmark from BOY to EOY

**GOAL NOT MET: 57% (47/83)**

students moved up at least one level from BOY to EOY

# MAP Reading Data 2021-22

READING Overall by Grade Level	# Meeting Growth Goal F/S	% Meeting Growth Goal F/S	# Meeting Growth Goal S/S	% Meeting Growth Goal S/S
2nd	61/89	68.5%		
3rd	60/102	59%	36/95	38%
4th	51/98	52%	43/97	44%
5th	56/119	47%	37/104	36%
WES	228/408	56%	116/296	39%

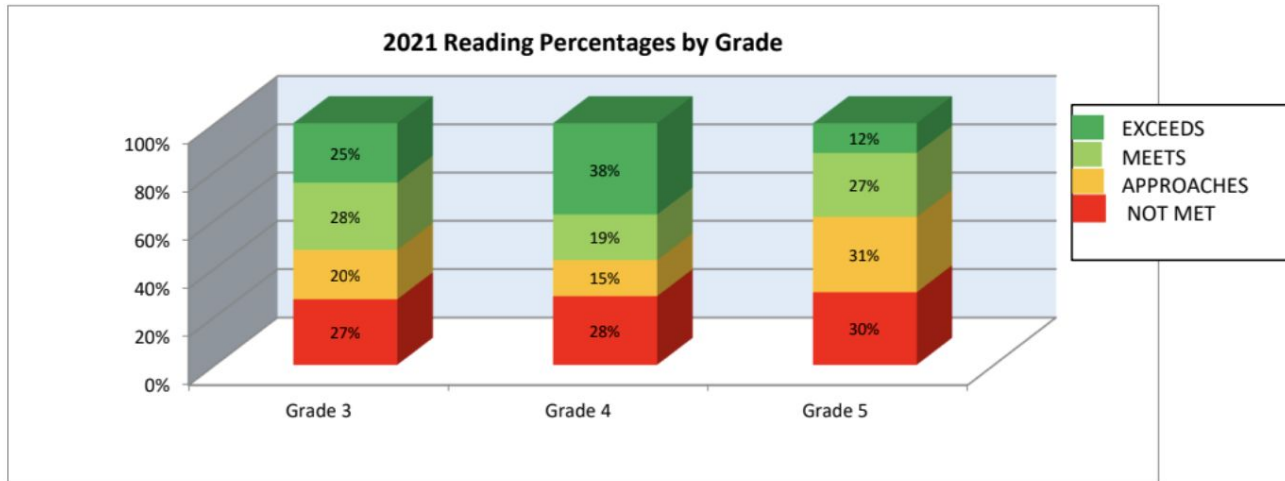
## WES MAP Reading Goal (2nd-5th)

- 2nd grade **MET** F to S growth goal of 65%
- 3rd, 4th and 5th grade did not meet F to S growth goal of 65% in Math

# SC READY: Reading

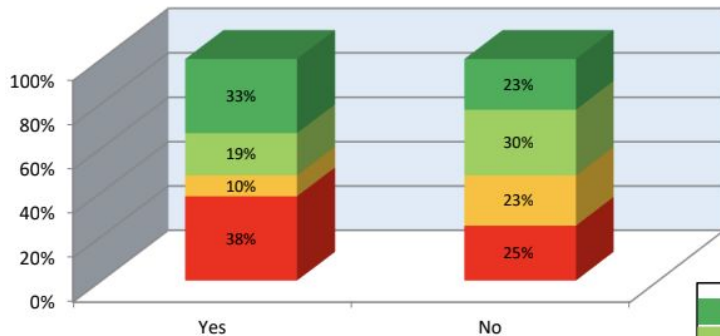
## Waccamaw Elementary

	Percentages			Counts		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
EXCEEDS	25%	38%	12%	30	48	18
MEETS	28%	19%	27%	34	24	39
APPROACHES	20%	15%	31%	25	19	46
NOT MET	27%	28%	30%	33	36	44
Total	100%	100%	100%	122	127	147
Avg. Scale Score	439.0	532.1	521.7			

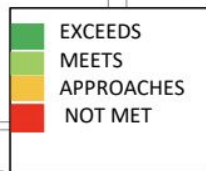
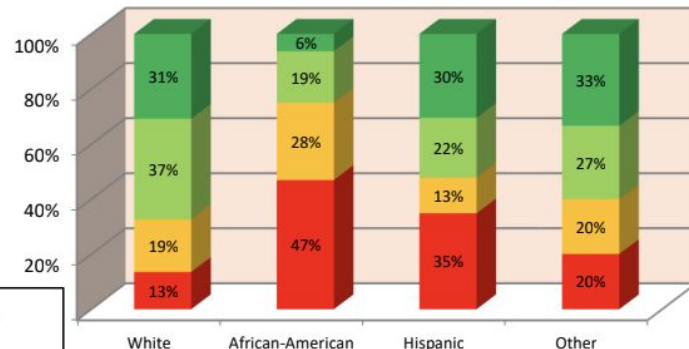


# SC Ready Reading - 3rd Grade - BY DEMOGRAPHICS

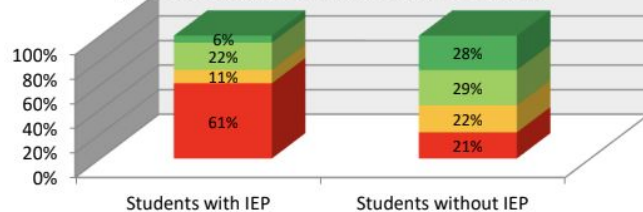
2021 Reading Percentages by ML



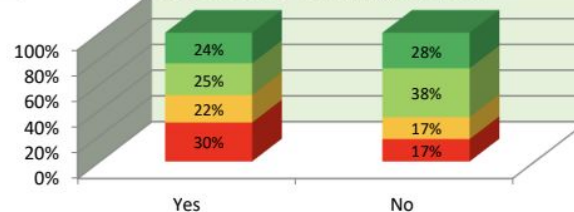
2021 Reading Percentages by Ethnicity



2021 Reading Percentages by Disabled

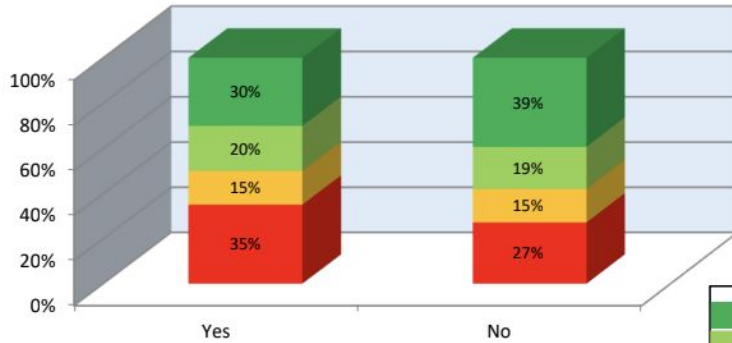


2021 Reading Percentages by PIP

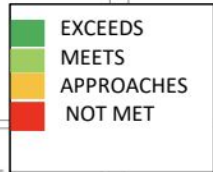
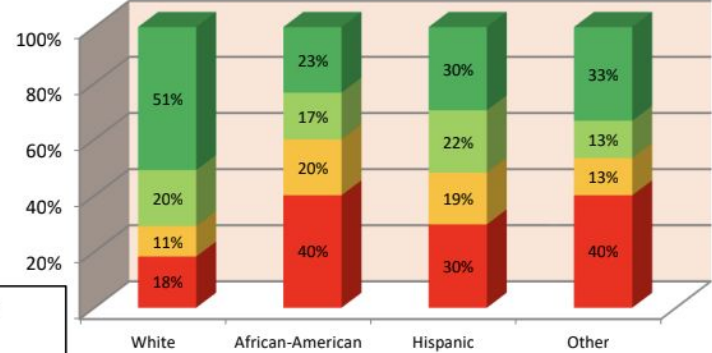


# SC Ready Reading - 4th Grade - BY DEMOGRAPHICS

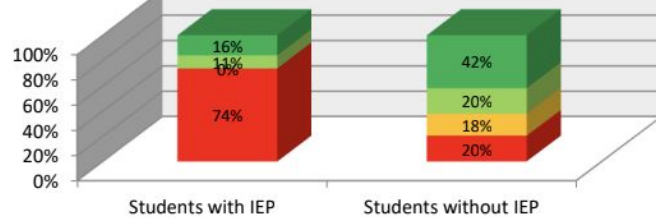
2021 Reading Percentages by ML



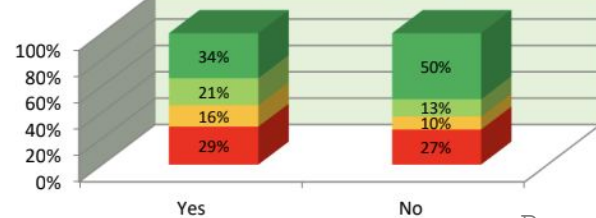
2021 Reading Percentages by Ethnicity



2021 Reading Percentages by Disabled

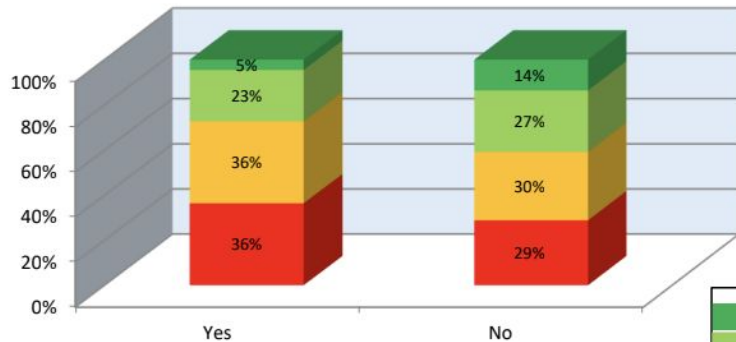


2021 Reading Percentages by PIP

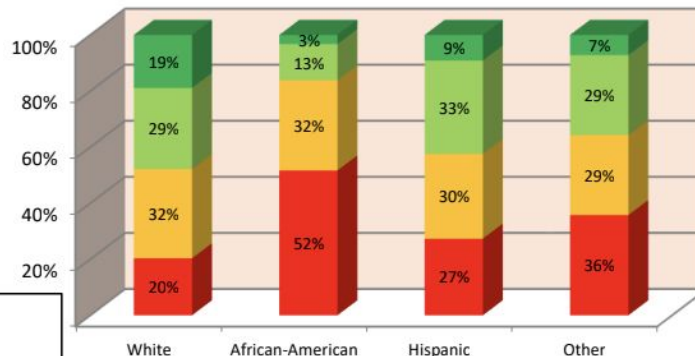


# SC Ready Reading- 5th Grade - BY DEMOGRAPHICS

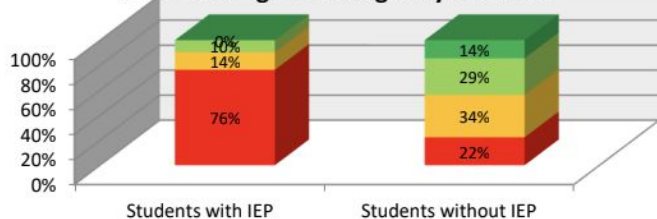
2021 Reading Percentages by ML



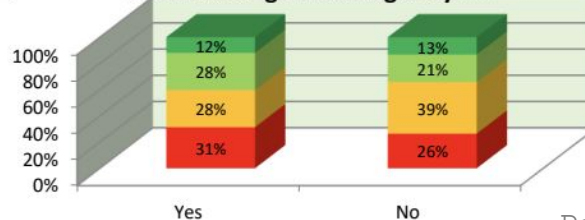
2021 Reading Percentages by Ethnicity



2021 Reading Percentages by Disabled



2021 Reading Percentages by PIP



# ELA NEXT STEPS

Strengths	Challenges/Missing	Ideas
<ul style="list-style-type: none"> <li>● Continued PLCs</li> <li>● Continued weekly planning with coaches</li> <li>● Continued PD w/ John Antonetti</li> <li>● Abundance of intervention options</li> <li>● Scheduled time for independent reading built into master schedule</li> <li>● Book Machine gold coin incentive</li> <li>● Principal's Book Club</li> <li>● Coaching Cycle completed frequently</li> <li>● High frequency of classroom visits with feedback</li> <li>● Strategic implementation of use of Nearpod and Google Meet for reading/ELA lessons</li> <li>● March PD session for 4th/5th on small group instruction with specific examples of plans, etc. - teachers followed up/through and was shown in reflection conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Not using Nearpod to its full potential of features (using individual accountability data to drive instruction)</li> <li>● No scheduled sessions to provide grade level professional development to special ed and intervention teachers (that aligns and connects to their work/programs)</li> <li>● Use of Independent Reading time for other things or only for reading to students instead of true independent reading</li> <li>● No Monthly Collection Planning by unit for 2 hours (grade level) - no subs available to do this</li> <li>● Learning Walks/cross-grade classroom visits using the Rigor Rubric</li> <li>● Less use of Kagan structures, especially after 5 day return (b/c of health and safety protocols)</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted PD on small group for reading (continue constantly)</li> <li>● Strategic plan for Independent Reading time - possibly implement MIRP (Monitored Independent Reading Practice) strategies for 3rd-5th; consider possible ways to implement in 2nd (maybe highest kids)</li> <li>● Implement monthly ELA Collection planning for grade level teams 2 hours once a month (subs rotating provided)</li> <li>● More school wide reading incentives from documenting reading</li> <li>● Personalized Learning activities (Intentionality)</li> </ul>

## School Comparison Data Findings

- ❖ WES looks stronger in reading, than math, when compared across the district
- ❖ WES growth looks similar to overall district
- ❖ Less of a dip overall than math in comparison to past years when looking at % meeting growth goals

# MAP Math Data 2021-22

<b>MATH Overall by Grade Level</b>	<b># Meeting Growth Goal F/S</b>	<b>% Meeting Growth Goal <u>F/S</u></b>	<b># Meeting Growth Goal S/S</b>	<b>% Meeting Growth Goal S/S</b>
2nd	45/95	47.3%		
3rd	54/99	55%	21/90	23%
4th	37/100	37%	12/88	14%
5th	46/118	39%	20/103	19%
<b>WES</b>	252/632	40%	53/281	19%

## WES MAP Math Goal (2nd-5th)

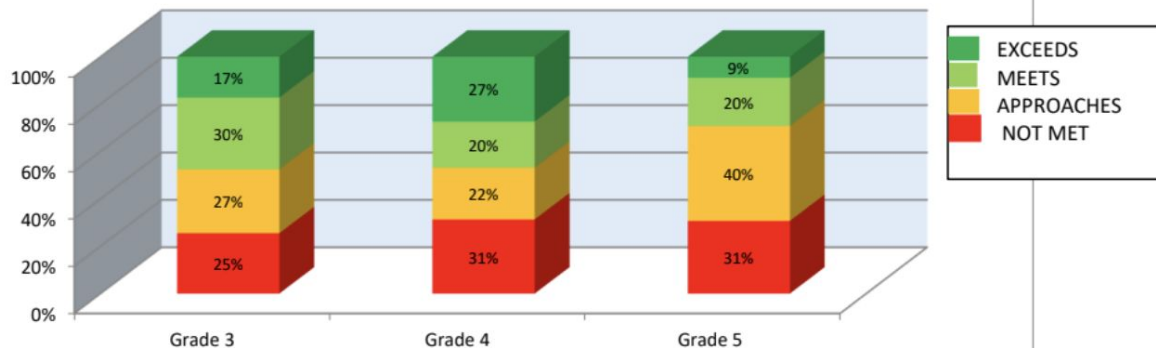
- *WES did not meet F to S growth goal of 65% in Math*

# SC READY: Math

## Waccamaw Elementary

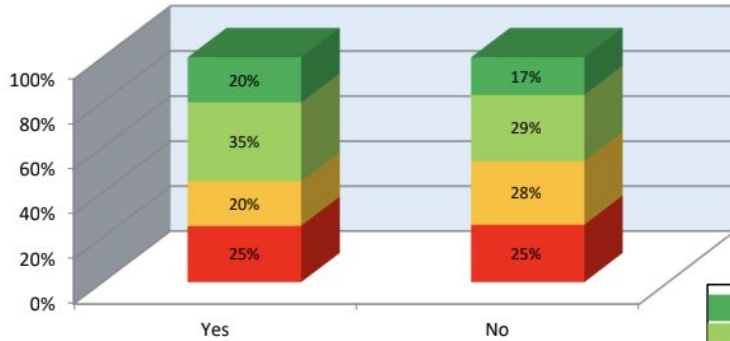
	Percentages			Counts		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
EXCEEDS	17%	27%	9%	21	35	13
MEETS	30%	20%	20%	37	25	30
APPROACHES	27%	22%	40%	33	28	59
NOT MET	25%	31%	31%	31	40	45
Total	100%	100%	100%	122	128	147
Avg. Scale Score	438.7	476.8	498.4			

2021 Math Percentages by Grade

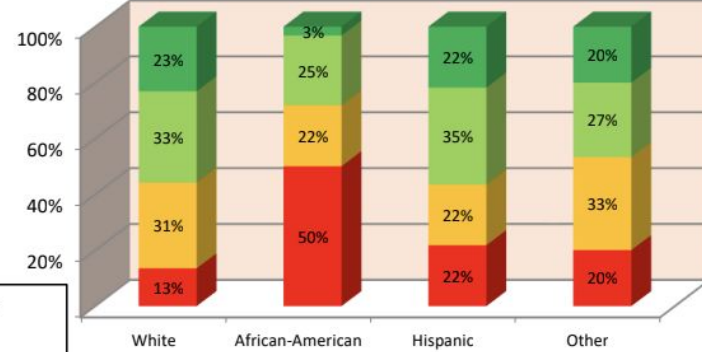


# SC Ready Math - 3rd Grade - BY DEMOGRAPHICS

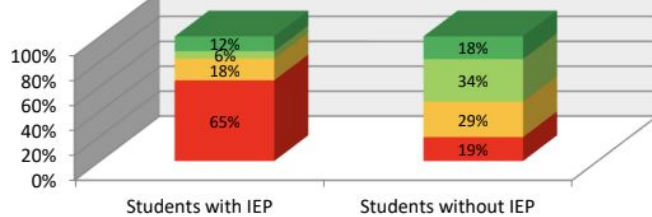
2021 MATH Percentages by ML



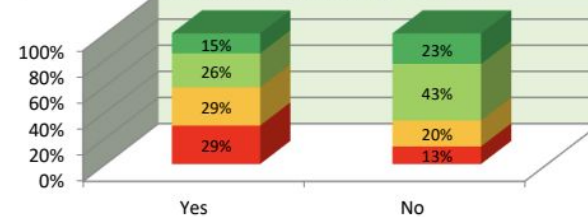
2021 MATH Percentages by Ethnicity



2021 MATH Percentages by Disabled

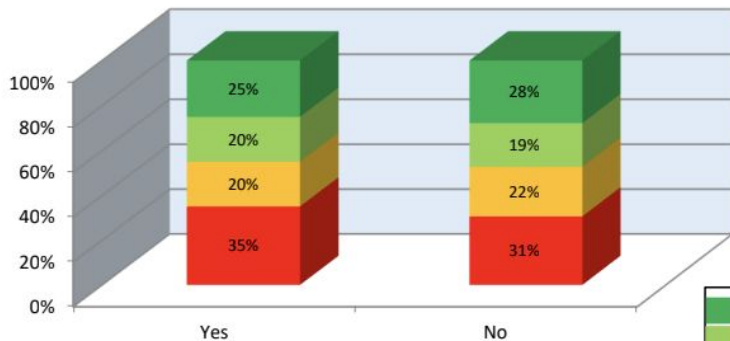


2021 MATH Percentages by PIP

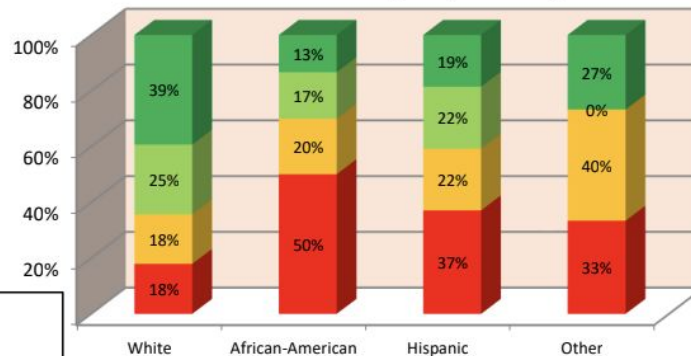


# SC Ready Math - 4th Grade - BY DEMOGRAPHICS

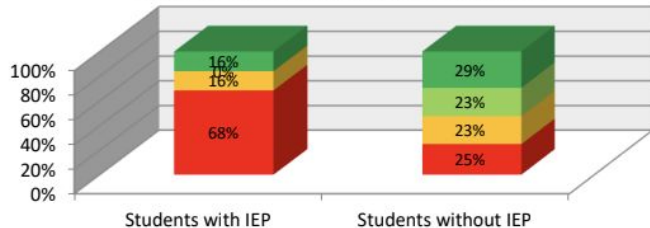
### 2021 MATH Percentages by ML



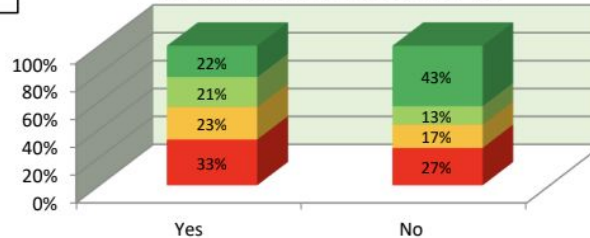
### 2021 MATH Percentages by Ethnicity



### 2021 MATH Percentages by Disabled

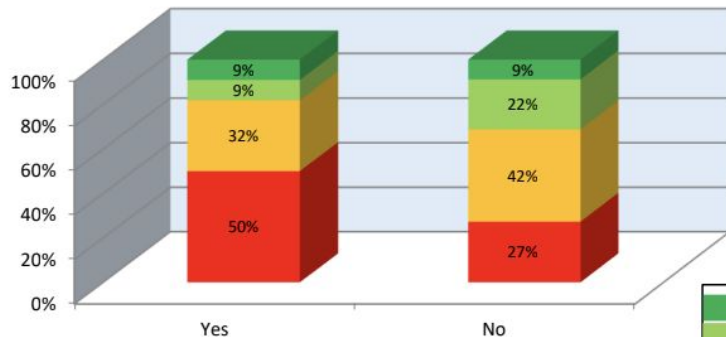


### 2021 MATH Percentages by PIP

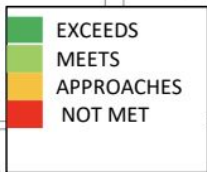
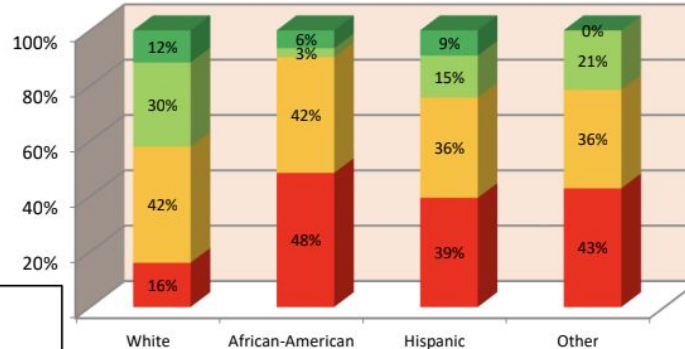


# SC Ready Math - 5th Grade - BY DEMOGRAPHICS

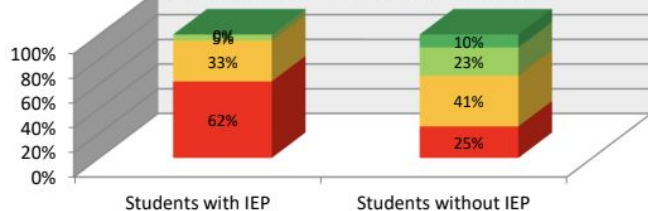
2021 MATH Percentages by ESOL



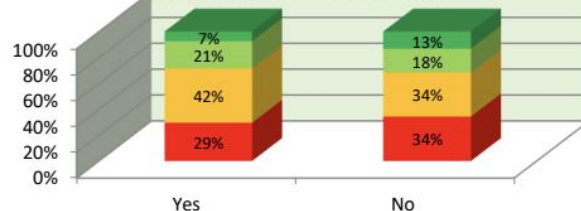
2021 MATH Percentages by Ethnicity



2021 MATH Percentages by Disabled



2021 MATH Percentages by PIP



# MATH NEXT STEPS

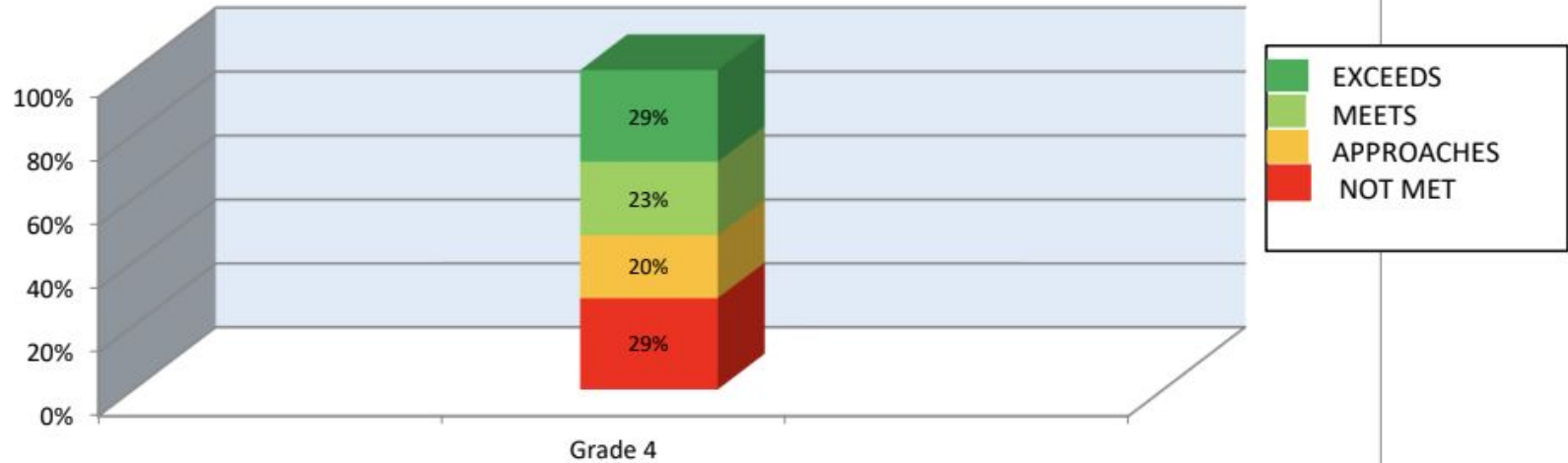
Strengths	Challenges/Missing	Ideas
<ul style="list-style-type: none"> <li>● Continued PLCs</li> <li>● Continued weekly planning with coaches</li> <li>● Emphasis on Vocabulary via IDRA consultant, planning focus and work with John Antonetti</li> <li>● Coaching Cycle completed frequently</li> <li>● High frequency of classroom visits with feedback</li> <li>● Strategic implementation of use of Nearpod and Google Meet for math lessons</li> <li>● March PD session for 4th/5th on small group instruction with specific examples of plans, etc. - teachers followed up/through</li> <li>● Teacher reflection (via teacher reflection conferences) - creating strategic plans to meet student needs</li> <li>● Upper grades sharing instruction when teachers were out via technology/Google Meet</li> </ul>	<ul style="list-style-type: none"> <li>● No ability to RIT Group in Math this year</li> <li>● Possible over-reliance in Nearpod - not going back to the Teacher Edition/standard of focus</li> <li>● Loss of Friday planning sessions with grade levels after 5 day return</li> <li>● During hybrid, difficult for teachers to determine focus lessons, especially with the spiral EDM curriculum</li> <li>● No core replacement intervention 3rd-5th (only SE)</li> <li>● No ability to have Learning Walks/cross-grade classroom visits using the Rigor Rubric</li> <li>● Gaps in learning from missed lessons Spring 2020 during eLearning</li> <li>● Less use of Kagan structures, especially after 5 day return (b/c of health and safety protocols)</li> <li>● BOY MAP scores that may not be a true indicator of student ability/work</li> </ul>	<ul style="list-style-type: none"> <li>● Revive RIT groups (pending health/safety guidelines)</li> <li>● Add RIT groups for 2nd; consider beginning after winter break or beg. of 2nd semester.</li> <li>● Consider grade level planning 2 hours once a month (subs rotating provided) EDM planning - see process in bottom box (consult with Jessica - EDM consultant)</li> <li>● Move away from working with just Math Leads and begin working with whole team to increase understanding of math concepts</li> <li>● Increase vocabulary emphasis - focus on strategically teaching vocab embedded in instruction</li> <li>● Structure use of post-unit assessments for determining small group instruction</li> <li>● Dig deeper into math data by strand to see the areas of weakness across grade levels to use to support grade level below or above</li> <li>● Possible purchase of NWEA MAP Accelerator (connects individual student performance and needs to lessons and Kahn Academy)</li> <li>● Possible math test-taking strategies</li> <li>● Personalized Learning activities (Intentionality)</li> </ul>

## School Comparison Data Findings

- ❖ GSFE has high growth and high achievement in Math; has monthly planning with the EDM consultant
- ❖ Well below district average for % meeting growth goals
- ❖ Overall downward trend in growth over last 2 years

# WES - SC PASS Science (4th GRADE)

2021 Science Percentages by Grade



### ***NEEDS ASSESSMENT from Title 1 Plan:***

Student performance data is reviewed monthly by the school leadership team comprised of principal, assistant principals and instructional coaches. Data is then shared with teachers during PLCs (Professional Learning Communities) and in professional staff meetings. The school RTI team also meets monthly to analyze student performance data and identify students who are not making adequate progress and may need additional intervention instruction.

Individual student results of the state SC Ready assessment and the SC PASS assessment for 3<sup>rd</sup>-5<sup>th</sup> graders, as well as MAP results for 2<sup>nd</sup> - 5<sup>th</sup> graders (Measures of Academic Progress - administered two times per year – fall and spring) are shared during fall parent conferences. Parents are provided a state print-out of state assessment scores with a guide for understanding. Parents are provided a written MAP report detailing their child's performance in each area (Math, Reading), broken down into individual area strands, providing more detailed information on areas of strength and weakness for the child. Feedback about student performance is also communicated to parents through quarterly interim reports, report cards, personalized emails, phone calls and some other digital platforms to communicate (Blooms, Remind - apps). Data is reported to ensure parents are thoroughly informed of student progress. Parents of child development age students are provided individual student results on the PALS assessments, allowing teachers to give feedback on student growth. Teachers meet with students about digital content performance weekly and parents are provided with reports from those programs to provide information on student progress in Core Lexia, Aleks Math and Achieve 3000. Reading progress for students in grades K-5 is reported to parents each quarter through the report card. Special education teachers develop quarterly progress reports from individual student IEP goals and objectives, reporting to parents the students' progress on each goal, which is sent home with the report card. 3<sup>rd</sup> grade student reading progress is also discussed for students not reading at grade level during quarterly conferences.

To support our Spanish-speaking parents we utilize the Pacific Interpreters translation services. This supports teachers and administrators in effectively reporting performance data to these parents. The ESOL teachers provide information to parents regarding the WIDA (World-class Instructional Design and Assessment). The ACCESS assessment is administered by the ESOL teacher in the spring.

### ***NEEDS ASSESSMENT from Title 1 Plan Cont'd:***

Assessment results are also shared with a variety of constituents through several committees/teams including: School Improvement Council (SIC), Parent Teacher Organization (PTO), Title I Committee and our Carolina Forest Advisory Board. State and local assessments results are shared during our annual Title I meeting. Both our School Improvement Council and our PTO organizations strongly encourage parents to attend all scheduled parent-teacher conferences in order to discuss their child's academic performance, and for parents, students and staff to work together, as the agreement in our Parent/Teacher Compact. We work as a team to keep all stakeholders well-informed about the academic progress of our students.

#### **Needs Assessment (Data – Academic & Discipline)**

***Your strategies from your budget and the assessments used to measure performance are to be reflected here in your needs assessment. Your needs assessment should be aligned with your school renewal plan Needs Assessment.***

Waccamaw Elementary School is located just outside of Conway, South Carolina and is a part of the Carolina Forest attendance area. The school serves approximately 909 students in grades Pre-K through fifth grade in the 2019-20 school year. Currently, approximately 51% of WES students are Caucasian, 24% Black or African American, 16% Hispanic/Latino, 1% American Indian or Alaska Native, and 8% two or more races. Approximately 76% of the student population receives free or reduced lunch. Currently Waccamaw Elementary School has 65 Professional staff members who work diligently to ensure growth for all students at WES.

Our staff members are very diligent in their work to provide the appropriate education for all students. This work is done through small groups, interventions groups, ESOL services, gifted/talented class, "high flyer" groups and special education services. We have five full time intervention teachers and one hourly paid intervention teacher to provide reading and math services to our students with most intense needs. 70.9% of our teachers have advanced degrees with five other teachers working towards this achievement. 90.9% of the staff have continuing contract status and 92% of the teachers returned from the previous year.

### ***NEEDS ASSESSMENT from Title 1 Plan Cont'd:***

Midyear Dibels assessment data reveals that Kindergarten, 1st and 2nd grade levels decreased the number of students performing BELOW BENCHMARK and WELL BELOW BENCHMARK. All three grades increased the overall number of students scoring BENCHMARK as follows: K - increased by 27 students, 1st - increased by 1 student, 2nd- increased by 1 student. Both Kindergarten and 1st grade increased in the number of students performing ABOVE BENCHMARK (K - increased by 4 students, 1st - increased by 3 students). Instructional focus will be on developing fluent readers and helping students learn strategies to apply fluent reading skills across content areas for comprehension.

Based on Spring 2019 SC Ready data, our last given state assessment data, Waccamaw Elementary School students continue to grow academically. Grades 3, 4 and 5 were above the SC state percent meets and exceeds on SC Ready ELA and Math. 3rd grade showed growth in both Meets and Exceeds (48.6% - +2%) and Approaching, Meets and Exceeds (75% - +1.6%) on SC Ready. 5th grade also showed growth in both Meets and Exceeds (42.2% - +2.2) and Approaching, Meets and Exceeds (77.3% - +1.3%) on SC Ready ELA. 4th grade is an area of concern where SC Ready ELA scores decreased in Meets and Exceeds (41.9% - -6.1) and in Approaching, Meets and Exceeds (67.1% - -6.9%). In math 3rd grade showed growth in Approaching, Meets and Exceeds (77.8% - +2.8%) but maintained with 59% meets and exceeds. Grade 4 math scores on SC Ready math showed a decline in both approaching, meets and exceeds (76.2%--8.8%) and meets and exceeds (51.5% - -7.5%). Grade 5 math scores on SC Ready math showed a decline in both approaching, meets and exceeds (78.6% - -3.4%) and meets and exceeds (47.4% - -2.6%). Grade 4 was above the state in percent of students scoring meets and exceeds on SC PASS Science. Grade 5 School was above the state in percent of students scoring meets and exceeds on SC PASS Social Studies. Goals include increasing the number of students in 4th and 5th grades scoring MET and above on SC Ready ELA and Math and decreasing the number of 3rd-5th graders scoring not met. The number of students in our disabled population scoring not met in math is a concern and continues to be an area of focus. The focus at Waccamaw Elementary continues to be teaching students to read fluently and helping students apply reading skills and strategies across content areas while focusing on SC state standards. Based on Winter 2020 MAP data SC Ready projections for 2021 predict that in Reading: 39% of 3rd grade students will score meets and exceeds and 69% will score approaches, meets and exceeds; 42% of 4th grade students will score meets and exceeds and 80% will score approaches, meets and exceeds; 24% of 5th grade students will score meets and exceeds and 66% will score approaches, meets and exceeds. In addition, Winter 2020 MAP data SC Ready projections for 2021 predict that in Math: 36% of 3rd grade students will score meets and exceeds and 70% will score approaches, meets and exceeds. 48% of 4th grade students will score meets and exceeds and 82% will score approaches, meets and exceeds. 25% of 5th grade students will score meets and exceeds and 71% will score approaches, meets and exceeds.

### ***NEEDS ASSESSMENT from Title 1 Plan Cont'd:***

Spring 2019 MAP data showed 31% of our students with disabilities who receive reading services met their spring-to-spring individual growth targets on the MAP assessment and 33% of students with disabilities met their individual spring to spring growth targets in reading. The performance data demonstrates a continued need and focus on intensive intervention for our students performing below grade level. Our core replacement math data reveals a need for focus on this group of students with very intensive needs. Instruction will be designed to align curriculum standards with the intervention programs that best meet these student needs. Our subgroup data also shows a discrepancy for students in poverty. Providing experiences and enriching vocabulary, along with rigorous standards planning for teachers is set to yield results in this grade next year. Aligning curriculum with our ESOL teachers partnering with general education teachers is a key to growth with this subgroup. We will continue to include ESOL teachers in grade level planning, professional development and other collaboration and growth opportunities. In addition, all teachers in grades K-5, special education and intervention have participated in Sheltered Content Instruction to help teachers better reach and teach this population. We are also working with a consultant to support Sheltered Content strategies focused on vocabulary.

One instructional focus WES continues to be small group instruction (reading and math), aligned and built on the foundation of solid standards-based instruction. One gap in student learning noted across all grade levels is vocabulary. A school-wide vocabulary focus supports students in building Tier 2 vocabulary to support learning. Small group instruction via intervention groups/classes allows students to receive the individualized, direct, explicit reading instruction needed to close their learning gaps, with the goal for these students to return to the core reading class as soon as possible. Intervention groups, taught by certified teachers who serve as reading interventionists, allow students a way to receive the support they need, yet remain in general education, thus helping in not overidentifying students for special education who really struggle due to circumstances other than a learning issue. Having an additional reading interventionist at WES allows us to serve more students based upon their individual needs and close achievement gaps. In addition to these interventionists, specific supplies assist teachers with creating more engaging lessons. Teachers use Kagan materials to enhance instruction and engage all students. Math manipulatives, published station materials and leveled reading literature/texts also help teachers individualize learning and support students with different learning styles.

### ***NEEDS ASSESSMENT from Title 1 Plan Cont'd:***

Additional intervention opportunities come through after school tutoring (Cats Club) which provides students a means to receive free academic support after school. Teachers work with students in small groups to offer targeted instruction in reading and math. Lessons are designed and customized to student needs so that students receive appropriate support for areas of challenge they have demonstrated in the classroom.

Having an instructional coach helps enhance classroom instruction through professional development and support/training. The instructional coach supports teachers in a variety of ways that translate into higher quality teaching resulting in increased student achievement. One of the roles of the coach is to maintain a data wall and lead data team meetings. Supplies are necessary to create the data wall and maintain/update it on a regular basis following student assessments.

To prepare for the school year and design the most targeted lessons and curriculum, additional pay is used to pay teachers in grades K-5 to work in common grade level groups to plan long range maps of standards-based instruction and standards-based assessments for the year in ELA and/or Math. Teachers map out instructional standards through the year on a calendar and then determine alignment in areas such as reading and writing, etc. Teachers collaboratively build assessments to drive instructional planning. The additional pay to do this work allows teachers to complete this work in the summer months PRIOR to student arrival. It allows teachers to be prepared and strategic in all lesson planning.

The school wide management system at WES is centered around our school motto, "The Waccamaw Way" and all students are encouraged to follow "The Waccamaw Way" and become: Listeners, Learners and Leaders. The faculty and staff of Waccamaw Elementary understand that it takes an entire school community working together to create student success. We expect our students to help create a positive, safe, and nurturing learning environment for all members of our school. In order to create a positive, nurturing environment, we focus on character education through instruction of lifeskills. Teacher leadership teams worked together to develop an essential list of the Lifeskills for focus throughout the year; one per month. Students are recognized and rewarded monthly for exhibiting life-skills and honored at a special Lifeskill Leader breakfast held at the end of each month. Celebrations are held intermittently to celebrate student success. Students have the opportunity to earn individual, class and school incentives.

***NEEDS ASSESSMENT from Title 1 Plan Cont'd:***

Counseling is essential to support social emotional learning in students. Guidance referrals can replace discipline referrals and often allows for intervention that can stop the behavior and teach a replacement behavior that is appropriate. While discipline has decreased in some areas, based on analysis of student referrals and documentation of conferences with parents, our students have a need for more counseling. Many of our students come to school dealing with high levels of home trauma. Parents frequently request for their children to participate in a counseling group or receive individual counseling. In this Title I school, students need to be taught how to interact appropriately with others, develop friendships and work cooperatively. Guidance lessons are the basis for this learning. To serve our population of 909 students with these services, there is a need for additional, more intensive, therapeutic counseling services. Having an additional RBHS counselor allows them to work collaboratively to have a positive impact on the school climate and partner with parents to improve school experiences and positive relationships for our students. More intensive needs cannot always be met by school counselors. The RBHS counselor provides family support and mental health counseling. Due to their experiences with poverty and their lack of resources at home, these students may not be able to receive mental health counseling if it wasn't provided in the school setting during the school day. Supplies, including poster maker paper, cardstock and markers, are used to create displays around the school and in classrooms to promote kindness and "The Waccamaw Way." Our parents attend conferences and school performances like "I love the Arts" throughout the year. Functions such as Pastries for Parents and special family lunches are a huge success with parents. The family school facilitator holds a story time each week and plans opportunities for parents to obtain information about how to be more involved with the school. Workshops are held to educate parents on a variety of subjects such as discipline, technology, the arts, instructional strategies, transition to other levels (middle and high school), etc. According to the state survey from 2019 (last survey date), 95.7% of our parents are satisfied with the learning environment of the school, up from 92.5% in 2018-19. 86.9% of parents are satisfied with the school-home relations, up from 73.9% in 2018-19.

### ***NEEDS ASSESSMENT from Title 1 Plan Cont'd:***

Parent partnerships with school are critical to the success of our students. Our family-school coordinator assists with supporting families through weekly story-time with preschoolers, aimed at getting current students' families to visit the school with younger siblings who will eventually attend WES. She also helps organize events such as Pastries for Parents. This parent liaison is a vital key to connections with families who may otherwise be reluctant to come into the school. She helps us foster relationships with parents so that we can work collaboratively to improve our school in all areas. She focuses on making a welcoming environment for parents to come for information on how to help their child in a variety of ways; sometimes sharing summer camp information, offering parenting books with advice, sharing tutoring or counseling information and other important information for parents. Family calendars are purchased for each family so that they can keep up with important events throughout the year. Another important event for families is our kindergarten orientation. We are able to welcome new families to the school in a less threatening environment by offering snacks with for the students and allowing them a special time to meet their teacher. We also hold our annual parent meeting each year and in addition, hold events like Family Game Night to help with parent conferences – this provides activities for children while parents conference with teachers. Spanish forms and newsletters translated for parents is critical in our partnership with our ESOL families. Having these resources for them provides a wealth of support and acknowledgement of a partnership between home and school. Throughout the year our family school facilitator also helps organize and hold events for parents such as I love the arts, safety with technology and partnership events with the local food bank to teach families how to prepare fresh fruits and vegetables; parents even leave with bags of fresh vegetables and recipes!

### **2020-2021 WES School**

#### **Goals**

- Relationships
- Engagement
- Powerful Task Design

# REFLECTION Questions for Teachers:



- What are our WES Strategic Plan goals?
- How do we decide our **top** priorities so we can be INTENTIONAL?
- How do we **shift our thinking** and **react to the data**?
- How does this data impact our small group instruction planning?
- After fall assessments, how do we **monitor our progress** for the remainder of the year?
- What **resources** do we need to assist us?
- What are our **grade level and individual next steps**?

## 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.

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	In DIBELS reading assessment, Kindergarten students scored the following: 96% (23/24) of students maintained at or above benchmark from BOY to EOY; 80% (77/96) of students moved up at least one level from BOY to EOY. 1st Grade students scored the following: 100% (43/43) of students maintained at or above benchmark from BOY to EOY. 57% (47/83) of students moved up at least one level from BOY to EOY. Note the following challenges that impacted these scores: hybrid learning through January 2021, Distance Learning for two weeks in January 2021, student and staff absences related to Covid, health/safety protocols that impacted ability for students to interact with typical engagement structures.
<b>Elementary/Middle School (3 - 8)</b>	
2.	28.5% of third graders scored Does Not Meet on SC Ready ELA, as determined by 2021 Spring SC Ready ELA scores. This is an increase of 1.3%. On spring 2021 MAP, WES did not meet F to S growth goal of 65% in Math. In READING, 2nd grade MET F to S 65% of students meeting individual growth goals. 3rd, 4th and 5th grade did not meet F to S growth goal of 65% in Math. Note the following challenges that impacted these scores: hybrid learning through January 2021, Distance Learning for two weeks in January 2021, student and staff absences related to Covid, health/safety protocols that impacted ability for students to interact with typical engagement structures.
<b>Teacher/Administrator Quality</b>	
3.	The number of teachers returning to WES is a strength. WES offers many opportunities for parents to attend school sponsored events as well as participate in workshops that help them better support their child socially, emotionally and academically.
<b>School Climate</b>	
4.	Waccamaw Elementary School has increased the number of students served in the Gifted and Talented program by 2.2% overall. 100% of students are served with 1:1 learning devices. Teachers report high rates of satisfaction (above 90%) in all three areas: satisfaction with learning environment, social emotional learning and home-school relations. Students and parents show high ratings 85% or above in all three areas with the exception of home-school relations rating by parents. Parents report a 76.7% satisfaction rate with home-school relations. Our primary area of focus in school climate is in the area of home-school relationships. Many of the parents of our Waccamaw Elementary School students work multiple jobs and find it difficult to be as involved in the school community as they may desire. Our home school facilitator is focusing on helping make parents more aware of what is happening in the instructional day. School events are planned to make it more convenient for parents to be involved and create a stronger home-school connection.

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	100% of parents/guardians will participate in a conference about their child's academic performance every year.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
State Report Card "Parents Attending Conferences" percentage	100%	<b>Projected Data:</b> 100%	100%	100%	100%	100%

## Action Plan

<b>Strategy #1: Promote parent conferences via multiple avenues/platforms.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Post parent conference nights and schedules on social media	2022-Ongoing	Principal	\$0	None Needed	Posting on various sites
2. Send home conference schedule sheets and parent letters regarding parent conferences.	2022-Ongoing	Principal, Teachers, Instructional Coaches, Assistant Principals	\$0	None Needed	Copies of conference schedule sheets Copies of parent letters
<b>Strategy #2: Provide a variety of options for methods of conference</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Send home a variety of options for conferences including face to face, virtual or phone and include a variety of time options to include day, afternoon and evening.	2022-Ongoing	Principal, Teachers, Instructional Coaches, Assistant Principals	\$0	None Needed	Copies of items sent home Copies of Parentlink emails sent home

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	The satisfaction level among parents, teachers and students for the Learning Environment, Social and Physical Environment and Home-School Relations will increase each year.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
TEACHERS: Learning Environment (Spring State Survey)	100%	<b>Projected Data:</b> 100%	100%	100%	100%	100%
STUDENTS: Learning Environment (Spring State Survey)	96.4%	<b>Projected Data:</b> 97%	97.5%	98%	98.5%	99%
PARENTS: Learning Environment (Spring State Survey)	87.8%	<b>Projected Data:</b> 90%	92%	94%	96%	98%
TEACHERS: Social and Physical Environment (Spring State Survey)	98.5%	<b>Projected Data:</b> 99%	99.5%	100%	100%	100%
STUDENTS: Social and Physical Environment (Spring State Survey)	92.8%	<b>Projected Data:</b> 94%	95%	96%	97%	98%
PARENTS: Social and Physical Environment (Spring State Survey)	93.3%	<b>Projected Data:</b> 94.5%	95.5%	96%	96.5%	97%
TEACHERS: Home-School Relations (Spring State Survey)	92.4%	<b>Projected Data:</b> 94%	95%	96%	97%	98%
STUDENTS: Home-School Relations (Spring State Survey)	89%	<b>Projected Data:</b> 91%	92%	93%	94%	95%

PARENTS: Home-School Relations (Spring State Survey)	76.7%	<b>Projected Data:</b> 80%	83%	86%	89%	92%
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## Action Plan

<b>Strategy #1: Include teachers in determining areas of focus and making a plan to improve learning and social/physical environment and home-school relations</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Develop a school leadership team and hold regular scheduled meetings to analyze school needs with learning and social/physical environment and home school relations.	2022-2027	Principal Assistant Principals Teachers/Staff	\$0	None Needed	Leadership Team Meeting Agendas Plan for implementation (from meetings) Teacher survey data
2. Gather and respond to teacher and staff feedback on learning environment, social physical environment and home school relations.	2022-2027	Principal Assistant Principals	\$0	None Needed	Survey or data on feedback Next steps plans via emails, notes, or other plans
<b>Strategy #2: Gather parent input in determining areas of focus and making a plan to improve learning and social/physical environment and home-school relations</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Hold School Improvement Council meetings and support an active SIC.	2022-2027	Principal Assistant Principals Community Teachers Support Staff	\$0	None Needed	SIC Meeting Minutes SIC Meeting Agendas School Newsletter
2. Hold Title 1 planning meetings regularly and support an active Title 1 Planning Committee; hold Title 1 parenting events and provide survey opportunities for parent feedback.	2022-2027	Principal Assistant Principals Family School Facilitator	\$0	None Needed	Survey Data Title 1 Planning Meeting Minutes and Agenda Newsletters Title 1 plan

Teachers  
Support Staff  
Community

**Strategy #3: Gather student input in determining areas of focus and making a plan to improve learning and social/physical environment and home-school relations**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Create a Student Council and hold regular meetings with agenda and determine purposeful projects to complete to enhance areas of the school including learning, social physical environment, and home school relations.	2022-2027	Guidance Counselors Students Principal Assistant Principals	\$1000	General Fund	Student Council Meeting Notes Student Council Meeting Schedule Project plans

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	90% of Kindergarten, 1st and 2nd grade students will score benchmark or above on the Dibels 8 assessment.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Kindergarten Spring Dibels 8 Assessment	69%	<b>Projected Data:</b> 73%	77%	81%	85%	90%
1st Grade Spring Dibels 8 Assessment	57%	<b>Projected Data:</b> 64%	71%	78%	85%	90%
2nd Grade Spring Dibels 8 Assessment	63%	<b>Projected Data:</b> 68%	73%	78%	83%	90%

## Action Plan

<b>Strategy #1: Analyze and use Dibels benchmark and progress monitoring data.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Display and maintain a DIBELS data wall to track student progress and identify strategic student needs.	2022-2027	Teachers Instructional Coaches Principal Assistant Principals	\$1,000	General Fund	Up-to-date Data Wall Teacher knowledge of individual needs Strategically planned and delivered lessons Intervention rosters and schedules Lexia Usage and Performance Reports
2. Utilize digital content programs and data systems (Core 5 Lexia, mClass, mClass Intervention) to provide differentiated small group instruction for students.	2022-2027	Teachers Instructional Coaches Principal Assistant Principals	\$0	None Needed	Digital content usage reports and performance reports Classroom Walkthrough data for small group instruction, including intervention Intervention rosters and schedule Teacher awareness of student needs Small Group lesson plans
3. Use Imagine It Phonics, a research-based phonics programs, daily to provide direct phonics instruction to students.	2022-2027	Classroom Teachers Instructional Coaches Principal Assistant Principals	\$0	None Needed	Teacher phonics lesson plans Grade Level planning session agendas Classroom Walkthrough Data Dibels Data Wall Coaching cycle feedback documentation
<b>Strategy #2: Utilize a school-wide Response to Intervention process to determine student needs and deliver appropriate, strategic instruction.</b>					

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Analyze student data to determine needs for intervention. Develop intervention groups and design instruction based on this data.	2022-2027	Classroom Teachers Interventionists Instructional Coaches Principal Assistant Principals School Psychologist	\$0	None Needed	Data Wall w/ interventions noted. Schedule of RTI monthly meetings. Master schedule with intervention schedule embedded.
2. Provide staff development for teachers and staff to support the RTI programs and interventions needed, based on school data and trends.	2022-2027	Classroom Teachers Instructional Coaches Principal Assistant Principals District Learning Specialists	\$0	None Needed	Training on Core Phonics Survey (agenda, dates, etc.) Sign in sheets from PD sessions. Data analysis documentation (data wall) Teacher awareness of student needs.

**Strategy #3: Utilize technology resources and programs to support phonics and reading instruction.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Model technology strategies embedded within professional development for teachers, sharing up-to-date tools.	2022-2027	Instructional Coaches Principal Assistant Principals Teachers	\$0	None Needed	Meeting agendas and sign in sheets (PLCs, etc.) Application of use of technology tools within classroom instruction Digital content usage and performance reports
2. Ensure effective use of digital content programs such as Lexia Core 5 and others within intervention programs, and digital planning tools within mClass Intervention and mClass.	2022-2027	Classroom Teachers Interventionists Instructional Coaches Principal Assistant Principals	\$0	None Needed	Digital content usage data Classroom Walkthrough Data Data analysis sessions for mClass and digital content programs

3. Ensure that all teachers have working Smartboards, iPads, and laptops and are trained in best practices and use of all technology devices.	2022-2027	Classroom Teachers Interventionists Instructional Coaches Principal Assistant Principals	\$0	No school funds needed Technology provided by district	Increase in technology use by teachers Classroom Walkthrough data on technology use Lesson Plans including technology use
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**Strategy #4: Use strategic instruction and professional development for teachers to support Multi-Lingual Learners (ML) in reading (phonics and fluency) instruction.**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide training on and ensure effective strategies are utilized in classrooms to support ML Learners.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	ESOL Accommodations documentation Lesson Plans Classroom Walkthrough Data PLC Agendas and sign in sheets
2. Complete training in Sheltered Instruction Content and other strategies for instruction and implement within classroom instruction.	2022-2027	Principal Classroom Teachers Instructional Coaches	\$0	None Needed	Meeting agendas Sign-in sheets Lesson Plans Classroom Walkthrough Data

**Strategy #5: Use engagement structures and strategies to support phonics and fluency/reading instruction.**

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ensure teachers are adequately trained (ongoing) in use of Kagan Engagement Structures.	2022-2027	Instructional Coaches Principal Assistant Principals Teachers	\$2650	Professional Development Funds	Usage of Kagan On-Demand system PLC Agendas PLC Sign-in Sheets Lesson Plans with Kagan structures embedded Classroom Walkthrough Data

**Strategy #6: Provide opportunities to teach families ways to support reading instruction and language development at home.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Hold various meetings and events (Title 1 Meetings, Title 1 Family Story Time, I Love the Arts, Spring Concert, Family Literacy Night)to provide parents with tools for supporting reading and language development.	2022-2027	Principal Title 1 Family School Facilitator Assistant Principals Teachers	\$2,000	Title 1 General Fund	Event Flyers Event Sign-in Sheets School Events Calendar Parent Survey Feedback
2. Create family newsletters and social media sites that provide resources and opportunities to help families support students with literacy development.	2022-2027	Principal Title 1 Family School Facilitator Assistant Principals Instructional Coaches Teachers	\$0	None Needed	School Newsletters WES Facebook Page WES Website Seesaw and Google Classroom resources for parents (via teachers)

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	50% of EL Students will meet progress toward proficiency target					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
ACCESS 2.0 Assessment	36%	<b>Projected Data: 39%</b>	42%	45%	48%	50%

## Action Plan

<b>Strategy #1: Analyze and use data to drive instructional planning (short and long term) for ML (Multi-Lingual) learners.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Display and maintain a school-wide data wall to track student progress and identify strategic student needs.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$1,000	General Fund	Up-to-date Data Wall Teacher knowledge of individual needs Lesson Plans (esp. Small Group Plans) Intervention rosters Intervention Schedules
2. Utilize digital content programs and data systems to provide differentiated, individualized instruction for students.	2022-2027	Teachers Instructional Coaches Principal Assistant Principal District Learning Specialists	\$0	None Needed Digital content programs provided by district office	Digital content usage and performance reports Classroom Walkthrough data Teacher awareness of student needs Lesson Plans
3. Use research based, data driven instructional strategies and programs to provide instruction both in the general education classroom and in the ML (Multi-Lingual) Learner classroom - includes providing professional development on using these programs or instructional strategies.	2022-2027	Classroom Teachers ESOL Teachers Instructional Coaches District Learning Specialists Principal Assistant Principals	\$0	None Needed	Lesson plans Grade Level planning session agendas Classroom Walkthrough Data Data Wall Coaching cycle feedback documentation PLC Agendas PLC Sign-In sheets
<b>Strategy #2: Utilize strategic instructional strategies to support ML (Multi-Lingual) Learners.</b>					

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide professional development in a variety of instructional strategies to support language instruction.	2022-2027	Instructional Coaches Principal Assistant Principals District Learning Specialists Teachers	\$0	None Needed	ESOL Accommodations documentation Lesson Plans Classroom Walkthrough Data PLC Agendas PLC Sign-in Sheets Calendar of PLC training
2. Provide instructional coaching (side-by-side, observational, professional development) for teachers implementing strategies for language acquisition.	2022-2027	Instructional Coaches Principal Assistant Principals Teachers	\$0	None Needed	Coaching Logs/feedback Classroom Walkthrough Data Calendar for PLC topics PLC Sign-In Sheets

**Strategy #3: Use engagement structures and strategies to ensure student engagement for all ML (Multi-Lingual) Learners**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Ensure teachers are adequately trained (ongoing) in use of Kagan Engagement Structures.	2022-2027	Instructional Coaches Principal Assistant Principals Teachers	\$\$2650	General Funds	Usage of Kagan On-Demand system PLC Agendas PLC Sign-in Sheets Lesson Plans with Kagan structures embedded Classroom Walkthrough Data

**Strategy #4: Provide opportunities to teach families of ML (Multi-Lingual) Learners ways to support students with acquisition of the English language and to engage them with the school as a partner.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
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1. Hold various meetings and events (Title 1 Meetings, Title 1 Family Story Time, I Love the Arts, Spring Concert, Family Literacy Night) to provide parents with tools for supporting reading and language development.	2022-2027	Principal Title 1 Family School Facilitator Assistant Principals Teachers	\$2,000	Title 1 General Fund	Event Flyers Event Sign-in Sheets School Events Calendar Parent Survey Feedback
2. Create family newsletters and social media sites that provide resources and opportunities to help families support students with literacy development; include all documents in alternative translations for families.	2022-2027	g Principal Title 1 Family School Facilitator Assistant Principals Instructional Coaches Teachers	\$0	None Needed	School Newsletters WES Facebook Page WES Website Seesaw and Google Classroom resources for parents (via teachers)

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: <b>WHO</b> will do <b>WHAT</b> , as measured by <b>HOW</b> and <b>WHEN</b> .	At least 70% of all students in grades 2-5 will meet target growth goals in reading based on fall-to-spring MAP measures.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
2nd Grade MAP Reading (Fall to Spring)	69%	<b>Projected Data: 70%</b>	70%	70%	70%	70%
3rd Grade MAP Reading (Fall to Spring)	59%	<b>Projected Data: 61%</b>	63%	65%	67%	70%
4th Grade MAP Reading (Fall to Spring)	52%	<b>Projected Data: 56%</b>	60%	64%	68%	70%
5th Grade MAP Reading (Fall to Spring)	47%	<b>Projected Data: 52%</b>	57%	62%	67%	70%

## Action Plan

<b>Strategy #1: Ensure teachers set and monitor individualized student goals for MAP and use this data and goal setting process to make a plan for instruction.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers complete class data spreadsheets for monitoring student MAP scores and setting individual goals for each benchmark (BOY, MOY, EOY).	2022-2027	Principal Instructional Coaches Assistant Principals Teachers	\$0	None Needed	Completed Teacher Data Spreadsheets ZAP the MAP cards complete with goals PLC Agendas PLC Sign-in sheets
2. Use MAP goals to group students for delivery of small group instruction.	2022-2027	Principal Assistant Principal Instructional Coaches Teachers	\$0	None Needed	Small Group Lesson Plans (teacher binders) Teacher Data Sheets Classroom Walkthrough Data
<b>Strategy #2: Analyze student MAP data at each benchmark interval.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Use the school Data Wall to analyze trends in data.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	Up-to-date Data Wall Data Trend/outcome documents (show analysis of data for the school) Data Template for WES Next Steps docs from Learning Specialists PLC Calendar and sign in sheets
<b>Strategy #3: Provide small group instruction that is differentiated and individualized for all students.</b>					

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Indicators of</b> <b>Implementation</b>
1. Provide time and setting for analysis of MAP data and transfer of this learning to differentiated, small group instruction plans.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	PLC Calendar PLC Sign-In and Agendas Small Group Lesson Plans Intervention Schedule Master Schedule Classroom Walkthrough Data

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: <b>WHO</b> will do <b>WHAT</b> , as measured by <b>HOW</b> and <b>WHEN</b> .	At least 67% of all students in grade 2-5 will meet target growth goals in math based on fall-to-spring MAP measures.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
2nd Grade MAP Math (Fall to Spring)	55%	<b>Projected Data:</b> 57%	59%	61%	64%	67%
3rd Grade MAP Math (Fall to Spring)	37%	<b>Projected Data:</b> 43%	49%	55%	61%	67%
4th Grade MAP Math (Fall to Spring)	37%	<b>Projected Data:</b> 43%	49%	55%	61%	67%
5th Grade MAP Math (Fall to Spring)	39%	<b>Projected Data:</b> 45%	51%	57%	63%	67%

## Action Plan

<b>Strategy #1: Ensure teachers set and monitor individualized student goals for MAP and use this data and goal setting process to make a plan for instruction.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers complete class data spreadsheets for monitoring student MAP scores and setting individual goals for each benchmark (BOY, MOY, EOY).	2022-2027	Principal Instructional Coaches Assistant Principals Teachers	\$0	None Needed	Completed Teacher Data Spreadsheets ZAP the MAP cards complete with goals PLC Agendas PLC Sign-in sheets
2. Use MAP goals to group students for delivery of small group instruction.	2022-2027	Principal Assistant Principal Instructional Coaches Teachers	\$0	None Needed	Small Group Lesson Plans (teacher binders) Teacher Data Sheets Classroom Walkthrough Data
<b>Strategy #2: Analyze student MAP data at each benchmark interval.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. 1. Use the school Data Wall to analyze trends in data.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	Up-to-date Data Wall Data Trend/outcome documents (show analysis of data for the school) Data Template for WES Next Steps docs from Learning Specialists PLC Calendar and sign in sheets

**Strategy #3: Provide small group instruction that is differentiated and individualized for all students.**

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide time and setting for analysis of MAP data and transfer of this learning to differentiated, small group instruction plans.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	PLC Calendar PLC Sign-In and Agendas Small Group Lesson Plans Intervention Schedule Master Schedule Classroom Walkthrough Data

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	65% of students in grades 3-5 will score at Level 3 or higher on SC READY Math.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC Ready Math (Grades 3-5)	41%	<b>Projected Data:</b> 45%	50%	55%	60%	65%

## Action Plan

<b>Strategy #1: Ensure teachers set and monitor individualized student goals for MAP and use this data and goal setting process to make a plan for instruction.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers complete class data spreadsheets for monitoring student MAP scores and setting individual goals for each benchmark (BOY, MOY, EOY).	2022-2027	Principal Instructional Coaches Assistant Principals Teachers	\$0	None Needed	Completed Teacher Data Spreadsheets ZAP the MAP cards complete with goals PLC Agendas PLC Sign-in sheets
2. Use MAP goals to group students for delivery of small group instruction.	2022-2027	Principal Assistant Principal Instructional Coaches Teachers	\$0	None Needed	Small Group Lesson Plans (teacher binders) Teacher Data Sheets Classroom Walkthrough Data
<b>Strategy #2: Analyze student data at benchmarks or appropriate intervals.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Use the school Data Wall to analyze trends in data.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	Up-to-date Data Wall Data Trend/outcome documents (show analysis of data for the school) Data Template for WES Next Steps docs from Learning Specialists PLC Calendar and sign in sheets

2. Analyze and use digital content data to drive targeted instruction.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	Small Group Lesson Plans Data/Incentive charts for digital content Student tracker for digital content PLC agendas CWT Data
<b>Strategy #3: Provide targeted, differentiated instruction using research based programs and practices.</b>					
<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Use research based core math program to deliver standards-based instruction daily.	2022-2027	Teachers Instructional Coaches (Support) Principal and Assistant Principals (Support)	\$0	State Funded	Teacher phonics lesson plans Grade Level planning session agendas Classroom Walkthrough Data Dibels Data Wall Coaching cycle feedback documentation
2. Provide small group instruction in math with focus on target areas, based on data analysis.	2022-2027	Teachers Principal Assistant Principals Instructional Coaches	\$0	None Needed	Teacher phonics lesson plans Grade Level planning session agendas Small Group Lesson Plans RIT group schedule Classroom Walkthrough Data Coaching cycle feedback documentation

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	60% of students in grades 3-5 will score at Level 3 or higher on SC READY ELA					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC READY ELA - 3rd Grade	52%	<b>Projected Data:</b> 54%	56%	58%	59%	60%
SC READY ELA - 4th Grade	57%	<b>Projected Data:</b> 57.5%	58%	58.5%	59%	60%
SC READY ELA - 5th Grade	39%	<b>Projected Data:</b> 43%	47%	51%	55%	60%

## Action Plan

<b>Strategy #1: Ensure teachers set and monitor individualized student goals for MAP and use this data and goal setting process to make a plan for instruction.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers complete class data spreadsheets for monitoring student MAP scores and setting individual goals for each benchmark (BOY, MOY, EOY).	2022-2027	Principal Instructional Coaches Assistant Principals Teachers	\$0	None Needed	Completed Teacher Data Spreadsheets ZAP the MAP cards complete with goals PLC Agendas PLC Sign-in sheets
2. Use MAP goals to group students for delivery of small group instruction.	2022-2027	Principal Assistant Principal Instructional Coaches Teachers	\$0	None Needed	Small Group Lesson Plans (teacher binders) Teacher Data Sheets Classroom Walkthrough Data
<b>Strategy #2: Analyze student data at benchmarks or appropriate intervals.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Use the school Data Wall to analyze trends in data.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	Up-to-date Data Wall Data Trend/outcome documents (show analysis of data for the school) Data Template for WES Next Steps docs from Learning Specialists PLC Calendar and sign in sheets

2. Analyze and use digital content data to drive targeted instruction.	2022-2027	Principal Assistant Principals Instructional Coaches Teachers	\$0	None Needed	Small Group Lesson Plans Data/Incentive charts for digital content Student tracker for digital content PLC agendas CWT Data
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**Strategy #3: Provide targeted, differentiated instruction using research based programs and practices.**

<b>Action Step</b>	<b>Timeline Start/End Dates</b>	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Use research based core math program to deliver standards-based instruction daily.	2022-2027	Teachers Instructional Coaches (Support) Principal and Assistant Principals (Support)	\$0	None Needed	Teacher phonics lesson plans Grade Level planning session agendas Classroom Walkthrough Data Dibels Data Wall Coaching cycle feedback documentation
2. Provide small group instruction in math with focus on target areas, based on data analysis.	2022-2027	Teachers Principal Assistant Principals Instructional Coaches	\$0	None Needed	Teacher phonics lesson plans Grade Level planning session agendas Small Group Lesson Plans RIT group schedule Classroom Walkthrough Data Coaching cycle feedback documentation
3. Explicitly teach and provide practice with use of text dependent analysis.	2022-2027	Teachers Principal Assistant Principals Instructional Coaches	\$0	None Needed	Teacher phonics lesson plans Grade Level planning session agendas Small Group Lesson Plans RIT group schedule Classroom Walkthrough Data Coaching cycle feedback documentation

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	65% of students in grades tested will score a Level 3 or higher on SC PASS Science.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC PASS Science	52%	<b>Projected Data:</b> 55%	58%	61%	64%	67%

## Action Plan

Strategy #1: Ensure teachers analyze formative and summative science data and use this data to set individual student goals and to make a plan for instruction.					
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. Teachers analyze unit assessments and benchmark data to identify areas where re-teaching is needed and provide targeted instruction.	2022-2027	Principal Assistant Principal Instructional Coaches	\$0	None Needed	Lesson Plans CWT Data PLC Agendas Student data and grades
Strategy #2: Provide targeted, differentiated instruction using research based programs and practices.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use research based science instructional program(s) and strategies for instruction.	2022-2027	Teachers Principal Assistant Principals Instructional Coaches	\$0	State or district funded	Lesson Plans Classroom Walkthrough Data Classroom observations Student assessment data

## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> 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 75%. Interim Performance Goal: The annual benchmark percentage will be met.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Percentage of teachers with advanced degrees, as reported on the annual SC Report Card	64%	<b>Projected Data:</b> 66%	68%	70%	72%	75%

## Action Plan

<b>Strategy #1: Create community partnerships that offer teachers with degree programs.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Share provided information for other institutions of higher learning offering any degree advancement options.	2022-2027	Principal Assistant Principals Instructional Coaches	\$0	None Needed	Email documentation Staff Meeting agenda
<b>Strategy #2: Establish and maintain a partnership with Coastal Carolina University to provide awareness and information on Masters Degree program options for teachers.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Share provided information from CCU for all degree advancement options and include CCU representation in school collaboration.	2022-2027	Principal	\$0	None Needed	Emails Staff Meeting agendas SIC and/or Title 1 meeting attendance and agendas



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool**  
**School Name: Waccamaw Elementary School**

<b>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.</b>				
A Comprehensive System of Assessment <ul style="list-style-type: none"> <li>● Summative Assessment               <ul style="list-style-type: none"> <li>○ SC Ready</li> </ul> </li> <li>● Universal Screener</li> <li>● Formative Assessment               <ul style="list-style-type: none"> <li>○ Fountas and Pinnell, DRA, Dominic</li> <li>○ MAP</li> <li>○ Star Reading</li> <li>○ iReady</li> <li>○ 4K Assessments: PALS, Gold, MyIgGDIs</li> </ul> </li> <li>● Team Focused Data Based Decision Making               <ul style="list-style-type: none"> <li>○ Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan</li> </ul> </li> <li>● Documentation of Data</li> </ul>				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>A1.</b> Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Phonological Awareness Screening Test (PAST) Assessment, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
<b>A2.</b> Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>A3.</b> Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>A4.</b> Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool**  
**School Name: Waccamaw Elementary School**

**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

	Rarely	Sometimes	Routinely	<b>Possible Sources of Evidence:</b>
<b>B1.</b> Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities
<b>B2.</b> Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>B3.</b> Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>B4.</b> Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>B5.</b> Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool**  
**School Name: Waccamaw Elementary School**

	Rarely	Sometimes	Routinely
<b>B6.</b> Teachers use shared writing experiences to model accuracy and fluency in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B7.</b> Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>B8.</b> Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B9.</b> Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B10.</b> Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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**C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.**

Supplemental Instruction				
<ul style="list-style-type: none"> <li>● Foundational Reading Skills               <ul style="list-style-type: none"> <li>○ Listening Comprehension</li> <li>○ Concepts about Print</li> <li>○ Phonemic Awareness and Phonics</li> </ul> </li> <li>● 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.)</li> <li>● Small Group and Individual Instruction to Target and Intensify Instruction</li> </ul>				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>C1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
<b>C2.</b> Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>C3.</b> Teachers provide targeted, effective in-class intervention which <ul style="list-style-type: none"> <li>○ must provide targeted and intensified individual and small-group instruction; and</li> <li>○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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



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Inquiry-based Learning: <ul style="list-style-type: none"> <li>● Immersion, Investigation, Coalescing, Going Public</li> <li>● Read Aloud/Shared Reading/Shared Writing/Interactive Writing</li> <li>● Immersion into How Words Work (Phonics – Affixes)</li> <li>● Independent reading, writing, researching</li> <li>● South Carolina College and Career Ready Standards for Inquiry</li> <li>● Profile of the South Carolina Graduate</li> </ul>				
	Rarely	Sometimes	Routinely	<b>Possible Sources of Evidence:</b>
<b>D1.</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
<b>D2.</b> Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D3.</b> Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D4.</b> Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D5.</b> Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>D6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>D7.</b> Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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<b>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.</b>				
Reading Engagement: <ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Blocks of time to read, write, and research</li> <li>● 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</li> </ul>				
	Rarely	Sometimes	Routinely	
<b>E1.</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Possible Sources of Evidence:</b> Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
<b>E2.</b> Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>E4.</b> Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>E5.</b> Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>F. This school provides teacher and administrator training in reading and writing instruction.</b>
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Professional Development				
<ul style="list-style-type: none"> <li>● Literacy Competencies for PreK-5<sup>th</sup> Grade Teachers</li> <li>● Literacy Competencies for Administrators</li> <li>● South Carolina College and Career Ready Standards</li> <li>● Standards for Professional Learning</li> <li>● Early Learning Standards for 4K</li> <li>● REL Practice Guides on WWC</li> <li>● Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)</li> </ul>				
	Rarely	Sometimes	Routinely	<b>Possible Sources of Evidence:</b>
<b>F1.</b> Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book clubs</li> <li>○ Teacher action research</li> <li>○ Collaborative planning</li> <li>○ Peer coaching</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
<b>F2.</b> Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book Clubs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>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.</b>				
Literacy Partnerships				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> <li>o County libraries are used to increase the volume of reading in the community over the summer</li> <li>o State and local arts organizations</li> <li>o Volunteers</li> <li>o Social service organizations</li> <li>o School media specialists</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
<b>G2.</b> Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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<b>H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.</b>				
<b>Family Support of Literacy Development</b>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>H1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls



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**Section I: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<p>ELA:</p> <ul style="list-style-type: none"> <li>● Continued PLCs</li> <li>● Continued weekly planning with coaches</li> <li>● Continued PD w/ John Antonetti</li> <li>● Abundance of intervention options</li> <li>● Scheduled time for independent reading built into master schedule</li> <li>● Book Machine gold coin incentive</li> <li>● Principal's Book Club</li> <li>● Coaching Cycle completed frequently</li> <li>● High frequency of classroom visits with feedback</li> <li>● Strategic implementation of use of Nearpod and Google Meet for reading/ELA lessons</li> <li>● March PD session for 4th/5th on small group instruction with specific examples of plans, etc. - teachers followed up/through and was shown in reflection conferences</li> </ul> <p>General Data Reflections:</p> <ul style="list-style-type: none"> <li>❖ WES looks stronger in reading, than math, when compared across the district</li> <li>❖ WES growth looks similar to overall district</li> <li>❖ Less of a dip overall than math in comparison to past years when looking at % meeting growth goals</li> </ul>	<p>ELA::</p> <ul style="list-style-type: none"> <li>● Targeted PD on small group for reading (continue constantly)</li> <li>● Strategic plan for Independent Reading time - possibly implement MIRP (Monitored Independent Reading Practice) strategies for 3rd-5th; consider possible ways to implement in 2nd (maybe highest kids)</li> <li>● Implement monthly ELA Collection planning for grade level teams 2 hours once a month (subs rotating provided)</li> <li>● More school wide reading incentives from documenting reading</li> <li>● Personalized Learning activities (Intentionality)</li> </ul>

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



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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><b>Goal #1:</b> Reduce the percentage of third graders scoring Does Not Meet on SC Ready ELA, as determined by 2021 Spring SC Ready ELA scores, from 27.2% in 2019 to 22% in 2020–21.</p>	<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>● 28.5% of third graders scored Does Not Meet on SC Ready ELA, as determined by 2021 Spring SC Ready ELA scores.</li> <li>● This is an increase of 1.3%.</li> <li>● Note the following challenges that impacted these scores: hybrid learning through January 2021, Distance Learning for two weeks in January 2021, student and staff absences related to Covid, health/safety protocols that impacted ability for students to interact with typical engagement structures.</li> </ul>																								
<p><b>Goal #2:</b> 65% of 2nd, 3rd, 4th, and 5th grade students at Waccamaw Elementary will meet their individual growth goal as measured by MAP Reading by June 2021.</p>	<p><b>Progress:</b> <b><u>MATH</u></b></p> <p><i><b>WES did not meet F to S growth goal of 65% in Math</b></i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1f5fe;"> <th>MATH Overall, by Grade Level</th> <th># Meeting Growth Goal F/S</th> <th>% Meeting Growth Goal F/S</th> </tr> </thead> <tbody> <tr><td>K</td><td>33/108</td><td>30.5%</td></tr> <tr><td>1st</td><td>37/112</td><td>33%</td></tr> <tr><td>2nd</td><td>45/95</td><td>47.3%</td></tr> <tr><td>3rd</td><td>54/99</td><td>55%</td></tr> <tr><td>4th</td><td>37/100</td><td>37%</td></tr> <tr><td>5th</td><td>46/118</td><td>39%</td></tr> <tr><td>WES</td><td>252/632</td><td>40%</td></tr> </tbody> </table> <p><b><u>READING</u></b></p> <p><i><b>2nd grade MET F to S growth goal of 65%</b></i></p> <p><i><b>3rd, 4th and 5th grade did not meet F to S growth goal of 65% in Math</b></i></p>	MATH Overall, by Grade Level	# Meeting Growth Goal F/S	% Meeting Growth Goal F/S	K	33/108	30.5%	1st	37/112	33%	2nd	45/95	47.3%	3rd	54/99	55%	4th	37/100	37%	5th	46/118	39%	WES	252/632	40%
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<p><b>Goal #3:</b>  <b>K and 1st:</b> Dibels - 1) 75% of students with a composite score <b>at</b> or <b>above benchmark</b> will <u>maintain</u> their current composite level. 2) 75% of students with a BOY composite score of <b>below</b> or <b>well-below benchmark</b> will <u>move up one level</u> (example: red to yellow, yellow to green).</p>	<p><b>Progress:</b></p> <p><b><u>K -</u></b></p> <ul style="list-style-type: none"> <li>● <b>GOAL MET: 96% (23/24)</b> students maintained at or above benchmark from BOY to EOY</li> <li>● <b>GOAL MET: 80% (77/96)</b> students moved up at least one level from BOY to EOY</li> </ul> <p><b><u>1st -</u></b></p> <ul style="list-style-type: none"> <li>● <b>GOAL MET: 100% (43/43)</b> students maintained at or above benchmark from BOY to EOY</li> <li>● <b>GOAL NOT MET: 57% (47/83)</b></li> <li>● students moved up at least one level from BOY to EOY</li> </ul> <p>Note the following challenges that impacted these scores: hybrid learning through January 2021, Distance Learning for two weeks in January 2021, student and staff absences related to Covid, health/safety protocols that impacted ability for students to interact with typical engagement structures.</p>																		



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

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

<p><b>Goal #1:</b> Reduce the percentage of third graders scoring Does Not Meet on SC Ready ELA, as determined by 2021 Spring SC Ready ELA scores, from 28.5% in 2019 to 22% in 2021-22.</p>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Leadership team (Admin and Instructional coaches) and teachers to review prior Year DIBELS data</li><li>● Leadership team (Admin and Instructional coaches) and teachers review prior year MAP data including growth targets and percentiles– identify any trends</li><li>● Leadership team (Admin and Instructional coaches) and teachers review 2021 SC Ready data and identify any trends or patterns aligned with MAP data</li><li>● Principal, assistant principals and instructional coaches conduct classroom Observations with immediate and specific feedback for teachers</li><li>● Instructional coaches conduct the coaching cycle (pre-, observation, post-conference) with teachers ongoing</li><li>● Classroom Walk Throughs (admin and instructional coaches)</li><li>● Leadership team (Admin and Instructional coaches) review of classroom progress monitor data</li><li>● Focused Professional Development led by instructional coaches on the reading continuum</li><li>● (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</li><li>● Collaborative Planning Sessions led by instructional coaches</li><li>● Schedule District Learning Specialist to work with teachers</li></ul>
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	<ul style="list-style-type: none"><li>● Provide Professional Development for teachers that focuses on the SC ELA Reading Standards led by instructional coaches</li><li>● Utilize the Powerful Task Design Rubric for lesson planning and instruction</li><li>● Principal conduct conferences with teachers (BOY, MOY and EOY)</li><li>● Implement small group instruction daily for intervention and acceleration</li><li>● Teachers will progress monitor and use progress monitoring data to plan and teach small group instruction</li><li>● Students will utilize a variety of digital content programs to support ELA instruction</li><li>● Teachers will analyze digital content data and plan and teach small group lessons based upon data</li><li>● Communication plan for communication between Interventionist and classroom teacher (Developed by instructional coaches with collaboration from teachers)</li><li>● Use of curriculum documents to plan and teach lessons</li><li>● Kagan structures embedded in plans and implemented in classrooms to increase student engagement</li></ul>
<p><b>Goal #2:</b> 65% of 2nd, 3rd, 4th, and 5th grade students at Waccamaw Elementary will meet their individual growth goal as measured by MAP Reading by June 2022.</p>	<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Leadership team (Admin and Instructional coaches) and teachers to review prior Year DIBELS data</li><li>● Leadership team (Admin and Instructional coaches) and teachers review prior year MAP data including growth targets and percentiles– identify any trends</li><li>● Leadership team (Admin and Instructional coaches) and teachers review 2021 SC Ready data and identify any trends or patterns aligned with MAP data</li><li>● Principal, assistant principals and instructional coaches conduct classroom Observations with immediate and specific feedback for teachers</li></ul>



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	<ul style="list-style-type: none"><li>● Instructional coaches conduct the coaching cycle (pre-, observation, post-conference) with teachers ongoing</li><li>● Classroom Walk Throughs (admin and instructional coaches)</li><li>● Leadership team (Admin and Instructional coaches) review of classroom progress monitor data</li><li>● Focused Professional Development led by instructional coaches on on the reading continuum</li><li>● (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</li><li>● Collaborative Planning Sessions led by instructional coaches</li><li>● Schedule District Learning Specialist to work with teachers</li><li>● Provide Professional Development for teachers that focuses on the SC ELA Reading Standards led by instructional coaches</li><li>● Utilize the Powerful Task Design Rubric for lesson planning and instruction</li><li>● Principal conduct conferences with teachers (BOY, MOY and EOY)</li><li>● Implement small group instruction daily for intervention and acceleration</li><li>● Teachers will progress monitor and use progress monitoring data to plan and teach small group instruction</li><li>● Students will utilize a variety of digital content programs to support ELA instruction</li><li>● Teachers will analyze digital content data and plan and teach small group lessons based upon data</li><li>● Communication plan for communication between Interventionist and classroom teacher (Developed by instructional coaches with collaboration from teachers)</li><li>● Use of curriculum documents to plan and teach lessons</li><li>● Kagan structures embedded in plans and implemented in classrooms to increase student engagement</li></ul>
<b>Goal #3:</b>	<b>Action Steps:</b>



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**K and 1st:** Dibels - 1) 75% of students with a composite score **at** or **above benchmark** will maintain their current composite level. 2) 75% of students with a BOY composite score of **below** or **well-below benchmark** will move up one level (example: red to yellow, yellow to green). All goals are for growth from BOY 2021 to EOY 2022.

- Admin, instructional coaches and teachers review prior year Dibels data including growth targets and percentiles – identify any trends
- Admin, instructional coaches and teachers Review of digital content – Lexia
- (admin, instructional coaches) Identify areas of concern overall, Determine strategies for addressing areas of concern, Develop a Plan for Progress Monitoring
- Collaborative Planning Sessions led by instructional coaches
- Utilize the Powerful Task Design Rubric for lesson planning and instruction
- Conduct conferences with teachers (principal – BOY, MOY AND EOY)
- Implement small group instruction daily for intervention and acceleration
- Teachers will progress monitor and use progress monitoring data to plan and teach small group instruction
- Students will utilize Lexia, a digital content program
- Teachers will analyze Lexia data and plan and teach small group lessons based upon data (red apples)
- Communication plan for communication between Interventionist and classroom teacher (Developed by instructional coaches in collaboration with teachers)
- Use of curriculum documents to plan and teach lessons
- Kagan structures embedded in plans and implemented in classrooms to increase student engagement