



River Oaks Elementary School

STRATEGIC PLAN
2022-2027

January, 2022

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Our Vision:

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

Our Beliefs:

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

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

We also believe that ...

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

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

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

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

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

We believe ...

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

And...

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

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

We also believe ...

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

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

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

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS
QUALITY INDICATORS

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

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

LEADERSHIP CAPACITY

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

Quality Indicators

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

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

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

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

Resource Capacity

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

Quality Indicators

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

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

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

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

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

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

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

STRATEGIC DOMAIN:

LEARNING CAPACITY

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

Quality Indicators

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

School Renewal Plan Cover Page

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

School Name:	River Oaks Elementary
SIDN:	2601065
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Horry
Address 1:	700 Augusta Plantation Drive
Address 2:	HCS
City:	Myrtle Beach, SC
Zip Code:	29579
School Renewal Plan Contact Person:	Rene Michelle Cazier
School Plan Contact Phone:	8439036300
School Plan E-mail Address:	rcazier@horrycountyschools.net

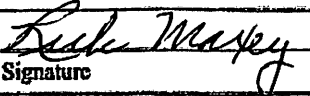
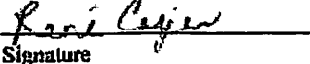

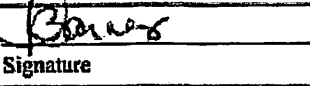
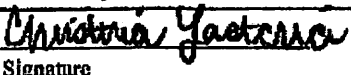
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
Dr. Rick Maxey Printed Name	 Signature	11/15/21 Date
Principal		
Rene Cazier Printed Name	 Signature	10/21/21 Date
Chairperson, District Board of Trustees		
Ken Richardson Printed Name	 Signature	11/15/21 Date
Chairperson, School Improvement Council		
Tabittha Barnes Printed Name	 Signature	10/25/21 Date
School Read To Succeed Literacy Leadership Team Lead		
Christina Iastoria Printed Name	 Signature	10/22/21 Date

Assurances for School Renewal Plan

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

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

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

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Rene Cazier
2.	Teacher	Eric Moore
3.	Parent/Guardian	Tabitha Barnes
4.	Community Member	Ronda Anderson
5.	Paraprofessional	Brindel Grissett
6.	School Improvement Council Member	Trisha Meck
7.	Read to Succeed Reading Coach	Christina Lastoria
8.	School Read To Succeed Literacy Leadership Team Lead	Christina Lastoria
9.	School Read To Succeed Literacy Leadership Team Member	Barbie Earnest
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	Teacher	Megan McCrary
	Assistant Principal	Nicole Williams
	Assistant Principal	Matthew Holt

District Requested Strategic/Renewal Plan Waiver

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

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

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

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

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



River Oaks
Elementary
School

ROE SC School

Report Card 2020-2021

PERFORMANCE GOAL 1 CLIMATE SURVEY

The Climate Survey results are [here](#).

PERFORMANCE GOAL 2

DATA SOURCE DIBELS 8

BOY 2020-2021

Grades K-2	Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Total # of Students
	# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
Grade K	28	16.00%	18	10.00%	44	24.00%	90	50.00%	180
Grade 01	18	11.00%	44	27.00%	42	25.00%	61	37.00%	165
Grade 02	34	22.00%	56	36.00%	22	14.00%	44	28.00%	156

MOY 2020-2021

Grades K-2	Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Total # of Students
	# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
Grade K	29	16%	46	26%	35	20.00%	68	38.00%	178
Grade 01	22	14.00%	50	31.00%	37	23.00%	50	32.00%	159
Grade 02	38	25.00%	46	30.00%	30	20.00%	39	25.00%	153

EOY 2020-2021

Grades K-2	Above Benchmark		Benchmark		Below Benchmark		Well Below Benchmark		Total # of Students
	# of Students	Percent	# of Students	Percent	# of Students	Percent	# of Students	Percent	
Grade K	86	50.00%	50	29.00%	9	5.00%	28	16.00%	173
Grade 01	85	50.00%	56	33.00%	11	7.00%	16	10.00%	168
Grade 02	59	36.00%	65	39.00%	19	12.00%	22	13.00%	165

PERFORMANCE GOAL 2

DATA SOURCE: DIBELS 8

River Oaks Elementary Projected Proficiency on DIBELS
(BOY 21-22)

	Well Below	Below	Benchmark	Above	BM & Above
Kinder ROE	45%	18%	23%	14%	37%
Kinder District	52%	18%	16%	14%	30%
	Well Below	Below	Benchmark	Above	BM & Above
1st ROE	33%	14%	28%	25%	53%
1st District	34%	20%	27%	19%	46%
	Well Below	Below	Benchmark	Above	BM & Above
2nd ROE	28%	12%	33%	27%	60%
2nd District	31%	16%	31%	22%	53%

PERFORMANCE GOAL 3 ELA

2021 SC Ready ELA

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
3rd	163	32 or 20%	34 or 21%	47 or 29%	50 or 31%	97 or 60%	131 or 81%	467
4th	130	34 or 26%	26 or 20%	19 or 15%	51 or 39%	70 or 54%	96 or 76%	533
5th	165	32 or 19%	50 or 30%	55 or 33%	27 or 16%	82 or 49%	132 or 79%	553

PERFORMANCE GOAL 4 MATH

2021 SC Ready Math

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
3rd	163	37 or 23%	24 or 15%	46 or 28%	56 or 34%	102 or 62%	126 or 77%	485
4th	130	27 or 21%	22 or 17%	42 or 32%	38 or 29%	80 or 61%	102 or 78%	515
5th	165	36 or 22%	49 or 30%	31 or 19%	49 or 30%	80 or 49%	129 or 79%	546

PERFORMANCE GOAL 5 SCIENCE

2021 SC PASS - Science

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations
4th	135	30 or 22%	28 or 21%	31 or 23%	46 or 34%	77 or 57%	105 or 78%

PERFORMANCE GOAL 6 MULTILINGUAL LEARNERS

2020-2021 ACCESS ASSESSMENT

SCHOOL	DISTRICT	STATE
49.4%	35.6%	35.1%

PERFORMANCE GOAL 7 - MAP

	2020-21 READING					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Spring Median RIT	Spring Percentile
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A
1st Grade	N/A	N/A	N/A	N/A	N/A	N/A
2nd Grade	167	37%	178	42%	186	51%
3rd Grade	190	58%	199	63%	203	64%
4th Grade	203	65%	206	59%	209	60%
5th Grade	209	61%	214	62%	216	63%
	2021-22 READING					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Spring Median RIT	Spring Percentile
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A
1st Grade	156	50%				
2nd Grade	174	55%				
3rd Grade	188	54%				
4th Grade	204	67%				
5th Grade	211	66%				

PERFORMANCE GOAL 7 - MAP

	2020-21 MATH					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Spring Median RIT	Spring Percentile
Kindergarten	140	51%	149	46%	159	56%
1st Grade	155	34%	167	40%	175	46%
2nd Grade	171	38%	181	41%	189	49%
3rd Grade	186	43%	198	55%	203	56%
4th Grade	200	51%	209	58%	214	59%
5th Grade	212	58%	220	63%	223	60%

	2021-22 MATH					
	Fall Median RIT	Fall Percentile	Winter Median RIT	Winter Percentile	Spring Median RIT	Spring Percentile
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A
1st Grade	163	59%				
2nd Grade	179	62%				
3rd Grade	189	52%				
4th Grade	203	60%				
5th Grade	216	68%				

PERFORMANCE GOAL 7 MAP

	2017-18 Spring Median RIT	2018-19 Spring Median RIT	2019-20 Spring Median RIT	2020-21 Spring Median RIT
Reading				
2nd Grade	193	197	193	186
3rd Grade	204	205	206	203
4th Grade	211	210	211	209
5th Grade	218	217	217	216

	2017-18 Spring Median RIT	2018-19 Spring Median RIT	2019-20 Spring Median RIT	2020-21 Spring Median RIT
Math				
2nd Grade	195	194	194	189
3rd Grade	209	208	208	203
4th Grade	221	218	218	214
5th Grade	230	227	223	223

PERFORMANCE GOAL 8 ADVANCED DEGREES

Percent of Teachers with Advanced Degrees	34%
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PERFORMANCE GOAL 9 TEACHER RETENTION

Percent of Teachers on Continuing Contract	87.6%
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Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement	
Primary School (K - 2)	
1.	Data was included in the school renewal plan for grades K-1 DIBELS 8 and grade 2 DIBELS 8 and the Measures of Academic Progress (MAP) assessment. The school's professional development and academic achievement focus has been and continues to be on teaching, planning, and preparation of small group instruction as well as using data to drive instruction. Teachers will utilize strategies that yield high engagement to build deeper understanding. Teachers will incorporate multilingual strategies in their planning and instruction to enhance learning for all students.
Elementary/Middle School (3 - 8)	
2.	Data was included in the school renewal plan for grades 3-5 for the Measures of Academic Progress (MAP) assessment, SC READY and SC PASS. River Oaks professional development and academic achievement focus has been and continues on teaching, planning, and preparation of small group instruction. Teachers will incorporate multilingual strategies in their planning and instruction to enhance learning for all students. The teachers will continue their work with the District consultants and District learning specialists to plan standards based instruction and appropriate pacing to provide more rigorous lessons.
Teacher/Administrator Quality	
3.	In conclusion, teacher quality is to be improved. Thirty-four percent of teachers on staff have advanced degrees. The administrative team will make teachers aware of professional opportunities to pursue a master's degree or higher. The administrative team, instructional coach, and lead teachers will provide mentoring, coaching, and assist teachers with becoming familiar with the 4.0 South Carolina Teaching Standards.
School Climate	
4.	There are several areas for improvement. Strategies to address these concerns have been included in the school renewal plan. Teachers: The teacher survey revealed that 44.7% of staff feel that morale is high at River Oaks. The administrative team will implement strategies that support teacher recognition and empower staff to assume roles that highlight their unique talents. Parents: The parent survey revealed that 61.8% of families are satisfied with the home-school relations. We will increase the number of in person events, work with the School Improvement Council and Parent Teacher Organization to develop and support events. Additionally, we will increase communication through multiple modes. Students: The student survey revealed that 60% of students believe that students behave in the hallways, lunchroom, and on school grounds. In addition, the survey revealed that 62.3% of students felt that their classes were challenging. The students are participating in a positive behavior incentive plan as well as District social-emotional curriculum. Teachers are utilizing small group instruction to meet the needs of students at all levels.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027 the satisfaction level among parents, students, and teachers about the Learning Environment, Social and Physical Environment, and School-Home Relations will increase each year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Spring State Opinion Survey results - Learning Environment (based on annual SC Report Card)	P: 80 S: 86.4 T: 75.5	Projected Data: P: 81 S: 87 T:	P: 82 S: 88 T:	P: 83 S: 89 T:	P: 84 S: 90 T:	P: 85 S: 91 T:
Spring State Opinion Survey results - Social and Physical Environment (based on annual SC Report Card)	P: 80.9 S: 86.2 T: 73.7	Projected Data: P: 81 S: 87 T:	P: 82 S: 88 T:	P: 83 S: 89 T:	P: 84 S: 90 T:	P: 85 S: 91 T:
Spring State Opinion Survey results - School-Home Relations (based on annual SC Report Card)	P: 61.8 S: 82.6 T: 87.7	Projected Data: P: 62 S: 83 T:	P: 63 S: 84 T:	P: 64 S: 85 T:	P: 65 S: 86 T:	P: 66 S: 87 T:

Action Plan

Strategy #1: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents. Identify school problem areas on the annual State survey of teachers, parents, and students. Work with administrative teams of schools to develop strategies to improve the perception of stakeholders based on the analysis of survey data at each school. Ensure that the participation rate is kept at the expected level to allow for valid comparisons.	2022-2027	Accountability, school administrators	N/A	N/A	Improved survey results on Performance Goals
2. Designate a school leadership team member in every school whose is responsible for school safety, to include: Student management policies, regulations and procedures, completion and submission of monthly safety reports, which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable, alternatives to ISS, OSS and homebound Effective and efficient investigations and preparation for hearings.	2022-2027	Principals	N/A	N/A	Functioning team in all schools
3. 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.	2022-2027	Student Services, Student Affairs, Human Resources, school administrators and counselors	N/A	N/A	Better understanding of bullying among employees; survey results show less instances of bullying
4. Establish health care plans and emergency action plans at each school for children with identified health care needs.	2022-2027	School Nurse, Safety Committee, school administrators	\$1,000	General	Health care plans and emergency action plans implemented

5. Establish protocols for each nurse in the District to provide to students with allergies and their families Indicators-based practices of care. Implement a written emergency action plan for each student with documented allergies. Develop a specific training protocol for all staff to recognize anaphylaxis.	2022-2027	School Nurse	n/a	n/a	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program
6. Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs.	2022-2027	Student Services, site based RBHS	n/a	n/a	Services in place and available at all schools
Strategy #2: Improve Parent-Home/School Relations					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Improve parent home-school relations by: utilizing social media, updating school website, increasing communication through consistent digital tools- SeeSaw, DoJo, parent phone calls, parentlink, hosting on site family events	2022-2027	teachers, administrators, SIC	\$5,000	General	sign-in sheets, log entries in PowerSchool, school website, social media- Facebook posts, parentlink
Strategy #3: Improve Staff Morale					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The administrative team will put in place monthly recognition and incentives for all staff members by: identifying/rewarding employees of the month, providing food as appreciation, providing extrinsic rewards such spirit dress up days, duty free lunch, etc., partner with PTO and families to provide staff with recognition for their hard work, recognizing outstanding teaching practices by having teachers visit peers' classrooms, having teacher led committees, having a LEAD Team made up of all grade level and specialist representatives	2022-2027	administrative team	\$2500, \$1500	PAF, Board-Project funding	agendas, committee meeting minutes, calendar of events, school website and social media posts

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ENGLISH LANGUAGE ARTS: By 2027... Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 90% of K - 2 students will score benchmark or above on DIBELS 8.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of Kindergarten students at or above benchmark on Spring DIBELS 8	78	Projected Data: 80.4	82.8	85.2	87.6	90
Percent of First Grade students at or above benchmark on Spring DIBELS 8	83	Projected Data: 84.4	85.8	87.2	88.6	90
Percent of Second Grade students at or above benchmark on Spring DIBELS 8	75	Projected Data: 78	81	84	87	90

Action Plan

Strategy #1: Strategy #1: Student Achievement - Implement SC College and Career-Ready Standards in order to improve student achievement in English Language Arts.					
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. At the beginning of the school year, teachers will administer DIBELS 8 in grades K-2.	2022-2027	teachers, interventionists, instructional coach	\$0	District	DIBEL 8 Results, mclass
2. The administrative team and teachers will analyze the results from the DIBELS 8 Assessment. Individual needs of students will be discussed and goals for each child will be set for the year.	2022-2027	teachers, interventionists, instructional coach, administrators	\$0	District	DIBELS 8, Mclass data, Progress monitoring data.
3. Scheduled progress monitoring is conducted to address subgroups for targeted intervention.	2022-2027	teachers, interventionists, instructional coach, administration	\$0	District	DIBELS 8 results, mclass, small group reading and lesson plans, passport data, BURST data
4. Implement the following reading programs with fidelity: Burst, Passport, Kaleidoscope, Core Replacement Programs (Sound Sensible, Spire), Imagine It! (deep standards work) Lexia (digital content), Caring Schools Curriculum (Social & Emotional Learning), Being a Writer Curriculum, Big Day in Pre-K	2022-2027	teachers, instructional coach, interventionists, administration	\$0	District	DIBELS 8 results, mclass, small group reading, anecdotal notes, passport data, kaleidoscope data, BURST data, Lexia reports, PALS data
5. Monthly RTI meetings are conducted to identify students who fall below the 25th percentile to monitor progress and provide additional strategies and support.	2022-2027	teachers, interventionists, instructional coach, administration	\$0	District	DIBELS 8 results, mclass, RTI meeting agenda and meeting notes, student information sheets

6. Implement effective teaching strategies in the classroom for ML students: Professional development for all regular education teachers, teachers will complete Sheltered Instruction courses, ML staff will provide resources for teachers of ML students, teachers will participate in ML coaching sessions, monitor classroom instruction by classroom learning walks	2022-2027	Administrative team, Curriculum Coach, ML teachers	\$0	District	Agendas, sign in sheets, CWT data
7. Implement effective use of technology in teaching and learning: Provide digital content programs such as Hatch, Lexia, Epic, provide resources such as iPads, provide ongoing professional development with Lexia consultant, John Antonetti, Caring Schools Consultant, and Being a Writer consultant, utilize Digital Integration Specialist	2022-2027	Administrative team, Curriculum Coach, Digital learning specialist, District Learning specialists	\$0	District	Digital content reports, lesson plans, record of digital devices, assigned to classes, attendance forms and agendas, walk-throughs
8. Areas that will be emphasized for professional development are: Kagan Structures for Engagement Instructional planning with instructional coach and District Learning Specialist, deep standards work (John Antonetti), small group instruction provided by instructional coach and CORE Reading Academy coach	2022-2027	Administrative Team, Curriculum Coach, District learning specialists	\$3,000	Professional Development Funds	Kagan Book, Kagan Consultants, sign-in forms, Professional Growth and Development, small group lesson plans, observations by administrative team

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ENGLISH LANGUAGE ARTS: By 2027... Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 66.7% of students in grade 3 will score at Level 3 or higher on SC READY ELA Assessment; 60.8% of students in grade 4 will score at Level 3 or higher on SC READY ELA Assessment; 55% of students in grade 5 will score at Level 3 or higher on SC READY ELA Assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of 3rd Grade students scoring a 3 or higher on SC READY ELA	61.7	Projected Data: 62.7	63.7	64.7	65.7	66.7
Percent of 4th grade students scoring a level 3 or higher on SC READY ELA	55.8	Projected Data: 56.8	57.8	58.8	59.8	60.8
Percent of 5th Grade students scoring level 3 or higher on SC READY ELA	49.4	Projected Data: 50.5	51.6	52.7	53.8	55

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize research-based print and digital content materials/programs to provide data driven intensive instruction in the areas of phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension.	2022-2027	teachers instructional coach, administrators, interventionists	\$0	District	ELA Curriculum Maps and instructional pacing guides, SC Ready ELA Data, Formative Assessment data, MAP Data, Classroom Observation data, Digital Content data reports, Student Achievement data on performance goals
2. Provide professional development, side by side coaching, and support on teaching practices, standards-based instruction, differentiated small group instruction, core-replacement programs, and effective use of digital content as needed at the school.	2022-2027	Administrators, Instructional coach, Grade level lead teachers, Learning Specialist Consultants	\$0	District	Professional Development Offerings in True North Logic, Sign In sheets
3. Follow established data analysis protocols for the purpose of monitoring student data and making data-driven instructional decisions.	2022-2027	Teachers, Instructional coach, Administrators	\$0	District	MAP Data SC Ready Data Formative assessments
4. Continue to provide ELA intervention programs for all tiers through the multi-tiered support system (MTSS) process in order to meet the unique learning needs of students.	2022-2027	Interventionst Instructional coach Administrators, Special Education learning specialists	\$0	District	Intervention Data, Student Achievement Data on Performance Goals Individualized Education

		and consultants, Special Education teachers			Plans (IEP's), District Read to Succeed Plan, RTI plan
5. Family Engagement: Parent Teacher conferences, Family Literacy Night	2022-2027	Administration, instructional coach, teachers	\$2,000	General	agendas and sign in sheets
6. Low performance subgroups will be addressed by: Progress Monitoring, Small group differentiated instruction, Data analysis, Response To Intervention, Special Education Programs, Interventionists, ML services.	2022-2027	Administrative team, instructional coaches, Special Education team, ESOL teacher, interventionist, and District Learning Specialist	\$0	District	ML, Special Education, and Interventionist common planning, MAP data, Formative assessment data, small group planning, and RTI notes

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MATHEMATICS: By 2027... Students will demonstrate the necessary mathematics knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 65% of students in grades 3-8 will score at Level 3 or higher on SC READY Math. 65% of students in grade 3 will score at Level 3 or higher on SC READY Math Assessment; 70.6% of students in grade 4 will score at Level 3 or higher on SC READY Math Assessment; 65% of students in grade 5 will score at Level 3 or higher on SC READY Math Assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percent of 3rd Grade students scoring a 3 or higher on SC READY Math	64.7	Projected Data: 64.76	64.82	64.88	64.94	65
Percent of 4th Grade students scoring a 3 or higher on SC READY Math	65.6	Projected Data: 66.6	67.6	68.6	69.6	70.6
Percent of 5th Grade students scoring a 3 or higher on SC READY Math	51.9	Projected Data: 54.5	57.1	59.7	62.3	65

Action Plan

Strategy #1: SC READY Math					
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. Focus on standards based instruction by: use of District consensus documents and pacing guides, and state unpacking document, small group instruction based on students' needs, assessments, and digital content data, use of the learning continuum, hands on instruction to increase conceptual understanding, PLC meetings	2022-2027	Administrators, District learning specialist, instructional coach, District consultant	\$3,000	District, professional development funds	Sign-in forms, agendas for PLC sessions, digital content reports, small group plans, classroom walk through data
2. School will provide interventions by: small group differentiated instruction in the classroom, push in and pull out math instruction provided by interventionists, special education programs, co-teaching	2022-2027	Administrators, instructional coach, Special Education teachers, interventionists, District learning specialist	\$0	District	lesson plans, NWEA data, anecdotal notes, feedback from District learning specialist, classroom walk-throughs
3. Engaging families in meaningful ways to improve student achievement: parent teacher conferences, curriculum overview with families, strategies shared by teachers for practice, provide materials and activities for families to do at home with their children, work with the School Improvement Council (SIC) to generate additional ideas	2022-2027	Administrators, instructional coach, teachers, SIC Council		General	Parent-teacher conferences sign-in sheets, family night sign in sheets, SIC notes
4. Analyze Digital Content Data by: utilize learning continuum, student conferencing, review digital content reports, use of EDM cumulative assessments in even numbered units	2022-2027	teachers, instructional coach	\$0	District	printed digital content reports, student work samples

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	SCIENCE: By 2027... Students will demonstrate the necessary science knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 65% of students in tested grades will score at Level 3 or higher on SC PASS.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC PASS	59.4	Projected Data: 60.5	61.6	62.7	63.8	65

Action Plan

Strategy #1: Science SC PASS Student Achievement					
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. Annual performance goals will be met by: Analysis of Science unit common assessments, utilize the consensus document for planning, use of science and engineering practices in lessons, utilize science kits, Classroom walk-throughs	2022-2027	Administrators, Coach, teachers	\$0	District	PLC meeting agendas and notes, classroom observations, monitoring assessment data
2. Effective teaching strategies are utilized for Science: professional development- science kit training for new and experienced teachers, training on the new science standards, increase utilization of visual materials, use of digital content (Achieve and Epic) to enhance and support science instruction, utilize Digital Integration Specialist and District learning specialist, classroom walk-throughs,	2022-2027	Administrators, coach, teachers, Digital Integration Specialist, District learning specialist	\$0	District	True North Logic, sign in sheets from training, formative assessment data, classroom observations

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	MULTILINGUAL LEARNER PROGRESS: By 2027...Multilingual learners will demonstrate growth in core linguistic skills as measured by performance on the state proficiency assessment. Interim Performance Goal: annual benchmark percentages will be met. 45% of ML student will meet their annual composite growth target on ACCESS 2.0.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
ACCESS 2.0 Assessment	49.4	Projected Data: 50.4	51.4	52.4	53.4	54.4

Action Plan

Strategy #1: ML Access Goal Student Achievement					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize effective teaching strategies for ML by: utilize District learning specialist for ML, professional development on Language objectives for ML, Classroom walk-throughs to monitor implementation, IDRA professional development and IDRA coaching sessions	2022-2027	Administrators, coach, District ML coach, ML teachers	\$0		Classroom walk through, lesson plans, notes and observations from District ML specialist

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	STUDENT PROGRESS: By 2027... students in grades 2-5 will demonstrate annual academic progress in the areas of English Language Arts and mathematics. At least 67% of all students in grades 2-5 will meet target growth goals in reading based on fall-to-spring MAP measures. At least 67% of all students in grades 2-5 will meet target growth goals in math based on fall-to-spring MAP measures.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Grade 2 - NWEA MAP percent meeting Target Growth goal: Spring	R: 79 M: 75	Projected Data: R: 80 M: 76	R: 81 M: 77	R: 82 M: 78	R: 83 M: 79	R: 84 M: 80
Grade 3 - NWEA MAP percent meeting Target Growth goal: Spring	R: 63 M: 61	Projected Data: R: 63.8 M: 62.2	R: 64.6 M: 63.4	R: 65.4 M: 64.6	R: 66.2 M: 65.8	R: 67 M: 67
Grade 4 - NWEA MAP percent meeting Target Growth goal: Spring	R: 42 M: 64	Projected Data: R: 47 M: 64.6	R: 52 M: 65.2	R: 57 M: 65.8	R: 62 M: 66.4	R: 67 M: 67
Grade 5 - NWEA MAP percent meeting Target Growth goal: Spring	R: 51 M: 59	Projected Data: R: 54.2 M: 60.6	R: 57.4 M: 62.2	R: 60.6 M: 63.8	R: 63.8 M: 65.4	R: 67 M: 67

Action Plan

Strategy #1: Monitor implementation effectiveness system-wide through analysis of NWEA - Measures of Academic Progress (MAP) data.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use Measures of Academic Progress (MAP) to monitor student progress and growth and provide differentiated instruction based on student needs beginning in grade 2	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, protocols for data walls
2. Monitor and modify protocols for data walls for the purpose of monitoring student data and making data-driven instructional decisions	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, protocols for data walls
3. Continue to provide professional development to instructional leadership and schools on the use of MAP data for differentiation	2022-2027	Administration, Instructional Coach, Teachers, Learning Services	n/a	district funded	Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, protocols for data walls

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	ADVANCED DEGREES: By 2027... The percentage of teachers with an advanced degree will increase to 70%. Interim Performance Goal: The annual benchmark percentage will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of teachers with advanced degrees	34	Projected Data: 41.2	48.4	55.6	62.8	70

Action Plan

Strategy #1: Implement plan to increase the number of teachers with advanced degrees, including:					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement plan to increase the number of teachers with advanced degrees, including: Continue working with Coastal Carolina University through a two-year master of education program that aligns with the needs and programs of Horry County Schools Implement competitive salary range based on salary study	2022-2027	Administration, Human Resources	n/a	district funded	Percentage of teachers with advanced degrees continue to increase

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	TEACHER RETENTION: By 2027... The percentage of teachers on a continuing contract will increase to 85%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Percentage of teachers on a continuing contract	87.6	Projected Data: 88	88.4	88.8	89.2	89.6

Action Plan

Strategy #1: Continue to recruit and retain the highest quality certified teaching staff.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue web-based applicant tracking program to broadly recruit qualified employees. Increase communications with applicants throughout all steps of the process. Continue building the system to better utilize its screening and advertise capabilities	2022-2027	Administration, Human Resources	n/a	district funded	AppliTrack software program monitoring
2. Utilize a comprehensive training manual for all hiring managers, and provide training to all district hiring managers.	2022-2027	Administration, Human Resources	n/a	n/a	Training manual and procedures refined and implemented throughout district
3. Refine and implement a plan for employee recruitment and retention of high-quality work force. Develop strategies to recruit and retain a diverse staff. Conduct annual job fair for internal applicants as well as external applicants.	2022-2027	Administration, Human Resources	n/a	district funded	High caliber recruitment with diverse representation in all areas
4. Implement the SC Mentors program by reviewing mentor/mentee logs, assessments, and professional development.	2022-2027	Administration, Human Resources	n/a	district funded	Mentor program implemented across district
5. Use student achievement data to design and evaluate the effectiveness of professional development programs and to allocate resources.	2022-2027	Administration, Human Resources	n/a	district funded	Program effectiveness model in place

6. Align the District professional development plan with the system's goals, objectives, and direction. Collect and utilize data to determine the professional development needs of professionals and support staff. Collect and utilize data to evaluate the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning.	2022-2027	Administration, Human Resources	n/a	district funded	Professional Development Plan evaluations and feedback forms; management system fully functional
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A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.				
A Comprehensive System of Assessment <ul style="list-style-type: none"> ● Summative Assessment <ul style="list-style-type: none"> ○ SC Ready ● Universal Screener ● Formative Assessment <ul style="list-style-type: none"> ○ Fountas and Pinnell, DRA, Dominic ○ MAP ○ Star Reading ○ iReady ○ 4K Assessments: PALS, Gold, MyIgGDIs ● Team Focused Data Based Decision Making <ul style="list-style-type: none"> ○ Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan ● Documentation of Data 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	X	Dibels 8 Reports, Achieve 3000 Reports, Lexile growth reports, Lexia Reports, CORE Phonics Survey, MAP Reports, Running Records, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, PLC Meetings, RTI Meetings
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	X	
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input type="checkbox"/>	X	
A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	X	



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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	Possible Sources of Evidence:
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans focused on teaching strategic reading behaviors, Imagine It Curriculum, Imagine It Phonics Instruction, Imagine It-pre/post collection tests, Instructional activities, Being a Writer (BAW) Curriculum, BAW Writing Conferences, PLCs with instructional coaching- deep standards work, planning, and assessment preparation, targeted digital content- Achieve, Lexia
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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



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

Supplemental Instruction				
<ul style="list-style-type: none"> ● Foundational Reading Skills <ul style="list-style-type: none"> ○ Listening Comprehension ○ Concepts about Print ○ Phonemic Awareness and Phonics ● Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) ● Small Group and Individual Instruction to Target and Intensify Instruction 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input type="checkbox"/>	X	Achieve 3000 Lexile Growth, MAP Learning Continuum, MAP Goal setting, Anecdotal Notes from small group instruction and individual conferences, Fluency tracking, Schedules, Goals with look-fors and action plans, Lesson Plans focused on teaching strategic reading behaviors
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	X	<input type="checkbox"/>	
C3. Teachers provide targeted, effective in-class intervention which <ul style="list-style-type: none"> ○ must provide targeted and intensified individual and small-group instruction; and ○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. 	<input type="checkbox"/>	<input type="checkbox"/>	X	

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



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Inquiry-based Learning: <ul style="list-style-type: none"> ● Immersion, Investigation, Coalescing, Going Public ● Read Aloud/Shared Reading/Shared Writing/Interactive Writing ● Immersion into How Words Work (Phonics – Affixes) ● Independent reading, writing, researching ● South Carolina College and Career Ready Standards for Inquiry ● Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for much of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	X	Master Schedule, Schedules for Intervention Groups, Lesson Plans Referencing the Inquiry Standards and content-specific reading/writing, Examples of Student Research Projects, Classroom Libraries, Print-rich environment- vocabulary and word walls posted, Workstation Materials
D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	X	
D3. Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	X	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	X	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts)	<input type="checkbox"/>	<input type="checkbox"/>	X	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	X	<input type="checkbox"/>	



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D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Reading Engagement: <ul style="list-style-type: none"> ● Student Choice ● Blocks of time to read, write, and research ● Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	<input type="checkbox"/>		X	Student Choice Boards, Student Engagement and Interest Inventories, Schedules, Book Inventories, Use of Destiny Library System, Digital Literacy Resources- Epic, Lexia, Achieve 3000, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	<input type="checkbox"/>	X	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	X	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	X	

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



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



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G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

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



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



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Section I: Analysis of Data

Strengths	Possibilities for Growth
<p>Teachers worked closely with the instructional coach to plan and pace the curriculum throughout the year based on the delivery of instruction models changed from hybrid, to virtual, to face-to face five days a week.</p> <p>Teachers increased their professional development knowledge of digital tools to deliver virtual instruction and adapt their lesson plans to meet both synchronous and asynchronous learning.</p> <p>Sixty-one point seven percent (61.7%) of third grade students met or exceeded standards on SC Ready ELA in spring 2021. This was only a 1.2% difference since the last SC Ready assessment in spring 2019. This was a strong outcome considering that students were placed on virtual learning in spring of 2020 through the end of the year and further had various models of instruction (hybrid, virtual, face-to-face) during the 2020-2021 school year.</p> <p>Students performing below grade level in first grade were significantly reduced by 46% (from 63% below grade level to 17% below grade level).</p> <p>First grade teachers worked collaboratively to analyze data, regularly progress monitor their students, and adjust instruction to meet the needs of all levels of learners.</p>	<p>Teachers will implement high engagement strategies as well as ML strategies to increase student engagement during reading and writing instruction.</p> <ul style="list-style-type: none">• This will be a focus during classroom walk-throughs. <p>Teachers will instruct students how to independently use comprehension strategies to monitor their understanding of challenging texts.</p> <ul style="list-style-type: none">• This will be taught during whole and small group instruction. <p>Teachers will use data to conduct student conferences.</p> <ul style="list-style-type: none">• Teachers will use ELA small group time and writing time to confer with students about their literacy behaviors and employ strategies to accelerate their learning. <p>Teachers will participate in literacy professional development to increase their knowledge of strategic reading skills to support all levels of learners.</p>



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

Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

<p>Goal #1: <u>Third Grade goal:</u> Reduce the percentage of third graders performing below grade level in the fall of 2020 as determined by MAP from 55% to 35% in the spring of 2021.</p>	<p>Progress: The percent of third grade students performing below grade level was reduced from 55% to 36%.</p>
<p>Goal #2: <u>Second Grade Goal:</u> Reduce the percentage of second graders performing below grade level in the fall of 2020 as determined by MAP from 73% to 50% in the spring of 2021.</p>	<p>Progress: The percent of second grade students performing below grade level was reduced from 73% to 49%.</p>
<p>Goal #3: <u>First Grade Goal:</u> Reduce the percentage of first graders performing below grade level in the fall 2020 as determined by DIBELS 8 from 63% to 30% in the spring of 2021.</p>	<p>Progress: The percent of first grade students performing below grade level was reduced from 63% to 17%.</p>



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

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

Goal #1:

Third Grade Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from 15 % to 12 % in the spring of 2022.

Action Steps:

Teachers will utilize and analyze the pre/post collection assessments to ensure mastery of the standards.

Teachers will support their students with setting MAP Growth Goals and help students track their progress toward their goals.

Teachers will utilize Achieve 3000 and lexile growth reports to support their students' reading achievement.

Teachers providing Passport and Kaleidoscope instruction will teach these programs with fidelity.

The instructional coach will provide professional development on ML strategies and work with teachers to incorporate these strategies into their lesson plans.

The instructional coach will support teachers with deep standards work and lesson planning/pacing.

The administration and coach will conduct classroom walk throughs during whole and small group instruction and provide teachers with feedback.



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<p>Goal #2:</p> <p>At least 90% of K-2 students will score at benchmark or above on DIBELS 8 by spring of 2027.</p> <p>Interim goals to measure progress towards the school renewal goals are as follow:</p> <ul style="list-style-type: none">● Kindergarten- At least 81% of kindergarten students will score at benchmark or above on DIBELS 8 by spring of 2022.● First Grade- At least 85% of first grade students will score at benchmark or above on DIBELS 8 by spring of 2022.● Second Grade- At least 78% second grade students will score at benchmark or above on DIBELS 8 by spring of 2022.	<p>Action Steps:</p> <p>Teachers will utilize Lexia to reinforce foundational literacy skills such phonemic awareness, phonics, and fluency.</p> <p>Teachers will utilize progress monitoring and chart their students' progress.</p> <p>Teachers will utilize small group instruction to meet the needs of all their students.</p> <p>The instructional coach will provide professional development that will support teachers with planning purposeful/intentional workstations that develop and enhance students' reading skills.</p> <p>The instructional coach will conduct coaching cycles and provide feedback to enhance teachers' literacy instruction.</p> <p>The administration and coach will conduct classroom walk throughs during whole and small group instruction and provide teachers with feedback.</p>