

# **SCHOOL PLAN**

## **TABLE OF CONTENTS**

Plan Signature Page

Assurances for Plan

Stakeholder Involvement for Plan

District Requested Plan Waiver(s) (*if applicable*)

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

Gifted and Talented Required Tables (*District level only*)

District Proficiency-Based System (*District level only*)

District Summer School Programs Site Identification (*District level only*)

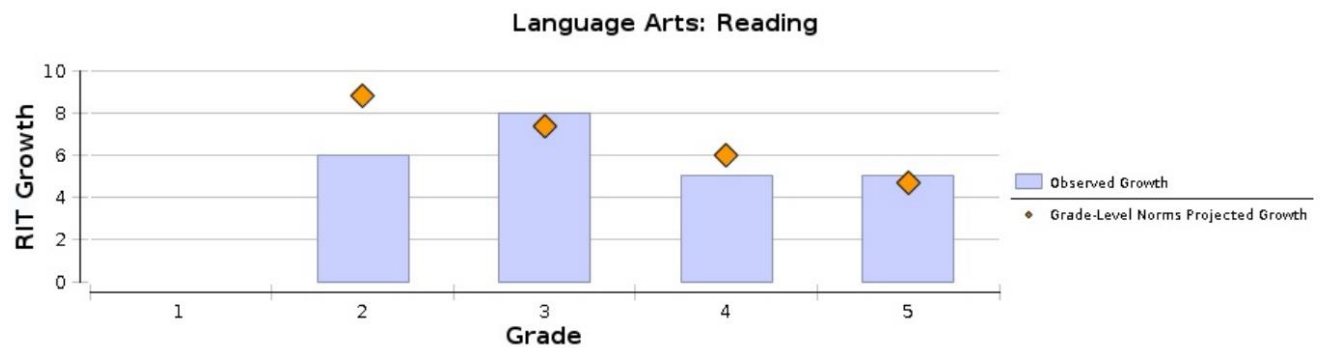
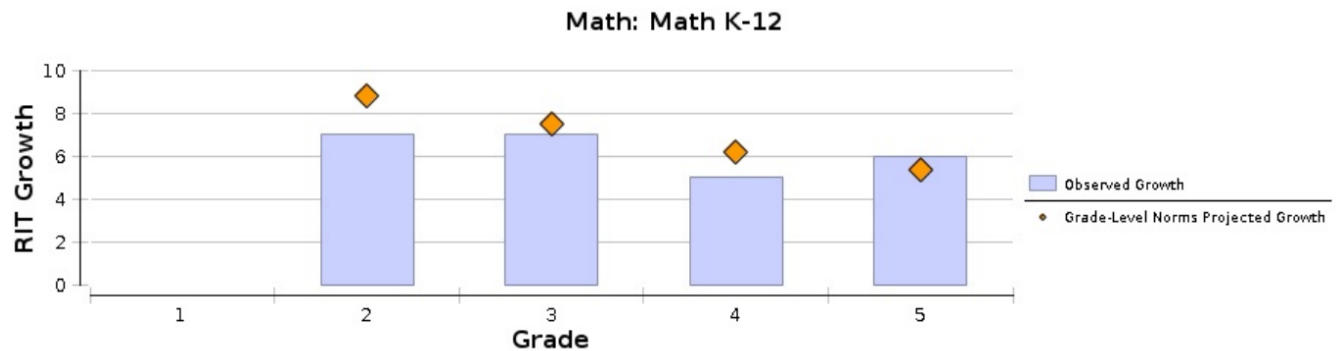
# NEEDS ASSESSMENT DATA

Provide the link to your school's most recent State Report Card:

<https://screportcards.com/overview/?q=eT0yMDlyJnQ9RSZzaWQ9MDcwMTAzMw>

**Directions:** Provide additional needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the State Report Card.** (Charts, graphs, or other formats of data may be used.)

Winter MAP



## iReady Reading % of Students on Grade Level

	Fall	Winter	Spring
<b>1st</b>	22%	46%	
<b>2nd</b>	29%	49%	
<b>3rd</b>	27%	42%	
<b>4th</b>	27%	38%	
<b>5th</b>	29%	48%	

## MAP Math % of Students on Grade Level

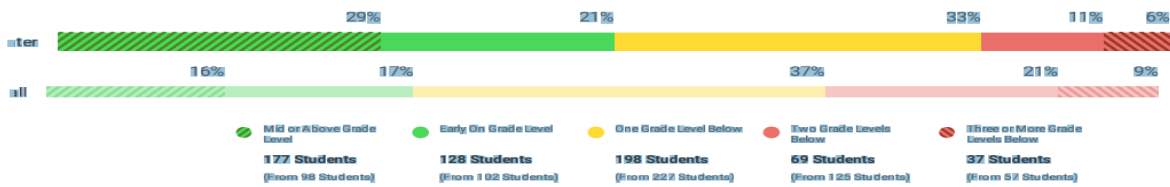
	Fall	Winter	Spring
1st	71%	N/A	
2nd	52%	47%	
3rd	45%	54%	
4th	54%	49%	
5th	51%	51%	

### MAP Reading % of Students on Grade Level

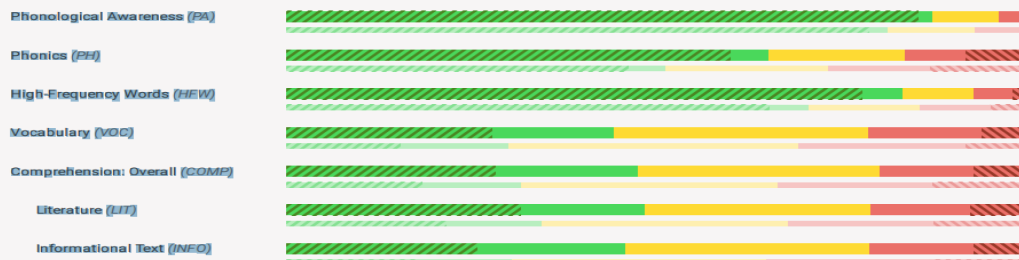
	Fall	Winter	Spring
2nd	47%	50%	
3rd	45%	52%	
4th	51%	50%	
5th	55%	59%	

### I Ready Winter Diagnostic

**Overall Placement**  
Students Assessed/Total: 609/730



#### Placement by Domain

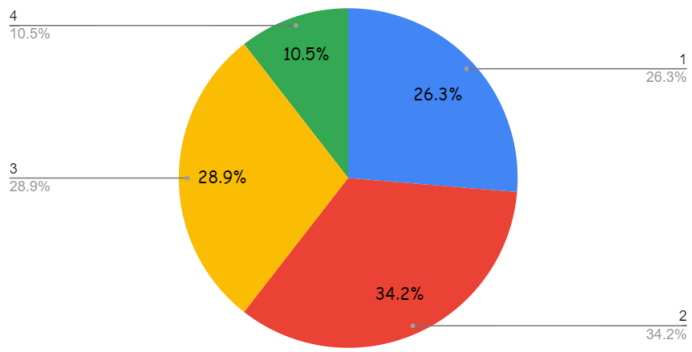


Switch Table View		Choose to Show Results By						
Placement Summary		Grade					Showing 5 of 5	
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Winter		31%	17%	48%	3%	0%	126/150
	Fall		10%	13%	68%	8%	0%	
Grade 2	Winter		30%	19%	28%	23%	0%	117/140
	Fall		15%	13%	39%	32%	0%	
Grade 3	Winter		28%	25%	23%	16%	8%	118/137
	Fall		17%	20%	19%	28%	16%	
Grade 4	Winter		30%	16%	38%	4%	13%	135/162
	Fall		19%	19%	33%	12%	17%	
Grade 5	Winter		27%	28%	23%	12%	10%	113/141
	Fall		19%	18%	26%	25%	13%	

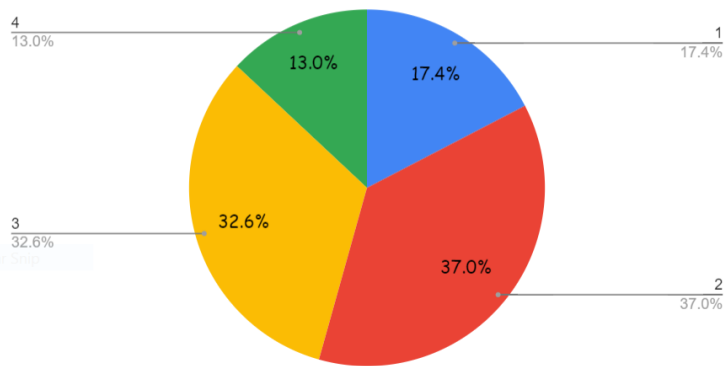
## ACCESS Testing

2021-2022	
Level	Number of Students
1	29
2	47
3	70
4	85
5	21
6	3
Total Tested	259
Number Tested Out	30
Percent Tested Out	12%

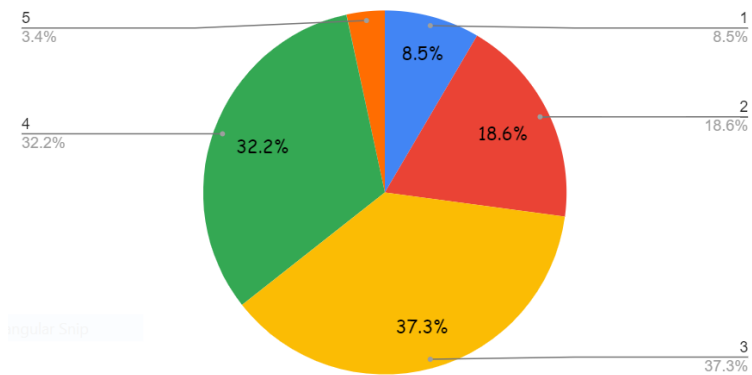
Access Results 1st Grade Overall (35% reading 35% writing 15% listening 15% speaking )



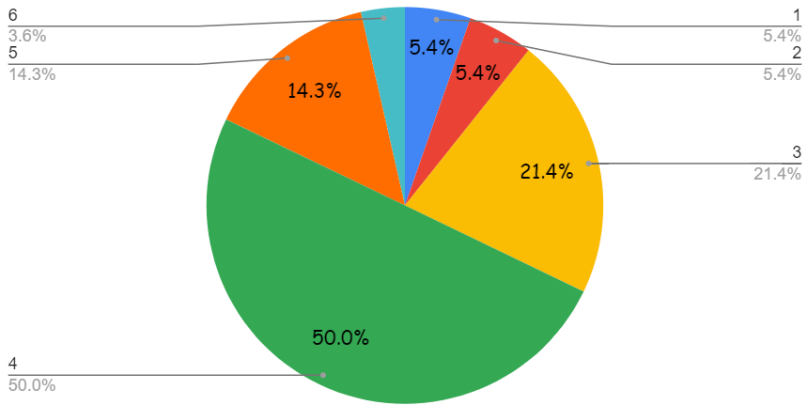
Access Results 2nd Grade Overall (35% reading 35% writing 15% listening 15% speaking )



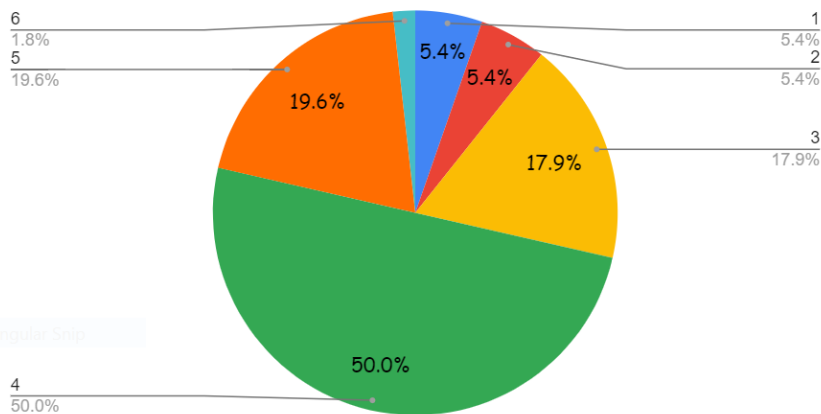
Access Results 3rd Grade Overall (35% reading 35% writing 15% listening 15% speaking )




Access Results 4th Grade Overall (35% reading 35% writing 15% listening 15% speaking )



Access Results 5th Grade Overall (35% reading 35% writing 15% listening 15% speaking )



### UPBEAT Survey Comparison Data

CONSIDERATION	AVERAGE ENGAGEMENT SCORE <span>↑</span>	HILTON HEAD ISLAND ELEMENTARY SPRING 2021
School Results 	71	+0.4

## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

**State Report Card for districts and schools data**

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

**Student Achievement, including sub-groups**

***Early Childhood/Primary (PK–2):***

HHIE starts at grade 1 and we are committed to fostering early literacy skills with our young learners. We have recognized there is a sense of urgency regarding foundational skills. Due to Covid and the learning gaps from the various platforms of instruction, SIPPS and Haggerty curriculums were purchased for the 2021-2022 school year. This allowed first and second grade teachers to address some of these deficiencies last year. This year, we have been implementing a new reading curriculum that focuses on foundational skills and comprehension in a 120 minute session for Grades 1-3 and a 90 minute block for Grades 4-5. In addition, the use of the i Ready reading curriculum with corresponding diagnostic assessments was used. Focus is on the priority standards. Fountas and Pinnell and DIBELS assessments are given to progress monitor reading levels and strengths and weaknesses in reading. We also have a school wide Otters Read program which promotes daily reading. The school is in its fourth year of using our math curriculum, EnVision, which is topic based, provides support for our English Learners better and meets the needs of our dual language students as it is available in Spanish and Chinese. The program allows for differentiation, remediation, and enrichment to support all learners. We note that our younger learners, specifically our identified at-risk students (high poverty and MLs) struggled the most virtually and thus benchmark scores have been low compared to past years. The HHIE team, specifically the first and second grade teachers and interventionists, are committed to making up those deficiencies through strategic planning, interventions, afterschool tutoring, and with focused support.

***Elementary/Middle (3–8):***

Our school report card data clearly shows our students did not make the growth progress expected when compared to other students across the District and State. However, regarding academic achievement, the percentage of students that Met or Exceeded in English Language Arts and Math falls slightly above the District and State percentages. HHIE historically has had the largest overall achievement gap in the AA, Hispanic and F/R lunch populations and we continue to do so. Our Special Education students are of most concern as their progress was limited in comparison. Data is used to make all decisions regarding programmatic opportunities, class make-up, supplemental

enrichment, and remediation offerings as well as provide areas for instructional focus. Our master schedule has been amended to allow for us to better meet our students' needs. Our ML teachers have been providing push-in support more this year than ever to scaffold the grade level standards and make the curriculum accessible. This will continue to be an initiative. Our math tutors, literacy teachers and special education teachers try to pull their students at a time that best meets the needs of our students, so they are not missing direct instruction. Our master schedule also includes time for a Morning Meeting to start the day as a class community and go over expectations for the day. After analyzing our winter iReady and MAP data, "bubble" students (between the 45-65%) were identified for our afterschool tutoring program, Otters on the Rise. This program provides these students 2 days a week, 1.5 hours each day, standards-based instruction on the priority standards using the iReady Math and Reading curriculum. Formative assessments are used to note student progress, or lack of and adjust instruction. Through the Child Study Team, the school looks at attendance rate, health and wellness of students and student engagement. Parent outreach is addressed through various modalities including parent education classes on how to help foster literacy in the household and English classes are offered for those whose first language is not English. The MTSS team looks at a tiered approach to supplementing instruction for those who struggle academically or behaviorally and note effectiveness of interventions through progress monitoring. MTSS meetings are held on a regular basis (approx. every 6-9 weeks). Certified interventions support this learning. The newly implemented SIPPS program has provided explicit phonics instruction for those in reading interventions and the ENVISION intervention math kits has provided specific, targeted skills practice. Progress in target language instruction in Chinese and Spanish is noted through Language Proficiency Reports (Quarter 2 and 4) and AAPPL assessments which are conducted annually. The leadership team, in conjunction with grade level teachers and staff members, meet regularly to collaborate and look at data and other pieces of information to help support instruction so that individual students can reach their potential. This is all done under the Primary Years Programme framework which supports everything HHIE does. Weekly PLCs are used to collaborate on lessons, share best resources, discuss mastery of skills based on assessments and monitor pacing of instruction. In addition, grade level teams meet weekly to lesson plan and create formative and summative assessments. Grade level teams continue to work on creating common assessments and perform an item analysis to note how the students are doing. In addition, the PYP planner was newly imported into Rubicon so that teachers can create planners and reflect/refine them more easily in an accessible location. Every teacher going through an evaluation (Induction, Formal Summative, Comprehensive and Recertification) submits lesson plans weekly and receive feedback from the leadership team throughout the year. All teachers are to use a student friendly objective and



standards-based minilesson using the district/school adopted curriculum to support instruction. The focus this year and moving forward is to have a clear understanding of how to assess the learning target of each lesson. Improving school achievement scores and increasing the percentage of students Meeting or Exceeded state standards as indicated on the SC Ready assessment supports our commitment to providing rigor for all students and further exemplifies our philosophical belief that all students can learn, can grow and learn grade level standards and beyond. It also shows our focus on standards-based instruction and preparing students for their culminating assessments.

***High School (9–12):***

N/A

**Teacher/Administrator Quality**

In addition to Primary Years Programme (PYP) training, HHIE continues to encourage teachers to participate in SIOP/TESOL training to better meet the needs of this subgroup. Increasing teacher's knowledge on working with Multilingual Learners showcases our focus on differentiation and meeting the students where they are based on their unique needs while holding them to high expectations. Strategies learned in this coursework help to ensure that teachers understand the necessity to use instructional practices and various curriculums to foster achievement. HHIE falls under the International Baccalaureate framework and curriculum is developed through this methodology in which teachers need to be trained on. Curriculum is transdisciplinary, inquiry based and promotes global citizenship. It is essential that all teachers continued their PD in this area for our students to receive a true "IB" education.

**School Climate**

Improving our school climate score is a focus for three reasons: 1) a positive score helps with the overall school report card rating, 2) a high score can create a sense of pride for the school community 3) most importantly, indicates that students and teachers have a positive feeling about their school regarding safety, academics, and social/emotional well-being. The HHIE leadership teams wants teachers and students to want to come to school each day and be part of a community of learners.

**Other (such as district and/or school priorities)**

N/A

**PERFORMANCE GOAL:**

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN

**STUDENT ACHIEVEMENT PERFORMANCE GOAL:**

By 2023-24, the number of students who met or exceed expectations will increase by 10% on SC Ready ELA and SC Ready Math.

**INTERIM PERFORMANCE GOAL:**

For 2023-24, the number of students that meet or exceeds expectations will increase by 2% on SC Ready ELA and SC Ready Math.

DATA Source(s): MAP (Projected)/ SC READY (Actual)

Average Baseline: Click or tap here to enter text.

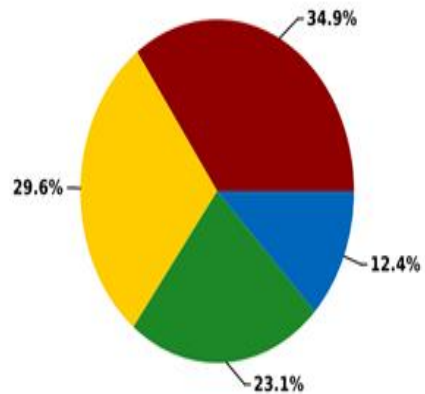
2022 – 23 – Projected Data:

Reading

Projected to: South Carolina College-and Career-Ready Assessments taken in spring.

View Linking Study: <https://www.nwea.org/resources/south-carolina-linking-study/>

Grade	Student Count	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	137	57	41.6%	36	26.3%	32	23.4%	12	8.8%
3	126	37	29.4%	39	31.0%	35	27.8%	15	11.9%
4	157	66	42.0%	40	25.5%	28	17.8%	23	14.6%
5	138	35	25.4%	50	36.2%	34	24.6%	19	13.8%
<b>Total</b>	<b>558</b>	<b>195</b>	<b>34.9%</b>	<b>165</b>	<b>29.6%</b>	<b>129</b>	<b>23.1%</b>	<b>69</b>	<b>12.4%</b>

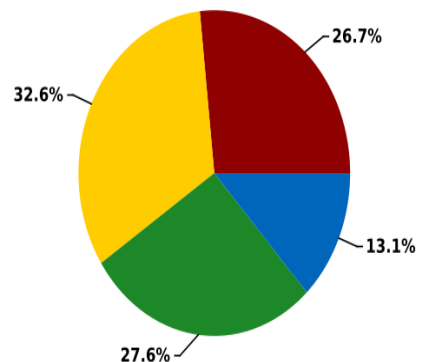


Math

Projected to: South Carolina College-and Career-Ready Assessments taken in spring.

View Linking Study: <https://www.nwea.org/resources/south-carolina-linking-study/>

Grade	Student Count	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	137	43	31.4%	35	25.5%	43	31.4%	16	11.7%
3	127	31	24.4%	38	29.9%	40	31.5%	18	14.2%
4	157	46	29.3%	48	30.6%	45	28.7%	18	11.5%
5	137	29	21.2%	61	44.5%	26	19.0%	21	15.3%
<b>Total</b>	<b>558</b>	<b>149</b>	<b>26.7%</b>	<b>182</b>	<b>32.6%</b>	<b>154</b>	<b>27.6%</b>	<b>73</b>	<b>13.1%</b>



2022 – 23 – Actual Data: Click or tap here to enter text.

2023 – 24 – Projected Data: [Click or tap here to enter text.](#)

2023 – 24 – Actual Data: [Click or tap here to enter text.](#)

### **ACTION PLAN FOR GOAL #1: Monitoring Instruction**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. PLCS will be used to discuss assessment results, student progress.	Ongoing	Leadership Team	N/A	N/A	PLC Outlook Invites; Agenda
2. Coaches will conduct coaching cycles to help support teacher's implementation of research-based instructional strategies.	Ongoing	Instructional Coaches	N/A	N/A	Coaching Cycle Calendar
3. Standards-based curriculum aligned with PYP Units of Study.	Ongoing	Leadership Team	N/A	N/A	Rubicon
4. I Ready Progress Monitoring	Ongoing	Administration/ State Reading Coach	N/A	N/A	Data Meetings
5. Classroom Observations	Ongoing	Administration	N/A	N/A	Observation Binder
6. Learning Walks	2-3 times per year	Leadership Team	N/A	N/A	Reflection Sheets

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
7. Individual Data Meetings	Fall 2023/ Winter 2024/ Spring 2024	Instructional Coaches/Administration	N/A	N/A	Outlook Invites; Data Binders
8. Intervention Plans/ Progress Monitoring	Ongoing	MTSS Team/ Interventionists	N/A	N/A	ENRICH; Outlook Invites; Meeting Minutes
9.					
10.					

**TEACHER ADMINISTRATOR QUALITY PERFORMANCE GOAL:**

By 2023-24, all continuing-GBE contract teachers will have completed Sheltered Instruction Observation Protocol (SIOP) training (supporting English Learners) and Primary Years Programme/International Baccalaureate (IB) training.

**INTERIM PERFORMANCE GOAL:**

By 2023-24, 100% of continuing GBE contract teachers will be SIOP/TESOL and Primary Years Programme/ IB trained.

DATA Source(s): Number of teachers trained in SIOP/TESOL and PYP/IB certificates earned (Frontline).

Average Baseline: Currently, 17 out of 79 teachers need training. Nine need Category 1 training and eight need Category 2 or 3 training.

2022 – 23 – Projected Data: 100%

2022 – 23 – Actual Data: Click or tap here to enter text.

2023 – 24 – Projected Data: 100%

2023 – 24 – Actual Data: Click or tap here to enter text.

**ACTION PLAN FOR STRATEGY #1: SIOP/TESOL TRAINING**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Survey teachers to determine availability for initial training and a refresher workshop.	June 2022/ August 2023	Principal/ Bilingual Liaison	N/A	N/A	Spreadsheet
2. Coordinate with District instructional coaches to facilitate and/or organize training/workshops during the school year.	Spring 2022/ Fall 2023	Principal/ Bilingual Liaison	TESOL= \$395 per person	District	Outlook Invites; Agendas; Frontline
3. Budget funds to support materials needed.	Spring 2022	Principal/ Bookkeeper			Budget
4. Promote and encourage initial training and refresher workshops during Summer Institute and throughout the year.	Ongoing	Leadership Team	N/A	N/A	
5.					
6.					
7.					
8.					
9.					
10.					

## ACTION PLAN FOR STRATEGY #2: PYP/IB Training

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. All new teachers would be asked if they would be willing to participate in IB training	Spring 2022/ Fall 2023	Principal/ IB Coordinator	N/A	N/A	This occurs during the interview process and again when offered a position.
2. Survey teachers to assess who needs training/what level and to determine who would like additional training	Fall 2023	IB Coordinator	N/A	N/A	Spreadsheet
3. Send notification of training dates, register participants, and arrange all logistics and prepare materials	Ongoing	IB Coordinator	\$350 per person		Outlook invites; Registration information; Certificates earned
4. IB Self Study Year	Ongoing	IB Coordinator			Outlook invites; Agendas; IB Reflection Tool
5.					

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6.					
7.					
8.					
9.					
10.					

**SCHOOL CLIMATE PERFORMANCE GOAL:**

By 2023-24, the student levels of engagement, as indicated in the SC School Climate Survey, will increase to a score of "8."

**SCHOOL CLIMATE INTERIM PERFORMANCE GOAL:**

By 2023-24, the SC School Climate Survey, will increase to a score of Below Average to Average.

DATA Source(s): SC School Climate Survey

Average Baseline: Original five-year goal of scoring a "5" was achieved in one year. Because of that the performance goal was amended to indicate within five years score a "8" with one point gain annually.

2022 – 23 – Projected Data: Average

2022 – 23 – Actual Data: Click or tap here to enter text.

2023 – 24 – Projected Data: Average

2023 – 24 – Actual Data: Click or tap here to enter text.

## ACTION PLAN FOR STRATEGY #1: Creating a safe and inviting environment

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Morning Meetings	Mondays Wednesdays Fridays	Teachers	N/A	N/A	Master Schedule; Lesson Plans
2. Otter Morning News	Tuesdays Thursdays	Media Specialist/Teachers	N/A	N/A	Recordings
3. Morning Announcements	Daily @ 7:45	Principal	N/A	N/A	Principal's Notes
4. Classroom Essential Agreements	First week of school	Teachers	N/A	N/A	Classroom Anchor Charts
5. School-wide Essential Agreements	Ongoing	All Staff	N/A	N/A	Posters; Observation
6. School Of ROCK	First day of school; First day after Winter break	PBIS Committee/ Specialists/ Classroom Teachers	N/A	N/A	Outlook Invites; Reflection Sheets
7. Town Hall Meetings	Last Friday of each month	Administration/ IB Coordinator			Outlook Invites; PPT's; Spreadsheet
8. Otter of the Week	Every Friday	Teachers/ IB Coordinator			
9. Positive Office Referrals	Ongoing	Teachers/Administration	N/A	N/A	Facebook Posts
10.					



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Evidence Based Research: <https://mtss.org/overview/>

Evidence-Based Research:  
<http://www.cal.org/siop/pdfs/briefs/effective-practices-for-increasing-the-achievement-of-english-learners.pdf>

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