# History Log

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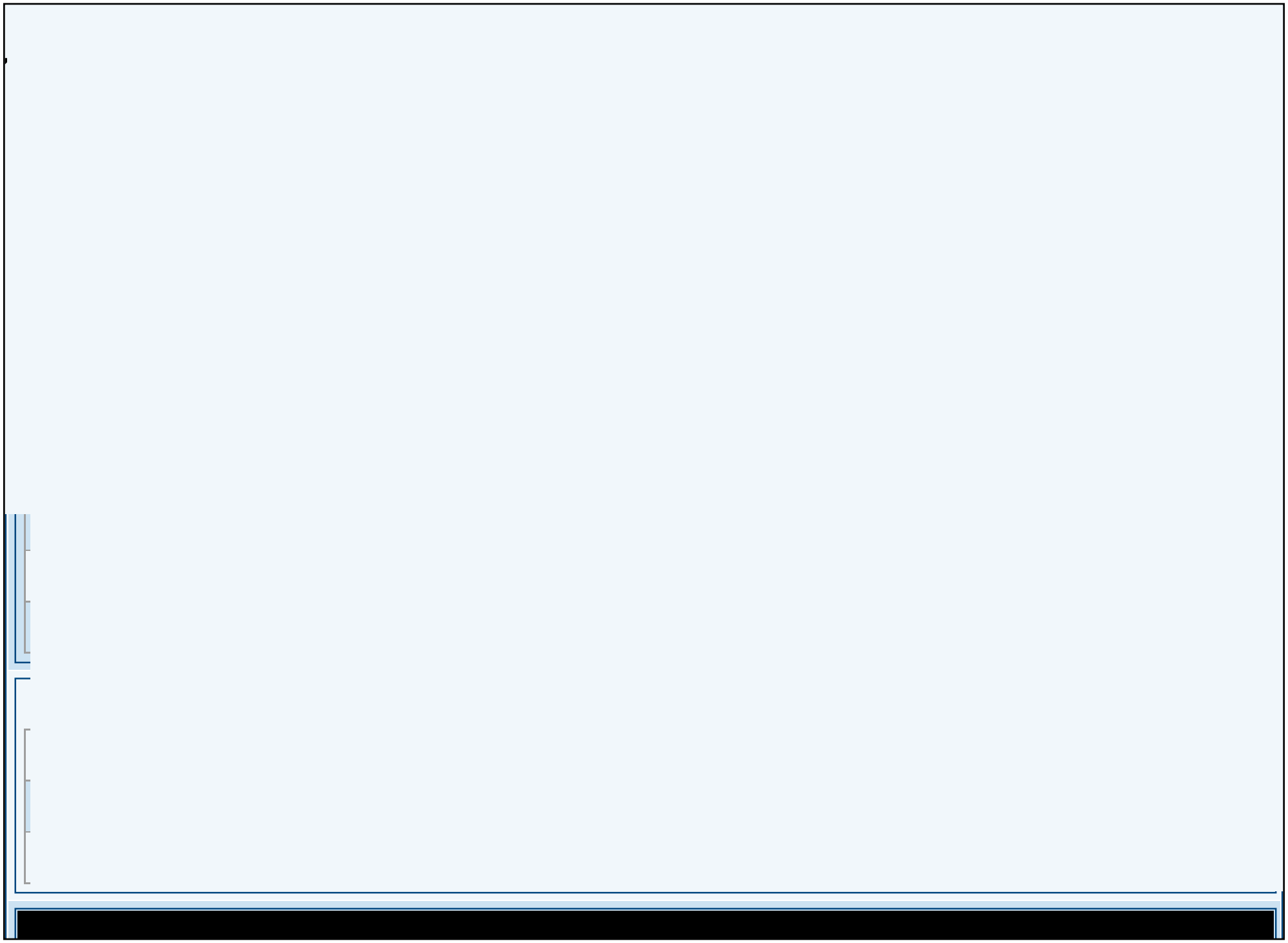
*** Superintendent's Name**



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## District Read to Succeed Literacy Leadership Team Lead

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## District Read to Succeed Literacy Leadership Team Member

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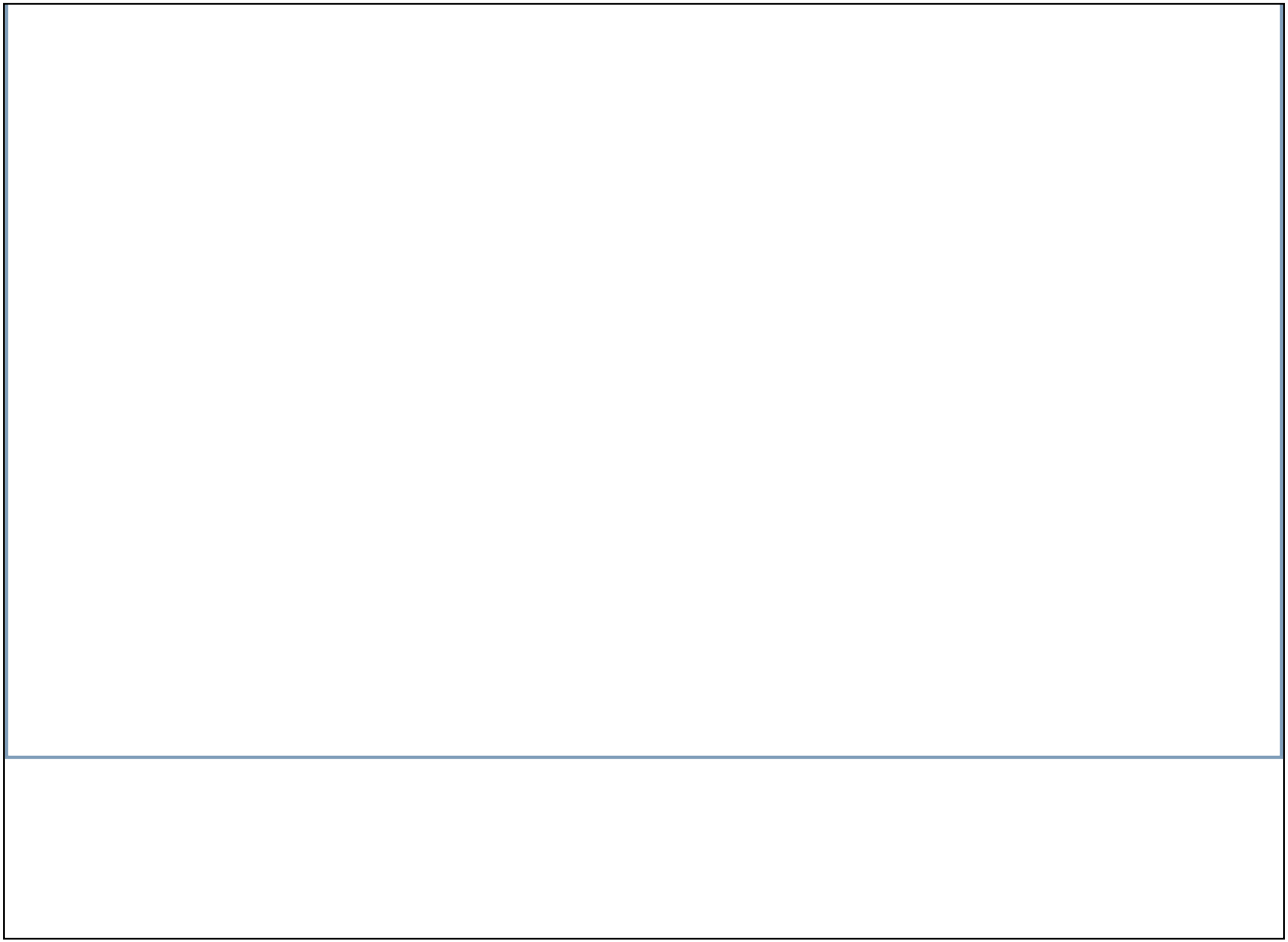

Needs Assessment Data

**4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0**

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent District Report Card**

https://screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA

**Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning.**

https://screportcards.com/overview/?q=eT0yMDE4JnQ9RCZzaWQ9NDYwMzAwMA

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| **2018** | **81.75%** | **57.82%** | **75.51%** | **49.61%** | **91.15%** | **70.19%** |

**Definitions**

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1 School Climate*

Performance Goal:

By 2023-24 home school relationship satisfaction will improve from 64% satisfied in 2017-18 to 84% satisfied by 2024.

1.1 For 2020 increase parent teacher communication by 5%.

Analysis of Actual vs. Projected Data:

N/A

1.1.1 Set expectations for school to parent communication, quarterly reports of positive communication reported by schools.

Evidence-Based Research:

Marzano Edutopia

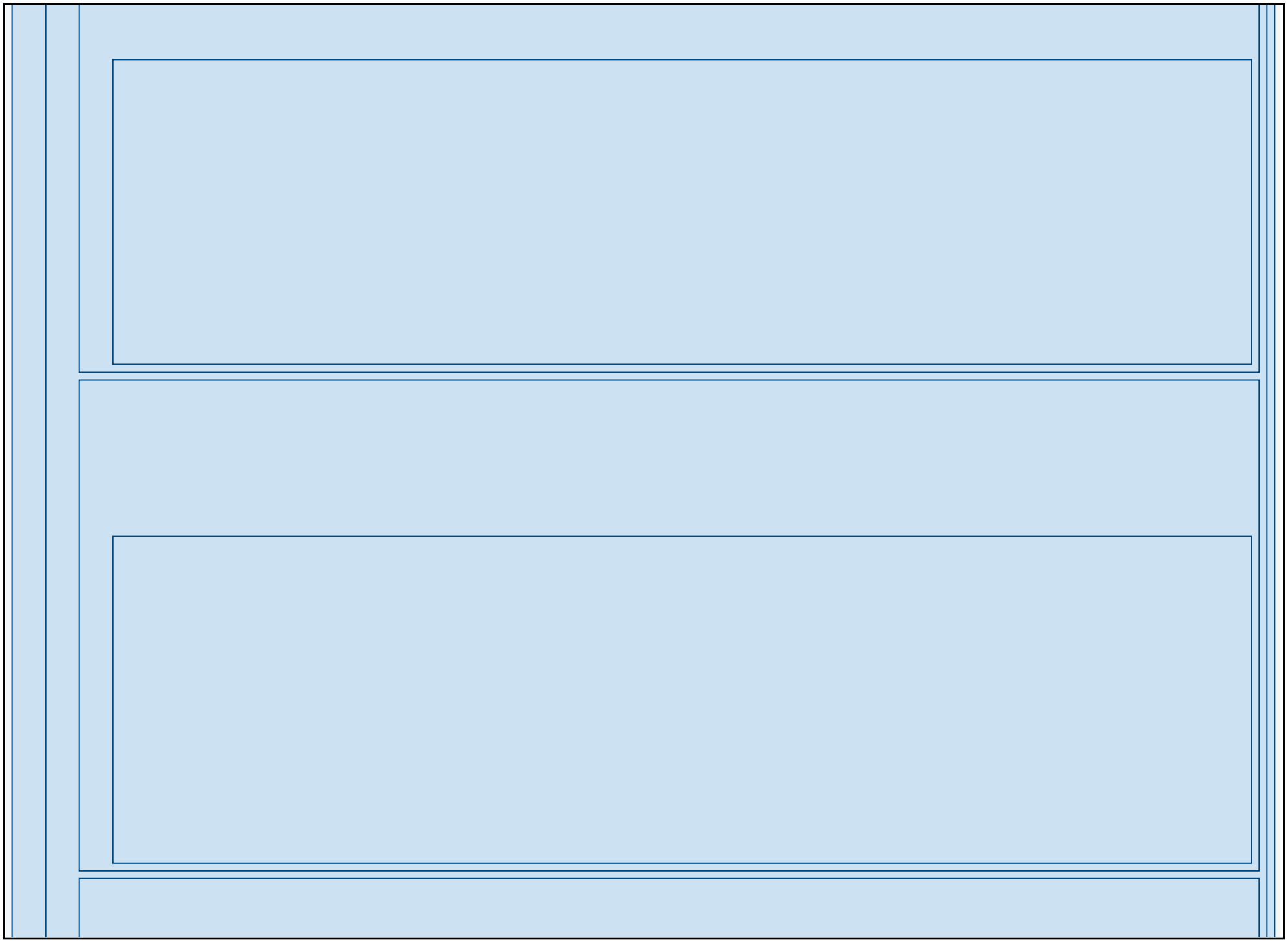
Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 1.1.1.3 Provide venue for stakeholder feedback.



Marzano Dufour https://www.google.com/url?

https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/ace/ https://casel.org/research/

2.1.6 Professional development plan, SC Climate Report, AdvancED engagement survey, Modern Teacher instructional model implementation, lab classroom orientation, ACES training

Evidence-Based Research:

https://www.acesconnection.com/g/resource-center/blog/resource-list-training-and-staff-development https://ies.ed.gov/ncee/wwc/

2.2 Student engagement will increase by 3% from 69% to 72% engaged for the 2019-20 school year as measured by the AdvancED Engagement Survey and the SC School Climate Survey

Analysis of Actual vs. Projected Data:

Baseline of 69% engaged for the 2018-19 school year, projected to 72% for the 2019-20 school year.

3 School Climate*

Performance Goal:

In 2017-18, 84% of students indicate they feel safe on campus, we will increase the % of students who feel safe by 10% in 2023-24 to 94% of student feeling safe on campus as indicated by the SC School Climate Report.

3.1 As measured by the South Carolina School Climate Report, 86% of students will report they feel safe on campus, an increase of 2% each year.

Analysis of Actual vs. Projected Data:

The 2017-18 data indicate that 84% of students feel safe on campus. An increase of 2% per year is expected of students feeling safe while on campus as reflected in the SC School Climate Report.

3.1.1 Implementation of Safe Schools modules

Evidence-Based Research:

https://www.safeschools.com/

3.1.1.1 Take a minute for safety videos implemented on high school and middle school campuses

Action Step:

Safe school video access to all students in middle and high school through morning announcements and lunch room video production.

Person Responsible:

Keith Wilks, Tony Cox

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2019

☐ 3.1.1.2 Create Safe School Videos segments for students

Action Step:

Develop content and identify specific safety topics to be created for student viewing. Drills, safety awareness, see something say something.

Person Responsible:

Wilks, Cox

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 3.1.2 Safe school video usage documented, public service announcements recorded and sent to schools, discipline incidents and referrals documented.

Evidence-Based Research:

https://www.safeschools.com/

☐ 3.1.3 SC School Climate Survey, district survey, leadership agenda focus for campus safety

Evidence-Based Research:

https://ies.ed.gov.ncee/wwc/

4 School Climate*

Performance Goal:

The district will increase the percentage of students who behave in hallways, lunchroom and school grounds as measured by the annual school climate survey, to increase from 46% to 61% who perceive students behave in unsupervised areas by 2024.

☐ 4.1 The percentage of students who perceive positive behavior in unsupervised areas will increase by 3% by 2020.

Analysis of Actual vs. Projected Data:

Baseline data from the SC School Climate report indicates that 46% of students believe students behave in unsupervised areas. It is projected for a 3% increase each year throughout this 5 year plan.

☐ 4.1.1 Assessment results from the Positive Behavior Intervention Teams (PBIS), documentation from discipline referrals, Tableau school data, student survey results, SC climate survey, PBIS trainings, PBIS incentive plans, class meetings

Evidence-Based Research:

https://ies.ed.gov/ncee/wwc/

☐ 4.1.1.1 Positive Behavior Interventions

Action Step:

Conduct assessment of PBIS implementation at each school Implement positive behavior practices in every school Review incident data from power school related to inappropriate behavior and locations Implement mentor-mentee for student/adult

☐ 5.1.1 MAP data, three administrations throughout the year; Fountas and Pinnell benchmark assessments; reading portfolios; tutoring interventions

Evidence-Based Research:

https://www.nwea.org/map-growth/ https://www.fountasandpinnell.com/ https://ies.ed.gov/ncee/wwc/

☐ 5.1.1.1 Intervention for Improved Proficiency SC READY ELA

Action Step:

Monitor percentage of elementary and middle level students at or above specified proficiency on MAP reading, which is based upon predicted correlation with SC READY

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 5.1.1.2 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Monitor Fountas and Pinnell benchmark assessment results two times per school year at the elementary level.

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 5.1.1.3 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Monitor progress of Read to Succeed students based upon assessment results at the elementary level

Person Responsible:

Missy Brakefield

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 5.1.1.4 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Monitor identified students served by district academic and reading interventionists at the elementary and middle levels for reading.

Person Responsible:

Missy Brakefield

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 5.1.1.5 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Implement reliable formative and benchmark assessment system for teachers to utilize during the academic year to measure progress.

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 5.1.1.6 Intervention for Improved Proficiency on SC READY ELA

Action Step:

Superintendent and cabinet meet with principals three times per year to discuss data. Superintendent conducts regular school visits. Implement tutoring at elementary and middle schools, including schools that may receive a rating of Below Average or Unsatisfactory on state report cards.

Person Responsible:

Chief of Academics and Accountability

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

6 Student Achievement*

Performance Goal:

Rock Hill Schools will increase the percentage of students scoring proficient on SC READY Math (Grades 3-8). The system will increase the number of students scoring a Level 2 or above in Math to 80% by 2024 as measured by SC READY.

6.1 Rock Hill Schools will increase the percentage of students scoring proficient on SC READY Math (Grades 3-8) to 76.33% for the 2019-20 school year.

Analysis of Actual vs. Projected Data:

Baseline data is 73.60% scoring level 2 or above, established in 2017, this percentage will increase to 76.33 for the 2019-20 school year.

6.1.1 Reports from benchmarks and common assessments, MAP and Tableau data, professional development sessions, feedback from exit evaluations, analysis of IREADY diagnostics, review of tutoring data

Evidence-Based Research:

https://www.nwea.org/map-growth/ https://ies.ed.gov/ncee/wwc/

6.1.1.1 Interventions for Increased Percentage of Students Scoring Level 2 or above on SC READY Math

Action Step:

Monitor the

☐ 6.1.1.2 Interventions for Increased Percentage of Students Scoring Level 2 or above on SC READY Math

Action Step:

Provide professional development for Math in Practice Intervention Continue implementation of IREADY for ESE elementary students in mathematics Implement math tutors for targeted remediation for Grades 4 and 7 in each of the elementary and middle schools throughout the year. Targeted after school tutoring will be provided for schools rating Below Average or Unsatisfactory on the SC state report card.

Person Responsible:

Math Specialists, ESE Leadership, Math Coaches

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 6.1.1.3 Intervention to Increase Percentage of students scoring Level 2 or above on SC READY Math

Action Step:

Superintendent and cabinet meet with all principals three times during the school year to discuss data and on-going student achievement for each school. Superintendent conducts regular school visits with principals throughout the year.

Person Responsible:

Superintendent

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

7 Student Achievement*

Performance Goal:

Rock Hill Schools will increase the percentage of students graduating at each high school. The graduation rate will increase to 90% by 2024.

☐ 7.1 Rock Hill schools will increase the graduation rate to 86.2% for the 2019-20 school year.

Analysis of Actual vs. Projected Data:

Baseline data indicates 83.2% graduation rate for the 2017-18 school year. Projected increase for 2019-20 is 86.2%.

Rock Hill Schools will increase the percentage of students scoring proficient on End of Course assessments in Algebra I and Biology. The system will increase students scoring a D or higher in Algebra 1 to 79%; and in Biology to 70.33% by 2024 as evidenced on SC EOC assessments. As the state shifts from English 1 to an English 2 assessment, English 2 baseline data (once determined) will be used to set future target for English 2.

8.1 Rock Hill Schools will increase the percentage of student scoring proficient on the End of Course assessments in Algebra 1 to 74.5% and in Biology to 65.42% for the 2019-20 school year.

Analysis of Actuals vs. Projected Data:

Algebra 1 baseline data in 2018 was 71.70% scoring proficient, this is projected to increase to 74.5% for the 2019-20 school year. Biology baseline data in 2018 was 60.60% scoring proficient, this is projected to increase to 1r

Person Responsible:

Instruction Dept. Math and ELA Specialists, Executive Dir. Secondary

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/23/2020

☐ 8.1.1.3 Interventions to Improve Proficiency on EOC in Algebra 1 and Biology

Action Step:

Superintendent and cabinet staff meet with high school principals during the year as well as conduct school visits to assess on-going progress and continuous improvement.

Person Responsible:

District Leadership

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

9 Teacher/Administrator Quality*

Performance Goal:

Rock Hill Schools will build capacity in its administrators and teachers to analyze and utilize quantitative and qualitative data ensuring that meaningful curriculum, instruction, assessment, and resource planning occur throughout the total school system during each academic year. This can be measured [illegible]

Approaches Expectations or Higher on SC PASS Science and Not Met 2 or Higher on SCPASS Social Studies. Level 3 or Above Meets Expectations or Higher on SC PASS Science and Met or Higher on SCPASS Social Studies.

☐ 9.1.1 Evidence of increased graduation rate and decreased dropout rate, evidence of interventions and remediation strategies at all grade levels; MAP data and Tableau dashboard data; school renewal plans and documentation of interventions; utilization of formative and summative assessment data; evidence of instructional technology resources integrated within teacher lessons and school goals; evidence of professional learning communities meeting notes and minutes at the school and district levels

Evidence-Based Research:

https://ies.ed.gov/ncee/wwc/

☐ 9.1.1.1 Data analysis to design and implement specific targeted instructional plans for all students.

Action Step:

Counselors, teachers and administrators will analyze and monitor data that support and impact both the graduate and dropout rates. This includes providing strategies, interventions and remediation for students throughout the K-12 continuum. Teachers in grades K-9 will utilize MAPS assessment data to design and implement specific instructional plans for all students. Teachers in grades 3-12 will utilize SC READY, SC PASS, and EOC data in order to design and implement specific instructional plans for all students. Teachers in grades K-12 will utilize a balanced assessment system that features formative and summative assessment data in which appropriate ongoing decisions regarding instructional design, pacing, lesson plans, teacher, and reteaching occurs for each student.

Person Responsible:

Chief of Academics and Accountability, Executive Dir. Secondary, Executive Dir. Elementary

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 9.1.1.2 Data analysis to design and implement specific targeted instructional plans for all students.

Action Step:

Schools will continue the use of their school renewal plans to strategically identify instructional goals and strategies for their students on an ongoing basis. Teachers and administrators will continue to learn and implement best-practices in student-centered teaching and learning through adoption of the LEAP (Learning Environment, Equitable Resources, Achievement, Prem

Person Responsible:

Chief of Planning, Executive Dir. of Secondary, Executive Dir. Elementary

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020

☐ 9.1.1.3 Data analysis to design and implement specific targeted instructional plans for all students.

Action Step:

Teachers will receive training, resources, and support in learning and applying social and emotional learning (SEL) and student wellness strategies for their students. The district will provide content specialists and coaches at each grade level who will research, train, evaluate, model and help implement teaching strategies and materials as well as coordinate curricula between classes. This includes helping to design, implement, and evaluate programs for teaching staff development as well as visiting classrooms to provide support for teachers and help them to improve teaching methods. District will organize provide, and conduct walk-through tools to aid teachers in effective coaching, mentoring, and peer support to build effective teacher capacity in instruction and technology.

Person Responsible:

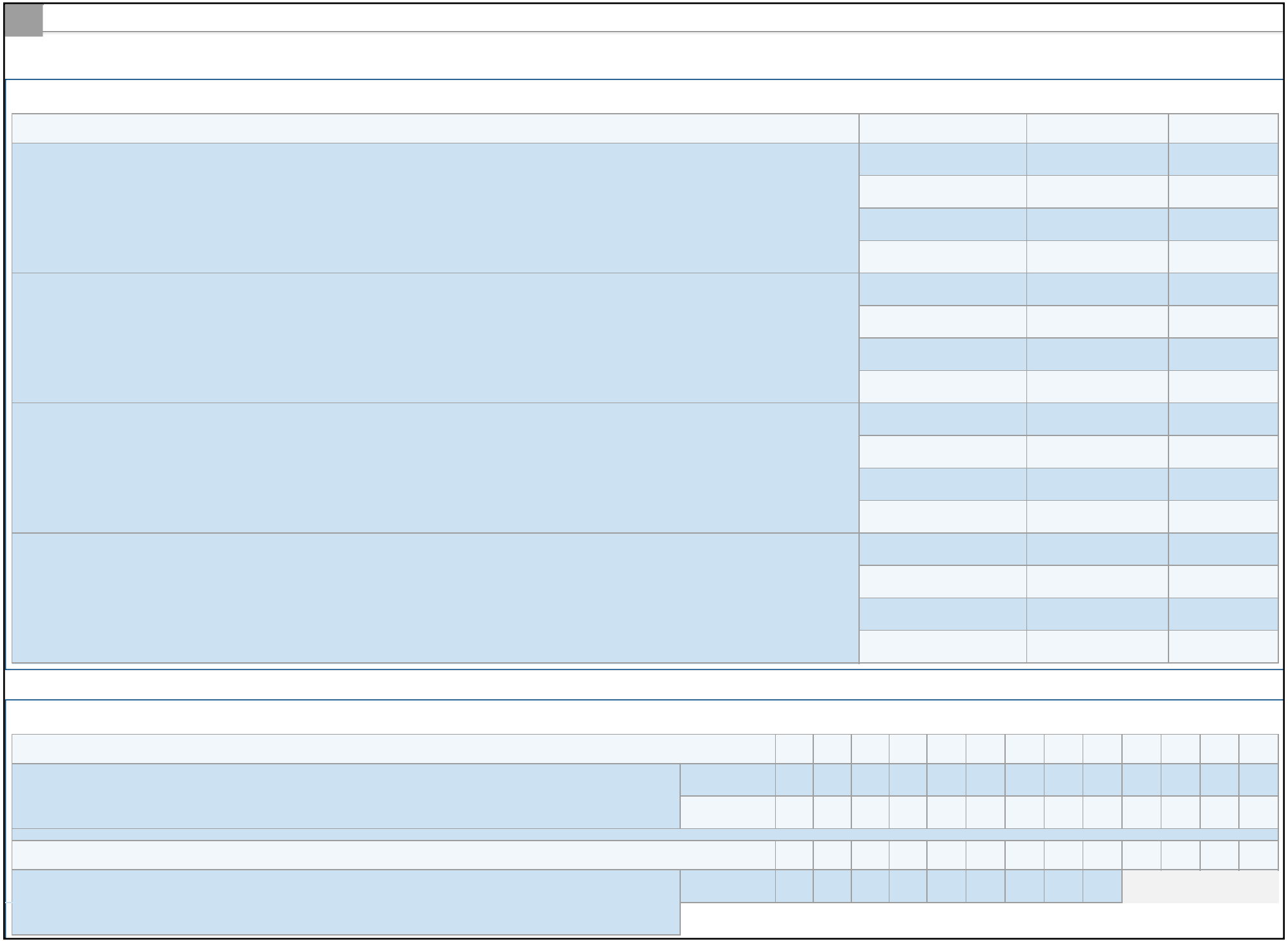
Dir. ESE, Exec. Dir. Sec., Exec. Dir. Elementary, Dir. Prof. Development

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

6/30/2020



| Grade | Use approved abbreviations for curriculum | Interdisciplinary | Dance | Music | Theatre | Visual Arts | Other |
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| Type | Document Template | Document/Link |
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| | | [redacted] |

## 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

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*** 1. Describe the district's goals/needs that precipitated the decision to use proficiency-based instruction.**

*** 2. Which schools within the district are involved?**

*** 3. How will the district determine which students are eligible to participate in a proficiency-based course? Is there an appeal process?**

*** 4. What content/vendor will be used for initial credit, credit recovery, content recovery, and/or credit through prior knowledge within the proficiency-based system? How did the district vet the content/vendor to ensure it was aligned with their goals/needs?**

*** 5. Will the district's proficiency system be used for advanced coursework, transfer students, scheduling conflicts, homebound or other areas of concern?**

*** 6. Please provide the link to the district's policy on the proficiency-based system plan.**

# Policy IJNDAA Distance, Online and Virtual Education

# Policy IJNDAA Distance, Online and Virtual Education - Rule

*** 7. How will this plan address the individual needs of students as they work toward receiving a high school diploma, moving into the workforce, and/or attending college?**

*** 9. How will the district assist students who have struggled within a traditional classroom learning environment and who are now faced with an on-line proficiency-based course that is likely at a higher instructional level be successful? What accommodations are being made for a student who has an IEP or 504 plan?**

*** 10. How will the district provide content-recovery within the traditional classroom when a student is not meeting certain standards but has not failed the course; therefore, does not need credit recovery? What best practices or alternative methods of instruction will be used to address specific performance results or trends?**

*** 11. When and how will the plan be analyzed and evaluated? At what stages will data be gathered? Who will do the analysis and evaluation, and what methods and measures will be used?**

*** 12. Explain the guidance department's procedure for communicating with the parents and students the need for a proficiency-based course.**

*** 14. Please identify by name and position the person(s) in charge of validating the on-line assignments and assessments to ensure they match the scope and sequence of the district's subject area curriculum.**

*** 15. Please identify by name and certificate number the teacher(s) in charge of students taking each proficiency-based course.**

**Alternative Programs**

**Courses/Teachers/Certificate Numbers**

## Phoenix Academy

## Courses Taught by Teachers

## 4603 - Rock Hill School District Three (York 3) (4603) Public District - FY 2020 - LEA Strategic Plan - Rev 0

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| | The district 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 district integrates technology in professional development and classroom instruction in order to improve teaching and learning. |
| * Yes ▼ | **Innovation** |
| | The district funds innovative activities to improve student learning and accelerate the performance of all students. |
| * Yes ▼ | **Collaboration** |
| | The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system. |
| * Yes ▼ | **Developmental Screening** |
| | The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location. |
| * Yes ▼ | **Half-Day Child Development** |
| | The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school. |
| * Yes ▼ | **Developmentally Appropriate Curriculum for PreK-3** |
| | The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context. |

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| Yes ▼ | **Parenting and Family Literacy** |
| | The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening. |
| [redacted]es ▼ | **Recruitment** |
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| Yes ▼ | All tenth grade students in the district have chosen a career major (Students may change their major if they desire to do so). |
| Yes ▼ | All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major.) |
| Yes ▼ | Each high school in the district is organized around a minimum of three of the sixteen national career clusters. |
| Yes ▼ | Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk for dropping out of school actually graduate from high school with a state diploma. |
| Yes ▼ | Each high school in the district has implemented High Schools That Work, or another state-approved comprehm |
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| Yes ▼ | Artistically gifted and talented students in high school (grades 9-12). |
| N/A ▼ | Academically gifted and talented students in grades 1 and 2 (optional). |

**Academically and Artistically Gifted and Talented Plan**

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| The district's comprehensive plan is aligned and coordinated with a continuum of services that addresses the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the plan: | |
| Yes ▼ | Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students; |
| Yes ▼ | Support services that facilitate student learning and personalized education; |
| Yes ▼ | Programming models that facilitate the delivery of differentiation in curriculum and instruction; |
| Yes ▼ | Classroom ratios that foster positive results; |
| Yes ▼ | Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; |
| Yes ▼ | Systematic assessment of student progress and programming effectiveness relative to goals. |

**Curriculum, Instruction, and Assessment**

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| Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for¼Ã ficient time in in | |
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| Yes ▼ | Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. (A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.) |
| Yes ▼ | Provide planning times for Gifted and Talented teachers. The standard is two hundred fifty minutes a week or the aps |
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## District Proficiency-Based System Assurances
## (SBE Regulation 43-234)

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| * Yes ▼ | **Amendments to Grants** |
| | Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties. |
| * Yes ▼ | **Use of Grant Funds** |
| | Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative. |
| * Yes ▼ | **Submission of Expenditure Reports** |
| | Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15). |
| * Yes ▼ | **Obligation of Grant Funds** |
| | Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty days after the end of the grant period. |
| * Yes ▼ | **Deobligation of Funds** |
| | After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE. |
| * Yes ▼ | **Documentation** |
| | The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims". |
| * Yes ▼ | **Travel Costs** |
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| Yes ▼ | Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; has committed a violation of federal or state antitrust statutes relating to the submission of offers; participated in the commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; |
| Yes ▼ | Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above; |
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Waiver

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

"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/

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| 1. | Teachers teaching more than four (4) preps (SBE Regulation 43-205) | |
| 2. | Teachers teaching more than 1500 minutes (SBE Regulation 43-205) | |
| 3. | High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205) | |
| Other: | SBE Regulation | |

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## Checklist

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| **6. Proficiency-Based System** | Not Reviewed ▼ | |
| 1. Responses are complete, clear and appropriate. | | |
| **7. Identification of Summer School Program Sites** | Not Reviewed ▼ | |
| 1. Responses are clear, thorough and appropriate. | | |
| **8. Assurances** | Not Reviewed ▼ | |
| 1. Responses are appropriate. | | |
| **9. Waiver** | Not Reviewed ▼ | |
| 1. Waiver documentation correct, if applicable. | | |
| **10. Related Documents** | Not Reviewed ▼ | |
| 1. Any uploaded documents are correct and appropriate. | | |