



STRATEGIC PLAN 2018-2023

Joseph Keels Elementary

Mission:

In partnership with the community, JKE creates learning opportunities by enhancing academics with real life experiences.

Vision:

Leading In... Learning,
Entrepreneurship and Character!

Our Core Values:

The Four Squares- Learning,
Character, Community and Joy-
embody everything that we do.



SCHOOL STRATEGIC PLAN SIGNATURE PAGE

SCHOOL DISTRICT: Richland School District Two

SCHOOL: Joseph Keels Elementary ; 7500 Springcrest Drive; Columbia, SC 29223

803-736-8754 https://www.richland2.org/jke

Phone Website

STRATEGIC PLAN FOR: 2018-2023 *(five years)*

Superintendent

Dr. Baron Davis

Printed Name Signature Email Date

Principal

Alvera C. Butler

Printed Name Signature Email Date

Chairperson, District Board of Trustees

Craig Plank

Printed Name Signature Email Date

Chairperson, School Improvement Council

Courtney Bailey

Printed Name Signature Email Date

Director of Planning

Will Simon

Printed Name Signature Email Date

School Read To Succeed Literacy Leadership Team Lead

Michelle Evans

Printed Name Signature Email Date

ASSURANCES FOR SCHOOL PLANS

ACT 135 ASSURANCES

Assurances checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable ACT 135 requirements.

- X **Academic Assistance, PreK–3:** The school/district 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).
- X **Academic Assistance, Grades 4–12:** The school/district 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).
- X **Parent Involvement:** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.
- X **Staff Development:** The school/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.
- X **Technology:** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X **Innovation:** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
- X **Collaboration:** The school/district (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).
- X **Developmental Screening:** The school/district 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.

ASSURANCES FOR SCHOOL PLANS (Continued)

- X **Half-Day Child Development:** The school/district 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.

- X **Developmentally Appropriate Curriculum for PreK–3:** The school/district 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.

- X **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.

- X **Recruitment:** The district makes special and intensive efforts to **recruit and give priority** to serving those parents or guardians of children, age's 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.

- X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs:** The school/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.

Dr. Baron Davis

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

Alvera C. Butler

Principal's Printed Name

Principal's Signature

Date

STAKEHOLDER INVOLVEMENT

The following persons were involved in the development of the five (5)-year strategic plan.

- 1. **PRINCIPAL** Alvera C. Butler

- 2. **TEACHER** Mezetta Huggins

- 3. **PARENT/GUARDIAN** Bakir Williams

- 4. **COMMUNITY MEMBER** Dr. Josie Bright-Stone

- 5. **SCHOOL IMPROVEMENT COUNCIL** Courtney Bailey

- 6. **OTHERS*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	NAME
SIC Member	Mari Frye
SIC Member	LaTisha McCannic
PTO President	Joy McClendon
Assistant Principal	Whitney Prowell
Assistant Principal	Patrina Smith

NEEDS ASSESSMENT DATA

Provide the link to your district's most recent School Report Card:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=4002&s=075>

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Formative Assessment Data

Measures of Academic Progress (MAP)

Table 1: Percent of Students Who Met Their Growth Target on MAP by Subject and Subgroup

Subject and Subgroups	2014-2015		2015-2016		2016-2017	
	Count	Percent	Count	Percent	Count	Percent
Mathematics	345	31.9%	384	36.7%	350	40.3%
All Students						
Ethnicity	--	--	--	--	--	--
American Indian or Alaskan Native	6	--	4	--	5	--
Asian	312	31.1%	353	35.7%	311	39.2%
Black or African American	19	36.8%	22	54.5%	26	57.7%
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	4	--	1	--	1	--
Two or More Races	4	--	4	--	7	--
White						
Gender	197	27.9%	216	37.5%	196	31.1%
Female	148	37.2%	168	35.7%	154	51.9%
Male						
Reading	346	38.7%	386	43.0%	348	49.7%
All Students						
Ethnicity	--	--	--	--	--	--

American Indian or Alaskan Native	6	--	3	--	5	--
Asian	313	38.3%	356	43.5%	308	50.0%
Black or African American	19	42.1%	22	40.9%	27	48.1%
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	4	--	1	--	1	--
Two or More Races	4	--	4	--	7	--
White						
Gender	198	38.9%	218	42.2%	195	48.2%
Female	148	38.5%	168	44.0%	153	51.6%
Male	345	31.9%	384	36.7%	350	40.3%

-- Data not reported for subgroups less than 10 students.

Summative Assessment Data

South Carolina Kindergarten Readiness Assessment

Table 2: Percent of students demonstrating readiness by subgroup

Subgroup	Count	Overall Performance	Language & Literacy	Mathematics	Social Foundations	Physical Well-Being and Motor Development
All	79	32.9%	25.3%	21.5%	48.1%	49.4%
Gender						
Female	46	32.6%	28.3%	17.4%	52.2%	56.5%
Male	33	33.3%	21.2%	27.3%	42.4%	39.4%
Ethnicity						
Asian	4	--	--	--	--	--
Afr. American	67	34.3%	28.4%	23.9%	47.8%	49.3%
Hispanic	5	--	--	--	--	--
White	--	--	--	--	--	--
Other	3	--	--	--	--	--

Lunch Status						
Free/Reduced	54	31.5%	20.4%	22.2%	44.4%	48.1%
Pay	25	36.0%	36.0%	20.0%	56.0%	52.0%
English Proficiency						
LEP	7	0.0%	0.0%	0.0%	28.6%	28.6%
Non-LEP	72	36.1%	27.8%	23.6%	50.0%	51.4%
IEP Status						
Non-Speech IEP	1	--	--	--	--	--
No IEP	78	33.3%	25.6%	21.8%	48.7%	50.0%
Pre-Kindergarten						
Head Start	4	--	--	--	--	--
PreK*	50	42.0%	36.0%	24.0%	56.0%	52.0%
None	20	15.0%	5.0%	15.0%	30.0%	40.0%
Unknown	5	--	--	--	--	--

-- Data not reported for subgroups less than 10 students.

South Carolina READY

Table 3.1: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup

Subgroup	2016		2017	
All Students	320	20.0%	280	21.4%
Gender				
Male	143	16.1%	121	14.1%
Female	177	23.2%	159	27.0%
Ethnicity				
Hispanic or Latino	19	0.0%	20	0.0%
American Indian or Alaska Native	0	--	0	--
Asian	4	0.0%	3	0.0%
Black or African American	291	18.9%	248	22.2%
Native Hawaiian or Other Pacific Islander	0	--	0	--
White	4	0.0%	8	0.0%
Two or more races	2	0.0%	1	0.0%
Disability				
Disabled	34	5.9%	33	3.1%
Not Disabled	286	21.3%	247	23.9%
Migrant Status				
Migrant	0	--	0	--
Non-Migrant	320	20.0%	280	21.4%
English Proficiency				
Limited English Proficient	12	0.0%	11	0.0%
Non-Limited English Proficient	308	19.8%	269	21.6%
Poverty				
Students in Poverty (SIP)	287	17.4%	247	19.4%

Non-Students in Poverty (SIP)	31	35.5%	31	32.3%
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-- Data not reported for subgroups less than 10 students.

Table 3.2: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup

Subgroup	2016		2017	
	Count	Percent	Count	Percent
All Students	321	22.1%	280	27.9%
Gender				
Male	144	23.6%	121	27.3%
Female	177	20.9%	159	28.3%
Ethnicity				
Hispanic or Latino	20	0.0%	20	0.0%
American Indian or Alaska Native	0	--	0	--
Asian	4	0.0%	3	0.0%
Black or African American	291	21.0%	248	27.0%
Native Hawaiian or Other Pacific Islander	0	--	0	--
White	4	0.0%	8	0.0%
Two or more races	2	0.0%	1	0.0%
Disability				
Disabled	34	5.9%	33	3.1%
Not Disabled	287	23.7%	247	31.2%
Migrant Status				
Migrant	0	--	0	--
Non-Migrant	321	22.1%	280	27.9%
English Proficiency				
Limited English Proficient	13	0.0%	11	0.0%
Non-Limited English Proficient	308	21.7%	269	27.9%
Poverty				
Students in Poverty (SIP)	288	19.5%	247	25.5%
Non-Students in Poverty (SIP)	31	38.7%	31	38.7%

-- Data not reported for subgroups less than 10 students.

SCPASS

Table 4.1: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Science by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
All Students	182	50.6%	207	41.0%	176	23.3%
Gender						
Male	83	48.2%	94	41.5%	76	33.0%
Female	99	52.5%	113	40.8%	100	16.0%
Ethnicity						
Hispanic or Latino	7	--	14	--	12	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	3	--	2	--	3	--
Black or African American	164	51.8%	187	38.5%	155	21.9%
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--
White	2	--	3	--	5	--
Two or more races	1	--	1	--	1	--
Disability						
Disabled	19	15.8%	23	--	17	--
Not Disabled	163	54.6%	184	45.1%	159	25.7%
English Proficiency						
Limited English Proficient	7	--	9	--	8	--
Non-Limited English Proficient	175	50.3%	198	39.9%	168	22.1%
Poverty						
Students in Poverty (SIP)	168	50.6%	187	37.9%	157	21.0%
Non-Students in Poverty (SIP)	14	--	20	40.0%	18	33.3%

-- Data not reported for subgroups less than 10 students.

Standards and Scale Changed for 2017

Table 4.2: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Social Studies by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
All Students	182	63.7%	207	55.5%	176	63.6%
Gender						
Male	83	62.7%	94	54.2%	76	64.5%
Female	99	64.7%	113	56.6%	100	63.0%
Ethnicity						
Hispanic or Latino	7	--	14	--	12	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	3	--	2	--	3	--
Black or African American	164	65.9%	187	55.6%	155	62.6%
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--
White	2	--	3	--	5	--
Two or more races	1	--	1	--	1	--
Disability						
Disabled	19	31.6%	23	--	17	23.5%
Not Disabled	163	66.9%	184	60.3%	159	67.3%
English Proficiency						
Limited English Proficient	7	--	9	--	8	--
Non-Limited English Proficient	175	64.0%	198	56.1%	168	62.5%
Poverty						
Students in Poverty (SIP)	168	63.0%	187	55.1%	157	63.7%
Non-Students in Poverty (SIP)	14	--	20	35.0%	18	38.9%

-- Data not reported for subgroups less than 10 students.

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 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
<p><i>Early Childhood/Primary (PK–2):</i></p> <p>During the 2017 Fall administration of KRA, 25.3% of our kindergarten students demonstrated readiness in Language & Literacy and 21.5% demonstrated readiness in Math.</p> <p>Kindergarten students who receive subsidized meals demonstrated 20.4% in Language & Literacy, 22.2% readiness in Math.</p> <p>Based upon our KRA data and the needs of our incoming Kindergartners, we will continue to monitor and increase our intervention support in the early grades to ensure that all of our students are ready to meet the grade level expectations.</p>
<p><i>Elementary School (3-5)Elementary/Middle (3-8):</i></p> <p><i>ELA and Math:</i></p> <p>During the 2017 spring administration of SC Ready, 21.4% of our third-fifth grade students scored met or exceeds in ELA. This was an increase from 20.4% the previous year. We recognize that the increase was minimal and that our student’s scores fall below expectations for student achievement on grade level. We will continue to focus on improving student achievement in ELA by providing more professional development support for teachers, a more literacy-rich environment and literacy intervention. Our kindergarten began utilizing Open Court this school year and it is our plan to add Open Court to first grade starting in the 2018-19 school year to ensure that all of our students have</p>

a solid phonics background. In addition, we will continue to strive to improve student achievement within all of our subgroups.

During the 2017 spring administration of SC Ready, 27.9% of our students scored met or exceeds in Math. This is up from 22.1% the previous year. Although the 5% increase is marginal, it does represent growth towards our overall expectations and goal of 50% of our students meeting or exceeding on SC Ready Math. We will continue to work with teachers through professional development to improve in the implementation of effective math strategies.

Although we are currently below the district and state averages we are pleased that our students continue to show growth and we are committed to continued work towards the 50% target. Our administration and teachers will continue to work closely with our district content specialists to ensure that the instruction in ELA and Math is fully aligned to the standards specifically in the areas of reading comprehension, text-dependent analysis, and measurement & data analysis.

Science and Social Studies:

During the 2017 spring administration of SC PASS, 23.3% of our fourth and fifth graders scored met or exceeds in Science.

During the 2017 spring administration of SC PASS, 63.6% of our fourth and fifth graders scored met or exceeds in Social Studies.

The SC PASS data in Social Studies has improved over the past three years. The SC PASS Science scores have declined. The administration and teachers are working closely with our district content specialists to ensure that instruction in Science and Social Studies is fully aligned to the standards and that our scores move toward the district and state expectations.

Middle School (6-8)

N/A

High School (9-12)

N/A

Teacher/Administrator Quality

Joseph Keels is the elementary school in our district with the highest poverty rate. Currently 98% of students at Joseph Keels receive subsidized meals. Joseph Keels faces many of the common problems that high poverty schools face. Teachers serving in a Title One school tend to face more challenges and teacher burnout occurs at higher rates. We will continue to maintain high expectations for teachers and seek and retain the very best teachers at Joseph Keels..

We will continue to provide quality professional development for our teachers to help improve student achievement. Professional development will be specific to school goals and differentiated for our teachers to ensure that we are meeting the learning and socio-emotional needs of our students while also meeting the needs of our teachers.

School Climate

Perception data is very important way to gain insight from all stakeholders to understanding our climate. Based on our 2017 climate survey data, the following trends were noted:

- The percent who were satisfied with home-school relations is down from the prior three years with parents and teachers but up for students: 88.3 % of students were satisfied, 60.4% of parents were satisfied, 46.2% of teachers were satisfied.
- The percent who were satisfied with the learning environment at our school increased over the last three years for students and parents: 88.3% of students were satisfied, 86.6% of parents were satisfied, 86,6% of teachers were satisfied.
- The percent who were satisfied with the social and physical environment at our school increased over the last three years with students and parents: 87.2% of students were satisfied, 83.4% of parents were satisfied, 61.5% of teachers were satisfied.

Overall, our stakeholders are satisfied with our school climate. We were pleased to see an increasing trends in satisfaction in our learning, social, and physical environments. We will continue to work on strategies to improve home-school relations. After looking at additional survey data, we have identified that specifically this area is the

classroom, home communication, and teacher morale.. We will continue to focus on ways to improve this with our stakeholders.

District Priorities

Joseph Keels aligns are goals and priorities to our district priorities and framework. Our professional development and all of our practices are aligned to learning, character, community, or joy, our district's four squares of success.

Gifted and Talented

Joseph Keels Elementary offers our district's ALERT program which serves students second through fifth grades that are identified as gifted and talented by the state of South Carolina. Our number of identified students has doubled over a 3 year trend. Additionally, we utilize the Total School Cluster Grouping model from Purdue University to grow our number of students in normally underrepresented populations who, over time, meet gifted qualifications.

LEARNING

Learning is the cornerstone on which all that we do at Joseph Keels is built. We strive to provide innovative learning environments in which all partners can acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

ACHIEVEMENT GOAL

Using baseline data obtained from 2017-2018 SC Ready scores, Joseph Keels will work to ensure students' academic success by increasing academic achievement in all areas as evidenced by State and District testing:

2018 - 5% increase;
2019 - 7% increase;
2020 - 10% increase;
2021 - 12% increase;
2022 - 15% increase

- ★ **STUDENT OUTCOME** = Our students perform among the highest scorers in the nation on key measures of success.
- ★ **STAFF OUTCOME** = Our staff participate in on-going, relevant professional learning experiences.
- ★ **COMMUNITY OUTCOME** = We collaborate with our partners to provide learning opportunities for community members.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Tiered intervention support (RTI) provided to qualifying students.	Administration Lead Intervention Teacher, Reading Coach and Instructional Assistants	Quarterly Data Reviews	Progress monitoring data	2018-2022 Jumpstart students begin in August, New students begin after BOY data is collected	Instructional Assts. (4) RTI Certified Teacher	General Budget/Title 1/338
After school and summer programs providing additional academic support will be available to qualifying students.	Administration	Standardized Test and Benchmarks	Lesson Plans Observations	2018-2022 Year Round	100K	Title 1 and 21st CCLC Grant

Professional development plan designed based on best practices and needs assessment.	Administration Reading Coach TLC	100% of teachers will attend professional development sessions.	Sign in sheets	2018-2022 Once a Month at Staff Meetings Half-Days	Varies	Title 1
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LEARNING

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TALENT GOAL

Joseph Keels will enhance our college and career readiness of students by increasing the percentage of teachers with advanced degrees as reported on the school report card:

2018- 5% increase

2019- 10% increase

2020- 15% increase

2021- 20% increase

2022- 25% increase

- ★ **STUDENT OUTCOME=** Our students benefit from the opportunity to identify their gifts and talents and have the opportunity to pursue a passion.
- ★ **STAFF OUTCOME=** Each employee identifies a passion and pursues that passion while working at Joseph Keels.
- ★ **COMMUNITY OUTCOME =** Community members benefit from students who are taught by teachers with some of the highest credentials.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Achievement Walls prominently displaying the teachers with advanced degrees.	Administration	The achievement wall will be updated quarterly to highlight accolades achieved by staff.	Wall Display	2018-2022 Ongoing	N/A	N/A

Recognition Programs for teachers with advanced degrees.	Administration Designated Faculty/Staff	Staff will be recognized quarterly for academic achievement.	Programs Invitations to Events Pictures	2018-2022 Ongoing	\$300 per year	Principal Discretionary
College recruiters from local colleges and universities will be invited to speak with staff about the graduate level programs.	Administrators Teachers	College recruiters will be invited to come out to speak to teachers quarterly.	Sign-in Sheets Transcripts	2018-2022 Ongoing	N/A	N/A

LEARNING

Learning is the cornerstone on which all that we do at Joseph Keels is built. We strive to provide innovative learning environments in which all partners can acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

CULTURE & ENVIRONMENT GOAL

Joseph Keels will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.

- ★ **STUDENT OUTCOME = We maintain a student centered environment that fosters collaboration and supports learning.**
- ★ **STAFF OUTCOME = Our staff create and maintain an environment that promotes collaboration and supports learning for students and all other partners including themselves.**
- ★ **COMMUNITY OUTCOME = Collaboration with our community partners expands and increases learning opportunities for students, staff, and community members.**

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Cubs, Cokes and Conversations (C3)	Administrators Reading Coach Technology Coach	C3 will be held once a month with teachers new to Keels along with academic	Sign-In Sheets Teacher Reflection	2018-2022 Ongoing	\$1,000 per year	Principal Discretion

		coaches, administrators, and invited guest speakers.				
Megabyte Monday	Technology Learning Coach	Technology Coach will meet with teachers biweekly to share new tech tips to enhance technology education in the classroom.	Sign-In Sheets Teacher Surveys	2018-2022 Ongoing	N/A	N/A
PLCs	Administrators Instructional Coaches	Topics for PLCs based on needs of staff and goals for the school/district	Sign-In Sheets Teacher Surveys	2018-2022 Ongoing	N/A	N/A
Increase attendance to Parent University	Administrators Parent Educator	Parents will sign in for each parent university.	Sign-In Sheets Parent Surveys	2018-2022 Ongoing	\$1500 per year	Principal Discretion
Common Planning to grade level teachers to promote collaboration.	Administrators	Grade level teachers will have common planning periods to promote collaboration.	Team minutes will be shared with admin team.	2018-2022 Ongoing	N/A	N/A
Increase partnerships within the community.	Administrators Parent Educator	Increased number of community volunteers signed up to take an active part of various programs.	Listing documents partnerships	2018-2022 Ongoing	N/A	N/A

COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Joseph Keels community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

**ACHIEVEMENT
GOAL**

Joseph Keels will maximize opportunities for partners to collaborate and work together for the greater good.

- ★ **STUDENT OUTCOME = Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support the Richland Two community.**
- ★ **STAFF OUTCOME = Our employees support and serve as leaders in community organizations, building their capacity to support the mission and vision of the district while bettering the community.**
- ★ **COMMUNITY OUTCOME = We capitalize on mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose.**

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Girls with Pearls and Grooming for Greatness Mentoring Groups to provide Service Learning Activities. As a result, we are increasing the opportunities for students to partner with the community and providing services that will strengthen and support our community.	Asst. Principal (Responsible for Mentoring Programs) Designated Faculty/Staff Members	Improved behavior and academic achievement.	Participation in pre-scheduled mentoring sessions, field studies, and service projects.	2018-22 Ongoing	\$2500	Title 1
School Improvement Council	Administration, Community Members, Faculty and Staff Members	Monthly SIC Meeting, Increase members attending state SIC Meeting	Monthly Meeting Minutes, State SIC Compliance, Apply for Dick and Tunky Riley Award	2018-22 Ongoing	N/A	N/A
Increased publicizing of student and school level accomplishments.	Administration School News Coordinator Administrative Asst. Faculty and Staff	Increased presence in: School Newsletters, School Marquees	Monthly monitoring to check for updated information in all school level and	2018-22 Ongoing	N/A	N/A

		Blackboard Connect Ed, Local Newspapers, Facebook, Twitter	community publications			
Table Talkers (Community Members), Kappa Alpha Psi, Columbia Alumni Chapter Lunch Buddies Partnership	Assistant Principal Community Members, Parent Educator, School Counselor	Increase the number of community members participants	Lobbyguard Volunteer Hours Records	2018-22 Ongoing	N/A	N/A

COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Joseph Keels community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

TALENT GOAL

Joseph Keels will strive to identify and maximize the collective talent of our partners.

- ★ **STUDENT OUTCOME=** We help our students identify their talents and share them with our community.
- ★ **STAFF OUTCOME=** Our staff identifies their talents and uses them to assist our students in pursuing personal pathways to purpose.
- ★ **COMMUNITY OUTCOME =** Community members share their gifts and talents with Joseph Keels students and employees.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Student Council	Administration, Designated Faculty and Staff Members	Community Service Projects that require Student Council members to use and/or develop talents in order for effective execution	Student council elections held annually with representatives from every grade level	2018-22	N/A	N/A

Market Week Town Hall	Administration, School for Entrepreneurial Leadership(SEL) liaison, Faculty and Staff Members	Each grade level will have a guest speaker or focus for Market Week Town Hall Meetings who will share gifts and talents that will contribute to greater student understanding of our objectives as it relates to our school wide magnet of Entrepreneurial Leadership.	Team Leaders will plan and share Market Week Town Hall Presenters/Focus Area Information with Magnet Liaison and Administration prior to Market Week's Town Hall for approval.	2018-22	N/A	N/A
Table Talkers, Kappa Alpha Psi Lunch Buddies and Community Relations Council partnerships allow for increased opportunities for community members to share gifts and talents with JKE students.	Administration, Parent Educator	Monthly lunches are pre-scheduled in order for community members to eat lunch on a consistent basis with students with the focus of mentoring	Monthly scheduled lunches	2018-22	N/A	N/A
Increase opportunities for students and staff to share their talents to our local community. (Chorus, Strings, Student Council, Girls With Pearls, Grooming for Greatness , and Faculty and Staff Members)	Administration, Students, Faculty and Staff	School Wide and Community Based Performances, Parent University Workshops presented by Faculty and Staff Members, Faculty and Staff Members participation in school initiatives	Faculty and Staff Planning Calendar, Participation Logs, Feedback from Community Members and Partnerships, Surveys	2018-22	N/A	N/A

COMMUNITY

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**CULTURE &
ENVIRONMENT
GOAL**

Joseph Keels will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.

- ★ **STUDENT OUTCOME =** In all classrooms, it is evident that every student is valued and appreciated.
- ★ **STAFF OUTCOME =** A highly qualified, premier teacher is in all classrooms in our school.
- ★ **COMMUNITY OUTCOME =** We maximize opportunities to bring the community together and lead the way in enhancing our local community.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Maintain a diverse faculty and staff where all teachers are highly qualified.	Administration	Early hiring and screening of applicants, provide a variety of support for teachers for professional and personal growth	Surveys, Diverse Faculty and Staff Roster	2018-22	N/A	N/A
Increase opportunities for students and faculty and staff to celebrate positive displays of character, attendance and academic growth and professional growth.	Administration, Team Leaders, Faculty and Staff (Schoolwide Committees)	Prominent Displays or Achievements, Tireless Teacher and Support Staff Superstar Wall, Certificates, and Recognition Ceremonies, Personally written notes from Administrative Team	Surveys, Community Feedback and Response, Academic Growth on Benchmarks, State Testing, and SDE Report Card Ratings	2018-22	N/A	N/A

Grandparent Support Group	Administration Parent Educator	Grandparent Support Group Meetings w/ guest speakers and/or focus areas that bring relevant and meaningful information to the group, Grandparent Support Group Field Trips, i.e. R2i2 Tour, State Fair, Community Line Dancing, etc., Grandparents provide support to school-wide initiatives	Attendance, Surveys, Community and School feedback and responses	2018-22	N/A	N/A
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CHARACTER

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

ACHIEVEMENT

GOAL

Using baseline data obtained from 2017-2018 discipline referrals and culture and climate surveys, Joseph Keels will encourage our students to demonstrate a high level of ethical character within and outside of the JKE community as measured by a decrease in discipline referrals and suspensions and an increase in positive culture and climate:

Discipline referrals and suspensions; Culture and climate

2018 - 20% reduction; 5% increase
 2019 – 35% reduction; 7% increase
 2020 – 50% reduction; 10% increase
 2021 – 70% reduction; 12% increase
 2022 - 80% reduction; 15% increase

★ **STUDENT OUTCOME** = Our students excel in developing and applying the Life and Career Characteristics of the South Carolina Graduate: Integrity; Self-direction; Global

perspective; Perseverance; Work ethic and interpersonal skills.

- ★ **STAFF OUTCOME = Our staff consistently model strong character traits, serving as role models for our students and each other.**
- ★ **COMMUNITY OUTCOME = We work with our community partners to provide opportunities for students and staff to contribute to society.**

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Reinforce school-wide behavior expectations	Administrators Teachers and staff	By 2022, 100% of JKE will be able to recite the Code of Conduct.	Grade level meetings to review behavior expectations. Monthly review of discipline data.	2018-22 Ongoing	N/A	N/A
Continue supporting mentoring programs and increase participation.	Administrators Parent Educator School Counselor	Increased number of students participating in mentoring programs	Listing of students and mentors.	2018-2022 Ongoing	\$500 per year	Principal's Discretion
Class Guidance Lessons	School Counselor	Lesson plans with a focus on the Life and Career Characteristics of the South Carolina Graduate	Guidance lessons scheduled for the year on school calendar. Career Day	2018-2022 Ongoing	\$300 per year	Principal's Discretion
Provide learning opportunities through jobs in SEL that relate to student learning, responsibilities and standards	Administrators SEL Lead Teacher Teachers	By 2022, 100% of JKE teachers will consistently implement features of SEL (classroom jobs, businesses, etc.) as measured by classroom observations and student work	Yearly training/overview of SEL. Classroom lessons geared towards SEL. Market Week scheduled on Calendar	2018-22 Ongoing	\$5,000 annually	Principal Discretion

		samples.				
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CHARACTER

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TALENT

GOAL

Joseph Keels will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.

- ★ **STUDENT OUTCOME=** Our students serve as ambassadors for Joseph Keels by modeling the core values of the district: Learning; Character; Community and Joy.
- ★ **STAFF OUTCOME=** Our staff demonstrate a commitment to the district’s core values, model positive character traits and help students develop those traits as well.
- ★ **COMMUNITY OUTCOME =** Our community provides a safe, secure and inviting place to live which attracts and retains partners who are contributing members of society and positive role models for our students.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Grooming for Greatness	Sponsor (Administrator) Community Partners	4th and 5th grade members of 100% 100% of Grooming for Greatness will continue to meet biweekly with community members and mentors	A listing of student participants and a summary/overview of each session.	2018-2022 Ongoing	\$500	Principal Discretion
Girls with Pearls	Sponsors	100% of Girls with Pearls will meet focus	A listing of student participants and a	2018-2022 Ongoing	\$500	Principal Discretion

		on positive character traits.	summary/overview of each session.			
Continue supporting Student Council, Girls with Pearls and Grooming for Greatness and increasing opportunities for these students to lead.	Administrators Student Council, Girls with Pearls, and Grooming for Greatness Sponsors	100% of Members trained to serve as student ambassadors.	Listing of events that, members serve as participants	2018-2022 Ongoing	N/A	N/A
Table Talkers (5th Grade Lunch Buddies)	Administrator Selected Classroom Teacher	Increased number of community members participating in Table Talkers Program	Listing of confirmed Table Talker.	2018-2022 Ongoing	N/A	N/A
Lunch Buddies with Columbia Alumni Chapter of Kappa Alpha Psi	Administrator Parent Educator	Increased number of students participating in Lunch Buddy Program	Listing of students participating in lunch buddies program.	2018-2022 Ongoing	N/A	N/A

CHARACTER

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

CULTURE & ENVIRONMENT

GOAL

Joseph Keels will work to maintain a culture and environment that reinforces positive character traits.

- ★ **STUDENT OUTCOME =** From pre-kindergarten through fifth grade, our students participate in character education.
- ★ **STAFF OUTCOME =** Our staff participates in character education and model positive behavior to students.
- ★ **COMMUNITY OUTCOME =** We partner with the community to provide character education programs, and we recognize community members who model positive behavior for our students and staff.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
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Classroom Guidance lesson plans will have a focus on positive character traits.	School Counselor	By 2022, 100% of Joseph Keels students will be exposed to opportunities to demonstrate a high level of ethical character within and outside of the Joseph Keels community.	Guidance lessons scheduled for the year on school calendar. Career Day	2017-2022 Ongoing	N/A	N/A
Staff Recognition	Administrators Faculty and Staff	Monthly recognition of Support Staff and Tireless Teacher	Faculty and Staff nominations	2017-2022 Ongoing	\$200 per year	Principal Discretion
Increased community partnerships and recognition programs of partners	Administrators Parent Educator	Each year increase the number of community partners participating in mentor programs. Host 1 recognition program for community partners each year.	Listing of community partners	2017-2022 Ongoing	\$750	Principal Discretion

JOY

What is success without celebration? We value the practice of honoring our accomplishments. Sharing in the joy of a job well done promotes future success. The Joseph Keels family takes time to revel in the great achievements made by all of our partners. A joyful environment produces happy and productive people who embrace innovation and learning.

ACHIEVEMENT GOAL

Joseph Keels will celebrate and recognize the achievement of all partners.

- ★ **STUDENT OUTCOME = We celebrate and recognize our students for growth and achievements in academics, arts, athletics, and service.**
- ★ **STAFF OUTCOME = Our staff earn celebrations and recognition for demonstrating growth and excellence.**
- ★ **COMMUNITY OUTCOME = We honor community partners for maximizing their gifts and talents.**

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Increased student celebrations for academic achievement .	Administration	One major celebration quarterly	Honor Roll Recognition MAP Celebrations SEL Showcases	2018-2022	\$1500	Title 1
Increase opportunities for staff to be recognized for excellence	Administration	Monthly recognitions	Tireless Teacher, Support Staff Superstar, Recognition of additional degrees earned, Recognition of NBCT, Improved Student Achievement	2018-2022	\$500	\$500
Increase opportunities to celebrate community members that have partnered with JKE throughout the year.	Administration PTO	Quarterly Celebrations	Lunch Buddies, Table Talkers, Mentors, Speakers	2018-2022	N/A	N/A

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TALENT GOAL

Joseph Keels will consistently look for ways for our partners to experience joy while learning and working.

- ★ **STUDENT OUTCOME= Our students benefit from multiple opportunities to discover their passions.**
- ★ **STAFF OUTCOME= Our staff participate in ongoing professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.**

★ **COMMUNITY OUTCOME = In joyful settings, we offer community members opportunities to share their gifts and talents with Joseph Keels students and employees.**

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Increase the attendance at staff gatherings.	Administration Hospitality Team	100% of staff members will be invited and encouraged to come to staff gatherings	Marketing and advertisements for events, to include emails and other invitations	2018-2022	N/A	N/A
Increase the number of family events for students.	Administration PTO SIC Teachers	2 events per quarter	Chick- Fil A Night, Donuts with Dads, Muffins with Moms, Game Nights, Parent Universities, Report Card Pick Ups, Dances, etc.	2018-2022	\$2500	Title 1
Increase the attendance by community members (established JKE volunteers) at our family events.	Administration PTO SIC Teachers	All established JKE volunteers will be invited to family events	Marketing and advertisements for events, to include emails and other invitations	2018-2022	N/A	N/A
Increase the number of activities for staff geared toward developing and maintaining a healthy work/personal-life balance.	Administration School Nurse	Quarterly activities with a focus on staff maintaining a healthy work/personal-life balance	Biggest Loser Competition Exercise Class/Event	2018-2022	N/A	N/A

JOY

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**CULTURE &
ENVIRONMENT
GOAL**

Joseph Keels will strive to have a joyful and productive environment for all partners.

- ★ **STUDENT OUTCOME =** We ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning.
- ★ **STAFF OUTCOME =** Our staff participate in regular motivational and inspirational activities.
- ★ **COMMUNITY OUTCOME =** We maximize opportunities to bring the community together.

Strategy	Responsibility	Measure	Accountability	Timeline	Estimated Cost	Funding Source
Increase opportunities for staff to participate in motivational and inspirational activities.	Administration	Monthly Celebrations	Tireless Teacher, Support Staff Superstar, Achievement Wall, News show announcements, C3	2018-2022	N/A	N/A
Increase the number or community events.	Administration Teachers PTO	Quarterly Events that involve our local community	RCSD High 5, Speakers at SEL Town Hall, Programs at the school	2018- 2022	N/A	N/A
Provide an adult mentor for students who benefit from such relationships.	Administration Guidance Counselor	Each identified student will be provided a mentor	List of mentor/mentee partnerships	2018-2022	N/A	N/A



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

A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

- A Comprehensive System of Assessment
 - Summative Assessment

- SC Ready, MAP
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominic
 - Star Reading
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	X	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations **Data Meetings, PLCs, Mastery Connect/TE21, Easy CBM, MAP
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	X	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input type="checkbox"/>	X	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	X	<input type="checkbox"/>	

B. This school provides 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.

Lenses of Assessment Assessing for Supplemental Instruction				
<ul style="list-style-type: none"> ● Reading Process ● Small Group and Individual 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	X	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with

<p>B2. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<p>look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.</p> <p>*Each teacher has goal setting sheets for each student. Goals are set and revisited on half days.</p>
<p>B3. Teachers provide targeted, effective in-class intervention which</p> <p>-must provide individual and small-group instruction; and</p> <p>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>*Benchmark Data Analysis and small/flexible group instruction</p> <p>*Lesson plans show intervention group based on skills.</p>

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<p>C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<p>Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls</p> <p>*Parent Universities, Newsletters, etc.</p>

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	X	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans *Lucy Calkins implementation * Independent Reading and Writing
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	X	<input type="checkbox"/>	
D3. Teachers use shared reading experiences (literary texts and	<input type="checkbox"/>	<input type="checkbox"/>	X	

informational texts) to scaffold success and build fluency.				
D4. Teachers use shared writing experiences to scaffold student success and build fluency.		X		

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment				
Assessing for Research-Based Instructional Practices:				
<ul style="list-style-type: none"> • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy • Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D5. 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"/>	Teacher Observations, Schedules, Lesson Plans
D6. 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"/>	
D7. 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"/>	
				*PLC on planned lessons and congruency with standards

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy

Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	X	<input type="checkbox"/>

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.

Lenses of Assessment

Assessing for Reading Engagement:

- Student Choice
- Large 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 a variety of genre

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	X	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries, *Scheduled Media Center classes for all classes weekly, which increased the frequency of opportunities for student choice of book selections.
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed 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"/>	X	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	X	<input type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	X	

F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment				
Assessing for 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 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach 	<input type="checkbox"/>	<input type="checkbox"/>	X	Agendas, Sign-in Sheets for PLCs, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans

<ul style="list-style-type: none"> ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 				
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	

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Lenses of Assessment				
Assessing for 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"> ● County libraries are used to increase the volume of reading in the community over the summer ● State and local arts organizations ● Volunteers ● Social service organizations ● School media specialists 	<input type="checkbox"/>	<input type="checkbox"/>	X	Sign-in Logs, Plans for the Partnerships to include Service Learning, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer *Student use of Overdrive (access to audio books) at Richland County Public Library

G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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H. This school embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • 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:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	X	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
H2. Teachers integrate content-specific reading, writing, and researching into ELA in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	X	<input type="checkbox"/>	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on	<input type="checkbox"/>	<input type="checkbox"/>	X	Evidence: Class Schedule and Master Schedule

reading, writing, and researching.				
H4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	X	*Classroom Libraries and leveled literacy closet
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	X	*Leveled Literacy Closet for use of Leveled Readers for Independent and Guided Reading
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	X	*Bulletin board displays

Analysis of Data

Strengths	Possibilities for Growth
Opportunities for parent involvement via Parent Universities, conferences, and information shared via class and school newsletters.	<p>**Teachers will work together with teams (admin/reading coach) to collect and analyze data, establish goals to create action plans for students.</p> <p>*Revisit Triad departmentalization</p>

<p>Our school participates in planned partnerships with various organizations to include the Richland County Library, the Columbia Fireflies, Read with the Gamecocks, and community members.</p> <p>We have large blocks of time built in our schedule to foster reading and writing instruction.</p> <p>Classrooms are literacy rich.</p>	<p>*Increased implementation of literacy research based strategies in all content areas (i.e. inquiry and strategic reading strategies)</p>
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Goals and Action Steps Based on Analysis of Data

<p>Goal #1: Teachers will work together monthly with teams (admin/reading coach) to collect and analyze data and establish goals to create action plans for students.</p>	<p>Action Steps: Teachers will continue to participate in PLCs that will focus on reading and writing strategies based upon student data.</p> <p>Teachers will continue to meet with admin to review data and share action plans for student improvement.</p> <p>Teachers and admin will continue participate in researched-based professional reading that has focus on reading and writing achievement.</p>
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<p>Goal #2:</p>	<p>Action Steps:</p>
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Goal #3:	Action Steps:

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.