

Killian Elementary STEAM Leaders Magnet STRATEGIC PLAN



KILLIAN
ELEMENTARY



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Kevin Wimberley Printed Name	Signature	Email	Date
Director of Planning			
Will Simon Printed Name	Signature	Email	Date
School Read to Succeed Literacy Leadership Team Lead			
Rita Raley 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

Stacey M. Franklin

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** Stacey M. Franklin
2. **TEACHER** Felecia Watson
3. **PARENT/GUARDIAN** Delcia & Bobby Gamble
4. **COMMUNITY MEMBER** Toni Norton
5. **SCHOOL IMPROVEMENT COUNCIL** Kevin Wimberly
6. **OTHERS*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	NAME
University of South Carolina Professor	Dr. Stephen Thompson
Magnet Lead	Nancy Diggs
CiCi's Owner/Operator	Mitch Uehling
Team Leader	Karly Stevens
Team Leader	Courtney Rector
Team Leader	Felecia Watson
Team Leader	Wendy Harris Young
Team Leader	Tracy Mitchell
Team Leader	Kendra Waring
Assistant Principal	Carrie Murray

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

School's Purpose

Newly opened in 1998, our vision at Killian is that we will provide every student who enters our doors the opportunity for academic excellence. Through innovative programs, quality instruction, and high expectations as it relates to teaching and learning, we will provide our students with the skills necessary to become productive citizens in society.

Our school has constantly experienced great change as a result of the mobility of our surrounding neighborhoods. Student and family demographics have changed significantly as the school has become more racially isolated and socioeconomic levels have declined. Low to moderate income houses are springing up which attract many families with young, school-aged children. An accompanying increase in the need for additional services to meet our families needs, including special education, parent education issues, and social services, has been apparent.

Our Mission:

Killian Elementary School, with the support of its parents and community, dedicates itself to providing optimal instruction and a challenging curriculum, in a safe, nurturing environment, that will prepare students to be productive citizens in a global society.

Vision:

To prepare our students to become responsible 21st Century leaders and citizens in a global society.

Beliefs:

Students:

We believe all students are capable of learning, especially when provided authentic and engaging opportunities.

Teachers:

We believe teachers facilitate student learning by creating positive and effective classroom communities and by collaborating with colleagues and parents.

Parents

We believe parental involvement is a significant component to students' academic performance and success.

Community:

We believe developing partnerships with local businesses, organizations, and the community is important to our school's success.

Learning:

We believe 21st Century learning is best achieved in a nurturing, authentic, and collaborative environment.

Administration:

We believe administrators' support is necessary to empower faculty, staff, parents, and the community to prepare 21st Century learners.

Killian I Can Statements

- 1) Lead by example
- 2) Do my personal best
- 3) Consider other's needs
- 4) Be a team player

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=086>

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 shows the percent of students who met their reading and math growth target for the 2014-2015 through 2016-2017 school years by subgroup.

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						
All Students	413	42.9%	395	33.7%	447	44.7%
Ethnicity						
American Indian or Alaskan Native	--	--	1	--	2	--
Asian	1	--	1	--	1	--
Black or African American	346	41.6%	333	32.4%	374	45.5%
Hispanic or Latino	32	53.1%	24	29.2%	27	48.1%
Native Hawaiian or Other Pacific Islander	1	--	--	--	1	--
Two or More Races	13	38.5%	17	52.9%	17	35.3%
White	20	50.0%	19	47.4%	25	36.0%
Gender						

Female	213	44.1%	201	32.3%	236	40.7%
Male	200	41.5%	194	35.1%	211	49.3%
Reading						
All Students	411	48.4%	393	43.3%	445	49.2%
Ethnicity						
American Indian or Alaskan Native	--	--	1	--	2	--
Asian	1	--	1	--	1	--
Black or African American	343	49.0%	330	40.3%	372	48.9%
Hispanic or Latino	32	37.5%	25	48.0%	27	55.6%
Native Hawaiian or Other Pacific Islander	1	--	--	--	1	--
Two or More Races	14	50.0%	17	64.7%	17	52.9%
White	20	60.0%	19	63.2%	25	44.0%
Gender						
Female	212	45.8%	199	48.2%	235	50.2%
Male	199	51.3%	194	38.1%	210	48.1%

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

Summative Assessment Data

South Carolina Kindergarten Readiness Assessment

Table 2 shows the percent of students demonstrating overall readiness and readiness in each of the domains on the 2016-2017 South Carolina Kindergarten Readiness Assessment (KRA) by subgroup.

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	108	43.5%	44.4%	23.1%	43.5%	60.2%
Gender						
Female	51	47.1%	49.0%	25.5%	47.1%	64.7%
Male	57	40.4%	40.4%	21.1%	40.4%	56.1%
Ethnicity						
Asian	2	--	--	--	--	--
Afr. American	84	41.7%	45.2%	22.6%	42.9%	64.3%
Hispanic	10	50.0%	40.0%	0.0%	40.0%	50.0%
White	5	--	--	--	--	--
Other	7	71.4%	57.1%	42.9%	71.4%	71.4%
Lunch Status						
Free/Reduced	68	38.2%	41.2%	17.6%	41.2%	57.4%
Pay	40	52.5%	50.0%	32.5%	47.5%	65.0%
English						

Proficiency						
LEP	9	55.6%	44.4%	22.2%	55.6%	55.6%
Non-LEP	99	42.4%	44.4%	23.2%	42.4%	60.6%
IEP Status						
Non-Speech IEP	1	--	--	--	--	--
No IEP	107	43.9%	44.9%	23.4%	43.9%	60.7%
Pre-Kindergarten						
Head Start	9	44.4%	44.4%	33.3%	44.4%	77.8%
PreK*	67	43.3%	47.8%	20.9%	46.3%	61.2%
None	25	40.0%	40.0%	32.0%	32.0%	52.0%
Unknown	7	57.1%	28.6%	0.0%	57.1%	57.1%

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

South Carolina READY

Tables 3.1 and 3.2 show the percent of students in grades 3 through 5 who scored Meets or Exceeds Expectations on the SC Ready English Language Arts and Mathematics tests for the 2015-2016 and 2016-2017 school years by subgroup.

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

Subgroup	2016		2017	
	Count	Percent	Count	Percent
All Students	342	32.1%	382	31.9%
Gender				
Male	161	27.4%	186	22.6%
Female	180	36.7%	196	40.8%
Ethnicity				
Hispanic or Latino	28	50.0%	23	0.0%
American Indian or Alaska Native	2	--	2	--
Asian	1	0.0%	1	0.0%
Black or African American	278	28.1%	318	28.0%
Native Hawaiian or Other Pacific Islander	0	--	0	--
White	19	0.0%	23	0.0%
Two or more races	13	0.0%	15	0.0%
Disability				
Disabled	42	7.1%	38	7.9%
Not Disabled	300	35.7%	344	34.6%
Migrant Status				
Migrant	0	--	0	--

Non-Migrant	342	32.1%	382	31.9%
English Proficiency				
Limited English Proficient	8	0.0%	7	0.0%
Non-Limited English Proficient	334	31.7%	375	31.7%
Poverty				
Students in Poverty (SIP)	235	26.4%	263	28.1%
Non-Students in Poverty (SIP)	105	45.7%	117	41.0%

-- 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	342	34.2%	382	39.0%
Gender				
Male	161	34.8%	186	36.5%
Female	180	33.9%	196	41.3%
Ethnicity				
Hispanic or Latino	28	53.6%	23	0.0%
American Indian or Alaska Native	2	--	2	--
Asian	1	--	1	--
Black or African American	278	29.5%	318	36.2%
Native Hawaiian or Other Pacific Islander	0	--	0	--
White	19	0.0%	23	0.0%
Two or more races	13	0.0%	15	0.0%
Disability				
Disabled	42	9.5%	38	10.5%
Not Disabled	300	37.6%	344	42.2%
Migrant Status				
Migrant	0	--	0	--
Non-Migrant	342	34.2%	382	39.0%
English Proficiency				
Limited English Proficient	8	--	7	--
Non-Limited English Proficient	334	33.8%	375	38.9%

Poverty				
Students in Poverty (SIP)	235	30.2%	263	31.6%
Non-Students in Poverty (SIP)	105	43.8%	117	55.5%

-- 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	243	57.1%	231	60.6%	244	32.8%
Gender						
Male	116	56.9%	106	61.3%	116	29.2%
Female	124	58.1%	125	60.0%	128	36.0%
Ethnicity						
Hispanic or Latino	16	--	16	62.5%	15	--
American Indian or Alaska Native	--	--	--	--	2	--
Asian	--	--	--	--	1	--
Black or African American	197	52.8%	193	56.0%	201	29.3%
Native Hawaiian or Other Pacific Islander	1	--	--	--	--	--
White	12	--	11	--	16	--
Two or more races	11	--	11	--	9	--
Disability						
Disabled	26	19.2%	28	25.0%	27	3.7%
Not Disabled	217	61.8%	203	65.5%	217	36.0%
English Proficiency						
Limited English Proficient	8	--	5	--	5	--
Non-Limited English Proficient	235	56.6%	226	59.8%	239	32.6%
Poverty						
Students in Poverty (SIP)	179	52.5%	163	55.2%	167	28.1%

Non-Students in Poverty (SIP)	62	72.6%	67	73.1%	77	42.9%
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-- 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	242	81.0%	231	74.0%	244	72.5%
Gender						
Male	115	77.4%	106	71.7%	116	68.9%
Female	124	84.7%	125	76.0%	128	75.8%
Ethnicity						
Hispanic or Latino	15	--	16	62.5%	15	--
American Indian or Alaska Native	--	--	--	--	2	--
Asian	--	--	--	--	1	--
Black or African American	197	79.2%	193	71.5%	201	71.6%
Native Hawaiian or Other Pacific Islander	1	--	--	--	--	--
White	12	--	11	--	16	--
Two or more races	11	--	11	--	9	--
Disability						
Disabled	26	42.3%	28	46.5%	27	40.8%
Not Disabled	216	85.6%	203	77.8%	217	76.5%
English Proficiency						
Limited English Proficient	7	--	5	--	5	--
Non-Limited English Proficient	235	80.4%	226	73.4%	239	72.0%
Poverty						
Students in Poverty (SIP)	178	78.6%	163	69.4%	167	67.7%
Non-Students in Poverty (SIP)	62	88.7%	67	86.6%	77	83.1%

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

School Climate

Table 5 shows the percent of teachers, students and parents who indicated they were satisfied learning environment, the social and physical environment, and school-home relations on the 2015 through 2017 South Carolina Department of Education School Climate surveys.

Table 5: School Climate Satisfaction by Teacher, Student and Parent groups for 2015-2017

	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
Satisfied with the Learning Environment						
Teacher	50	70.0 %	47	63.8 %	52	88.5 %
Student	124	94.4 %	100	80.0 %	113	87.5 %
Parent	87	91.8 %	23	95.9 %	88	92.2 %
Satisfied with the Social and Physical Environment						
Teacher	50	68.0 %	47	70.2 %	52	90.4 %
Student	124	79.2 %	100	82.0 %	113	91.2 %
Parent	87	95.3 %	23	100.00 %	88	87.9 %
Satisfied with the School-Home Relations						
Teacher	50	58 %	47	68.1 %	52	73.1%
Student	124	85.9 %	100	85.0 %	113	84.9 %
Parent	87	71.7 %	23	68.2 %	88	75.9%

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> <ul style="list-style-type: none">As a school we are focusing on alignment of programs to strive for continuous improvement especially in areas of literacy and math. Alignment of 4K, 5K, 1st and 2nd are critically important to establishing a strong early literacy foundation for all learners. KES KRA assessed Kindergarten 108 students. Students scored 44.4% pertaining to language & literacy development, 23.1% met expectation in math, 43.5 % met expectation in social foundation and 60.2 % met expectation in physical-well being & motor development. Of all k-students assessed 43.5% met expectation.
<p><i>Elementary School (3-5)</i></p> <p>ELA and Math</p> <p>With many challenges in elementary schools addressing literacy will become a major concern for elementary schools. Focusing on alignment of programs such as early literacy and Response to intervention (RTI) are equally important. KES three-trend in the areas of math and literacy MAP and SC Ready are as list below: In grades 2-5 44.7 % of the students met their goals in math. In grades 2-5 40.9 % of the students met their goals in literacy. KES students did not</p>

grow in math MAP and students showed a decrease in literacy by 3.8% from one year to the next year. As it relates to SC Ready, students in grades 3-5 are below the district and state averages. KES administration and teachers are constantly working with the elementary academic team to address the indicators of learning in math and literacy.

Science and Social Studies

With Science and Social Studies in tested grades KES scores continue to be a highlight of ours. Based on 2017 administration of SC PASS, 32.8 % of KES fourth and fifth graders met or exceeded expectations in science. 29.4 % of African American students, 43.8 % . 40.0% Caucasian and 63.6 % other met or exceeded expectations in science.

Based on 2017 administration of SC PASS, 72.5 % of KES fourth and fifth graders met or exceeded expectations in Social Studies. Based on 2017 SC PASS administration, 71.6% of African Americans students, 81.3 % of Hispanic met or exceeded expectations, 66.7 % Caucasian and 81.8 % other met or exceeded expectations in social studies.

SC PASS data in Science and Social Studies has slightly decreased over three years. Work in science will continue to be supported by USC Professor Dr. Stephen Thompson and district elementary content specialist to assess the indicators of learning.

Middle School (6-8)

N/A

High School (9-12)

N/A

Teacher/Administrator Quality

Killian Elementary is one of the elementary schools within our district with higher poverty than schools similar or like ours. Based on zoning reporting & demographic report for 2017-2018 day 11 KES poverty index is 74 %. A challenge from schools like ours is teacher retention due to our Title One status. We will continue to focus on high expectations for all stakeholders within our community.

At Killian we will focus on improving student achievement to development student and teacher talents. Professional Development will be centered the schools goals and achievement goals.

School Climate

Based our 2016-2017 school climate data perception is critical to a schools success. Over the course of a three year trend parents are satisfied with home-school relations: 84.9 % of students were satisfied, 75.9 % of parents were satisfied, and 92 % of teachers were satisfied.

The percent of parents who were satisfied with learning at or school were denoted as below:

- 1) 2015 indicated 91.8 % were satisfied; 2016 indicated 95.9 % were satisfied and 2017 indicated 92.2 % were satisfied.

The percent of parents who were satisfied with the social and physical environment were denoted below:

- 1) 2015 indicated 95.3 % were satisfied; 2016 indicated 100.00% were satisfied and 2017 indicated 87.9 % were satisfied.

Based on our three year trend all stakeholders are satisfied with our climate. We celebrate this perception data because we at KES are concerned about how the community perceive us. With this trend we look always to improve KES climate. In addition, KES look to improve teacher communication with parents. Also KES must look to ensure all students are being treated fair. At KES we must ensure that all stakeholders are aware of our anti-bullying program.

District Priorities

Killian Elementary goals are aligned with district and state goals. We pride ourselves in the district four squares of learning, character, community and joy.

Gifted and Talented

Killian does not offer a gifted and Talented Program. Killian does have students that qualified for our district ALERT Program for Gifted and Talented which begins in second grade.

LEARNING

Learning is the cornerstone on which all that we do in Richland Two and Killian is built. In our innovative learning environments, all partners acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

ACHIEVEMENT GOAL	
<p>Using baseline data obtained from 2016-2017 SC Ready Scores, Killian Elem. will work to ensure students’ academic success by increasing academic achievement in the areas of Math & ELA as evidenced by State and District testing:</p> <p>2016-17 - 2% increase; 2017-18 - 4% increase; 2019 -20- 6% increase; 2020-21 - 8 % increase; 2021-22 - 10% increase;</p>	
KES Student Outcome/Strategy	KES students will meet/exceed in the nation on key measures of success in the areas of Math and ELA.
KES Staff Outcome/Strategy	KES staff participate in ongoing, relevant professional learning experiences of Math, ELA (Units of Study) and AVID.
KES Community Outcome/Strategy	KES will collaborate with our partners to provide learning opportunities for community members.

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Increase student achievement in	2018-	Administration	-SC Ready	-At-risk budget	Admin Classroom

<p>mathematics.</p> <p>Increase student achievement in Literacy.</p>	<p>2022</p> <p>2018-2022</p>	<p>Instructional Coaches</p> <p>Faculty and Staff</p> <p>Students</p> <p>Administration</p> <p>Instructional Coaches</p>	<p>-Students Meeting MAP target goals; Benchmarks</p> <p>Mastery Connect Benchmarks</p> <p>SC Ready</p> <p>-Students Meeting MAP target goals; Benchmarks</p>	<p>-Title One Focus One</p> <p>-After-school funds</p> <p>At-risk budget</p> <p>-Title One Focus One</p>	<p>Observations</p> <p>-Peer Observations</p> <p>-Lesson Plan Checks</p> <p>Admin Classroom Observations</p> <p>-Peer Observations</p>
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
<p>Provide Project Based Learning and STEAM Professional Development experiences with support from district pacing guides</p> <p>Develop Professional Learning Plan for teachers with input from all stakeholders</p>	<p>2018-2022</p> <p>2018-2022</p>	<p>Teachers</p> <p>Students</p> <p>Reading Coach</p> <p>Teachers</p> <p>Administration</p>	<p>100% of teachers plan and implement PBL projects 2X per year</p> <p>Plan with calendar events</p>	<p>-At-risk budget</p> <p>-Title One Focus One</p> <p>-After-school funds</p>	<p>SC Ready</p> <p>SC PASS</p> <p>MAP</p> <p>Benchmarks</p> <p>PD Sign in sheets</p> <p>Minutes from Meetings</p> <p>Presentation Materials</p>

KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
<p>Provide Curriculum Nights and First Friday Breakfast for parents & community</p>	<p>2018-2022</p>	<p>Administration</p> <p>Coaches</p> <p>Faculty and</p>	<p>Number of families attending grade level sessions</p>	<p>Afterschool funds</p>	<p>Number of volunteers</p> <p>Number of</p>

Provide parent academy each quarter.	2018-2022	Staff Students SIC PTO School Counselor Psychologist Administration	Number of parents attending	Afterschool funds; Focus One Title One	outreach opportunities Number of community participants Surveys pictures
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TALENT GOAL	
<p>By the end of 2022, 50% of KES faculty members will share their talents by leading at least one professional development session.</p> <p>2018- 10% increase 2019- 20% increase 2020- 30% increase 2021- 40% increase 2022- 50% increase</p>	
KES Student Outcome/Strategy	KES students benefit from the opportunity to identify their gifts and talents and have the opportunity to pursue a passion.
KES Staff Outcome/Strategy	KES employees identify a passion and pursue that passion while working in Richland Two and at KES.
KES Community Outcome/Strategy	Community members share their gifts and talents with KES, Richland Two students and employees.

KES Students Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Continue Project Based Learning experiences to allow student inquiry to pursue their passions	2018-2022	Teachers Students administration	100% of teachers plan and implement PBL projects 2X per year. Showcase of student project	At-risk budget	Projects and lesson plans through collaboration among staff. 2 PBL projects per year
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Teachers participate in professional development. -Lucy Calkins Units of Study -AVID & WICOR	2018-2022	Principal Reading Coach	Mastery Connect Benchmarks SC Ready -Students Meeting MAP target goals; Benchmarks	Focus 1 Title 1	SC Ready MAP Benchmarks PD Sign in sheets
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Continue to host student interns to strengthen PDS partnership Continue to host STEAM Career Day	2018-2022 2018-2022	USC Liaison Administration Teachers School Counselor Career Specialist	Increase teachers accepting interns Number of visitors participating	Afterschool funds Afterschool funds	Meeting between USC adjunct and PDS advisor. Attending monthly PDS meetings. Lobby Guard-sign in sheets Pictures/Twitter Feed Student feedback

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CULTURE AND ENVIRONMENT GOAL	
KES will promote collaboration among all partners in order to build and add to our collective knowledge and expertise	
KES Student Outcome	KES maintains a student centered environment that fosters collaboration and supports learning.
KES Staff Outcome	KES staff create and maintain an environment that promotes collaboration and supports learning for students and all other partners including themselves.
KES Community Outcome	Collaboration with KES community partners expands and increases learning opportunities for students, staff, and community members.

KES Student Outcome/Strategy	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide 21 st century learning environment with STEAM Lab.	2018-2022	Administration Teachers/students	SC Ready/Benchmarks MAP Goals	Title One	Pictures
KES Staff Outcome/Strategy	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide Professional Development for staff through PLC's.	2018-2022	Administration	SC Ready/Benchmarks MAP Goals	Title One At-Risk	Meeting Agenda's
KES Community Outcome/Strategy	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding	Accountability

Provide Parent Academy and Curriculum Nights	2018-2022	Administration Staff Teachers	Mastery Connect Benchmarks MAP Goals	Source Afterschool Funds	Pictures Sign in sheets

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	
<p>To enhance the overall climate and culture of our school, KES will encourage our students to demonstrate a high level of ethical character within and outside of the Richland Two community. Using 2016-17 discipline information will be measured by decreasing referrals and suspensions.</p> <p> 2016-17 5% decrease 2017-18 10% decrease 2018-19 15 % decrease 2019-20 20% decrease 2020-21 25 % decrease </p>	
KES Student Outcome/Strategy	KES students excel in developing and applying the Life and Career Characteristics of the South Carolina Graduate: <i>Integrity; Self-direction; Global perspective; Perseverance; Work ethic; and interpersonal skills</i>
KES Staff Outcome/Strategy	KES staff consistently model strong character traits, serving as role models for our students and each other.
KES Community	KES works with our community partners to provide opportunities for students and staff to

Outcome/Strategy	contribute to society.
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KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Continue implementing Sanford Harmony character development program. BEST/BAT Teams Tiered Interventions in response to behaviors	2018-2022 2018-2022	Principal Assistant Principals Guidance Counselor District Behavior Interventionist Teachers Students Members of BEST/BAT teams: District Behavior Interventionist School Social Worker School Psychologist Administration School Counselor Teachers	Monthly character education lessons. 100% of students involved in Character Education lessons >10% of our students receiving behavior referrals >10% of our students receiving behavior referrals	donated Sanford Harmony curriculum due to our Title 1 status N/A	-Admin Classroom Observations -Lesson Plan Checks Staff and Students Exemplifying Killian Expectations: I can LEAD BY EXAMPLE I can BE A TEAM PLAYER I can CONSIDER OTHERS NEEDS I can DO MY PERSONAL BEST Weekly and monthly meetings reviewing behavior data Classroom Observations
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Professional Development for Sanford Harmony	2018-2022	Principal Assistant Principals	Monthly character education lessons. 100% of students	donated Sanford Harmony curriculum due to our Title 1	Admin Classroom Observations -Lesson Plan Checks

<p>Professional Development for Culturally Responsive Classrooms and Restorative Practices</p>	<p>2018-2022</p>	<p>Social Worker School Psychologist Guidance Counselor Teachers</p> <p>Principal Assistant Principals Social Worker School Psychologist Guidance Counselor Teachers</p>	<p>involved in Character Education lessons >10% of our students receiving behavior referrals</p> <p>Monthly character education lessons. 100% of students involved in Character Education lessons >10% of our students receiving behavior referrals</p>	<p>status</p> <p>At-Risk-Budget Focus I Title I</p>	<p>Staff and Students Exemplifying Killian Expectations: I can LEAD BY EXAMPLE I can BE A TEAM PLAYER I can CONSIDER OTHERS NEEDS I can DO MY PERSONAL BEST</p> <p>-Admin Classroom Observations -Lesson Plan Checks Staff and Students Exemplifying Killian Expectations: I can LEAD BY EXAMPLE I can BE A TEAM PLAYER I can CONSIDER OTHERS NEEDS I can DO MY PERSONAL BEST</p>
<p>KES Community Strategy Action Step</p>	<p>Timeline</p>	<p>Responsibility</p>	<p>Measure(s) of Progress</p>	<p>Cost and Funding Source</p>	<p>Accountability</p>
<p>Opportunities for Community Members to Mentor students at KES -Guest Readers -Male Mentoring Program -Female Mentoring Program</p>	<p>2018-2022</p>	<p>Administration District Mentoring Program director Social Worker School Psychologist Guidance Counselor Teachers KES Volunteer</p>	<p>. Increased number of volunteers/mentors visiting KES</p>	<p>NA</p>	<p>Lobby Guard data BiB-Background check data Photos/Twitter Feed News Articles Student feedback</p>

<p>Community service and opportunities for KES students -Girls and Boys Leadership Students</p>	<p>2018-2022</p>	<p>Coordinator Principal Assistant Principals District Mentoring Program director Social Worker School Psychologist Guidance Counselor Teachers</p>	<p>Increased number of students participating in off-campus service learning trips</p>	<p>Fundraising Events Discretionary Funds PTO</p>	<p>Photos/Twitter Feed News articles Student feedback</p>
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<p style="text-align: center;">TALENT GOAL</p>	
<p>KES will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.</p>	
<p>KES Student Outcome</p>	<p>KES students serve as ambassadors for Richland Two by modeling the core values of the district: Learning; Character; Community; and Joy</p>
<p>KES Staff Outcome</p>	<p>KES staff demonstrate a commitment to the district’s core values, model positive character traits and help students develop those traits as well.</p>
<p>KES Community Outcome</p>	<p>Our KES 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</p>

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Maintain high achievement levels while exemplifying high standards of character.	2018-2022	Principal Assistant Principals Teachers Students School Counselor Instructional Assistants	>10% of our students receiving behavior referrals	TBA	Students Exemplifying Killian Expectations
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Monthly character education lessons and conversations about expectations on field trips, assemblies, etc.	2018-2022	Principal Assistant Principals Teachers Students School Counselor	Reduction of students receiving behavior referrals	N/A	Staff Exemplifying Killian Expectations: I can LEAD BY EXAMPLE I can BE A TEAM PLAYER I can CONSIDER OTHERS NEEDS I can DO MY PERSONAL BEST
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide opportunities for community to participate in school events.	2018-2022	Administration Teachers	.Service Learning projects with community partners.	N/A	Pictures Calendar of events

CULTURE AND ENVIRONMENT GOAL

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

KES Student Outcome	From kindergarten through grade 5, our students participate in character education.
KES Staff Outcome	KES staff participate in character education and model positive behavior to students
KES Community Outcome	We partner with the KES community to provide character education programs, and we recognize community members who model positive behavior for our students and staff.

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop problem solving strategies to advocate for self and others	2018-2022	Guidance Administrators Teachers	Students practice strategies	TBA	Framework developed for implementation
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Incorporate character focus elements from Sanford Harmony in guidance lessons	2018-2022	Guidance Administrators Teachers	Students practice strategies.	N/A	Lesson plans for year
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Educate parents in problem solving strategies to release responsibility to students for advocacy.	2018-2022	Guidance Administrators Teachers	Parents practice strategies	Afterschool funds	Agenda from sessions

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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 Richland Two community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

ACHIEVEMENT	
KES will maximize opportunities for partners to collaborate and work together for the greater good.	
KES Student Outcome	KES Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support the KES and Richland Two community.
KES Staff Outcome	Our KES employees support and serve as leaders in community organizations, building their capacity to support the mission and vision of the district and school while bettering the community.
KES Community Outcome	KES capitalize on mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose.

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
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Cultivate expectations for interactions with community members that represent school norms. (Service Learning through Boys and Girls Leadership, BETA Club, Essence Pearls, Boys Mentoring)	2018-2022	Teachers Students Administration	Positive feedback from community members based on interactions with our students.	Afterschool	Lesson plans for teaching norms.
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Staff will serve as leaders in their respective communities.	2018-2022	Teachers Staff	Staff involvement	N/A	Documentation of their roles. Pictures/meeting minutes
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Establish partnerships with community members that develop students talents	2018-2022	Teachers Students Community members	Number of community members involved	N/A	Community input

TALENT GOAL	
KES will strive to identify and maximize the collective talent of our partners.	
KES Student Outcome	KES helps our students identify their talents and share them with our community
KES Staff Outcome	Our KES staff identifies their talents and uses them to assist our students in pursuing personal

	pathways to purpose
KES Community Outcome	Community members share their gifts and talents with KES and Richland Two students and employees

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide opportunities for students to identify needs in the community that they could lend assistance	2018-2022	Students Staff	Opportunities for student involvement	Afterschool funds PTO	Demonstrations of student involvement within the community. (Pictures)
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Staff searches for opportunities for students to engage in community problem solving.	2018-2022	Students Staff	Opportunities for student involvement.	Afterschool funds PTO	Pictures Sign in sheets Parent or community letters
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Identified community groups work with KES to support student involvement.	2018-2022	Students Staff	Opportunities for student involvement.	Afterschool funds PTO	Demonstration of student involvement within the community.

CULTURE AND ENVIRONMENT GOAL

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

KES Student Outcome	In all KES classrooms, it is evident that every student is valued and appreciated.
KES Staff Outcome	A highly qualified, premier teacher is in all KES classrooms
KES Community Outcome	We maximize opportunities to bring the community together and lead the way in enhancing Northeast Richland County and KES community

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Reinforce positive student character with Sanford Harmony within our classrooms daily.	2018-2022	Teachers Students Administrators	Fewer teacher, student and parent concerns	N/A	Discipline reports
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop a staff that is committed to KES mission and vision.	2018-2022	Staff	All teachers seek training and implement curriculum with fidelity	Afterschool funds	Teacher surveys Professional Development Staff Outings
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability

Provide opportunities for students to share with community members their accomplishments.	2018-2022	Staff Parents Community members	Showcases for student accomplishments.	N/A	Programs and photos of events
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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 Richland Two 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	
KES will celebrate and recognize the achievement of all partners	
KES Student Outcome	KES celebrates and recognize our students for growth and achievements in academics, arts, athletics, and service.
KES Staff Outcome	KES staff earn celebrations and recognition for demonstrating growth and excellence.
KES Community Outcome	We honor community partners for maximizing their gifts and talents.

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Staff will develop engaging lessons that foster student's passion for learning.	2018-2022	Staff	DOK 3 and 4 lessons where students share ownership for their learning	Afterschool funds	Lesson plan checks Classroom observations Mastery Connect

KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Teachers challenge themselves to create lessons that actively engage students in the creation of learning	2018-2022	Teachers Administration students	Lessons that require student inquire and ownership of learning	N/A	Student created products Lesson plan checks Classroom observations
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Community support for teachers that assist in creating experiences outside of the realm of expertise	2018-2022	Teachers Administration students	Showcase community members who have expertise to support student learning.	N/A	Photos of community members supporting student learning.

TALENT GOAL	
KES will consistently look for ways for our partners to experience joy while learning and working.	
KES Student Outcome	KES students benefit from multiple opportunities to discover their passions.
KES Staff Outcome	KES staff participates in ongoing professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.
KES Community Outcome	In joyful settings, we offer community members opportunities to share their gifts and talents with KES and Richland Two students and employees.

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Multiple opportunities are given to students to discover their passions. .	2018-2022	Teachers Administrators Contracted outside agencies	Student participation in special projects/clubs	Afterschool funds	List of opportunities provided
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop staff development calendar to include social activities that all can enjoy.	2018-2022	Teachers Administrators	Staff development events	Afterschool funds	Documentation of events
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Students develop projects that highlight their community service and passion.	2018-2022	Parents Students Teachers	Community service projects	N/A	Presentations of community service projects.

CULTURE AND ENVIRONMENT GOAL

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

KES Student Outcome	KES ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning.
KES Staff Outcome	KES staff participates in regular motivational and inspirational activities.
KES Community Outcome	KES maximizes opportunities to bring the community together

KES Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop different configurations of opportunities for students to engage in meaningful relationships.	2018-2022	Staff Parents Community	Varied offerings for participation to develop relationships outside of the homerooms	N/A	Documentation of offerings
KES Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop activities that motivate and inspire teachers	2018-2022	Staff Parents Community	Dedicated time developed in professional development calendars	N/A	Documented evidence on events
KES Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability

Develop opportunities for teachers to volunteer within the community	2018-2022	Staff Parents Community	Dedicated time in the professional development calendars	N/A	Documented evidence of events