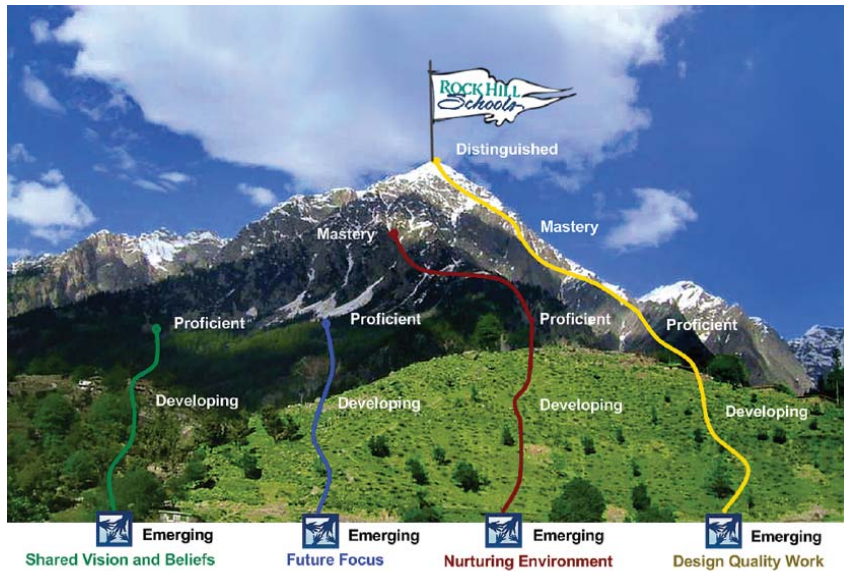


# Rock Hill Schools

## 2009-2014 District Strategic Plan

Lynn P. Moody, Superintendent



### The Rock Hill Climb

The Rock Hill Climb represents the 2009-2014 Strategic Plan.. Reaching the summit will indicate our success in providing all students with work that authentically engages them in the learning process. The following four pathways lead to the summit:

#### **Shared Vision and Beliefs**

Community Ownership  
Staff Actions Guided by Employee Professional Code

#### **Future Focus**

Needs of the 21<sup>st</sup> Century Learner  
Effective Use of Technology  
Ethical Use of Technology

#### **A Nurturing Environment**

Emotional, Physical, & Intellectual Safety

#### **Quality Work Design & Delivery**

Collaborative Planning Time  
Instruction with Meaningful, Challenging Work  
Analysis of Data to Improve Instruction  
Interventions that Address Student Needs

**Rock Hill School District Three of York County**

**COVER PAGE FOR DISTRICT PLANS (Mandated Component)  
DISTRICT INFORMATION AND REQUIRED SIGNATURES**

Rock Hill Schools – York District Three

SCHOOL DISTRICT

STRATEGIC ACCOUNTABILITY PLAN FOR YEARS: 2009-2014

STRATEGIC ACCOUNTABILITY ANNUAL UPDATE FOR: April 2012

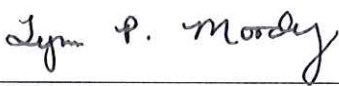
**Assurances**

The district's strategic/accountability plan, or annual update of the strategic/accountability plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, and the district strategic planning coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.


**CHAIRPERSON, BOARD OF TRUSTEES**

Robert Norwood		4/9/12
PRINTED NAME	SIGNATURE	DATE

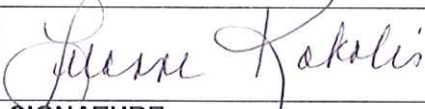
**SUPERINTENDENT**

Lynn Moody		4/9/12
PRINTED NAME	SIGNATURE	DATE

**ASSOCIATE SUPERINTENDENT – INSTRUCTION & ACCOUNTABILITY**

Harriet Jaworowski		4/13/12
PRINTED NAME	SIGNATURE	DATE

**DISTRICT PLANNING COORDINATOR**

Luanne Kokolis		4/13/12
PRINTED NAME	SIGNATURE	DATE

ADDRESS: P. O. Drawer 10072

Rock Hill, SC 29731

TELEPHONE: (803) 981-1045

E-MAIL ADDRESS: lkokolis@rhmail.org

**STAKEHOLDER INVOLVEMENT FOR DISTRICT PLANS  
(Mandated Component)**

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<i><b>POSITION</b></i>	<i><b>NAME</b></i>
1. <b>SUPERINTENDENT</b>	<u>Lynn Moody</u>
2. <b>PRINCIPAL</b>	<u>Linda Crute, Shane Goodwin, Patrick Robinson, Jean Dickson, Michael Waiksnis, Marc Swygert, Ozzie Ahl</u>
3. <b>TEACHER</b>	<u>Zipporah Little</u>
4. <b>PARENT/GUARDIAN</b>	<u>Paula Gillman, Tammy Blankenship, Lori McDermott, Dominic DiFrancesco, Martha Smith</u>
5. <b>COMMUNITY MEMBER</b>	<u>Robert Thomas, Tim Jones</u>
6. <b>PRIVATE SCHOOL REPRESENTATIVE(S)</b> (Title II requirement)	<u>Deanna Peterson</u>
7. <b>DISTRICT LEVEL ADMINISTRATOR</b> (Title II requirement)	<u>Harriet Jaworowski, Luanne Kokolis, Sheila Huckabee, Richard Melzer, Rebecca Partlow, Joel Whitesides, Keith Wilks</u>
8. <b>PARAPROFESIONAL(S)</b> (Title II requirement)	<u>Melissa Gray</u>
9. <b>OTHERS*</b> (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.):	

<b>POSITION</b>	<b>NAME</b>
<b>Coordinator of School Safety</b>	Laney Burris
<b>Director of Sales</b>	Ann Skar

**\*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.

## ASSURANCES FOR DISTRICT PLANS (Mandated Component)

### Act 135 Assurances

Assurances, checked and signed by the district superintendent, attest that the district complies with all applicable Act 135 requirements.

- Academic Assistance, PreK–3** The 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). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan along with the number of the goal , strategy , or activity .
- Academic Assistance, Grades 4–12** The 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). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan along with the number of the goal , strategy , or activity .
- Parent Involvement** The 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, 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. Provide a good example of parent involvement by referencing a page number of the plan along with the number of the goal , strategy , or activity .
- Staff Development** The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*. Provide a good example of staff development by referencing a page number of the plan along with the number of the goal , strategy , or activity .
- Technology** The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan along with the number of the goal , strategy , or activity . (Additional technology assurances for **districts** follow the Act 135 assurances)
- Innovation** The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing a page number of the plan along with the number of the goal , strategy , or activity .
- Recruitment** The district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- Collaboration** The 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).
- Developmental Screening** The 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.

- Half-Day Child Development** The 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, although they may be housed at locations with other grade levels or completely separate from schools.
- Best Practices in Grades K-3** The district provides in grades K-3 curricular and instructional approaches that are known to be effective in the K-3 setting.
- Developmentally Appropriate Curriculum for PreK-3** The 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.
- Parenting and Family Literacy** The district provides parenting activities and opportunities for parents of at-risk 0-5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**  
The district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.
- The School-to-Work Transition Act of 1994 (STW)** The district provides required STW programs for grades 6-12, and STW concepts are a part of the developmentally appropriate curriculum for K-12.

**Other District Assurances**

**Technology Assurances for Districts**

- The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
- The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education.
- The plan includes an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
- The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.
- The plan includes an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make mid-course corrections in response to new development and opportunities as they arise.

Lynn Moody

\_\_\_\_\_  
Superintendent's Printed Name  
(For district and school plans)

*Lynn P. Moody*

\_\_\_\_\_  
Superintendent's Signature

*4-20-12*

\_\_\_\_\_  
Date

**Title II Teacher/Administrator Quality Assurances for Districts**

- The school district will maintain records documenting compliance with program requirements and related to fiscal control and accounting of project funds, including *Education Department General Administrative Regulations (EDGAR) 80.42*, for funds paid to the district under this grant for three years after completion of the project.
- The school district will ensure that all policies, procedures, programs, and the administration of programs in the school district are consistent with the No Child Left Behind (NCLB) of 2001, EDGAR (1969) and other applicable status, regulations, program plans, and applications.
- The school district will submit records as necessary to enable the South Carolina Department of Education (SDE) to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- The school district agrees to target Title II teacher quality funds to schools that have the lowest population of highly qualified teachers or have the largest average class size or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA), "a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- The school district agrees to comply with Title IX, section 9501 of the ESEA regarding participation by private school children and teachers.
- This application is based on rigorous systematic and empirical methods.
- The research cited is adequate to justify the general conclusions.
- The data provides multiple investigations that ensure validity, reliability, and ability to be replicated.
- The school district agrees to conduct a needs assessment with the involvement of teachers, including those teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give teachers the means (including subject matter knowledge and teaching skills) to provide students with the opportunity to meet challenging state and local student academic achievement standards.
- The school district agrees to conduct a needs assessment with the involvement of teachers, including those teachers participating in programs under Title I, Part A of the NCLBA, and shall take into account the activities that need to be conducted in order to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement.

Lynn Moody

\_\_\_\_\_  
Superintendent's Printed Name  
(For district and school plans)

*Lynn P. Moody*

\_\_\_\_\_  
Superintendent's Signature

*4-20-12*

\_\_\_\_\_  
Date

**General Grant Assurances for Districts**

As a duly authorized representative of Rock Hill (York County #3) School District,

I certify that this applicant:

- Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
- The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2001)).
- Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2001) if the amount of this award is \$50,000 or more.
- Has read the guidelines and understands the requirements of the reporting documents. The applicant will initiate and complete work within the time frame of the approved plan. The applicant will provide quantitative data needed to demonstrate program effectiveness. Failure to comply with timely submission of reports may have an impact on future funding.

Lynn Moody

\_\_\_\_\_  
Superintendent's Printed Name  
(For district and school plans)

*Lynn P. Moody*  
\_\_\_\_\_  
Superintendent's Signature

*4-20-12*  
\_\_\_\_\_  
Date

Anthony J. Cox

\_\_\_\_\_  
Financial Officer's Printed Name  
(For district and school plans)

*Anthony J. Cox*  
\_\_\_\_\_  
Financial Officer's Signature

*4/20/12*  
\_\_\_\_\_  
Date

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## Self Assessment Summary

### Vision, Beliefs and Goals

The Rock Hill School District's mission is to engage all students in meaningful and profound learning in order to prepare them for successful futures. The overarching goal is to provide an environment where students learn, grow, connect and thrive. The process by which this is accomplished is defined by the *Rock Hill Climb*. All initiatives, programs and decisions are driven by the four focus areas that are key check points on the climb: Shared Vision and Beliefs, Future Focus, Nurturing Environment and Quality Work Design/Delivery. To begin the climb, employees were asked to be committed to our professional code which was developed from input of all employees. During the 2007-2008 school year, all employees in the district were asked a series of questions during department or staff meetings:

- What are some of the things in our school district that are excellent?
- What are our bragging rights?
- What characteristics make excellent schools? What do we want to be known for?
- What are our professional behaviors? What is our code of ethics? What distinguishes our district from others?

All employees responded to the questions. The information gathered was analyzed and coded for common words and themes. The outcome of this work led to the development of the Rock Hill Schools Professional Code. The superintendent shared the code at the "Back to School" celebration of 2008, where all employees gave voice to the code and read it aloud in unison. Employees were encouraged to sign on to the code at the district office, where our wall of signatures is on display in the training room.

### **Rock Hill Schools Professional Code**

Put Students First  
Nurture Relationships  
Work Together for a Shared Vision  
Grow Professionally  
Continuously Find Ways to Improve

District goals recommended by the Superintendent and approved by the School Board reflect the pathways of the *Rock Hill Climb*:

**Shared Vision and Beliefs** – Articulation, implementation, and stewardship of a vision and belief system that is shared and supported by all stakeholders so that students can learn, grow, connect and thrive.

**Future Focus** – Create school environments that promote student conceptual understanding and use of critical skills in problem solving, collaboration, and communication with the ability to reflect, evaluate and create in the digital environment of the 21<sup>st</sup> century.

**Nurturing Environment** – Create an environment that is emotionally, physically and intellectually safe for all stakeholders so that student may learn, grow, connect and thrive.

**Quality Work Design/Delivery** – Use of data in the planning and delivery of instruction aligned to content standards using specific structures including professional development, differentiation, technology, and School Improvement Plans (SIP) to help all students achieve excellence.

The goal areas above are in alignment with the state required areas of Teacher Administrator Quality, School Climate, and Student Achievement.

Synthesis of the individual 2009-2010 SIP'S and the recommendations from the SACS review generated additional goals to support the *Rock Hill Climb* for the district's five year strategic plan 2009-10 through 2013-14.

Focused goal areas are based upon the needs assessment and SACS recommendations.

- Complete the development of curriculum alignment, curriculum maps, and formative assessments. (SACS)
- Implement a systemic and systematic process for data-driven decision making to address the under-achieving subgroups. (SACS)
- Provide training in the *Model Strategic Planning Process* at the district and school levels to facilitate continuous school improvement. (SACS)
- Increase district and all schools absolute and improvement ratings
- Increase the number of schools meeting AYP to 100%
- Embed the shared vision and beliefs and professional code throughout the system
- Adopt framework for 21<sup>st</sup> Century learner

- Increase student and teacher proficiency in the use of technology
- Increase student pass rate, graduation rate and student performance on national, state, and local assessments
- Increase student and parent perceptions related to student behavior, belief in doing good work, and parent/school communication
- Recruit highly qualified professional staff prepared to address the instructional needs of the 21<sup>st</sup> Century learner

The Rock Hill School District is recognized as one of the most progressive school systems in South Carolina with regard to the use of technology and innovative programs. We operate a virtual high school, have a technology integration specialist in each school, and are making significant progress in the use of technology to improve instruction. Over 20 innovative programs and improvements have been implemented over the course of the past three years. This is the fourth year of a five year technology plan that included placing Promethean Boards (interactive whiteboards) in every classroom throughout the district.

### **Trends, Issues, Strengths and Needs**

The Rock Hill School District continues to be one of the fastest growing districts in the fastest growing county in the state of South Carolina. With this growth comes change in demographics. The major challenges include meeting the needs of an ever more diverse growing population while managing the financial impact of state shortfalls in revenue. However, we are known for the quality of our personnel and our innovative spirit. There is a “can do” attitude that strengthens and reinforces the problem-solving ability of our employees. Additionally, we are proud of the quality of facilities, athletics, fine arts programs and fiscal management. Additional data:

- 744 students are English Speakers of Other Languages (18 different languages)
- 38% of students qualify for free lunch.
- 7% of students qualify for reduced lunch
- 14% of students qualify for special education services

# Trail Guide

## Four Pathways for The Rock Hill Climb

Shared Vision and Beliefs	Future Focus	Nurturing Environment	Quality Work Design/Delivery
<p><b>Shared vision for powerful and continuous learning and improvement</b></p> <ul style="list-style-type: none"> <li>•Mission, Motto, Theme</li> <li>•Emphasis on Whole Child</li> <li>•Community Ownership</li> </ul> <p><b>Staff actions are guided by our professional code</b></p> <ul style="list-style-type: none"> <li>•Students First</li> <li>•Nurture Relationships</li> <li>•Work Together for a Shared Vision</li> <li>•Grow Professionally</li> </ul> <p>Continuously Find Ways to Improve</p> 	<p><b>Needs of the 21<sup>st</sup> Century Learner</b></p> <ul style="list-style-type: none"> <li>•Bureaucracy to Learning Organization</li> <li>•Future Standards</li> <li>•Engage the digital generation</li> </ul> <p><b>Effective use of technology</b></p> <ul style="list-style-type: none"> <li>•Innovations</li> <li>•Flexibility</li> <li>•Choice of program</li> <li>•Research of best practice</li> </ul> <p><b>Ethical use of technology</b></p> <ul style="list-style-type: none"> <li>•Curriculum development</li> <li>•Infusion of integrated cross-curricular lesson design</li> </ul>	<p><b>Emotional safety</b></p> <ul style="list-style-type: none"> <li>•Guidance services</li> <li>•Parent education</li> <li>•Prevention programs</li> <li>•Extracurricular activities</li> <li>•Talent development</li> </ul> <p><b>Physical safety</b></p> <ul style="list-style-type: none"> <li>•Safe schools</li> <li>•Proactive preventative programs</li> <li>•Positive behavior Intervention</li> <li>•Focus on climate and relationships</li> <li>•Safe buses</li> </ul> <p><b>Intellectual safety</b></p> <ul style="list-style-type: none"> <li>•Students first</li> <li>•Programs to promote (no fear of ridicule) intellectual response in the classroom</li> <li>•Diversity awareness</li> <li>•High expectations without judgment</li> <li>•Showcase student work</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>•Standards-based instructional delivery</li> <li>•Ongoing development of curriculum maps</li> <li>•Collaborative teaming</li> <li>•Differentiation</li> </ul> <p><b>Delivery of quality work</b></p> <ul style="list-style-type: none"> <li>•Student engagement in meaningful, challenging work</li> <li>•Collaboration</li> <li>•Technology</li> </ul> <p><b>Use data to inform action</b></p> <ul style="list-style-type: none"> <li>•Analysis to inform instruction</li> <li>•Research based best practice</li> <li>•School improvement plans</li> </ul> <p><b>Response to Intervention</b></p> <ul style="list-style-type: none"> <li>•Tiered response based on student needs</li> </ul>

# **Student Performance Data**

**Percent Met NCLB  
PACT/PASS Performance By Racial/Ethnic Group**

<b>English/Language Arts</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
White	61.2	63.9	89.5	33	32.5
African/American	30.4	31.8	73.7	38	37.6
Hispanic	34.4	40.9	76.5	37	36

<b>Mathematics</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
White	62.9	64.6	87.2	38	37.1
African/American	28.1	30.0	66.7	42.4	40.5
Hispanic	37.6	42.7	76.0	43.9	44.9

<b>Science</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
White	47.8	51.3	83.9	49.4	48.5
African/American	15.3	17.0	50.7	41.6	44.3
Hispanic	23.4	26.2	62.8	46.8	53.6

<b>Social Studies</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
White	42.9	49.4	84.9	39.2	37
African/American	16.0	22.6	62.9	44.2	42.4
Hispanic	30.4	30.9	75.6	50.2	45.2

**Changes in Free and Reduced Lunch Rates**

	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
Enrollment	14878	15362	15678	16114	16511	17140	17336	17653	17718	17181
F/R Count	4742	5380	5811	6178	6895	7152	7631	7943	8624	9261
%F/R	<b>31.9</b>	<b>35.0</b>	<b>37.1</b>	<b>38.3</b>	<b>41.8</b>	<b>41.7</b>	<b>44.0</b>	<b>45.0</b>	<b>48.7</b>	<b>53.9</b>

**Changes in Dropout Rate**

	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Count	276	220	148	255
%	<b>5.5</b>	<b>4.3</b>	<b>2.88</b>	<b>2.9</b>

## First-attempt HSAP performance

Performance of students taking HSAP for the first time compared to similar districts.

HSAP	1 <sup>st</sup> attempt		
	Passed Both	Passed One	Passed none
	2011	2011	2011
Rock Hill	80.1	10.4	9.5
Similar Districts	80.7	11.0	8.3

Percentage of students scoring at levels 1, 2, 3, and 4 on the first-attempt HSAP.

HSAP	Level 1		Level 2		Level 3		Level 4	
	2009	2010	2009	2010	2009	2010	2009	2010
ELA	16.6	NA	35.1	NA	27.0	NA	21.3	NA
Mathematics	24.6	NA	29.6	NA	20.6	NA	25.1	NA

## End of Course Tests

Percent of Tests with scores of 70 or above						
Subject Areas	Our District	Similar Districts	Our District	Similar Districts	Our District	Similar Districts
	2009	2009	2010	2010	2011	2011
Algebra/Math for the Technologies	80.0	81.4	82.2	81.7	80.9	83.8
English	71.2	71.9	72.9	75.5	74.8	75.4
Physical Science	77.9	61.1	63.0	61.6	58.5	61.9

## Graduation and Senior Performance Measures

SAT score comparison by district, state and nation

SAT	Critical Reading			Math			Writing		
	2009	2010	2011	2009*	2010	2011	2009	2010	2011
Rock Hill	477	487	470	486	501	482	457	471	455
State	482	482	479	496	496	489	467	465	459
Nation	496	498	494	510	511	506	487	488	483

ACT Comparison by district, state and nation

ACT	English			Math			Science		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Rock Hill	18.5	19.4	19.2	19.7	20.3	20.1	19.8	20.2	20.1
State	18.9	18.8	19.0	19.9	20.0	20.1	19.7	19.9	19.9
Nation	20.6	20.5	20.6	21.0	21.0	21.1	20.9	20.9	20.9

## Advanced Placement and International Baccalaureate Exams (AP & IB) AP Scores

AP & IB Exams				
	Number of Exams	Percentage of exams 3/4 or higher	Number of diplomas	
			Attempted	Awarded
2007 IB	NOT AVAILABLE	NOT AVAILABLE	34	22
2008 IB	187	90%	16	14
2009 IB	415	75%	59	31
2010 IB	710	79%	86	54
2011 IB	506	75%	57	34

## Graduation Rate

**Graduation Rate:** Percentage of all students who earned a standard high school diploma within four years.

Graduation Rate				
	2008	2009	2010	2011
Rock Hill	62.6	73.1	70.7	74.1
Similar Districts	74.6	74.7	74.0	72.9

## Five-year PACT/PASS Performance by subject and grade

ELA																		
	3rd						4th						5 <sup>th</sup>					
Year	07	08	09	10	11	Gain	07	08	09	10	11	Gain	07	08	09	10	11	Gain
District	87	86	79	79	78	-1	82	82	77	76	75	-1	76	78	85	80	80	0
	6th						7th						8 <sup>th</sup>					
Year	07	08	09	10	11	Gain	07	08	09	10	11	Gain	07	08	09	10	11	Gain
District	71	76	74	76	73	-3	81	74	70	72	73	+1	75	72	73	70	71	+1
Mathematics																		
	3rd						4th						5 <sup>th</sup>					
Year	07	08	09	10	11	Gain	07	08	09	10	11	Gain	07	08	09	10	11	Gain
District	82	80	74	74	74	0	81	82	80	81	76	-5	79	81	80	76	78	+2
	6th						7th						8 <sup>th</sup>					
Year	07	08	09	10	11	Gain	07	08	09	10	11	Gain	07	08	09	10	11	Gain
District	78	79	73	75	73	-2	81	79	75	75	74	-1	74	76	69	71	73	+2
Science																		
	3rd						4th						5 <sup>th</sup>					
Year	07	08	09	10	11	Gain	07	08	09	10	11	Gain	07	08	09	10	11	Gain

<i>District</i>	68	73	67	59	59	0	67	72	71	72	73	+1	61	60	75	68	68	0
	<i>6th</i>						<i>7th</i>						<i>8th</i>					
<i>Year</i>	07	08	09	10	11	<i>Gain</i>	07	08	09	10	11	<i>Gain</i>	07	08	09	10	11	<i>Gain</i>
<i>District</i>	62	61	69	66	70	+4	74	75	74	76	79	+3	73	70	66	74	78	+4
<b>Social Studies</b>																		
	<i>3rd</i>						<i>4th</i>						<i>5th</i>					
<i>Year</i>	07	08	09	10	11	<i>Gain</i>	07	08	09	10	11	<i>Gain</i>	07	08	09	10	11	<i>Gain</i>
<i>District</i>	90	89	85	78	82	+4	79	83	85	74	74	0	70	72	75	70	76	+6
	<i>6th</i>						<i>7th</i>						<i>8th</i>					
<i>Year</i>	07	08	09	10	11	<i>Gain</i>	07	08	09	10	11	<i>Gain</i>	07	08	09	10	11	<i>Gain</i>
<i>District</i>	74	81	81	82	82		64	61	63	64	70	+6	75	76	76	74	77	+3

**Performance Trends Over a 4-Year Period**

<b>District</b>	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2006</b>	<b>Average</b>	<b>Unsatisfactory</b>	<b>No</b>
<b>2007</b>	<b>Below Average</b>	<b>Unsatisfactory</b>	<b>No</b>
<b>2008</b>	<b>Below Average</b>	<b>Average</b>	<b>No</b>
<b>2009</b>	<b>Average</b>	<b>Average</b>	<b>No</b>
<b>2010</b>	<b>Average</b>	<b>Corrective Action</b>	<b>No</b>
<b>2011</b>	<b>Good</b>	<b>Corrective Action</b>	<b>No</b>

## Variables that impact student performance

<b>Retention</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	3.1	2.5	1.8
<i>Similar districts</i>	2.7	2.0	2.3
<b>Student attendance</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	96.3	96.9	95.4
<i>Similar districts</i>	96.2	95.8	95.8
<b>Disabilities other than speech</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>7.4Rock Hill</i>	11.7	11.6	9.0
<i>Similar districts</i>	10.5	9.8	7.4
<b>Older than usual for grade</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	4.0	3.7	2.2
<i>Similar districts</i>	3.1	4.5	3.0
<b>Suspended or expelled</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	1.4	1.2	0.9
<i>Similar districts</i>	0.4	0.7	0.5
<b>Annual dropout rate</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	3.8	2.9	4.9
<i>Similar districts</i>	3.8	3.1	2.8
<b>Teachers returning from previous year</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	91.2	92.7	93.3
<i>Similar districts</i>	90.7	89.3	92.0
<b>Teacher attendance rate</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	94.5	96.9	96.4
<i>Similar districts</i>	95.4	95.3	95.2
<b>Prime instructional time</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	89.8	93.2	90.6
<i>Similar districts</i>	90.5	91.8	90.1
<b>Parents attending conferences</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	94.6	94.3	95.9
<i>Similar districts</i>	95.2	97.1	96.6
<b>Student/Teacher Ratio</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	21.1	22.3	22.5
<i>Similar districts</i>	21.5	21.7	22.5

## Perceptions

**Perceptions:** How satisfied are parents, students, and teachers with the learning environment, physical environment, and home-school relations?

### Perception of Learning Environment (currently & over time)

<i>Percentage of parents, teachers, and students satisfied with the learning environment.</i>			
	<b>2008</b>	<b>2009</b>	<b>2010</b>
<i>Teachers</i>	93.6	57.5	59.9
<i>Parents</i>	<b>87.4</b>	50.4	47.9
<i>Students</i>	<b>82.4</b>	46.1	Not available

### Physical Environment (currently and over time)

<i>Percentage of parents, teachers, and students satisfied with the physical environment</i>			
	2008	2009	2010
Teachers	96.3	68.6	67.5
Parents	86.7	57.6	55.0
Students	82.4	46.8	Not available

### Home-School Relations (currently and over time)

<i>Percentage of parents, teachers, and students satisfied with home-school relations.</i>			
	<b>2008</b>	<b>2009</b>	<b>2010</b>
<i>Teachers</i>	90.4	39.8	38.9
<i>Parents</i>	<b>84.3</b>	55.9	54.4
<i>Students</i>	<b>84.4</b>	60.7	Not Available

**Teachers with Advanced Degrees:** *What is the percentage of teachers with advanced degrees compared to last year, similar districts, and over time?*

<b>Teachers with Advanced Degrees</b>				
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	57.6	58.9	59.8	62.9
<i>Similar Districts</i>	57.6	59.0	59.8	61.4

**Continuing Contract Teachers:** *What is the percentage of teachers with continuing contracts compared to last year, similar districts, and over time?*

<b>Continuing Contract Teachers</b>				
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	72.6	73.3	76.2	85.4
<i>Similar Districts</i>	80.0	78.2	83.7	87.1

**Highly Qualified:** *What is the percentage of highly qualified teachers in your district?*

<b>Highly Qualified</b>				
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	n/a	99.19	99.91	99.48
<i>Similar Districts</i>	n/a	Not available	Not available	Not available

**Professional Development:** How many professional development days are teachers offered per year compared to last year, similar districts, and over time?

<b>Professional Development</b>				
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill</i>	12.6	11.9	9.0	11.3
<i>Similar Districts</i>	15.2	13.4	12.6	12.2

**Enrollment and Completers in Adult Education/Diploma Programs:** What percentages of students are enrolled in and complete adult education GED or diploma programs?

<b>Percentage of parents, teachers, and students satisfied with home-school relations.</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<i>Rock Hill Adult Ed Enrollment</i>	219	427	388
<i>Similar districts</i>	72	47	83
<i>Rock Hill Adult Ed completers</i>	156 (71.2)	263	225
<i>Similar districts</i>	70 (97.2)	58	68

### **Class Size Reduction**

**Student-Teacher Ratio:** Compare the student-teacher ratio to last year, similar districts, and over time.

<b>Student/Teacher Ratio</b>				
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<i>Rock Hill</i>	23.6	20.6	21.1	21.1
<i>Similar Districts</i>	22.1	21.5	21.6	21.5

### **Failures Due to Absence**

**Failures Due to Absences:** How many students failed one or more courses due to absences?

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<i>Rock Hill</i>	641	537	501	332

**District Goals  
And  
Assessment Rubrics**

**Rock Hill Schools  
The Climb  
Strategic Plan 2009-2014**



<b>School:</b> District	<b>Goal Leader:</b> Kokolis/Smith	<b>Pathway:</b> Shared Vision and Beliefs <b>Element:</b> All Elements	<b>Goal Area:</b> School Climate
<b>Goal:</b> Articulation, implementation, and stewardship of a vision and belief system that is shared and supported by all stakeholders so that students can learn, grow, connect and thrive.			
<b>Statement of Need:</b> <ul style="list-style-type: none"> <li>A. Sporadic understanding and buy-in to vision and beliefs exist, not shared with all stakeholders.</li> <li>B. Some policies and procedures exist which contradict the vision and beliefs.</li> <li>C. Understanding of the professional code exists; however, it is not fully operational.</li> </ul>		<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Staff and the total school community continuously refine the shared vision for powerful and continuous learning and ask critical questions about school-wide policies and procedures achieved by 2014.</li> <li>• The professional code is embedded in the school community and drives design of all classroom and school interactions achieved by 2014.</li> </ul>	

Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<p><b>Shared Visions &amp; Beliefs</b> <i>Shared vision and beliefs that lead us to accomplish the mission</i></p> <p>1. Establish resources for the induction of all stakeholders to the “Rock Hill Climb”.</p>	A, B	Associate Superintendents; Director of Staff Development	Training on use of rubrics; Develop tools to “brand” the Climb; Surveys; Review and eliminate school/district policies and procedures that are not in line with vision and beliefs	Principals; Executive Directors; Associate Superintendents	Rubrics; Surveys; Designate proficient to distinguished by 2014; Policies and procedures are in line with vision and beliefs	1/2010 6/2010 9/2010 1/2011 6/2011 6/2012 <b>Annual assessments 6/2011 - 2014</b>	<b>June 2011</b>	June 2014

Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<p><b>Shared Visions &amp; Beliefs</b> <i>Staff actions are guided by our professional code</i></p> <p>1. Monitor school improvement plans to assure shared vision and beliefs are embedded in school improvement plans</p>	A, B, C	District office administrators	School Improvement Plan framework and expectations; Rock Hill Climb four pathways training; rubric training and expectations	Associate Superintendents; Executive Directors; Directors	Climb rubrics; school rubric assessment; parent, student, community surveys; documented goals achieved through SIP	Monitor September 2009 -2014 January 2010-2014 June 2010 – 2014	September 2011 <b><i>Modified 4/2011</i></b> <b><i>SIP visits throughout 2012</i></b>	June 2014

# RUBRIC

## Shared Vision and Beliefs

Articulation, implementation, and stewardship of a vision and belief system that is shared and supported by all stakeholders so that students can learn, grow, connect and thrive

Critical Elements	Stages					Support Structures	Asset
	Emerging 1	Developing 2	Proficient 3	Mastery 4	Distinguished 5		
Shared vision and beliefs that lead us to accomplish the mission.	Staff hold individual visions about what needs to change for continuous learning and improvement, but do not share it with others	Staff are aware of the vision and beliefs but have not modeled it in their daily practice	Staff are aware of the vision and beliefs and there is some evidence that it impacts their daily practice	Staff share the vision and beliefs and model it in their daily practice	Staff and the total school community are continuously refining the shared vision for powerful and continuous learning and are asking critical questions about school-wide practices	<ul style="list-style-type: none"> <li>• Staff meeting agenda</li> <li>• Professional development opportunities</li> <li>• Implementation of school wide practices</li> <li>• Walkthroughs</li> <li>• Focus groups</li> <li>• Team building</li> </ul>	<ul style="list-style-type: none"> <li>○ OPES: Dr. Campbell and Mr. Moree are both new to Old Pointe. They both have a sense of “You teach one, you teach all!” They have worked effectively to create a sense of community and also take a close look at continuous improvement and success within subgroups.</li> <li>○ RWES: A revised master schedule ensures that instruction priorities, such as French classes, are met. Living Document- 2 goals- increase instructional time-provide daily inst. World Language- Revised periodically</li> <li>○ IHES: Literacy Instruction is viewed as a strength especially kindergarten</li> <li>➤ STMS: Sharing of results with faculty to increase not just by-in but ownership of the initiatives and direction of the school. SIP- real document, used constantly.</li> <li>❖ SPES: School wide behavior incentive has provided a consistent vocabulary for teachers and students.</li> <li>❖ ODES: Shared Vision &amp; Beliefs</li> <li>❖ IHES: Empowerment of staff (meeting the needs of the 21<sup>st</sup> Century Learner. Everyone is informed. Decision making is discussed with all. Data driven environment!</li> </ul> <p>EPES: School Wide Enrichment Cluster to harness the interest of students and create a sense of belonging.</p>

# RUBRIC

## Shared Vision and Beliefs

Articulation, implementation, and stewardship of a vision and belief system that is shared and supported by all stakeholders so that students can learn, grow, connect and thrive

Staff actions are guided by our professional code	Staff is unaware of the professional code	Staff members individually define the use of the professional code to drive their professional actions	Staff members discuss how to use the professional code during collaborative opportunities	Staff members discuss and plan the implementation of strategies to use the professional code to drive the design of all classroom and school interactions	The professional code is embedded in the school community and drives design of all classroom and school interactions	<ul style="list-style-type: none"> <li>• Conversations</li> <li>• Student Intervention Teams</li> <li>• Walkthroughs</li> <li>• Late start days</li> <li>• Professional dev opportunities, participation, and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>❖ SPES: Began this Spring, a series of community/business luncheons as a way to connect or re-connect with the RH community.             <ul style="list-style-type: none"> <li>▪ Phoenix: Community partnerships</li> <li>▪ Renaissance: Community partnerships</li> </ul> </li> </ul>
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**Rock Hill Schools**  
**The Climb**  
**Strategic Plan 2009-2014**



<b>School:</b> District	<b>Goal Leader:</b> Jaworowski/Partlow Melzer, Spradley, Mobley, Smith, Kokolis	<b>Pathway:</b> Future Focus <b>Element:</b> All Elements	<b>Goal Area:</b> Teacher Quality, School Climate, Student Performance
<b>Goal:</b> Create school environment that promote student conceptual understanding and use of critical skills in problem solving, collaboration, and communication with the ability to reflect, evaluate, and create in the digital environment of the 21 <sup>st</sup> century.			
<b>Statement of Need:</b> <ul style="list-style-type: none"> <li>D. Teachers and students need to be surveyed regarding the needs of the 21<sup>st</sup> century learner.</li> <li>E. A framework indicating needs should be created to gauge progress toward meeting the needs of the 21<sup>st</sup> century Learner.</li> <li>F. Consistently updating training on Promethean technology is required to stay abreast of new software.</li> <li>G. A process for monitoring appropriate use of technology for students and employees needs to be established.</li> </ul>		<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Based on survey results, three new strategies will be determined to meet the needs of the 21<sup>st</sup> century learners.</li> <li>• By the 8<sup>th</sup> grade, all students will demonstrate proficiency in the use of technology. Additionally, all teachers will demonstrate technology proficiency according to their 5-year validity certification cycle.</li> <li>• All students and staff will demonstrate ethical use of technology based on the rubric for South Carolina Cyber Savvy Standards.</li> </ul>	

Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<b>Future Focus</b> <i>Needs of the 21<sup>st</sup> Century Learner</i> <ol style="list-style-type: none"> <li>Develop and administer needs assessment to K-12 teachers and students at grades 5, 7, and 11 to determine which components of the 21<sup>st</sup> century learning framework are present, which components require additional support and development, and which components are missing.</li> </ol>	A, B	Future Standards Design Team	Research 21 <sup>st</sup> Century Standards; Partnership for 21 <sup>st</sup> Century Skills	Future Standards Design Team Leader; Assistant Principals, Teachers	Development of framework (Common Core State Standards)	Quarterly	June 2011	June 2014  <b>4/2012 Ongoing</b>
<ol style="list-style-type: none"> <li>Identify and adopt a framework for 21st Century Learning.</li> </ol>	B	Future Standards Design Team Exec. Dir. Elementary and Secondary; Exec.	Model survey instruments	Future Standards Design Team Leader and team members	Survey results	Annual	Fall 2012	January 2012 <b>4/2012 Ongoing</b>

<p>3. Incorporate components of 21<sup>st</sup> century framework into the design of engaging student work via curriculum maps, UbD units, forms of assessment, etc.</p>	B	<p>Dir. Student Services</p> <p>Instructional Specialists; Teachers</p>	<p>UbD units will be reviewed and edited. Platforms for sharing those units will be developed; Training and Editing Teams</p>	<p>Assoc. Supt. Of Instruction; Exec. Directors of Instruction; Instructional Specialists; Nat. Board Cert. Teachers</p>	<p>Number of “hits” on web and teacher’s survey</p>	<p>1/10/11 7/10/11</p>	<p>July 2011</p>	<p>June 2014 <b>4/2012</b> <b>Ongoing</b></p>
<p>4. Research and implement instructional strategies that will develop critical thinkers and problem solvers through inquiry based learning.</p>	B	<p>Select elementary, middle and high school classroom teachers</p>	<p>Staff development on inquiry based instruction, understanding higher order questioning</p>	<p>Assoc. Supt. of Instruction, Ex. Director of Elementary and Secondary Ed., School and Content Specialists</p>	<p>Student Portfolios, Teacher surveys, PYP, MYP, and IB testing results, identification of GT students</p>	<p>Semester</p>	<p>January 2011 Ongoing review and modifications</p>	<p>June 2014 <b>4/2012</b> <b>Ongoing</b></p>
<p>5. Identify and introduce additional foreign language options to strengthen foreign language instruction and multi-cultural education in grade 3-12.</p>	B	<p>Elementary, Middle and High School Foreign Language Teachers</p>	<p>Staff development, establishment of foreign language immersion classes and addition of mandarin Chinese instruction</p>	<p>Assoc. Supt. of Instruction, Ex. Director of Sec Ed, Content Sp., Administrators</p>	<p>Student participation counts, Foreign Language Comp. Assessments</p>	<p>June 2011 Annual Review</p>	<p>June 2011</p>	<p>June 2014 <b>4/2012</b> <b>Ongoing</b></p>
<p><b>Future Focus</b> <i>Effective Use of Technology</i></p> <p>1. Conduct observations and collect data in representative classrooms to define the effective use of technology.</p> <p>2. Expand lab classroom opportunities.</p>	<p>A, B, C</p> <p>A, B, C</p>	<p>Instructional specialist technology, Principals, Ast. Principals</p> <p>Instructional specialists, Director of Professional Dev., teachers</p>	<p>Research in best practice of use of technology; Review of district technology plan</p> <p>Lab Classroom Design; expand number of lab classrooms</p>	<p>Principals, Exec. Dir. Elementary and Secondary, Exec. Dir. Technology</p> <p>Dir. Of Professional Dev., Principals</p>	<p>Classroom lessons; student portfolios; student engagement surveys</p> <p>Number of lab classrooms increase, increase number of teachers</p>	<p>Semester</p> <p>Semester</p>	<p>September 2010 – Ongoing</p> <p>October 2010 – Ongoing</p>	<p>June 2014 <b>4/2012</b> <b>Ongoing</b></p> <p>June 2014 <b>4/2012</b> <b>Ongoing</b></p>

<p>3. Demonstrate the effective use of technology.</p>	<p>A, C, D</p>	<p>Sullivan Middle School Principal, Instructional specialist technology, teachers</p>	<p>Research in best practice and model policy in effective use of technology</p>	<p>Executive Director H. R., Instructional Specialist Technology</p>	<p>replicating lesson design  Student portfolios, teacher lesson design, student survey data</p>	<p>Annual report</p>	<p>June 2010</p>	<p>June 2014 <b>4/2012</b> <b>Ongoing</b></p>
<p><b>Future Focus</b> <i>Ethical Use of Technology</i></p> <p>1. Examine disciplinary actions of students and employees related to violations of acceptable use of technology.</p> <p>2. Develop staff awareness and implementation of SC Cyber Savvy Standards.</p>	<p>C, D  B, C, D</p>	<p>Assistant Principals, Exe. Dir H.R.  Media Specialists</p>	<p>Student and employee data  Professional development; Wiki</p>	<p>Exec. Dir. H.R. Asst. Principals  Instructional Specialist Technology</p>	<p>Student and employee data reduction in violations  Rubric for all stakeholders on Cyber Standards; Lesson development implementation</p>	<p>Annual report  Semester</p>	<p>June 2010  June 2010 Annual monitor</p>	<p>June 2014 <b>4/2012</b> <b>Ongoing</b>  June 2012 <b>4/2012</b> <b>Ongoing</b></p>

# RUBRIC

## Future Focus

**Create school environments that promote student conceptual understanding and use of critical skills in problem solving, collaboration, and communication with the ability to reflect, evaluate and create in the digital environment of the 21st century**

Critical Elements	Stages					Support Structures	Asset
	Emerging 1	Developing 2	Proficient 3	Mastery 4	Distinguished 5		
Needs of the 21 <sup>st</sup> Century Learner	Staff are uninformed and do not seek to understand the needs of the 21 <sup>st</sup> century student	Staff are informed of the needs but have not adjusted classroom practices to meet the needs of the 21 <sup>st</sup> century student.	Staff discuss best practices and there is some evidence of implementation of best practices in the classroom to meet the needs of the 21 <sup>st</sup> century student.	Staff discuss and collaboratively plan for implementation of best practices to meet the needs of the 21 <sup>st</sup> century student.	Staff are informed, collaborative instructional leaders who continuously seek to improve to meet the needs of the 21 <sup>st</sup> century student.	Student work Professional development Curriculum maps Student work Documents Plans/UbD Assessments Observations/Walk through	<ul style="list-style-type: none"> <li>❖ IHES: Environmental club efforts meet a future focus goal. Reduce wastes, reduce pollution, and reduce use of paper, Food Service. India Hook has begun a Netscope partnership with Winthrop University.</li> <li>❖ RDES: Development and implementation of immersion based FL instruction- Needs of the 21<sup>st</sup> Century Learner</li> </ul>
Effective use of technology	Staff are unaware of technologies available to enhance instruction	Staff are aware of available technologies but have not adjusted classroom practices to incorporate them into the curriculum	Staff discuss best practices and there is some evidence of technology integration in classrooms	Staff discuss, collaboratively plan and implement best practices in the use of technologies	Staff continuously innovate and create, a digital learning environment that promotes the use of technology to design meaningful challenging work for all students	Curriculum maps Products Use of technology by students Opportunities for students to model Promethean training Training in differentiation and project based learning Observations	<ul style="list-style-type: none"> <li>❖ RWES: Title I resources, Successmaker and school procedures provided ways to hold all stakeholders accountable. Successmaker/Waterford –daily: monthly account of gains growth with celebration; drill down in data to make inst. Decisions. Share files on “G” drive; Four Pathways; Planners-transparent               <ul style="list-style-type: none"> <li>➤ SMS: Sullivan Middle School has several of the 21st Century Learner Standards and components for 21st Century Schools initiated in their current direction. Continued leadership and support for use of technology, Middle Years IB approaches, and professional development initiatives should pay huge dividends for the school.</li> </ul> </li> <li>❖ CCDC: We have closely examined our literacy and technology programs and the procedures to increase the full inclusion of our self-contained young friends. We are raising the learning bar for all our students.</li> <li>❖ EBES: Morning math labs are conducted daily. SuccessMaker data is used to determine who needs remediation and what the focus of the remediation should be. Tremendous gains have resulted with some students jumping three grade levels in math.</li> </ul>

# RUBRIC

## Future Focus

**Create school environments that promote student conceptual understanding and use of critical skills in problem solving, collaboration, and communication with the ability to reflect, evaluate and create in the digital environment of the 21st century**

Ethical use of technology	Staff are unaware of ethical issues in the use of technology	Staff are aware of ethical issues in the use of technology but have not adjusted classroom practice	Staff discuss best practices and there is some evidence of ethical use by teachers and students	Staff plan and implement the K-12 curriculum for ethical use of technology	Staff continuously monitor and seek ways evaluate and anticipate changes to the ethical use of technology	Student behaviors Professional development Student training Media specialist training Policy development Student referrals Plagiarism firewall/software	All schools: Personnel policies, student handbook code of conduct
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**Rock Hill Schools**  
**The Climb**  
**Strategic Plan 2009-2014**



<b>School:</b> District	<b>Goal Leader:</b> Kokolis/Wilks	<b>Pathway:</b> Nurturing Environment <b>Element:</b> Emotional, Physical, Intellectual Safety	<b>Goal Area:</b> Student Achievement Climate, Teacher Quality
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**Goal:** Create an environment that is emotionally, physically, and intellectually safe for all stakeholders so that students may learn, grown, connect, and thrive.

**Statement of Need:**

**A.** There are a significant number of high school students who fail a course due to absence.  
**F/A 2006-07 = 632; 2007-2008 = 641; 2008-2009 = 537**

**B.** On time graduation rate for **2005-2006 = 68.9%; 2006-2007 = 62.3%; 2007-2008 = 62.6%; 2008-2009 = 73.1% with the state average rate at 73.7%**

**C.** Although interventions are improving numbers, there are a significant number of students who drop out of school.

<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
416 Students	276 Students	210 Students	148 Students

**D.** Elementary and middle school students demonstrate a need for interventions to decrease unlawful absences from school and to decrease the number of students who have 10 or more days absent from school.

**Elementary** students 5 or more unlawful days = **1341 (16% of Elem. enroll)**  
**Elementary** students 10 or more days absent = **1477 (17% of Elem. enroll)**  
**Middle school** students 5 or more unlawful = **647 (17% of M.S. enroll)**  
**Middle school** students 10 or more days absent= **758 (20% of M.S. enroll)**

**Objectives:**

Decreasing the number of students failing due to absence, increasing the graduation rate, and decreasing the number of students who drop out of school requires early intervention for students at risk of dropping out, interventions and options for students who have excessive absences and a variety of alternative programs for students to remain engaged and connected to the school community.

- Reduce the number of F/A's by 10% each year
- Increase the graduation rate by 3% each year
- Decrease the number of students who drop out of school by 5% each year
- Decrease the % of students who are habitually absent
- Decrease the % of students who are unlawfully absent

**Update: 2009-2010 – 501 F/A**

**State is permitting Rock Hill Schools to conduct pilot program to offer credit for competency/mastery to reduce F/A.**

**Update 2011 – 200 less F/A due to pilot program.**

**2012 update should reflect dramatic shift in number of students failing due to absence.**

Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<p><b>Nurturing Environment</b> <i>Physical Safety, Emotional Safety, Intellectual Safety</i></p> <p>1. Provide expanded support structures for families with excessive absences/tardies.</p>	A,B, C,D	Home School Workers Attendance Coordinators School Counselors Assistant Principals	Data from attendance; Intervention plan; parent workshops	Exec. Director Student Services; Exec. Director Secondary	Reduced absence from school Home school worker and counselor reports monthly	Quarterly	June 2010 Annual Update	Annual reduction of F/A's by 10% (50% by 2014) Annual reduction of unlawful absence 8% by 2014 <b>Pilot instituted 2010-2011</b>
2. Expand credit and content recovery programs.	A, B, C	Exec. Director Secondary School Counselors School Administrators	Additional seats in APEX	Exec. Director Secondary	Reduced number of F/A's Additional course offerings	Mid term and end of semester	August 2010 Annual update through 2014	Annual reduction of F/A's by 10% (50% by 2014) <b>4/2012 Ongoing</b>
3. Develop model for	A, B, C,D	Instructional specialists,	Model goal setting	Counselors,	Increase pass	Quarterly	January	June 2014

student goal setting.		assistant principals, counselors, academic coaches	framework; student progress records; identified learning style	Mentors, Academic coaches, Advisors	rate; reduction in absence		2010 Annual update	Reduction of unlawful absence 8% <i>4/2012</i> <i>Ongoing</i>
4. Expand mentoring opportunities; summer bridge program; parent communication through online access to student coursework and grades.	A,B, C, D	Exec. Director of Student Services, Counselors, Assistant Principals, Directors of Alternative, Executive Director of Technology	Professional development in best practice for adolescent mentoring, Power School parent link, Online access	Exec. Directors Student Services, Secondary Instruction; Exec. Director Technology	Parent surveys, increase 9 <sup>th</sup> grade pass rate; decrease in student absence F/A	End of semester	Fall 2009 Ongoing	June 2014 <i>4/2012</i> <i>Ongoing</i>
5. Expand alternative programs for students who are at risk of dropping out.	A, B, C	Exec. Director of Student Services, Secondary Directors of Alternative Programs	Grant opportunities, model programs, increase APEX seats	Exec. Director Secondary	Decrease in dropout, increase grad. rate, reduction F/A	End of semester	June 2010 Ongoing Annual update	June 2014 <i>4/2012</i> <i>Ongoing</i>
6. Hold dropout summit follow-up meetings, implement subcommittee interventions.	A, B, C	Associate Superintendents Exec. Directors Student Services, Secondary, Elementary; Principals, Community Members	District and city data, Summit follow up Subcommittee reports	Associate Superintendents	Reduce dropout numbers, increase grad. Rate	End of semester; end of school year	Fall 2009 Ongoing annual update	June 2014 <i>4/2012</i> <i>Ongoing</i>
<b>Proposal to state for competency based in lieu of seat time</b>	<b>A, B, C</b>	<b>Associate Superintendents Principals</b>	<b>Proposal submitted to State Department of Education</b>	<b>Associate Superintendents</b>	<b>Reduce failures due to absence</b>	<b>End of school year</b>	<b>Spring 2011 through 2012</b>	June 2012 <i>4/2012</i> <i>Ongoing</i>

**Rock Hill Schools  
The Climb  
Strategic Plan 2009-2014**



<b>School:</b> District	<b>Goal Leader:</b> Kokolis/Wilks	<b>Pathway:</b> Nurturing Environment <b>Element:</b> Physical, Emotional, Intellectual Safety	<b>Goal Area:</b> School Climate
<b>Goal:</b> Create an environment that is emotionally, physically, and intellectually safe for all stakeholders so that students may learn, grown, connect, and thrive.			
<p><b>Statement of Need:</b></p> <p>A. School Climate data from the state climate 2008-09 survey reflects need for improvement of student behavior in instructional setting as well as in transitional areas.</p> <ul style="list-style-type: none"> <li>• 46.8% of high school students and 52% of elementary/middle school students indicate that students do not behave in transitional areas.</li> <li>• 41.2% of high school students and 48.1% of elementary/middle school students indicate that students do not behave well in the instructional setting.</li> </ul> <p>B. School Climate data reflects need for improvement in student perception that students believe they can do good work.</p> <ul style="list-style-type: none"> <li>• 31.8% of high school students and 26.3% of elementary/middle school students indicate that students do not believe they can do good work.</li> </ul> <p>C. School Climate data reflects need for improvement in student perception that teachers praise students for good work.</p> <ul style="list-style-type: none"> <li>• 26.1% of high school students and 22.8% of elementary/middle school students indicate that teachers do not praise students for good work.</li> </ul> <p>D. School Climate data reflects need for improvement in parent perception that teachers do not contact parents to say good things about their child.</p> <ul style="list-style-type: none"> <li>• 39.1% of parents indicate that teachers do not contact parents to say good things about their children.</li> </ul>		<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• The school environment continuously seeks to improve how it welcomes, encourages and supports all stakeholders regardless of race, gender or socioeconomic status, tangible evidence support an all inclusive.</li> <li>• To improve student behavior in transitional areas and instructional setting; by 2014, student perception on the state climate survey will indicate an average of a 25% improved response for the questions of student behavior in transitional areas and instructional setting.</li> <li>• To increase student perception that students believe they can do good work by 20% and increase perception that teachers praise students for good work by 20%.</li> <li>• To increase parent perception that teachers contact parents to say good thing about their child by 20%.</li> </ul>	

Action Steps/Strategies	Needs	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<b>Nurturing Environment</b> <i>Physical Safety</i> <i>Emotional Safety</i> <i>Intellectual Safety</i>								
1. Share survey information with groups of students and conduct student focus groups.	A, B, C, D	Exec. Director of Student Services; Assistant Principals; Guidance Counselors	School climate surveys; Focus group questions; Identify student groups for voluntary participation	Assoc. Superintendent; Exec. Director of Student Services; Principals; School improvement team; District office review team	Data collection and report out to principals	1/2010	10/2009	1/2010 8/2009, <b>Complete</b>
2. Develop intervention strategies to improve discipline in transitional areas and instructional settings.	A	Principals; Assistant Principals; Students; Teachers; Counselors; City and county police	Bullying awareness program; Gang awareness program; Character education program; Mentoring	Principals; Assistant Principals; School Improvement Team; District Office Review Team	Reduction in disciplinary referrals; improvement in climate survey response	1/2010 6/2010 6/2011 6/2012 6/2013 6/2014	10/2009	6/2014 4/2012 <b>Ongoing</b>
3. Provide diversity training for staff and students.	A	Diversity design team; Counselors; Coordinator of Community	Diversity presentation and activities for staff and students; Book study for	School Improvement team; District office review team	Decrease in discipline referrals in the instructional setting and	3/2010 6/2010 6/2011 6/2012 6/2013	1/2010	6/2014 4/2012 <b>Ongoing</b>

		Services	staff conflict mediation for students; Positive behavior intervention strategies; Poverty Simulation		transitional areas; Increase students' perception in believing they can do good work as evidenced by climate survey; increase in student perception of teacher praise	6/2014		
3. Develop tools to provide positive home/school communications concerning student engagement.	A, B, C	School administrative leadership team	Development of positive communication tools; staff awareness of tools	Administrative staff; School Improvement Team; District Office Review Team	Climate survey improved perception of home/school positive communication Reinforcement for student positive academic performance; increase in student academic risk with additional teacher support and motivation	6/2010 6/2010 6/2011 6/2012 6/2013 6/2014	1/2010 On-going	6/2014 4/2012 <b>Ongoing</b>
<p><i>April 2011 Update:</i> <i>April 2012 Update</i></p> <p>School climate data from the 2009-10 survey reflects decrease in high schools students (46.4%), elem/ms students (48.6%) who do not</p>								

<p>behave in transitional areas.  School climate data from the 2009-10 survey reflects an increase in high school students (42.9%) and a decrease in elem/ms students (44.6%) who do not behave well in the instructional setting.</p> <p>School Climate data reflects need for improvement in student perception that students do not believe they can do good work has increased for high school students (32.4%) and decreased for elem/ms students (23.1%)</p> <p>School Climate data reflect needs for improvement in parent perception that teachers do not contact parents to say good things about their child decreased (38.8%)</p>							
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**Rock Hill Schools  
The Climb  
Strategic Plan 2009-2014**



<b>School:</b> District	<b>Goal Leader:</b> Burris	<b>Pathway:</b> Nurturing Environment <b>Element:</b> Physical Safety, Emotional Safety	<b>Goal Area:</b> School Climate
<b>Goal:</b> Create an environment that is emotionally, physically, and intellectually safe for all stakeholders so that students may learn, grown, connect, and thrive.			
<b>Statement of Need:</b> A. In conjunction with community emergency responders, the district will implement and update the current crisis management Manual with specific lockdown procedures designed for each facility and train 50% of school sites who have not conducted lockdowns. In addition, practice use of crisis management team protocol and implement a scheduled drill system to assess school site lockdown drill readiness documented by the district implementation checklist at 50% to be completed at 100% by 2014.		<b>Objectives:</b> H. The district will develop a lockdown requirement that includes a drill exercise in which predetermined response actions are implemented, and train all school sites according to the lockdown procedure specific to their facility and environment.  I. The objective of this drill requirement is to enhance the district’s and each school’s level of preparedness for emergencies and disasters by establishing a lockdown requirement drill exercise and monitoring system specific to each location and environment.	

Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<b>Nurturing Environment</b> <i>Physical Safety</i> <i>Emotional Safety</i>								
1. Conduct a tabletop exercise for the Crisis Management Team at least once per year.	A	Safety/Risk Management Coordinator; Principals; Safety Coordinators; District Crisis Team; Senior Resource Officers	Crisis Management Manual; Coordinate training in conjunction with community emergency responders	School Principals; Facility Directors; Risk Management	Development lockdown report sign-off	11/2009-11/2010  60% by 2012 80% by 2013 100% by 2014	10/2009	6/2014  <b>2012 = 60%</b>
2. Ensure drills required by this plan are conducted in accordance with the federal, state and local guidelines.	A	All district levels	Crisis Management Manual; Coordinate training in conjunction with community emergency responders	Principals; Facility Directors; Risk Management	Development lockdown report sign-off	11/2009-11/2010  60% by 2012 80% by 2013 100% by 2014	10/2009	6/2014  <b>2012 = 60%</b>

# RUBRIC

## Nurturing Environment

**Create an environment that is emotionally, physically and intellectually safe for all stakeholders so that students may learn, grow, connect and thrive.**

**\*Before using the rubric, be certain there is a common understanding of emotional, physical, and intellectual safety.**

Critical Elements	Stages					Guiding Support Structures (Not limited to this list)	Asset
	Emerging 1	Developing 2	Proficient 3	Mastery 4	Distinguished 5		
Physical Safety	The school is unaware of safety issues and the environment lacks structures (policies, procedures, programs) to promote safety	The school is aware of safety issues, however, the environment lacks structures (policies, procedures, programs) to promote safety	The school is aware of safety issues and there are some structures (policies, procedures, programs) to promote safety	The school environment implements comprehensive structures (policies, procedures and programs) to ensure a safe environment	The school continuously monitors and adjusts structures (policies, procedures and programs) to improve safety	Accident reports Facility assessment Crisis drills Fire drill reports SRO reports Handbook Building policies and procedures Incident reports Surveys Community focus group	<ul style="list-style-type: none"> <li>✓ RHHS: Nurturing Environment: A variety of assistance and support programs made available to the Bearcat family, everything from using Facebook to obtain graduation gowns for needy students to soliciting Rack Room for shoes for students to mentoring services and programs.               <ul style="list-style-type: none"> <li>▪ Phoenix: Staff with infinite patience and tolerance. Home visits, flexibility, home and school APEX</li> </ul> </li> <li>❖ EBES: The school has a very nurturing environment. The teachers are trusting of one another and cooperate to improve instruction.</li> <li>❖ MHES: A positive climate, including the participation of parents, volunteers and staff, has emerged as a school asset.</li> <li>❖ ODES: The school-side discipline plan – Braggin’ Dragon</li> <li>❖ SCES: The school has a nurturing environment. There is a friendly, open-door climate for staff and parents. The parental support is enormous, as shown through the PTO’s purchase of supplies for next year. <u>The staff feels empowered.</u> The faculty is given the liberty to be creative and free to incorporate strategies (drama, music, movement, etc) that are best for the students. Emotional Safety. Motto: “We’re worth the drive”. Choice School. Open-Door Policy</li> </ul>
Emotional Safety	The school environment does not reflect an awareness of the issues related to diversity (race, gender, economic	The school environment reflects an awareness of the issues however school-wide practices are not in place related to	The school environment is welcoming, trusting encouraging and supportive of some stakeholders with some existing tangible evidence	The school environment is welcoming, trusting, encouraging and supportive of <u>all</u> stakeholders and tangible evidence exists	The school environment continuously seeks to improve how it welcomes encourages and supports all stakeholders regardless of race, gender or socioeconomic status,	Staff development in social emotional needs and diversity State climate report Teacher talk Walk through Focus group Attendance reports Discipline referrals Volunteer reports	<ul style="list-style-type: none"> <li>➤ CHMS: Ongoing professional development targeting adolescent brain development – rated as very effective by staff and monitored in classroom application</li> <li>➤ DCMS: Student character development, utilizing film clips from recent popular and classic movies to spur an open dialogue on issues such as honesty, stereotypes, discrimination, etc. Faculty fathers; 212-students who have not done well with standardized testing multiple sub-groups. Leap of Faith-students of incarcerated families.</li> <li>❖ MGES: Evidence that the character education program filters into instruction and achievement.</li> </ul>

# RUBRIC

## Nurturing Environment

**Create an environment that is emotionally, physically and intellectually safe for all stakeholders so that students may learn, grow, connect and thrive.**

**\*Before using the rubric, be certain there is a common understanding of emotional, physical, and intellectual safety.**

	status, ability, etc.)	diversity (race, gender, economic status, ability, etc.)			tangible evidence supports an all inclusive environment	Staff participation in after school events	<ul style="list-style-type: none"> <li>❖ Renaissance: Peer mentoring partnerships with elementary school</li> <li>❖ CCDC: We have a warm, nurturing environment where our young friends and their families are welcomed and supported. Our excellent facilities, designed specifically for our young students, support our creative, learning community</li> <li>❖ OPES: Students clubs have created a buzz around the school. Students and teachers are forming relationships outside of the regular classroom setting.</li> <li>❖ IHES: Disability awareness and education efforts including school-wide disability awareness activities, clubs (sign language club), and integration with sports, autism awareness, and strategy training for kids on autism spectrum</li> <li>❖ YRES: School mentoring program – supporting at risk children- Bulldog buddy program</li> <li>❖ EPES: Awarded the Red Carpet Award this year. Parents and guests are treated warmly at all times when they enter the building or call on the phone. Gained 2 new community partners this year. Grandparents days and Take A Lick for Literacy.</li> </ul>
Intellectual Safety	The school is not aware that there is a need to encourage taking academic risks in the classroom; nor that rigorous curriculum is not available to all stakeholders	The school is aware that there is a need to encourage taking academic risks in the classroom and that rigorous curriculum should be available to all stakeholders	The school demonstrates some evidence that students are encouraged to take academic risks in the classroom and rigorous curriculum is available to most stakeholders	The school encourages and supports academic risk taking in the classroom; policies and procedures are in place to ensure open access to rigorous curriculum for all stakeholders	The school continuously seeks new and innovative approaches to encourage and support academic risk taking; open access to rigorous curriculum is promoted for all stakeholders	<p>Staff and stakeholder professional development in social emotional needs and diversity</p> <p>Course enrollment</p> <p>Demographics</p> <p>Teacher talk</p> <p>Focus groups</p> <p>Grading practices</p> <p>Student work collection</p> <p>Participation in extra or co-curricular activities</p> <p>Walk through</p> <p>Grades and test scores</p>	<ul style="list-style-type: none"> <li>▪ ATC: Quality work posted outside each classroom</li> <li>➤ STMS: The atmosphere of sharing and collaboration that has developed is a distinct asset at Saluda Trail Middle School. In conferences and workshops, presentations are done by groups. STMS is in a great place to share their efforts in the form of reflections that will allow those groups who are working toward similar goals to listen, question, reflect and plan. A round table presentation or seminar presentation would be great for the Student Engagement Conference.</li> <li>❖ FRES: The school used the Portfolio and Pizza Night to successfully use the students and data to inform parents.</li> <li>➤ RRMS: Grading Policy</li> <li>✓ NWHS: Tier 2 academic extra help opportunities and Tier 2 social support structures with targeted mentoring programs</li> <li>❖ FRES: The leadership has helped the faculty and staff to build relationships, to pull together, to collaborate, and to raise the level of professionalism in the building.</li> </ul> <p>Rebound: Cooperative learning-nurturing environment</p>

**Rock Hill Schools  
The Climb  
Strategic Plan 2009-2014**



<b>School:</b> District	<b>Goal Leader:</b> Mobley/Melzer	<b>Pathway:</b> Quality Work Design & Delivery <b>Element:</b> All Elements	<b>Goal Area:</b> Student Achievement
<b>Goal:</b> To improve the academic achievement of all students on state and national tests including those subgroups who have traditionally performed below the state and district average.			
<p><b>Statement of Need:</b> On state assessments (PASS, HSAP, and EOCs) and on national assessments (SAT and ACT), trend data indicate a significant achievement gap between the following sub-groups:</p> <p>A. <u>PACT 2008 Pass Rates</u></p> <ol style="list-style-type: none"> <li>1. ELA: full pay = 88%, reduced pay = 78%, free lunch = 62% non-special ed. = 85.5% special ed. 38% white = 92%, African American = 62%, Hispanic = 71%</li> <li>2. Math: full pay = 89%, reduced pay = 78%, Hispanic = 65% Non-special ed. = 85.5%, special ed. = 41% White = 88%, African American 62%, Hispanic 73%</li> </ol> <p>B. <u>HSAP 2009 Pass Rates for ELA &amp; Math</u> (first time test-takers)</p> <ol style="list-style-type: none"> <li>1. Full pay = 89.7%, reduced pay = 74.7%, free lunch = 60.1%</li> <li>2. Non-special ed. = 84.8%, special ed. = 28.2%</li> <li>3. White = 91%, African American = 65.9%, Hispanic = 82.6%</li> </ol> <p>C. <u>End of Course Test 2009 Pass Rates</u></p> <ol style="list-style-type: none"> <li>1. English 1: full pay = 86.17%, reduced pay = 77.53%, free lunch = 59.03% Non-special ed. = 74.68%, special ed. = 37.91% White = 84.54%, African American = 61.96%, Hispanic = 57.53%</li> <li>2. Algebra 1: full pay = 87.94%, reduced pay = 83.05%, free lunch = 71.32% Non-special ed. = 83.04%, special ed. = 52.75% White = 86.75%, African American = 72.49%, Hispanic = 83.23%</li> <li>3. Physical Sci: full pay = 92.36%, reduced pay = 78.57%, free lunch = 46.67% Non-special ed. = 81.79%, special ed. = 36.11% White = 92.83%, African American = 54.48%, Hispanic = 57.14%</li> <li>4. US History: full pay = 48.17%, reduced pay = 29.15%, free lunch = 22.7% Non-special ed. = 44.53%, special ed. = 14.12% White = 52.11%, African American = 19.9%, Hispanic = 36.73%</li> </ol>		<p><b>Objectives:</b> By 2014 the district will increase the pass rates of targeted sub-groups by the following amounts on state assessments:</p> <p>PASS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of F/R lunch students scoring “met” in ELA and Math by 10% per year</li> <li>• Increase the percentage of special education students scoring “met” by 10% per year</li> <li>• Increase the percentage of African American and Hispanic students scoring “met” by 10% per year</li> </ul> <p>HSAP</p> <ul style="list-style-type: none"> <li>• Increase the first-time pass rate on ELA and math for free and reduced lunch students by 10% per year</li> <li>• Increase the first-time pass rate on ELA and math for special education students by 10% per year</li> <li>• Increase the first time pass rate on ELA and math for African American students by 10% and for Hispanic students by 10% per year</li> </ul> <p>End of Course Tests</p> <ul style="list-style-type: none"> <li>• Increase the pass rate on all EOCs for underperforming subgroups (African American, Hispanic, Special Education, and low SES) by 10% per year.</li> </ul>	

Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<p><b>Quality Work Design and Delivery</b> <i>Collaboratively plan for the design of quality work.</i></p> <p>1. Provide on-going staff development for private and parochial daycare providers through the Early Childhood Coalition to increase kindergarten readiness.</p>	A	EC Staff Development Coordinators Parent Smart & the Resource Center Staff Private & Parochial Pre-K Childcare providers HeadStart	Training on the Pre-K and Kindergarten standards Training on F & P kindergarten assessment	Early Childhood Staff Development Coordinators Associate Supt. for Instruction & Accountability Ex. Director of Elem. Ed.	Performance on Kindergarten readiness assessments, F & P Assessments	9/10/10 1/10/11 6/10/11	6/10/11 annual update	6/2014 4/2012 Ongoing
<p><b>Quality Work Design and Delivery</b> <i>Deliver Instruction that engages students in meaningful, challenging work.</i></p> <p>1. Identify minority and low socioeconomic students not taking advanced or GT courses and determine readiness. Increase the opportunities for minority students and F/R lunch students to participate in accelerated curriculum, GT enrichment, honors, AP, IB, or dual credit courses.</p> <p>2. Implement strategies or support classes for minority and F/R lunch students to receive targeted support while taking difficult courses.</p> <p>3. Implement a systematic approach for GT instruction 3</p>	A, B, C  A, B, C  A, B, C	GT Teachers; Counselors; Administrators; Instruction Dept.  K-8 Core Academic Teachers; AP, IB, Honors, and DC teachers  Training for Elementary & Middle	Training for counselors on social and emotional needs of gifted students  Training for K-8 teachers on software resources to accelerate students (success-maker and Compass) Avid Training (or simulated Avid training) for HS	<b>Ex. Director for Elementary and Secondary Research Specialist</b>	Increased numbers of minority and F/R lunch students in accelerated or GT programs in Elementary and MS, and in AP, IB, DC courses in HS  Development of support courses or periods  Revised GT three year with	9/10/10 1/10/11 6/10/11   9/10/10 1/10/11	6/10/11 annual update   6/10/11 annual	6/2014 4/2012 Ongoing   6/2014 4/2012

-12 in the areas of giftedness for all.		School leadership teams on GT curriculum			integrated GT services	6/10/11	update	<i>Ongoing</i>
<p><b>Quality Work Design and Delivery</b> <i>Use data (summative and formative assessments) to inform instruction</i></p> <p>1. Disaggregate state assessment data (summative data) to identify students in targeted subgroups who need Tier 2 and Tier 3 interventions.</p> <p>2. Refine reports in the SAS data warehouse to support school access and disaggregation of data.</p> <p>3. Set student growth goals and target specific instructional needs of students to address in Tier 2 and Tier 3 interventions.</p>	A,B,C  A, B, C  A, B,	Principals; Elem. Program Teachers; MS Instructional Coaches; Testing Coordinators; School Data Teams  HS Program Coordinators; Testing Coordinators; Research Specialist  District Test Coordinator District Research Specialists	MAP Dynamic Suite Training  SAS data analysis warehouse training  Formative Instruction & Assessment Training	Associate Supt. of Instruction & Accountability; <b>Research Specialist</b>  Ex. Directors of Elementary & Secondary ; <b>Research Specialist</b>	Percentage of students in targeted subgroups passing state assessments will increase  SAS data warehouse is fully operational and in use by schools  Students in targeted subgroups will meet yearly MAP growth goals	9/10/10 1/10/11 6/10/11	6/10/10 annual update	6/2014 <b>4/2012</b> <i>Ongoing</i>  6/2010 <b>Completed</b>  <b>4/2012</b> <i>Ongoing</i>
<p><b>Quality Work Design and Delivery</b> <i>Implement a Response to Intervention plan outlining tiered instructional strategies to address specific learning needs of students</i></p> <p>1. Develop common end of unit, mid-term, and final summative assessments and disaggregate pass rates to determine re-teaching and re-testing needs (Tier 1).</p>	A, B, C	Reading Recovery Teachers Enrichment/Academy teachers Remediation Teachers	Common Formative & Summative Assessment Training (Melzer & Huckabee)	Assoc. Supt. Of Instruction; Exec. Directors of Instruction; Instructional Specialists;	Disaggregation of teacher grade distribution data	9/10/10 1/10/11 6/10/11	6/10/10 annual update	6/2014 <b>4/2012</b> <i>Ongoing</i>

2. Identify instructional periods before, during, and/or after the school day to implement small group (Tier 2 ) instruction around specific learning goals for targeted students.	A, B, C		RTI Training from ULLC	Principals APs for Curriculum Counselors	Targeted students exceed expected growth in MAP by 20%			<i>4/2012 Ongoing</i>
3. Use Compass Learning to provide opportunities for students to work at their individual RIT band level in targeted support classes (Tier 3).	A, B, C		On-going COMPASS Learning training		Growth in Compass Progress Reports	<b>Expanded to alternative schools 2010-2011</b>		<i>4/2012 Ongoing</i>
4. Implement direct reading instruction programs (Plugged into Reading and Read 180) to meet the small group and individual reading needs of targeted students reading 2 or more grade levels below.	A,B, C		Plugged in to Reading Training for MS Enrichment teachers Read 180 training for HS Essentials teachers		Growth in Read 180 Progress Reports	<b>Expanded to alternative schools 2010-2011</b>		<i>4/2012 Ongoing</i>
5. Implemented directed reading instruction in self-contained and academic support classes for special education students.	A, B, C		Corrective Reading/Direct teaching training for special ed. teachers		Targeted students exceed expected growth in MAP by 20%			<i>4/2012 Ongoing</i>

**Rock Hill Schools  
The Climb  
Strategic Plan 2009-2014**



<b>School:</b> District	<b>Goal Leader:</b> Mobley/Melzer	<b>Pathway:</b> Quality Work Design & Delivery <b>Element:</b> All Elements	<b>Goal Area:</b> Student Achievement
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**Goal:** Use data in the planning and delivery of instruction aligned to content standards using specific structures including professional development, differentiation, technology, and SIP's to help all student achieve excellence.

<p><b>Statement of Need:</b> On state assessments all Rock Hill Schools are not meeting the State and Federal (AYP) requirements.</p> <p>State Requirements:</p> <ul style="list-style-type: none"> <li>A. District absolute rating is Below Average</li>   <li>B. District improvement rating is Average</li>   <li>C. 6 schools received absolute rating of Below Average</li>   <li>D. 15 schools received improvement ratings of Below Average or At Risk</li> </ul> <p>Federal Requirements:</p> <ul style="list-style-type: none"> <li>E. 22 out of 24 schools did not meet AYP requirements</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• By 2014, Rock Hill Schools will increase the district absolute rating to Average or above.</li>   <li>• By 2014, all Rock Hill Schools will increase the district improvement rating to Good or above.</li>   <li>• By 2014, all schools will show an absolute rating of Average or above.</li>   <li>• By 2014, all schools will show an improvement rating of Average or above.</li>   <li>• By 2014, all Rock Hill Schools will meet AYP requirements</li> </ul>
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Action Steps/Strategies	Need	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date
<p><b>Quality Work Design and Delivery</b> <i>Plan for standards-based instructional delivery based on curriculum maps</i></p> <p>1. Conduct walk-throughs to monitor the fidelity of the curriculum scope and sequence, K-12.</p>	A-E	Instruction staff; school based staff; district administration	ULLC walk-through training	Superintendent; Assoc. Supt. of Instruction; Directors of Curriculum	Walk through will provide comp. data; Principals will schedule grade level planning	1/15/10 6/15/10	<b>Elementary Walk - throughs Spring 2011</b>	6/2014 <b>4/2012 Elem completed Spring</b>

								<b>2011 &amp; 2012; Middle &amp; High Spring 2012</b>
<p><b>Quality Work Design and Delivery</b> <i>Collaboratively plan for design of quality work</i></p> <p>1. Use lab classrooms and conference protocols to encourage collegial conversations and professional growth.</p> <p>2. Review and edit UbD units. Develop platforms for sharing those units.</p> <p>3. Align the 11<sup>th</sup> and 12<sup>th</sup> grade core academic subjects with corresponding college courses through the S. C. Alignment Project.</p>	<p>A-E</p> <p>A-E</p> <p>A-E</p>	<p>Instructional Specialists; Director of Staff Dev.; District administration</p> <p>Instructional Specialists; Teachers</p> <p>HS teachers and college faculty reps.</p>	<p>WOW Protocols; Monitoring and training instruction</p> <p>Training and Editing Teams</p> <p>Establish steering committee and develop working framework</p>	<p>Assoc. Supt. Of Instruction; Executive Directors of Instruction; Instructional Specialists; Director of Staff Development</p> <p>Assoc. Supt. Of Instruction; Exec. Directors of Instruction; Instructional Specialists; Nat. Board Cert. Teachers</p> <p>Instructional Specialists, Executive Director of Secondary Education</p>	<p>Teacher satisfaction surveys; Number of teachers involved</p> <p>Number of “hits” on web and teacher’s survey</p> <p>Improved ACT and SAT scores; fewer students in the remedial classes at tech college level</p>	<p>9/10/09 1/10/10 7/10/10 1/10/11 7/10/11</p> <p>9/10/09 1/10/10 7/10/10</p> <p>9/10/09 1/10/10 7/10/10 1/10/11 7/10/11</p>	<p>Start 9/10/09</p> <p>6/10/10 <b>6/10/11</b> Ongoing</p> <p>6/10/10 <b>6/10/11</b> Ongoing</p>	<p>6/2014 <b>4/2012</b> Ongoing</p> <p>6/2014 <b>4/2012</b> Ongoing</p> <p>6/2014 <b>4/2012</b> Ongoing</p>
<p><b>Quality Work Design and Delivery</b> <i>Deliver instruction that engages students in meaningful, challenging work</i></p> <p>1. Implement the instructional practices outlined in the Literacy Guide.</p>	A-E	Literacy Ins. Staff; School-based staff;	Literacy Team Training and	Assoc. Supt. Of Instruction;	Walk through data;	9/10/09 1/10/10	6/10/10	6 /2014 <b>4/2012</b>

		District Admin.	Support	Exec. Directors of Instruction; Instructional Specialists; Principals; Site-based Literacy Teams	Literacy team minutes and feedback	1/10/10 Ongoing		<b>Ongoing</b>
2. Support the development and implementation of a Secondary Literacy Guide.	A-E	Literacy Ins. Staff; School based staff; District Admin.	Literacy Team Training and Support	Assoc. Supt. of Instruction; Exec. Directors of Instruction; Instructional Specialists; Principals; Site-based Literacy teams	Walk through data; Literacy team minutes and feedback	9/10/09 1/10/10 7/10/10	6/10/10	6/2014 <b>4/2012</b> <b>Ongoing</b>
3. Conduct a series of workshops and trainings to support the implementation of the Math Guide.	A-E	Math Ins. Staff; School based staff; District Admin.	Math Team Training and Support	Assoc. Supt. of Instruction; Exec. Directors of Instruction; Instructional Specialists; Principals; Site-based Math teams	Walk through data; Literacy team minutes and feedback	9/10/09 1/10/10 7/10/10 Ongoing	6/10/10	6/2014 <b>4/2012</b> <b>Ongoing</b>
<b>Quality Work Design and Delivery</b> <i>Evaluate student work and performance to plan and inform instruction (formative assessment)</i>								
1. Establish Math Teams in every elementary school.	A-E	Math Inst. Staff; School based staff; District Admin.	Math Team selection, training and support	Assoc. Supt. of Instruction; Exec. Directors of Instruction; Instructional Specialists; Principals; Site-based Math teams	Staff development agendas and session evaluations	9/10/09 1/10/10 7/10/10 7/10/11	6/10/2014	6/2014 <b>4/2012</b> <b>Ongoing</b>
2. Establish a common assessment vocabulary.	A-E	School based Admin and Staff;			Staff	9/10/09	6/10/2014	6/2014

<p>3. Identify and increase the number of students taking AP, IB, dual credit, and honors classes to improve SAT, ACT and other college readiness assessments</p>	<p>A-E</p>	<p>District Admin.  School based Admin. and Staff; District Admin</p>	<p>Assessment Training and monitoring  Counselor training</p>	<p>Assoc. Supt. of Instruction; Exec. Directors of Instruction; Instructional Specialists; Principals; Site based Math Teams  Exec. Director of Secondary Education; Principals; Counselors</p>	<p>development agendas and session evaluations  Increased enrollment and pass rates on all advanced courses</p>	<p>1/10/10 7/10/10 7/10/11  9/10/09 1/10/10 7/10/10 7/10/11</p>	<p>6/10/2014</p>	<p><b>4/2012 Ongoing</b>  6/2014 <b>4/2012 Ongoing</b></p>
<p><b>Quality Work Delivery and Design</b> <i>Use data to inform instruction (summative assessment)</i></p> <p>1. Review and refine current assessment practices to establish consistency and increase student descriptive feedback.</p> <p>2. Develop high school common summative assessments in all content areas</p> <p>3. Develop common Science benchmark assessments.</p> <p>4. Identify students in need of ACT and SAT preparation support</p>	<p>A-E  A-E  A-E</p>	<p>School based Admin. and Staff; District Admin.  School based Admin. and Staff; District Admin.  School based Admin. and Staff; District Admin.; Science Specialist  HS Counselors and Test Coordinators</p>	<p>Assessment revision and development  Assessment revision and development  Time to meet with classroom representatives to develop science</p>	<p>Assoc. Supt. of Instruction; Exec. Directors of Instruction; Instructional Specialists; Principals  Assoc. Supt. of Instruction; Exec. Directors of Instruction; Instructional Specialists; Principals  Assoc. Supt. of Instruction; Exec. Directors of Instruction; Science Specialists;</p>	<p>Common assessment feedback from school made tests  Common assessment feedback from school made tests  Benchmark assessments will be developed for all grade levels</p>	<p>9/10/09 1/10/10 7/10/10 7/10/11  9/10/09 1/10/10 7/10/10 7/10/11  9/10/09 1/10/10 7/10/10 7/10/11</p>	<p>6/10/2014  6/10/2014  6/10/2014</p>	<p>6/2014 <b>4/2012 Ongoing</b>  6/2014 <b>4/2012 Ongoing</b>  6/2014 <b>4/2012 Ongoing</b></p>

and provide appropriate instruction	A-E		benchmark assessments  SAT Trainer and support for teachers and students	Principals  Exec. Director of Secondary Education; HS AP for Curriculum	Improved ACT, SAT scores	9/10/09 1/10/10 7/10/10 7/10/11	6/10/2014	6/2014 <b>4/2012</b> <b>Ongoing</b>
<b>Quality Work Design and Delivery</b> <i>Response to intervention (What do I do when they have not learned? What do I do if they already know it?)</i>								
1. Provide training and staff development to strengthen the understanding and implementation of the on the District RTI model.	A-E	Exec. Director of Special Education; ULLC Training Team; Instruction Staff, SIT Team	RTI Training and Response Models	Assoc. Supt. Of Instruction; Exec. Directors of Instruction; Exec. Director of Special Education; Principals	Training session evaluations; SIT notes and reports; Reduction in Special Ed. Placements	9/10/109 1/10/10 7/10/10 7/10/11	6/10/2014	6/2014 <b>4/2012</b> <b>Ongoing</b>
2. Develop intervention strategies through the SIT process, Literacy Guide training and Math Guide training.	A-E	Exec. Director of Special Education; Instruction Staff; SIT Team; Site based Admin.	All instructional training will support the RTI model	Assoc. Supt. Of Instruction Exec. Directors of Instruction; Exec. Director of Special Education; Principals	Training evaluations; SIT notes and referrals	9/10/109 1/10/10 7/10/10 7/10/11	6/10/2014	6/2014 <b>4/2012</b> <b>Ongoing</b>
3. Develop an enrichment block and design curriculum to meet the needs of middle school Gifted and Talented students.	A-E	Assoc. Supt. Of Instruction; Exec. Director of Instruction; GT Teachers	GT training and support	Assoc. Supt. Of Instruction; Exec. Directors of Instruction; GT Teachers	Increase in the number of student served; training evaluations	9/10/109 1/10/10 7/10/10 7/10/11	6/10/2014	6/2014 <b>4/2012</b> <b>Ongoing</b>
4. Research and design a more effective delivery systems for Gifted and Talented instruction.	A-E	Assoc. Supt. Of Instruction; Exec. Director of Instruction; GT Teachers	GT training and support	Assoc. Supt. Of Instruction; Exec. Directors of Instruction; GT Teachers	Level of participation in the development of the Literacy and Math Guides;	9/10/109 1/10/10 7/10/10 7/10/11	6/10/2014	6/2014 <b>4/2012</b> <b>Ongoing</b>

					Classroom observation and walk- throughs			
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# RUBRIC

## Quality Work Design and Delivery

**Use of data in the planning and delivery of instruction aligned to content standards using specific structures including professional development, differentiation, technology, and SIPS to help all students achieve excellence.**

Critical Elements	Stages					Support Structures	Asset
	Emerging 1	Developing 2	Proficient 3	Mastery 4	Distinguished 5		
Plan for standards-based instructional delivery based on curriculum maps	Staff is not aware of how to use curriculum maps for instructional planning	Staff is aware of curriculum maps but have not designed units of study around the maps	Staff has developed some units of study around curriculum maps and there is some evidence of implementation	Staff has developed units of study and is fully implementing and integrating standards based on curriculum maps	Staff continuously engage in planning to synthesize, integrate and extend beyond standards	<ul style="list-style-type: none"> <li>• Curriculum Maps</li> <li>• UbD</li> <li>• Staff Development</li> <li>• Literacy and Math Guides</li> <li>• Design Qualities</li> </ul>	<ul style="list-style-type: none"> <li>❖ CCDC: Use the late start morning to have a K5 teacher from each elementary school visit us to see the classrooms and talk about literacy and math expectations and sharing between K4 and K5, then the K4 teachers visited the K5 classes for the remainder of the day/the power of conversations and shared visions.</li> <li>○ SPES: Guided Reading plans and resources are stored on an electronic shared file.</li> <li>• RWES: Daily collaborative planning focuses on integration across the curriculum and grade level. Curriculum Map, ELA and Math Guides. Instruction Team facilitates, Literacy Coaches (Math &amp; ELA), IB, Asst. Principal, Principal. Horizontal collaboration- min. 2 times per week. Vertical- 1 time per week. SIC rep. One week of collaboration in June for reflection/revision. Folders “G” Drive &gt;planning. Results of planning product posted on web and hard copies. Skype to collaborate with other IB schools: The Math Forum started in January and proved to be very successful and rewarding for students and staff.</li> </ul>
Collaboratively plan for design of quality work	Staff plan for instruction in isolation and are unaware of structures that promote collaborative planning	Staff is aware of collaborative structures but have not utilized them	Staff have initiated or participated in some type of collaborative planning either horizontal or vertical	Staff regularly plan collaboratively to design quality work either horizontally or vertically	Staff continuously seek new ways to improve instructional design by planning vertically and horizontally; staff functions like a professional learning community when creating quality work	<ul style="list-style-type: none"> <li>• Guides</li> <li>• Vertical and horizontal teams</li> <li>• Protocols</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>○ SMS: Goal setting models to share. There was a true division of responsibilities among administration and faculty. The goals were realistic, attainable, measurable and relevant to the school’s needs. Academy structure.</li> </ul>

# RUBRIC

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<p>Deliver instruction that engages students in meaningful, challenging work</p>	<p>Staff utilizes routine whole group instruction as a primary instructional practice</p>	<p>Staff is aware of design qualities that make work engaging for students but have not incorporated them into the delivery of instruction</p>	<p>Staff use design qualities to deliver lessons that are engaging for some students</p>	<p>Staff deliver meaningful, challenging work to every student based on what individual students need</p>	<p>Staff continuously facilitates opportunities for students to develop and direct their learning</p>	<ul style="list-style-type: none"> <li>• Design Qualities</li> <li>• Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>○ BVES: Implementation of Literacy Guide –Teachers asking questions on how to get their kids to the next level. Working towards complete implementation of the workshop model. 4 ½ day summer in-services.</li> <li>○ MHES: The writing component of Project Read has provided a new consistency and common language for improved instruction.             <ul style="list-style-type: none"> <li>▪ ATC: Digital portfolios , Guest Speaker Network</li> <li>▪ Rebound: Science trail</li> </ul> </li> <li>• IHES: Literacy Instruction is viewed as a strength especially kindergarten</li> <li>✓ South Pointe: The walk-through program identifies model teachers who can serve as peer partners for teachers that may be struggling. System of classroom observations is the model program should be used as a blueprint for the rest of the district to follow. The standardized checklist for “instructional behaviors” that are uniformly observed during the walk-throughs allows for effective feedback and reporting. The software program that was developed at the school for tracking visitations, observations, and recommendations for improvement decreases the time needed to report out on the observations and keeps a record of recommendations to individual teachers. Each teacher has five observations per semester and the administrators say the feedback from teachers has been powerful in a positive light.</li> </ul> <p>SMS: The literary institutes that are facilitated by the faculty and staff support improving literacy from the students to the adults in the academic and personal areas. Literacy Task Force creates and implements embedded year-long professional development plan.</p>
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# RUBRIC

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Evaluate student work and performance to plan and inform instruction (formative assessment)	Staff evaluation of student work focuses on compliance, class grades and test scores rather than mastery of content	Staff is aware of formative assessments that can inform instruction but have not utilized it for this purpose	Staff implement formative assessment to plan and inform instruction in some areas	Staff evaluate student work and performance to plan and inform instruction	Staff continuously review and reflect on student work and performance to find ways to strengthen teaching and learning	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Literacy and math Guides</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>○ RWES: Common assessments at each grade level provide a shared language and perspective.               <ul style="list-style-type: none"> <li>▪ RRMS: The process RRMS used to develop common assessments with strategic, continuous collaboration sessions, supportive practices for teachers to try, change, and reflect upon item development, and the data analysis</li> </ul> </li> </ul>
Use data to inform instruction (summative assessment)	Staff have not been introduced to the concepts of using data to inform action as a part of continuous improvement	Staff are aware of the concepts of using data to inform action as a part of continuous improvement	Staff are aware of the concepts of using data to inform action as a part of continuous improvement and there is some evidence that it is used to inform instruction	Staff use data to inform instruction in all areas	Staff continuously collaborate to collect and analyze student achievement data in order to take informed actions	<ul style="list-style-type: none"> <li>• SAS (graduation rate, MAP, PASS, EOC, HSAP, achievement gap, grades, attendance, discipline)</li> <li>• Data walls</li> <li>• Collaboration</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ RRMS: Implementation of a DATA ROOM</li> <li>▪ STMS: Use of data and information to make decisions, plan, implement and evaluate goals.</li> </ul>
Response to Intervention (What do I do when they have not learned? What do I do if they already know it?)	Staff are not aware of the need to respond to individual student instructional needs	Staff are aware of the need to respond to individual student instructional needs but need strategies in order to take action	Staff are aware of individual student instructional needs and there is some evidence of collaboration to determine the most appropriate strategy	Staff collaborate to analyze data and identify and address individual instructional needs	Staff continuously seek to find new ways to meet student instructional needs	<ul style="list-style-type: none"> <li>• Literacy and Math Guides</li> <li>• SIT Meetings</li> <li>• RTI Plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ NWHS: Use of data to drill down to individual student needs and drive Tier 2 intervention strategies and scheduling for targeted sub-groups on HSAP. ULLC Coach- Testing Coordinator-Program Coordinators and AP's. Maps Data- IT- Understanding the data-District Office Support-Common and Formative Exams. English Essentials class - differentiated               <ul style="list-style-type: none"> <li>▪ Rebound: Differentiated instruction – individualized learning</li> <li>❖ India Hook: Single-gender Option in 5<sup>th</sup> grade.</li> <li>❖ Ebenezer: Partnership with Clemson University for our students to participate in Learning Style Inventories. Teaching Style Inventories in the fall.</li> <li>❖ ODES: Development of the RTI process</li> <li>▪ Phoenix: Differentiated learning plans for students</li> </ul> </li> </ul>

# RUBRIC

## Quality Work Design and Delivery

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							<ul style="list-style-type: none"><li>➤ CHMS: Use of co-teaching to address the needs of the ESE population.</li><li>➤ IDES: RTI teams for students not performing on grade level in ELA/Math Strength/RTI Framework, Collaboration, Data Collection, Innovation, Technology, Relationships.</li><li>❖ LES: SIT process</li><li>❖ RDES: <b>RTI process</b><ul style="list-style-type: none"><li>*Triangulates data</li><li>* Reading Recovery teacher diagnosing and prescribing</li><li>*Interventions are designated for each individual</li><li>*Interventions are monitored every 2 weeks</li></ul></li><li>▪ ATC: Interventions documented for GAP students – demonstrated achievement gains at ATC and home school</li></ul>
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