

# DISTRICT OR SCHOOL PLAN

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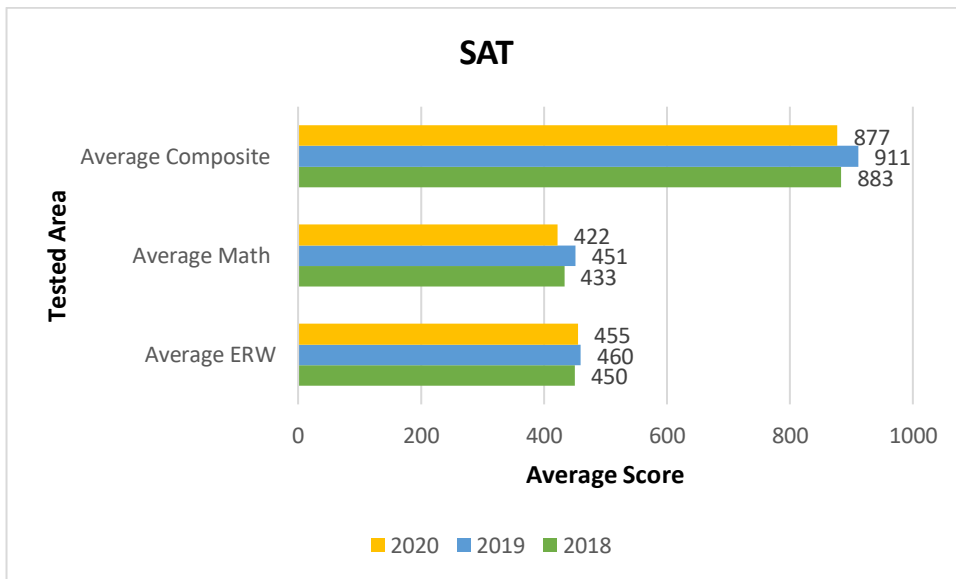
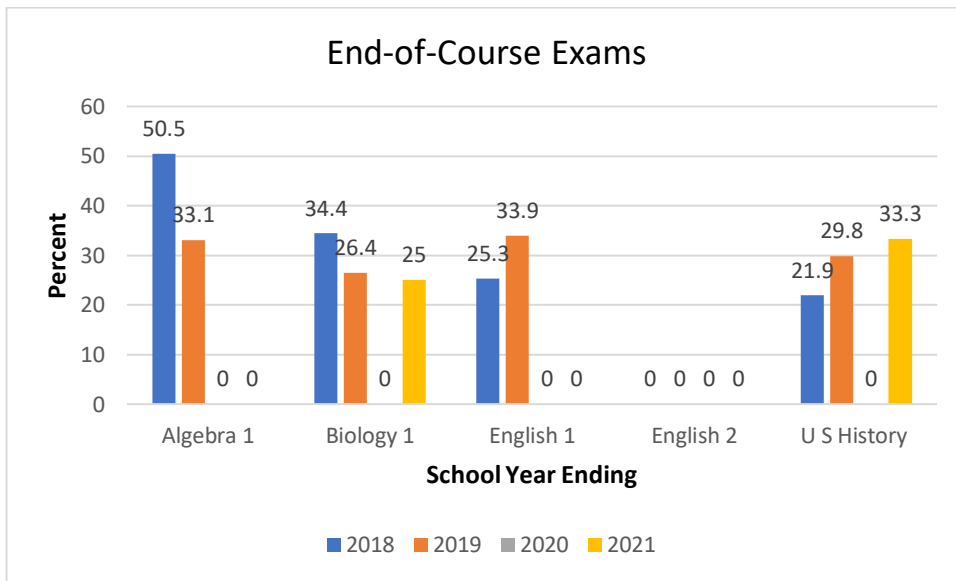
District Summer School Programs Site Identification (*Districts only*)

## NEEDS ASSESSMENT DATA

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

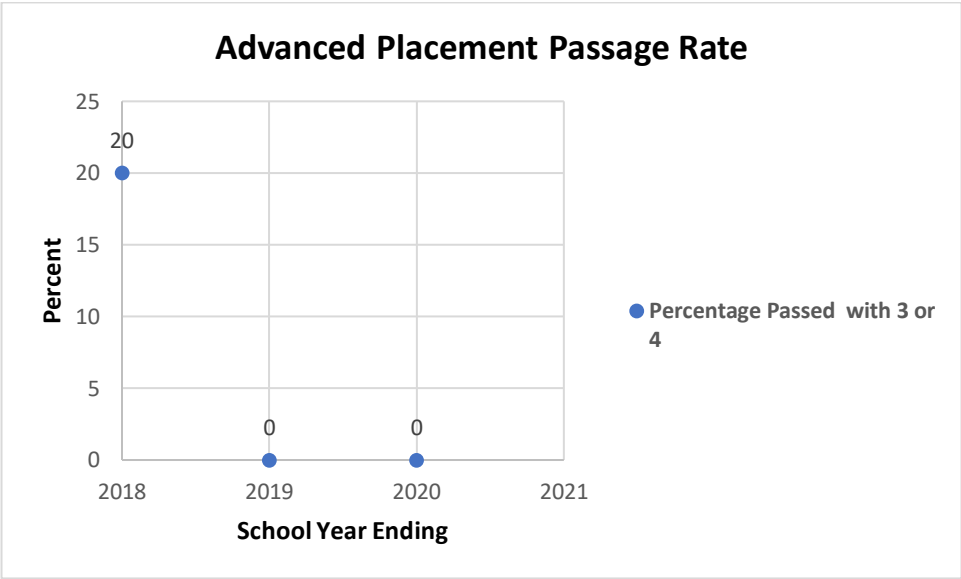
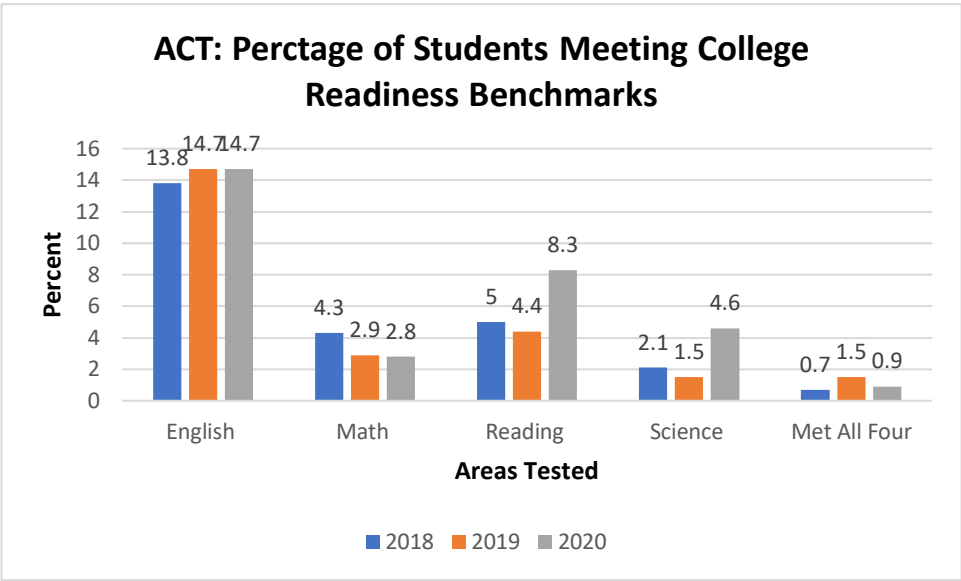
<https://screportcards.ed.sc.gov/overview/?q=eT0yMDlwJnQ9SCZzaWQ9NDUwMTAwOA>

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

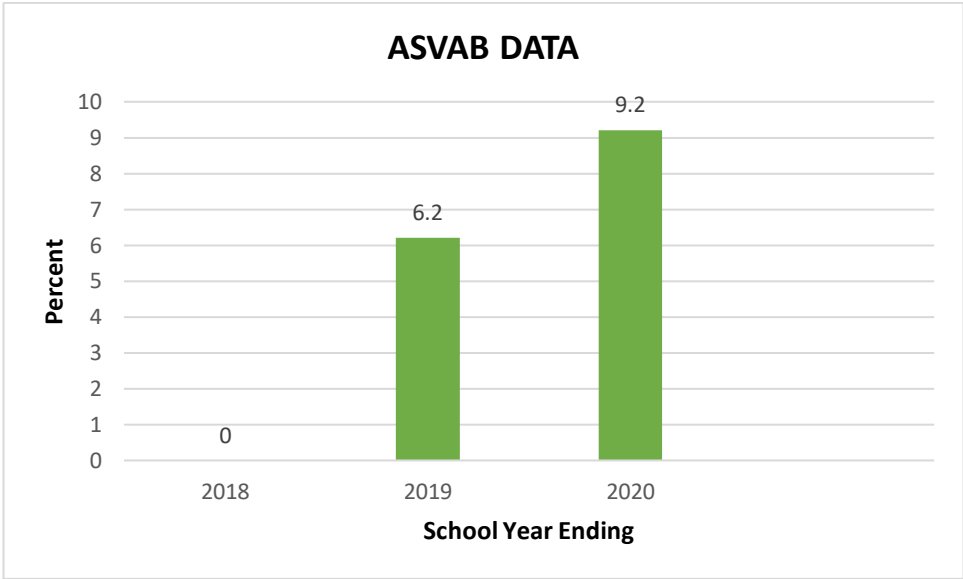
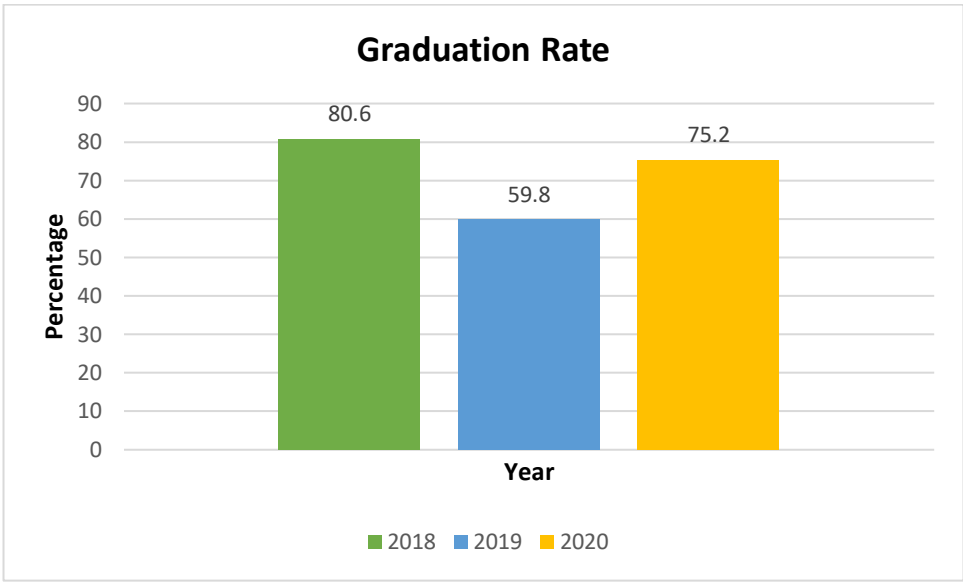


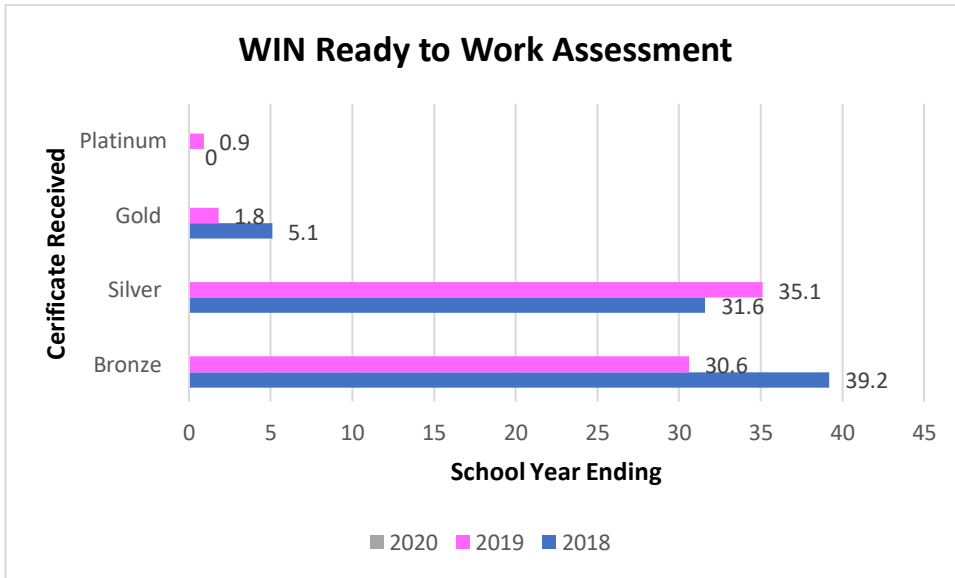
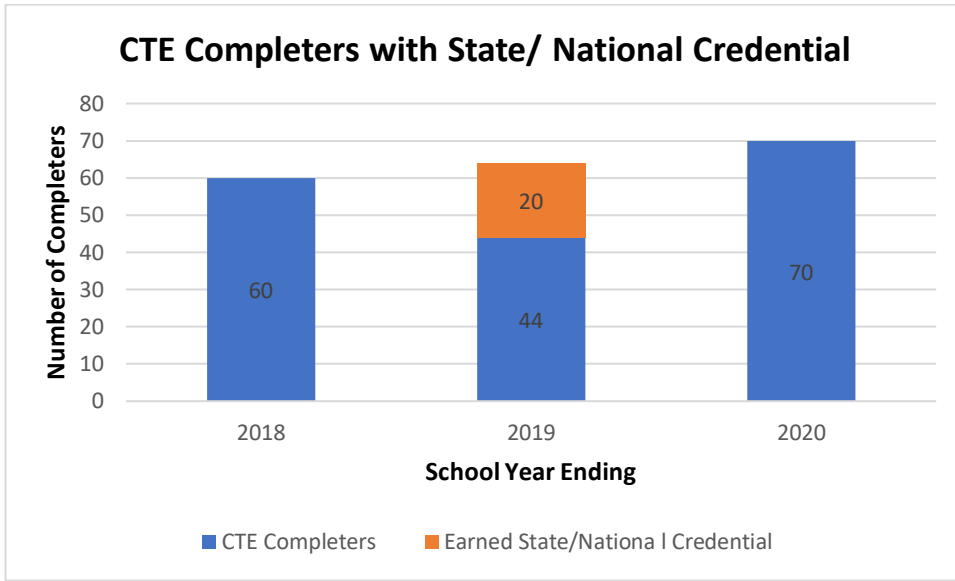
Year	Number Tested	Number of 12 <sup>th</sup> Graders	Percent Tested
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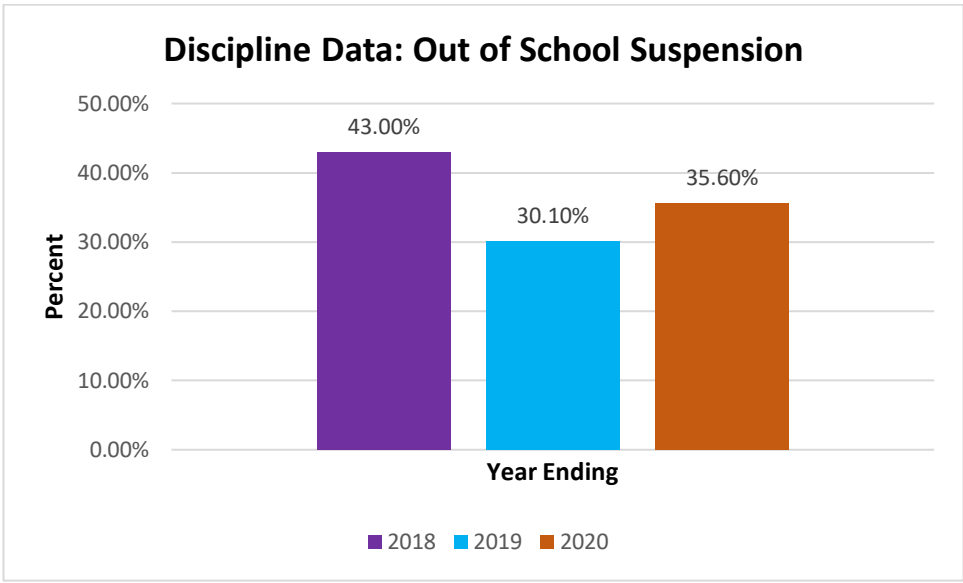
<b>2018</b>	41	155	26.5%
<b>2019</b>	43	96	44.8%
<b>2020</b>	52	118	44.1%



Year	Number Tested	Percent passed with a 3 or 4
<b>2018</b>	5	20
<b>2019</b>	12	0
<b>2020</b>	Data	Not Available







## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

### State Report Card for districts and schools data

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

#### **Student Achievement, including sub-groups *Early***

##### ***High School (9–12):***

Kingstree High School is in the county seat of Williamsburg County South Carolina. The school serves 511 students in grades 9-12. Fifty percent of the student population receives free or reduced lunch; therefore, the school is supported by the Community Eligibility Provision (CEP) program. Demographically, the student body is 91.1% African American, 5.9% Caucasian, and 3% other ethnicities. Currently, the school has 127 students identified with a disability.

In 2018, 50.5% percent of students completing the End-of-Course Exam for Algebra 1 scored a grade of “C” or higher; in 2019, 33.1% of the students reached the same goal. Due to the COVID-19 pandemic, state assessments were not completely administered for 2019-2020 school year and student achievement gaps were significantly impacted. Kingstree’s student population did not meet the standard, with exceptions in Biology 1 and US History. The school’s goal is to increase the number of students that will score a grade of “C” or higher by at least 5% points in all state tested areas. In 2018, Kingstree High tested 26.5% of 12<sup>th</sup> grade students on the SAT’s and the average score was 883. In 2019, there was an increase in the total number of students tested but a decline in the number of 12<sup>th</sup> grade students. The test administered in 2020 resulted in an increase the number of students completing the SAT, with a resulted decline to 859 composite score. Kingstree High’s ACT data shows a significant decrease in the number of students taking the test from 2018 to 2019, showing a 38% increase in test completers in 2020. Mean scores for English have shown a steady increase of approximately 1.2 points each year. Math, reading and science scores have been on a steady decline each year. Math has dropped from 15.0 to 2.8; reading from 15.3 to 8.3; and science from 15.4 to 4.6. Kingstree High School will continue with ACT preparation courses taught by the 11<sup>th</sup> grade English and mathematics teachers, who will work with students on test-taking strategies as well as content.

Results from the Advanced Placement Assessment given for the school year 2017-2018 indicates that 5 students were tested, and only one student made the required 3 or 4. During the 2018-2019

school year 12 students were tested and none of the students passed with a 3 or 4. For the 2019-2020 school year, no AP courses were offered. To increase the passage rate of Advanced Placement exams, test prep workshops will be offered, and AP endorsed teachers will be utilized. The graduation rate shows a decrease from 80.6% to 59.8% in 2019 and an increase to 75.2% in 2020 year. This fluctuation may be attributed to a change in administration, attendance factor, discipline infractions and poor student performance in academics, or student apathy.

To increase the graduation rate, Kingstree High School will implement the following strategies: providing teachers with professional development in strategies of conceptual learning model, hiring two lab proctors to assist with student achievement in using Edgenuity for credit recovery and/or initial credit, assigning mentors through parent/community to support school attendance and discipline policies, and provide quarterly academic reviews. The percentage of diploma earners scoring 31 or higher on the ASVAB has increased by 3% scoring 31 or higher by 5%.

The number of completers in Career and Technology (CTE) courses at Kingstree High School has fluctuated from 2018 to 2020. There were twenty (20) students earning national or state credentials in 2019. Due to the pandemic, the seventy (70) students enrolled were unable to test.

To assist with CTE completers, Kingstree High School will strategically schedule students in course clusters that give foundational courses and exposure to different areas of career and technology pathways, which will allow for incremental preparation for certification.

Kingstree High School will provide summative and formative needs assessment to help gauge student preparation to be career ready, using South Carolina Occupational Information System (SCOIS) and WIN Ready to Work assessments. As displayed in the chart, over the past two years, Kingstree High School has seen an overall increase in the number of students earning the more advanced work-ready credentials. The career specialist will provide pathway connections (career and job search, military information, and post-secondary exploration) during small group sessions.

To increase student achievement overall at Kingstree High School on local, state, and national assessments, Kingstree High will provide district benchmarks in the tested areas, using Mastery Connect TE-21 and NWEA MAP assessments. We will also continue the implementation of Vocabulary for Success, Edgenuity, USA Test Prep, Accelerated Reader, ALEKS, AIMS Web, and Mastery Connect. Kingstree High School tested 44.8% of the 12<sup>th</sup> graders, with an average composite score of 911. Kingstree High School will offer students a semester SAT Prep courses, to include test-taking skills and strategies.

An analysis of all available student achievement trend data reveals that there has been a steady decline in scores across all tested areas. Although there was some improvement in the graduation rate, Kingstree High School will remain committed to improving the graduation rate, increasing ACT and SAT composite scores, the overall End-of-Course examination passage rate and decreasing out of school suspensions. A reading, math and two behavior interventionists will be



hired to assist students with acquired content strategies, models and content standards, as well as two lab proctors to assist with credit recovery to increase student achievement in all content areas.

### **Teacher/Administrator Quality**

To assist in closing the achievement gaps noted on the South Carolina School Report Card, Kingstree High School's staff will have deep dive data discussions and use that information to guide instruction. The school will also provide teachers with the opportunity to receive high-quality professional development in areas of conceptual learning, analyzing student data and creating formative assessment, best practices to support at-risk students, and implementation of the Multi-Tiered System of Support (MTSS). Kingstree High School will continue to improve teacher and administrator quality by participating professional development linked to the newly developed Williamsburg County Curriculum. The school will implement the use evidenced-based programs to monitor student progression that will continually evaluate the effectiveness of administrative/teacher quality and student learning.

### **School Climate**

The Williamsburg County School District conducted a district-wide school climate survey with the following result: 74% of teachers reported that the level of student misbehavior disrupted the learning environment. According to the Power School Incident Management Report, Kingstree High School's Out-of-School Suspension (OSS) rate was 35.6% for the 2019-20 school year. This data may be skewed due to the pandemic affecting face to face instruction. Over the next five years, Kingstree High School will work to decrease the number of out-of-school suspensions by 1% annually. Kingstree High School will implement the following strategies to assist in decreasing out-of-school suspensions:

- ◆ Implement the Multi-tiered System of Support (MTSS) Behavior Plan.
- ◆ Hire at least two Behavior Intervention Specialists; and
- ◆ Provide professional development to teachers on implementing tiered strategies to reach at risk students.

Kingstree High School has identified through its Compact Survey, that it is incumbent for educators to engage parents and community members in ways that are aligned with student achievement to impact school outcomes. According to the South Carolina School Report Card, Family and Community Engagement supporting sustained success of school reading and math initiatives, are imperative in driving student achievement. Research states, that when schools, districts, parents and community groups collaborate and align their efforts around student achievement, more students will succeed academically, socially and emotionally.

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

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**Gifted and Talented (*District Only*)**

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**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement\***
 Teacher/Administrator Quality\*  
 School  Climate (Parent Involvement, Safe and Healthy Schools, etc.) \*  District Priority  
 Gifted and Talented: Academic  Gifted and Talented: Social and Emotional  
 Gifted and Talented: Artistic  Gifted and Talented: Other

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN?

**By 2026, Kingstree High School students will demonstrate academic proficiency by meeting the following benchmarks annually:**

- EOCEP**-- The percentage of students meeting the benchmark of 80 or above will increase by 5% on English II, Algebra I, United States History and Constitution, and Biology I.  
**WIN**—The percentage of students earning a Platinum, Gold, or Silver will increase by 5%.  
**SAT**—The composite score will increase by 5%.  
**ACT**—The composite score will increase by 5%.  
**CTE Completers**—The percentage of completers earning a state or national certification will increase by 5%.  
**ASVAB**—The percentage of students making a 31 or above will increase by 5%.  
**Graduation Rate**—The percentage of students graduating will increase by 1%.

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

**DATA SOURCE(s):** EOCEP, WIN, SAT, ACT, CTE Completers, ASVAB, Graduation Rate

**AVERAGE BASELINE:** Algebra 1:0%, English 2:0%; Biology 1: 24% U.S. History 31.6%; WIN 48%, SAT 877 (2020 Data Point), ACT 14.5 (2020 Data Point), CTE Completers: 0, ASVAB 9.2%, Graduation Rate 75.2%

Projected Data	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Algebra 1</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>
<b>Biology 1</b>	<b>29%</b>	<b>33%</b>	<b>38%</b>	<b>43%</b>	<b>48%</b>
<b>English 2</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>

<b>U. S. History</b>	<b>36.6%</b>	<b>41.6%</b>	<b>46.6%</b>	<b>51.6%</b>	<b>56.6%</b>
<b>WIN</b>	<b>53%</b>	<b>58%</b>	<b>63%</b>	<b>68%</b>	<b>73%</b>
<b>SAT</b>	<b>882</b>	<b>887</b>	<b>892</b>	<b>897</b>	<b>902</b>
<b>ACT</b>	<b>14.5</b>	<b>19.5</b>	<b>24.5</b>	<b>29.5</b>	<b>31</b>
<b>CTE Comp.</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>
<b>ASVAB</b>	<b>8</b>	<b>13</b>	<b>18</b>	<b>23</b>	<b>28</b>
<b>Grad. Rate</b>	<b>76.2%</b>	<b>77.2%</b>	<b>78.2%</b>	<b>79.2%</b>	<b>80.2%</b>
<b>Actual Data</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Algebra 1</b>					
<b>Biology 1</b>					
<b>English 2</b>					
<b>U. S. History</b>					
<b>WIN</b>					
<b>SAT</b>					
<b>ACT</b>					
<b>CTE Comp.</b>					
<b>ASVAB</b>					
<b>Grad. Rate</b>					

**ACTION PLAN FOR STRATEGY #1: Kingstree High School will recruit and refer to HR highly qualified staff.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Hire two lab proctors to assist with credit recovery and student achievement in all content areas.	2021 -2026 Ongoing	Principal	\$300,000	Title 1 General Funds	Edgenuity course listing, students' schedules, observations
2. Hire a reading and math interventionist to assist students and acquired content standards.	2021-2026 Ongoing	Principal	\$115,000	Title I General Funds	Reports, student sign-in sheets, interventionists' logs

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**ACTION PLAN FOR STRATEGY #2: Kingstree High School will provide professional development for all teachers.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1. Provide teachers training on analyzing student data.	2021-2026 Ongoing	Principal Instructional Coach Assistant Principals	\$10,000	General Funds Title I	Sign-in sheets, agendas for test data
2. Provide teachers training on creating formative assessments.	2021-2026 Ongoing	Principal Assistant Principal Instructional Coach	\$10,000	General Funds Priority Funds Title I	Sign-in sheets, agenda for test data
3. Provide teacher training on instructional frameworks and curriculum.	2021-2026 Ongoing	Instructional Coach Principal Assistant Principal	\$10,000	General Funds Priority Funds Title I	Sign-in sheets, agendas for instructional frameworks
4. Provide professional development on teaching diverse learners	2021-2026 Ongoing	District Personnel (Office of Special Services)	\$15,000	General Funds Priority Funds Title I	Sign-in sheets, agenda for teaching diverse learners, Invoice for books
5. Provide professional development on the conceptual learning model	2021-2026 Ongoing	Principal Instructional Coach	\$15,000	General Funds	Sign-in sheets, agendas for conceptual learning model, Invoice for books

		Assistant Principal		Priority Funds Title I	
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**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement\*                       **Teacher/Administrator Quality\***
- School Climate (Parent                      Involvement, Safe and Healthy Schools, etc.) \*                       District Priority
- Gifted and Talented: Academic                       Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic                       Gifted and Talented: Other

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN?

**By 2026, Kingtree High School will implement the district-wide curriculum and support teachers as measured by the increase in the number of students showing growth on formative and summative assessments.**

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

DATA SOURCE(s): NWEA MAP, EOCEP, ACT, SAT

AVERAGE BASELINE: MAP Reading: %, MAP Math: 40%, Algebra 1:0%, English 2:0%; Biology 1: 24% U.S. History 31.6%; SAT 877 (2020 Data Point), ACT 14.5 (2020 Data Point)

Projected Data	2021-22	2022-23	2023-24	2024-25	2025-26
MAP Reading	21.5%	26.5%	31.5%	36.5%	41.5%
MAP Math	40%	45%	50%	55%	60%
Algebra 1	5%	10%	15%	20%	25%
Biology 1	29%	33%	38%	43%	48%
English 2	5%	10%	15%	20%	25%
U. S. History	36.6%	41.6%	46.6%	51.6%	56.6%
SAT	882	887	892	897	902
ACT	14.5	19.5	24.5	29.5	31



<b>Actual Data</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>MAP Reading</b>					
<b>MAP Math</b>					
<b>Algebra 1</b>					
<b>Biology 1</b>					
<b>English 2</b>					
<b>U. S. History</b>					
<b>SAT</b>					
<b>ACT</b>					

**ACTION PLAN FOR STRATEGY #1: Provide professional development on curriculum implementation for teachers and administrators.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1. Create and implement a school-wide professional development plan.	2021-2026 Ongoing	Principal Instructional Coach	\$100,000	Title I General Funds	List of team members, agendas, sign-in sheets, professional development calendar
2. Provide professional development on implementation of the curriculum.	2021-2026 Ongoing	Principal Instructional Coach	\$100,000	Title I, General Funds	Agendas, sign-in sheets
3. Conduct observations. Learning walks; monitor lesson plans and provide feedback.	2021-2026 Ongoing	Principal Instructional Coach	\$50,000	Title I, General Funds	Observation Schedule, learning walk data sheets, feedback forms/emails.

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**ACTION PLAN FOR STRATEGY #2: Kingstree High School will administer summative and formative assessments to monitor student progress.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1. Create school-wide common assessments/benchmarks and a test administration schedule.	2021-26 Ongoing	Leadership Team	\$75,000	Title 1 Priority Funds General Funds	Assessment Schedule, Score reports, Data sheets, Assessments
2. Administer assessments according to the schedule	2021-26 Ongoing	Leadership Team	\$5,000	Title 1 General Funds	Completed assessments, Score reports
3. Analyze data and use to inform instructional practices and determine relevant professional development.	2021-26 Ongoing	Leadership Team	\$10,000	Title 1 General Funds	Score Reports, Assessments, Sig-in sheets, Agendas

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**PERFORMANCE GOAL AREA: (\* required)**

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement\*                       Teacher/Administrator Quality\*
- School Climate** (Parent Involvement, Safe and Healthy Schools, etc.) \*                       District Priority
- Gifted and Talented: Academic                       Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic                       Gifted and Talented: Other

**PERFORMANCE GOAL:**

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN?

**By 2026, the out-of-school suspension rate will decrease by 2% annually as measured by PowerSchool incident management reports.**

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

**DATA SOURCE(s):** Incident Management Report (PowerSchool), MTSS Binder

**AVERAGE BASELINE:** As of 2020, the current out of school suspension rate 35.6%

	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Projected Data</b>	33.6%	31.6%	29.6%	27.6%	25.6%
<b>Actual Data</b>					

**ACTION PLAN FOR STRATEGY #1: Kingstree High School will implement the district's MTSS behavior/social-emotional plan.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1. Provide staff development on the MTSS Behavior and Social-Emotional Plan.	2021 – 2026 Ongoing	Asst. Principal Behavior Interventionist	\$10,000	Title 1 Priority General Funds	Agendas, sign-in sheets on MTSS Behavior Plan
2. Assess the implementation of the MTSS behavior/social-emotional plan.	2021 – 2026 Ongoing	Asst. Principal Teachers Behavior Interventionist	\$10,000	Title 1 Priority General Funds	Feedback forms (RTI), discipline referrals,
3. Refine MTSS behavior/social-emotional framework based on assessment results.	2021 – 2026 Ongoing	Asst. Principal Teachers Behavior Interventionist	\$10,000	Title 1 Priority General Funds	End of year action plan

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**ACTION PLAN FOR STRATEGY #2: Kingstree High School will support two behavior interventionists.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1. Hire two interventionists to assist with student behavior/social-emotional success.	2021-2026 Ongoing	Principal	\$300,000	Title 1	Job descriptions, Contracts, List of students assigned to behavior interventionists
2. Provide professional development reviewing behavior interventionists' duties and responsibilities with staff.	2021-2026 Ongoing	Leadership Team Behavior Interventionist	\$10,000	Title 1 General Funds	Agendas, sign-in sheets
3. Implement MTSS behavior plan.	2021-2026 Ongoing	Leadership Team Staff Behavior Interventionist	\$10,000	Title 1 General Funds	Behavior plan, office referrals
4. Monitor and revise the implementation of the MTSS behavior plan.	2021-2026 Ongoing	Leadership Team RTI Team Behavior Interventionist	\$10,000	Title 1 General Funds	Feedback forms, discipline referrals

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**ACTION PLAN FOR STRATEGY #3:  
Kingtree High School will monitor  
PowerSchool Incident Management Reports.**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION: INDICATORS OF IMPLEMENTATION</b>
1. Develop school-wide expectations for monitoring PowerSchool Incident Management Reports.	2021-2026 Ongoing	Leadership Team PowerSchool Operator	\$5,000	Priority Funds Title 1 General Funds	District discipline handbook and guidance document, list of expectations, sign-in sheets, agendas
2. Provide staff development on coding and attendance.	2021-2026 Ongoing	Leadership Team PowerSchool Operator	\$5,000	Priority Funds Title 1 General Funds	PowerSchool attendance report, progress and monitoring data, sign-in sheets, agendas
3. Monitor and revise progress quarterly with staff.	2021-2026 Ongoing	Leadership Team PowerSchool Operator	\$5,000	Priority Funds Title 1 General Funds	PowerSchool Incident Reports, PowerSchool Attendance Report, Sig-in sheets agendas

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