

Road to Recovery District Plan

District Name	Dorchester 02
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Data Analysis Information

District Goals and Action Steps Based on Analysis of Data

Goal #1

Goal #1 Area	ELA
SMART Goal #1	By June 2022, students in grades K - 5 will increase reading achievement by at least 2% as measured by DRA2 (K -2) and RI (3 - 5).

Strategies to Achieve Goal #1

- Comprehensive literacy model with a minimum requirement of 150 minutes for balanced literacy instruction. The literacy model includes grade level instruction, word study/phonics, explicit writing instruction, differentiated instruction and fluency.
- Interactive read aloud texts daily during fluency lessons.
- Literacy Model and Explicit Direct Instruction Professional Development required for New to District and New to Grade Level teachers.
- Summer Reading Camp with three hours of daily reading instruction including technology programs for 24 days between June 28, 2021 - July 30, 2021
- Leveled text libraries in every school
- Saturday School and After School tutoring available to children virtually and face to face
- Reading Coaches at every elementary school model and support teachers with whole group and differentiated instruction.
- Reading Intervention teachers employed at the elementary level to serve Tier 2 and Tier 3 groups
- District level Reading Interventionists for primary (K - 2) and elementary (3 - 5) support
- Technology programs and guidelines provided to each grade level
 - Kindergarten/First Grade: Waterford
 - Second Grade/Third Grade: Imagine Language and Literacy
 - Fourth Grade/Fifth Grade: Compass/PathBlazer/Study Island
- 4K programs available at every elementary school
- District focus on class size reduction in elementary schools
- System 44 and Read 180 programs in grades 3 - 5 with a District Level Interventionist to provide teacher and student support
- Guidelines for differentiated groups not to exceed specific number of students based on tier level
- District Level ESL Interventionist to support teachers and students
- School based ESL teachers to provide student and family support services
- District Level Elementary Special Education Interventionist employed to support teachers and students
- ATSI grants allocations to support Special Education at two elementary schools
- Individual devices (1:1) provided for all children in grades K - 5
- Phonics Course required for primary (K - 2) teachers and teachers of at-risk children

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Tier 1 Provide grade level and differentiated instruction within the classroom and resources to use at home; progress monitoring three times a year

Tier 2 Smaller group sizes for differentiated instruction and additional time for reading instruction at least three times a week; progress monitoring monthly

Tier 3 Smaller group sizes for differentiated instruction and additional time for reading instruction daily; progress monitoring biweekly

Goal #1 Timeline Summer 2021 to Spring 2022

Funding Sources for Goal #1 (check all that apply)

- Local funds
- State funds
- ESSER funds
- Other federal funds
- Grant funds

Goal #2

Goal #2 Area Math

SMART Goal #2 By June 2022, students in grades K - 5 will increase mathematics achievement by 5% as measured by the Mathematics Inventory.

Strategies to Achieve Goal #2

- Use instructional technology programs for mathematics daily for 20 min
 - Waterford Mathematics will be implemented for K - 1
 - Imagine Math will be implemented for grades 2 - 3
 - DreamBox will be implemented for grades 4 -5
- Imagine Math Fact Fluency, Reflex Math Fact Fluency, and DreamBox will be utilized in Summer Reading and Math Camp June - July, 2021
- Analyze data from Fact Fluency program usage in Summer Reading and Math Camp to determine the District's preferred program for Fact Fluency 2021 - 2022
- Implementation of comprehensive Math Model with a minimum requirement of 80 minutes for Math Model
- Mathematics Model and Explicit Direct Instruction Professional Development required for New to District and New to Grade Level teachers.
- Summer Reading and Math Camp includes two hours of mathematics instruction daily including technology programs for 24 days between June 28, 2021 - July 30, 2021.
- Saturday School and After School tutoring available to children virtually and face to face
- Math Coaches at every elementary school to model and support teachers with whole group instruction and differentiated instruction.
- Math Intervention teachers employed at the elementary level to serve Tier 2 and Tier 3 groups
- District level Mathematics Interventionists for primary (K - 2) and elementary (3 - 5)
- Elementary math teachers are provided with grade specific instructional manipulative kits
- Individual devices (1:1) provided for all children in grades K - 5
- Math Academy course required for primary (K - 2) and elementary (3 -5) teachers

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?	Tier 1 Provide grade level and differentiated instruction within the classroom and resources to use at home; progress monitoring three times a year Tier 2 Smaller group sizes for differentiated instruction and additional time for reading instruction at least three times a week; progress monitoring monthly Tier 3 Smaller group sizes for differentiated instruction and additional time for reading instruction daily; progress monitoring biweekly
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Goal #2 Timeline	Summer 2021 to Spring 2022
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Funding Sources for Goal #2 (check all that apply)	Local funds State funds ESSER funds Other federal funds Grant funds
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Goal #3

Goal #3 Area	ELA
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SMART Goal #3	By June 2022, the percentage of secondary students (grades 6-10) reading on grade level will increase from 78% (spring 2021) to 80%. On grade level is defined as performing at the 36th percentile or above on the HMH Reading Inventory.
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Strategies to Achieve Goal #3

- Determine appropriate Lexile levels of students, so they can receive targeted literacy instruction
- Utilize Reading Inventory data to determine the most appropriate literacy placement along with needed interventions
- Utilize Best Practice and Balanced Literacy Model, which includes standards-based, content-driven, instructional practices that support student mastery of the rigorous expectations of the SCCCRS for ELA
- Utilize evidence-based writing in all content areas that allows students to better comprehend and convey understanding of a topic
- Provide professional development for teachers focused on vocabulary strategies to help students develop general, content, and academic vocabulary
- Content coaches, which includes special education and literacy, model and support classroom and small group instructional planning and delivery
- Continue ESL cohort, so teachers learn how to support ELL students by implementing sheltered instruction, which helps ELL students develop content knowledge, language proficiency, and academic skills at the same time
- Implement a summer literacy camp to help learners strengthen their reading, fluency, vocabulary, writing, and academic language. This will be achieved through a blend of whole-group learning using real-world thematic units, independent reading with literature circles, and adaptive literacy software (4 days per week for 4 weeks)
- Provide Academic Overtime (after school, Saturdays), tutoring for students virtually and face-to-face
- Employ reading intervention teachers to serve Tier 2 and Tier 3 groups (utilize elementary teachers at the high school level)
- Provide guidelines for instructional technology programs to provide personalized learning paths for students (ie Edmentum Exact Path, Apex Tutorials)
- Hire teachers to reduce class size
- Provide targeted intervention through the use of READ 180 and System 44 programs in grades 6-12 with a District Level Interventionist to provide teacher and student support
- Hire District Level Secondary Special Education Interventionists employed to support teachers and students
- Utilize high school ATSI grant funds to support special education students through reduction in class sizes and inclusion
- Provide devices for all secondary students (1:1)

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Tier 1 Provide grade level and differentiated instruction within Core classrooms:
Progress monitoring three times a year

Tier 2 Provide support classes for smaller class size and daily targeted reading instruction in addition to the core class period:
Progress monitoring five times a year

Tier 3 Provide additional, targeted reading instruction (ie - System 44, Resource) based upon students' intensive needs:
Progress monitoring bi-weekly

Goal #3 Timeline

Summer 2021 to Spring 2022

Funding Sources for Goal #3 (check all that apply)

Local funds
State funds
ESSER funds
Other federal funds
Grant funds

Goal #4**Goal #4 Area**

Math

SMART Goal #4

By June 2022, the percentage of secondary students (grades 6-10) scoring on grade level will increase from 52% (spring 2021) to 55%. On grade level is defined as performing at the 36th percentile or above on the HMH Math Inventory.

Strategies to Achieve Goal #4

- Determine appropriate Quantile levels of students, so they can receive targeted math instruction
- Utilize Math Inventory data to determine the most appropriate math placement along with needed interventions
- Utilize explicit direct instruction and inquiry-based instruction, which includes standards-based, problem solving, instructional practices that support student mastery of the rigorous expectations of the SCCCRS for math
- Provide professional development for teachers focused on a balance of procedural and conceptual knowledge using a variety of concrete materials and technological tools
- Content coaches, which includes special education and math, model and support classroom and small group instructional planning and delivery
- Implement a summer math camp to help students reach their math growth targets through small group instruction, instructional technology, and collaborative games (17 days between June 23, 2021- July 23, 2021)
- Provide Academic Overtime (after school, Saturdays), tutoring for students virtually and face-to-face
- Employ additional math intervention teachers to serve Tier 2 and Tier 3 groups (due to large number of students not scoring on grade level on the Math Inventory)
- Provide guidelines for instructional technology programs to provide personalized learning paths for students (ie Math Nation, Algebra Nation, Edmentum Exact Path, Apex Tutorials)
- Hire teachers to reduce class size
- Provide targeted intervention through the use of Math 180 and Transition to Algebra with District Level Interventionists to provide teacher and student support
- Hire District Level Secondary Special Education Interventionists employed to support teachers and students
- Utilize high school ATSI grant funds to support special education students through reduction in class sizes and inclusion
- Provide devices for all secondary students (1:1)

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

Tier 1 Provide grade level and differentiated instruction within Core classrooms:

Progress monitoring three times a year

Tier 2 Provide support classes for smaller class size and daily targeted reading instruction in addition to the core class period:

Progress monitoring five times a year

Tier 3 Provide additional, targeted reading instruction (ie - System 44, Resource) based upon students' intensive needs:

Progress monitoring bi-weekly

Goal #4 Timeline

Summer 2021 to Spring 2022

Funding Sources for Goal #4 (check all that apply)

- Local funds
 - State funds
 - ESSER funds
 - Other federal funds
 - Grant funds
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Progress Monitoring

Briefly describe your plans to evaluate progress towards these goals.

Progress monitoring will be done based upon Tier Levels.

Tier One Elementary - Progress monitoring three times a year - RI/MI

Tier One Secondary - Progress monitoring three times a year - RI/MI

Tier Two Elementary - Progress monitoring monthly - FRA/PI/RI/MI, AIMS Web

Tier Two Secondary - Progress monitoring five times a year - PI/RI/MI, AIMS Web

Tier Three Elementary - Progress monitoring bi-weekly - FRA/PI/RI/MI, AIMS Web

Tier Three Secondary - Progress monitoring bi-weekly - PI/RI/MI, AIMS Web
