

LITERACY PROGRAM

The literacy program at RLOA promotes the full integration of high progress literacy into every subject area. The following instructional practices occur daily, campus-wide in all classrooms: Content-Area Journal Writing (Writing Across the Curriculum)

Shared Reading Experiences with Graphic Supports

Guided Reading Experiences with Coaching in Reading Strategies

Vocabulary Instruction (Academic and Content Area)

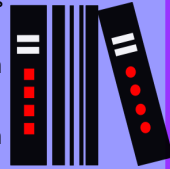
Oral Question and Answer with Required Text Referencing

Writing about Instruction (Comprehension Questions, Essay Questions, etc.)

Reading instruction in English Language Arts classrooms are tiered to appropriately provide for students' needs at varying ages/levels.

Mathematics classes campus-wide have the following qualities in common:

- Instructional support through Project Lead the Way (PLTW), hands-on instruction in math or science
- Textbooks that include sequential instruction and gradually more challenging activities
- Consumable practice materials that allow for high quality, high quantity practice
- Digital options for intervention, re-teaching, benchmarks, and formative/summative assessments



Every child should taste success

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**ROYAL LIVE OAKS ACADEMY
OF THE ARTS AND SCIENCE**



SIC Annual Report



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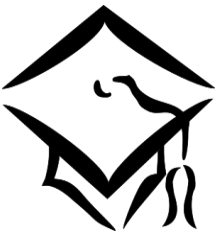
Academic Performance

An examination of the 2015 ACT Aspire data will show that at many grade levels, Royal Live Oaks Academy's scholars performed very similarly to others in state group. Some exceptions are found in the "Exceeding" category where the state group sometimes had 30-40% of some subgroups "Exceeding" the Aspire readiness standard in Grades 3 - 8 English and Grade 6 Mathematics. Though most of RLOA's highest Aspire scores are found in the English category, not as many of our 3-8 students achieved the "Exceeding" mark.

With regard to the 2015 ACT Aspire administration, RLOA students at almost every grade level earned English scores that exceeded their Reading scores. Exceptions can be found in Grades 7 and 8, and there is a practical reason for this. Students in this area have historically responded well to English Grammar instruction because it is governed by a set of rules that can be learned and applied relatively consistently. In 2014-2015's Grades 7-8 ELA courses, reading comprehension was also taught in this explicit, step-by-step, strategies-based manner.

With regard to growth on the SCPASS, we find again that we have mixed results. In grades 4-8 Science, grade level groups (grade 4 vs grade 4) make improvements in three of five instances. Grades 4-8 Social Studies, under the same specifications, show growth in only one of five instances.

We acknowledge that a number of factors likely affected student scores: high turnover (both mid-year and end-of-year), difficulties in classroom management and too high a degree of variation in the implementation of curriculum and best practices from classroom to classroom, year to year.



How We Plan to Close Achievement Gaps and Improve Results:

Goal 1: Standards Are Key

Teachers and staff members are working together to create clear and public standards of expectations for skills acquired and learning targets. Understanding and creating these grade level standards of learning is a crucial part of closing the achievement gap.



Goal 2: A Challenging Curriculum

Challenging curricula is the factor in lifting each student to reach their potential. RLOA has created necessary infrastructure, preparing students, encouraging enrollment, and maintaining supportive environments for successful experiences. Instructional staff is improving instruction, leading, and learning by creating and implementing curricular units of study that align standards, instruction, and assessment.

A rigorous program is an inclusive set of the following intentionally aligned components organized into sequenced units of study: clear learning outcomes, matching assessments, engaging learning experiences and best practice instructional strategies. A rigorous curriculum serves as both the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade- or course-specific standards within a particular content area.

Goal 3: Student Support: Extra Help

RLOA is increasing the amount of instructional time devoted to ELA and mathematics and by training all of its instructional staff in strategies that promote student achievement.

Goal 4: High Quality Instruction by Quality Teachers

If students are going to be held to high standards, they need teachers who know the subjects and know how to teach the subjects. Yet large numbers of students, especially those who are poor or are members of minority groups, are taught by teachers who do not have strong backgrounds in the subjects they teach. If we are to improve all schools, as measured by improved student performance, we must craft improvement strategies that directly impact what happens in the teaching and learning environment.

What We Have Accomplished

1. The school received the highest rating for student growth (EVAAS 5) for the 2014-2015 school year and achieved another Palmetto Silver Award for closing the achievement gap. We are more than 10 percentage points above schools in the resident school district for achievement.

2. The Full Metal Robotics Team was formed in October 2015 and over the course of the winter and spring has beat all local school teams in competitions, is ranked #2 in the world, and is who represented South Carolina at the VEX Robot World Championship in April 2016.

3. Last year's 4th grade playground project has reached its finality with a playground on the soccer field.

4. Ten high school students will be participating in a Close-Up Washington trip in June 2016 to experience how government functions and bring back a higher level of understanding to inform those who are selected to represent the school at the Hardeeville City Council as Junior Councilmen and women next school year.

5. Young Scholars at the middle school and high school level have participated in several Model United Nations conferences, bringing back to school awards.

6. The level of support to teachers and students this school year in the areas of project-based learning, classroom management, professional learning communities, and data-driven instruction has increased to a level that has had a major contribution to developing a more positive school culture and increased student engagement and success.

7. As we prepare for the 2016-2017 school year, the Board has approved three assistant principal positions—elementary, middle, and high. With additional support staff coming on board as well for PBL/STEAM, literacy, and math, we are poised to achieve at higher academic levels in the 2016-2017 school year.

