

# **SCHOOL RENEWAL PLAN**

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## NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card: [2018 MES Report Card](#)

**Directions:** Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

### *Student Achievement Data*

- [2017 MES Report Card](#)
- [2017 MES SC-PASS by Teacher](#)
- [2017 MES SC-READY by Teacher](#)
- [2018 MES SC-PASS by Teacher](#)
- [2018 MES SC-READY by Teacher](#)
- [D2 SC-READY Elementary ELA 3-Year](#)
- [D2 SC-READY Elementary Math 3-Year](#)
- [D2 2018 SC-READY Mean Scores](#)
- [D2 Spring 2017 MAP](#)
- [D2 Spring 2018 MAP](#)
- [MES 1<sup>st</sup> Grade Spring 2018 OnGradeLevel Reading](#)
- [MES 2<sup>nd</sup> Grade Spring 2018 OnGradeLevel Reading](#)
- [2018 EVAAS Subgroup Composites](#)
- [2018 Report Card Indicator Comparison](#)

### *Teacher / Administrator Quality Data*

- [R2S Certification Chart](#)
- [Staff Degree Survey](#)

### *School Climate Data*

- [2017 MES Student Survey – SDE](#)
- [2017 MES Parent Survey – SDE](#)
- [2017 MES Teacher Survey – SDE](#)
- [2018 MES Student Survey – SDE](#)
- [2018 MES Parent Survey – SDE](#)
- [2018 MES Teacher Survey – SDE](#)
- [2016-17 Discipline Report](#)
- [2017-18 Discipline Report](#)
- [2016-17 Student Absence Report over 15](#)
- [2017-18 Student Absence Report over 15](#)

# EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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

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

**State Report Card for districts and schools data:** <http://ed.sc.gov/data/report-cards/state-report-cards/>

**Directions:** In the appropriate boxes, use 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 Childhood/Primary (PK–2):*

- Based on the results of the data from our 4K (PALS) and 5K (KRA and ESGI) assessments, we are looking closely at the preparation level of our early childhood students as well as our curriculum, programs, and initiatives to address the needs, especially in the area of reading.
- Based on the results of the data from our 1<sup>st</sup> (MAP and F&P) and 2<sup>nd</sup> (MAP and F&P) grade assessments, we are looking at ways to strengthen our instructional strategies and provide high quality differentiation in reading and math.

### *Elementary/Middle (3–8):*

- Our 2018 School Report Card indicates a score of 59 (Good). A review of the indicators indicates that of the 4 scored areas, 3 areas scored “Good” while one area scored “Average”. Further analysis of the scored areas allows the staff to understand where we stand and make a plan for gaining points in those areas.
- Academic Achievement and Student Progress **in ELA and Math counts 80% on the new ESSA School Report Card** for our school.
- A review of SC-READY data in math indicates that the percentage of students scoring “Meets or Exceeds” continues to grow while the percentage scoring “Not Met” continues to decrease. In 2018, 67% of third through fifth grade students scored “Meets or Exceeds” compared to 61% the year prior. We have the need to continue to focus on differentiation through the use of Guided Math and adaptive software to not only continue this trend, but to move students from “Approaching” to “Meets”.
- A review of SC-READY data in ELA indicates that ELA continues to trend lower than math data; however, we have seen improvements especially in grades three and five. We have the need to continue to focus on differentiation of the content standards for all learners using Guided Reading and digital tools to further differentiate and personalize the learning
- A review of our EVAAS Growth on the 2018 School Report Card indicates a score of “Average” – our lowest scoring indicator on the report card. Students in the All Students, Lowest 20%, and Pupils in Poverty subgroups all showed Average to Above Average Effectiveness (i.e., evidence to moderate evidence that the students either made progress similar to the Growth Standard or more progress than the Growth Standard). There is a need to grow this indicator, especially in the area of “All Students”.
- Academic Achievement in **SCPASS Science and Social Studies counts 10% on the new ESSA School Report Card** for our school.
- A review of **SCPASS Science** data indicates that the percentage of 4<sup>th</sup> grade students scoring “Meets or Exceeds” decreased from 77% to 67% in 2018 while the percentage scoring “Not Met” and

“Approaching” increased from 23% to 33%. There is a need to review science curriculum and standards and ensure that relevant content and pacing is in place. There is also a need to use nonfiction text and digital technology resources to enhance the integration of science and math content.

**High School (9–12):**

### **Teacher/Administrator Quality**

- In the spring of 2018, 100% of our teachers were certified in their respective content areas and the school received an “All Clear” on the year-end Accreditation Report.
- After reviewing our 2018-19 certified staff listing, we noted that there is one Induction teacher who received her initial certification from North Carolina. She is currently in the process of applying for her South Carolina license. There is also one Continuing Contract teacher who received her initial certification from South Carolina, then moved to North Carolina where she completed her first 3 years of teaching. She is currently in the process of renewing her South Carolina license.
- After discussions with teachers and our Literacy Coach, there is a need to support teachers in finding appropriate courses to take, and a need to maintain a record of course completion, in regard to the Read to Succeed endorsement requirement for teachers.
- After reviewing data from the SDE Spring Teacher Survey, 100% of teacher expressed satisfaction with the learning environment of the school and 100% expressed satisfaction with the current working conditions at the school.
- After discussions with teachers and our Instructional Coaches, there is a need to support teachers in finding appropriate courses to take, and a need to maintain a record of course completion, in regard to their own professional development through advanced degree opportunities.

### **School Climate**

- School Quality as measured on the AdvancED Student Engagement Survey accounts for 10% of the elementary level rating on the new ESSA School Report Card; thus there is a need to analyze that data when we receive it and focus on problem areas.
- After reviewing data from the SDE Spring Parent Survey, 100% of parents expressed satisfaction with the learning environment of the school and the social / physical environment of the school, while 85.7% of parents expressed satisfaction with home-school relations; thus there is a need to continue efforts to provide consistent, varied methods of communication with parents and students.
- A review of 2016-17 and 2017-18 discipline data indicates a need to continue behavioral supports for students, especially those who are bus riders, and to continue to provide behavioral support training to staff.
- A review of 2016-17 and 2017-18 attendance data indicates a need to continue to support parents and students regarding the importance of all-day school attendance and the impact that absences play in academic achievement.

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

**Performance Goal Area:**

- Student Achievement\*  
  Teacher/Administrator Quality\*  
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*  
 District Priority

(\* required)

**PERFORMANCE GOAL #1:**

*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.

**PERFORMANCE GOAL #1:**

The percentage of 2<sup>nd</sup> graders on track for 3<sup>rd</sup> grade success in Reading will increase from **64%** in 2017-18 to **70%** in 2022-23, as measured by the ESSA School Report Card.

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>  MAP, LLI, F&P, DRA, iReady, 100BC	<b>64%</b>	<b>Projected Data</b>	<b>65%</b>	<b>66%</b>	<b>68%</b>	<b>69%</b>	<b>70%</b>
		<b>Actual Data</b>	<b>NA</b>				

<b>ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in reading.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. School literacy interventionist will continue to work with students that are reading below grade level using LLI.	2018 - 2023	LLI Interventionist	\$55,000	District Funds	Continue
2. Use Fountas and Pinnell Benchmark assessments to provide instructional information for individual and small group classroom instruction.	2018 - 2023	Administration Interventionist Literacy Coach Teachers	\$0	n/a	Continue
3. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	2018 - 2023	Administration Interventionist Literacy Coach Teachers	\$0	n/a	Continue
4. The school's principal will write a PADEPP goal with an emphasis on increasing the number of 2 <sup>nd</sup> grade students reading on grade level.	2018 - 2019	Administration Literacy Coach 2 <sup>nd</sup> Grade Teachers	\$0	n/a	Continue

<b>ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in reading.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
5. Utilize digital tools and software (e.g., Reading Eggs and iReady) to provide standards-based, differentiated instruction based on student needs.	2018 - 2023	Administration Literacy Coach Teachers	\$2500.00	District Funds	Continue
6. Literacy Coach will provide professional development and assistance based on the needs of the specific teacher/grade-level.	2018 - 2023	Literacy Coach	\$0	n/a	Continue
7. School will track the number of students reading on grade-level Kindergarten through second grade based on Fountas and Pinnell benchmarking to ensure appropriate growth.	2018 - 2023	Administration Literacy Coach Teachers	\$0	n/a	Continue

<b>ACTION PLAN FOR STRATEGY #2: We will strengthen ELA classroom instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Utilize the Design in Five and High Impact Teams processes to strengthen 4K – 2 <sup>nd</sup> grade classroom instruction.	2018 - 2023	Administration DO Staff Literacy Coach Teachers	\$0	n/a	Continue
2. Provide professional development in the area of Guided Reading instruction.	2018 - 2023	Administration Interventionist Literacy Coach	\$500.00	Staff Development Funds	Continue
3. Literacy coach will provide professional development on best practices in early childhood and literacy for teachers of grade 4K- 2 <sup>nd</sup> grade.	2018 - 2023	Literacy Coach	\$0	n/a	Continue
4. Implement the school's Read To Succeed plan to strengthen reading and writing instruction.	2018 - 2023	Administration Literacy Coach Teachers	\$0	n/a	Continue



<b>ACTION PLAN FOR STRATEGY #2: We will strengthen ELA classroom instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
5. Literacy coach will model and observe lessons in the classrooms to support teachers and individual student growth.	2018 - 2023	Literacy Coach	\$0	n/a	Continue

*To add a row, go to the last box and press the tab button.*

**Performance Goal Area:**

- Student Achievement\*  
  Teacher/Administrator Quality\*  
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*  
 District Priority

(\* required)

**PERFORMANCE GOAL #2:**

*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.

**PERFORMANCE GOAL #2:**

The percentage of students in grades 3-5 who score “Meets” and “Exceeds” on SC-Ready ELA will increase from **52%** in 2017-18 to **70%** in 2022-23, as measured by the ESSA School Report Card.

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>  SC-Ready ELA scores	<b>52%</b>	<b>Projected Data</b>	<b>55%</b>	<b>58%</b>	<b>61%</b>	<b>65%</b>	<b>70%</b>
		<b>Actual Data</b>	<b>NA</b>				

<b>ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-5 classrooms.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Independent reading is addressed and required at each grade level.	2018 - 2023	Administration Literacy Coach Teachers	\$0	n/a	Continue
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	2018 - 2023	Administration Literacy Coach Teachers	\$2000.00	School Instructional Funds	Continue
3. Falcon Reading Club is offered to students performing at the threshold of approaching grade-level standards using NWEA MAP scores, iReady performance and Fountas and Pinnell benchmarking.	2018 - 2023	Administration Literacy Coach Interventionist	\$7200.00	338 Funds	Continue
4. Reading Engagement is being addressed through multiple avenues including Battle of the Books, Soaring Readers, Book	2018 - 2023	Administration Literacy Coach	\$200.00	School Instructional Funds	Continue

<b>ACTION PLAN FOR STRATEGY #1:</b> Develop a supportive independent reading culture in all K-5 classrooms.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Talk Lunch Dates, Book Review Spinner, Book Speed-Dating, and Fireside Chats.					

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<b>ACTION PLAN FOR STRATEGY #2:</b> Support reading instruction in all K-5 classrooms by developing professional expertise.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Literacy coach will provide professional development on best practices in literacy for teachers of grades K-5.	2018 - 2023	Administration Literacy Coach	\$0	n/a	Continue
2. Encourage participation in district offered Read to Succeed classes for teachers that promote reading and writing across the curriculum.	2018 - 2023	Administration DO Staff Literacy Coach	\$0	n/a	Continue
3. Guided Reading stations will focus on student needs and grade-level expectations.	2018 - 2023	Administration DO Staff Literacy Coach Teachers	\$200.00	School Instructional Funds	Continue
4. ELA Advisory Team member will regularly share best practices with staff.	2018 - 2023	ELA Advisory Team Representative	\$0	n/a	Continue

<b>ACTION PLAN FOR STRATEGY #2:</b> Support reading instruction in all K-5 classrooms by developing professional expertise.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
5. Literacy Coach will offer voluntary, teacher requested after-school PD sessions.	2018 – 2023	Literacy Coach Teachers	\$0	n/a	Continue
6. Teachers will have the opportunity to attend Reading / ELA conferences in order to gain content knowledge and instructional strategies	2018 – 2023	Administration Teachers	\$1500.00	Staff Development Funds	Continue

*To add a row, go to the last box and press the tab button.*

**Performance Goal Area:**

- Student Achievement\*  
  Teacher/Administrator Quality\*  
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*  
 District Priority

(\* required)

**PERFORMANCE GOAL #3:**

*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.

**PERFORMANCE GOAL #3:**

The percentage of students in grades 3-5 who score “Meets” and “Exceeds” on SC-Ready Math will increase from **67%** in 2017-18 to **75%** in 2022-23, as measured by the ESSA School Report Card.

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>  SC-Ready Math scores	<b>67%</b>	<b>Projected Data</b>	<b>69%</b>	<b>70%</b>	<b>71%</b>	<b>73%</b>	<b>75%</b>
		<b>Actual Data</b>	<b>NA</b>				

<b>ACTION PLAN FOR STRATEGY #1:</b> Continue support and training for math teachers in grades K-5, improve the framework and curriculum guides for math instruction, and use diagnostic data to monitor and adjust instructional strategies.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Math coach will offer personalized monthly PD based on individual school needs.	2018 – 2023	Administration Math Coach	\$0	n/a	Continue
2. Guided Math stations will focus on student needs and grade-level expectations.	2018 – 2023	Math Coach Teachers	\$200.00	School Instructional Funds	Continue
3. Utilize the Design in Five and High Impact Teams processes to strengthen 3 <sup>rd</sup> – 5 <sup>th</sup> grade classroom instruction.	2018 – 2023	Administration DO Staff Math Coach Teachers	\$0	n/a	Continue
4. Math Advisory Team member will regularly share best practices with staff.	2018 – 2023	Math Advisory Team Representative	\$0	n/a	Continue

*To add a row, go to the last box and press the tab button.*



<b>ACTION PLAN FOR STRATEGY #2:</b> Continue to provide supplemental student support services to enhance learning and complement classroom instruction.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Utilize district and school provided digital tools and software (e.g., Math Seeds, First in Math and iReady) to provide standards-based, differentiated instruction based on student needs.	2018 – 2023	Administration Math Coach Teachers	\$2500.00	District Funds	Continue
2. Conduct teacher training of supplemental materials	2018 – 2023	DO Staff Math Coach	\$500.00	District Funds	Continue
3. Morning Math Club is available to students who score Not Met/Approaching on SCREADY and lowest 25% on NWEA MAP. Additional spaces are provided to students who show interest in practicing math skills.	2018 – 2023	Administration Math Coach Teachers	\$0	n/a	Continue

<b>ACTION PLAN FOR STRATEGY #2:</b> Continue to provide supplemental student support services to enhance learning and complement classroom instruction.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
4. Math coach will model lessons in the classrooms utilizing implementation of supplemental material to support teachers and student growth.	2018 – 2023	Math Coach	\$0	n/a	Continue
5. Interactive bulletin board, Superstar Problem Solving and Medallion Multiplication Club are opportunities for students to practice math fluency.	2018 – 2023	Kiwanis Club Math Coach Teachers	\$200.00	Local Funds	Continue
6. Teachers will have the opportunity to attend Math conferences in order to gain content knowledge and instructional strategies	2018 – 2023	Administration Teachers	\$1500.00	Staff Development Funds	Continue

*To add a row, go to the last box and press the tab button.*

**Performance Goal Area:**

- Student Achievement\*  
  Teacher/Administrator Quality\*  
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*  
 District Priority

(\* required)

**PERFORMANCE GOAL #4:**

*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.

**PERFORMANCE GOAL #4:**

The percentage of students in grades 3-5 who score “Met / Meets” and “Exemplary / Exceeds” on SCPASS Science will increase from **66%** in 2017-18 to **75%** in 2022-23, as measured by the ESSA School Report Card.

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>  SC-PASS Science scores	<b>66%</b>	<b>Projected Data</b>	<b>67%</b>	<b>69%</b>	<b>71%</b>	<b>73%</b>	<b>75%</b>
		<b>Actual Data</b>	<b>NA</b>				

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide instructional support and direction in all K-5 science classrooms by developing professional expertise.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Math Coach and science teachers will collaborate to create lessons that follow the SC State Standards and District created Curriculum Guide to ensure relevant content and pacing is in place.	2018 – 2023	Literacy Coach Math Coach Teachers	\$0	n/a	Continue
2. Science Advisory Team member will regularly share best practices with staff.	2018 – 2023	Science Advisory Team Representative	\$0	n/a	Continue
3. Teachers will utilize digital tools and software (e.g. Discovery Ed, Brain Pop, Mystery Science) to enhance instruction	2018 – 2023	Administration Math Coach Teachers	\$2000.00	School Instructional Funds	Continue

*To add a row, go to the last box and press the tab button.*

<b>ACTION PLAN FOR STRATEGY #2: Link Science, Math, and Reading instruction in all K-5 classrooms.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers will implement strategies from Read to Succeed courses to ensure reading and writing opportunities across the curriculum.	2018 – 2023	Literacy Coach Math Coach Teachers	\$0	n/a	Continue
2. Provide informational texts for classroom libraries, literacy closet and digital use such as TruFlix and PebbleGo.	2018 – 2023	Administration Literacy Coach Teachers	\$1000.00	School Instructional Funds	Continue
3. Integration of Math and Science content including, but not limited to research, inquiry based projects, experiments and presentations.	2018 – 2023	Math Coach Teachers	\$0	n/a	Continue
4. Utilize on-site science “field trips” (e.g. Spartanburg Science Center, Star Lab, virtual	2018 – 2023	Administration Math Coach Teachers	\$500.00	School Instructional Funds	Continue

<b>ACTION PLAN FOR STRATEGY #2: Link Science, Math, and Reading instruction in all K-5 classrooms.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
field trips) to enhance classroom instruction.					

*To add a row, go to the last box and press the tab button.*

**Performance Goal Area:**

- Student Achievement\*  
  Teacher/Administrator Quality\*  
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*  
 District Priority

(\* required)

**PERFORMANCE GOAL #5:**

*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.

**PERFORMANCE GOAL #5:**

The percentage of teachers who have completed their first round of training (minimum of 2 classes) or reached certification requirements for R2S endorsement will increase from **.04%** in 2017-18 to **80%** in 2022-23, as measured by the ESSA School Report Card.

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>  School report card, R2S Completion Requirement Chart, SDE certificate	<b>0.04%</b>	<b>Projected Data</b>	<b>20%</b>	<b>40%</b>	<b>55%</b>	<b>70%</b>	<b>80%</b>
		<b>Actual Data</b>	<b>NA</b>				

<b>ACTION PLAN FOR STRATEGY #1:</b> Encourage participation in free or low-cost professional development opportunities for R2S certification offered by the school district.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers earning a free or low-cost M.Ed. in Applied Learning and Instruction from USC Upstate in collaboration with Spartanburg School District Two may select Literacy as their concentration area and earn the R2S and Literacy Teacher endorsement.	2018 – 2023	DO Staff Teachers USC Upstate	\$500.00	Teacher Funds	Continue
2. Teachers may earn R2S certification through renewal credit R2S courses offered face-to-face and online through Spartanburg School District Two.	2018 – 2023	DO Staff Teachers	\$0	n/a	Continue
3. Create a tracking form for teachers to use to update information and for administration to use to track progress regarding	2018 – 2023	Administration Literacy Coach	\$0	n/a	Continue



required course completion for R2S certification					
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**Performance Goal Area:** Student Achievement\* Teacher/Administrator Quality\* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* District Priority

(\* required)

**PERFORMANCE GOAL #6:**

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.

**PERFORMANCE GOAL #6:**

The percentage of teachers with advanced degrees will increase from **63%** in 2017-18 to **70%** in 2022-23, as measured by the ESSA School Report Card.

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

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
<b>DATA SOURCE(s):</b>	<b>63%</b>	<b>Projected Data</b>	<b>64%</b>	<b>65%</b>	<b>66%</b>	<b>68%</b>	<b>70%</b>
School Report Card, Staff Degree Survey		<b>Actual Data</b>	<b>NA</b>				

To add a row, go to the last box and press the tab button.

<b>ACTION PLAN FOR STRATEGY #1:</b> Encourage participation in free or low-cost professional development opportunities for advanced degrees offered by the school district and USC Upstate.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. District 2 will offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate free to 75 teachers who do not have a Master's Degree.	2018 – 2023	DO Staff Teachers USC Upstate	\$0	n/a	Continue
2. District 2 will offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate at a nominal cost to teachers who wish to attain a second Master's Degree.	2018 – 2023	DO Staff Teachers USC Upstate	\$500.00	Teacher Funds	Continue
3. Create a tracking form for teachers to use to annually update information regarding degree programs, endorsement opportunities and completion dates	2018 – 2023	Administration	\$0	n/a	Continue

*To add a row, go to the last box and press the tab button.*

**Performance Goal Area:**

- Student Achievement\*  
  Teacher/Administrator Quality\*  
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*  
 District Priority

(\* required)

**PERFORMANCE GOAL #7:**

*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.

**PERFORMANCE GOAL #7:**

The percentage of chronic absenteeism within the school will decrease from **13.5%** in 2017-18 to **10.0%** in 2022-23, as measured by the ESSA School Report Card.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	<b>13.5%</b>	<b>Projected Data</b>	<b>12.5%</b>	<b>12.0%</b>	<b>11.5%</b>	<b>11.0%</b>	<b>10.0%</b>
PowerSchool data reports		<b>Actual Data</b>	<b>NA</b>				

<b>ACTION PLAN FOR STRATEGY #1: Continue to implement and expand interventions to address and improve attendance.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Ensure attendance improvement plans are being developed and implemented as an early intervention with students and parents/guardians to problem solve attendance issues	2018 - 2023	Administration PowerSchool Operator	\$200.00	Local Funds	Continue
2. Principal will analyze truancy data and statistics of interventions each quarter from Student Services and then make appropriate plans to address individual concerns.	2018 - 2023	Administration DO Staff	\$0	n/a	Continue
3. Attendance letters will be sent home, as needed, to inform parents of	2018 - 2023	Administration PowerSchool Operator	\$500.00	Local Funds	Continue

<b>ACTION PLAN FOR STRATEGY #1: Continue to implement and expand interventions to address and improve attendance.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
unexcused absences, total absences and tardies.					
4. School Messenger informs parents of student absences.	2018 - 2023	DO Staff PowerSchool Operator	\$0	n/a	Continue
5. Provide incentives for students with regular attendance.	2018 - 2023	Administration Guidance Counselor PowerSchool Operator	\$500.00	Local Funds	Continue

<b>ACTION PLAN FOR STRATEGY #2: Educate parents and the community members regarding the importance of daily attendance.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increase personal phone calls to parents regarding chronically absent students.	2018 – 2023	Administration Nurse Teachers	\$0	n/a	Continue
2. Provide information to families about the importance of daily school attendance through newsletters, conferences, parent forums and student handbook.	2018 – 2023	Administration Teachers	\$250.00	Local Funds	Continue

**Performance Goal Area:** Student Achievement\* Teacher/Administrator Quality\* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* District Priority

(\* required)

**PERFORMANCE GOAL #8:**

*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.

**PERFORMANCE GOAL #8:**

The number of student referrals will decrease from **62** in 2017-18 to **50** in 2022-23, as measured by annual school PBIS reports.

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

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
<b>DATA SOURCE(s):</b>	<b>62</b>	<b>Projected Data</b>	<b>60</b>	<b>58</b>	<b>56</b>	<b>53</b>	<b>50</b>
PowerSchool Incidents Report		<b>Actual Data</b>	<b>NA</b>				



<b>ACTION PLAN FOR STRATEGY #1: Utilize MTSS framework to create a safe and positive culture and address needs of all learners, including social/emotional needs throughout the district.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. District MTSS coach will support the staff with professional development related to PBIS.	2018 - 2023	Administration District MTSS Coach	\$0	n/a	Continue
2. Offer Compassionate Schools Training to new staff members and staff looking to deepen their understanding.	2018 - 2023	Administration District MTSS Coach	\$250.00	District Funds	Continue
3. Offer mental health support to students identified as being at-risk.	2018 - 2023	Administration Guidance Mental Health Counselor	\$0	n/a	Continue
4. Utilize school-wide PBIS plans to create a safe and positive school culture.	2018 - 2023	Administration Staff Teachers	\$250.00	Local Funds	Continue
5. Guidance Counselor will provide one-on-one	2018 - 2023	Guidance	\$0	n/a	Continue

<b>ACTION PLAN FOR STRATEGY #1: Utilize MTSS framework to create a safe and positive culture and address needs of all learners, including social/emotional needs throughout the district.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
support and conferencing to students as needed.					
6. Falcon Patrol members selected to complete jobs around the school in order to build self-esteem, confidence and provide experience that can help to grow individual students as leaders.	2018 – 2023	5 <sup>th</sup> Grade Students Guidance Teachers	\$0	n/a	Continue
7. RTI plans are created with a team for students who show a gap in their classroom performance as compared to their peers. Interventions are put into place to help the student be successful and meet their personal potential.	2018 – 2023	Administration Guidance Instructional Coaches Interventionist Teachers	\$0	n/a	Continue

<b>ACTION PLAN FOR STRATEGY #2:</b> Pursue alternatives to suspension while maintaining high standards for discipline, order and safety.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Ensure all staff are trained in Compassionate Schools by developing training protocols for all returning and new staff in trauma informed practices and restorative practices within the district.	2018 – 2023	Administration District MTSS Coach	\$0	n/a	Continue
2. Research alternatives to suspension that have solid research to support design and implementation.	2018 – 2023	Administration Guidance	\$0	n/a	Continue
3. Increase regular parent communication in order to be proactive.	2018 – 2023	Administration Guidance Teachers	\$0	n/a	Continue
4. Continue to celebrate “25 Days of Peace”. This allows the school to celebrate, with a specific	2018 – 2023	Administration Guidance	\$250.00	Local Funds	Continue

<b>ACTION PLAN FOR STRATEGY #2:</b> Pursue alternatives to suspension while maintaining high standards for discipline, order and safety.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
reward, twenty-five days of no office referrals.					
5. Continue to award Falcon Tickets to students who are exemplifying the PBIS Matrix “SOAR”. Tickets can be exchanged for individual prizes in the Falcon Store or to attend quarterly school-wide events such as Ice Cream socials.	2018 – 2023	Administration Guidance Staff Teachers	\$1000.00	Local Funds	Continue

**Schools will complete and upload the appropriate Exemplary Literacy Classroom Reflection Tool on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .**

**Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .**

**For further Read to Succeed questions, please contact the Office of Early Learning and Literacy at 803-734-2577.**