

SCHOOL RENEWAL PLAN

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Read to Succeed

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card:

[2017 SC School Report Card](#)

[2018 SC School Report Card](#)

[2019 SC School Report Card](#)

[2020 SC School 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:



OES SCREADY
2019.xlsx



SCPASS 2019
OES.xlsx



OES Comparison of
same students 19-20

[Fall 2019 Data Presentation](#)

[Winter 2020 Data Presentation](#)

[2020 SC School Report Card](#)

School Climate Data:



OES Parent Survey
2018-2019.xlsx



OES Student Survey
2018-2019.xlsx



OES Teacher Survey
2018-2019.xlsx

[2020 SC School Report Card](#)

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):

- **Due to COVID-19, we did not get data for the 19-20 school year.**
- Based on the results of the data from our 4K, 5K, 1st, and 2nd grade assessments, we are looking closely at the preparation level of our early childhood students as well as our curriculum, programs, and initiatives to address needs, especially in the area of reading.
- Our iReady scores indicate the following for 5k, 1st, and 2nd grade students:

| Grade level | Fall 2019 Tier 1 Reading | Winter 2019 Tier 1 Reading | Spring 2020 Tier 1 Reading | Fall 2019 Tier 1 Math | Winter 2019 Tier 1 Math | Spring 2020 Tier 1 Math |
|-----------------|--------------------------|----------------------------|----------------------------|-----------------------|-------------------------|-------------------------|
| 5k | 12% | 66% | | 11% | 47% | |
| 1 st | 13% | 32% | | 12% | 38% | |
| 2 nd | 29% | 48% | | 23% | 40% | |

Elementary/Middle (3–8):

- **Due to COVID-19, we did not get data for the 19-20 school year.**

After reviewing student achievement data we have identified areas of strength and weakness.

In ELA for grade 3 we had 15.0% of students score not met and in grade 4 we had 19.4% of students score not met. After examining scores by standard the area we need to focus on is meaning and context within literary text in grade 3 and informational text in grade 4.

In math for grade 3 we had 8.7% students score not met and in grade 4 we had 16.5% of students score not met. After examining scores by standard the area we need to focus on is algebraic thinking and operations in grade 3 and measurement and data analysis in grade 4.

High School (9–12):

Not applicable to our school

Teacher/Administrator Quality

All teachers and administrators are certified.

We will continue to recruit and provide the onboarding process for new teachers.

We use the TLT process to continue to improve collaboration and work toward improved academic success.

Principal and assistant attend professional development to improve leadership skills and model the growth mindset for teachers.

Instructional coaches use teacher surveys to provide differentiated staff development.

School Climate

- **Due to COVID-19, we did not get data for the 19-20 school year.**

Teacher surveys showed that 100% of teachers feel supported by administration. They feel that they need more support with smaller class sizes.

Parent surveys indicated that 93% are satisfied with the learning environment and 96.5 are satisfied with the school's overall friendliness.

85% of students are satisfied with the learning environment and 90.2% are satisfied with the social and physical environment.

Other (such as district and/or school priorities)

1. Reduce the number of below grade level readers from 30% to 20% in grades K-4th.
2. Increase the number of tier 1 students on iReady in reading from 25% to 40% (50% in winter)
3. Increase the number of tier 1 students on iReady in math from 17% to 32% (41% in winter)
4. Increase the number of SCReady meets and exceeds in reading from 58.5% to 63.5%
5. Increase the number of SCReady meets and exceeds in math 62.8% to 67.8%
6. Implement success criteria for students in all academic classrooms.
7. Strengthen relationships with students and families.

Performance Goal Area:

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

(* required)

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.

The percentage of 2nd graders on track for 3rd grade success in Reading will increase from 73% in 2017-18 to 83% in 2022-23 as measured by the new ESSA Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|---------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card | 73% | Projected Data | 75% | 77% | 79% | 81% | 83% |
| | | Actual Data | 74.5% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in reading. | | | | | EVALUATION |
|--|---|---------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. School literacy interventionist will continue to work with students that are reading below grade level using LLI. | August 2018- May 2023 | Kaprice Easler | Free | n/a | Continue LLI data |
| 2. Use Fountas and Pinnell Benchmark assessments to provide instructional information for individual and small group classroom instruction. | August 2018- May 2023 | Teachers | Cost of kits | District Office | Continue Benchmark data |
| 3. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions. | August 2018- May 2023 | Teachers and instructional team | Free | n/a | Continue TLT agendas |
| 4. Continue to provide Summer Learning Academy and Summer Reading Camp. | August 2018- May 2023 | Kim Ashby | District cost | District office | Continue Student data-attendance and achievement |

| ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in reading. | | | | | EVALUATION |
|--|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 5. The District Literacy Coordinator will provide individualized support to our school. | August 2018-May 2023 | Felicia Oliver | Free | n/a | Ms. Oliver will continue to attend TLT meetings and observe in classrooms. |
| 6. Principal will write a PADEPP goal with an emphasis on increasing the number of 2nd grade students reading on grade level. | August 2018-May 2023 | Lora McKillop | Free | n/a | Continue Principal Professional Development and Student Achievement Plan |
| 7. Utilize digital tools and software (e.g., Reading Eggs, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs. | August 2018-May 2023 | Classroom teachers and computer lab teachers | District cost | District office | Continue Computer lab classes and iPad usage |
| 8. Literacy Coach will provide professional development and assistance based on the needs of our school. | August 2018-May 2023 | Ashley Roberts | Free | n/a | Continue Faculty meeting agendas and monthly PD reflections/teacher surveys |

| ACTION PLAN FOR STRATEGY #2: We will strengthen ELA curriculum guides and ELA classroom instruction. | | | | | EVALUATION |
|---|-----------------------------------|--------------------|----------------|----------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Conduct vertical teaming/advisory meetings each year with 4K-4th grade teachers to identify and address curriculum gaps. | August 2018-May 2023 | Instructional team | Free | n/a | Continue Vertical teaming summaries |
| 2. Utilize the Design in Five and High Impact Teams processes to strengthen 5K – 4th grade curriculum guides and classroom instruction. | August 2018-May 2023 | TLT Leaders | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 3. Continue to provide professional development in the area of Guided Reading instruction. | August 2018-May 2023 | Ashley Roberts | Free | n/a | Continue Lesson plans, Fountas and Pinnell benchmarks, classroom observations |

| ACTION PLAN FOR STRATEGY #2: We will strengthen ELA curriculum guides and ELA classroom instruction. | | | | | EVALUATION |
|---|-----------------------------------|---------------------------------|----------------|----------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 4. Literacy coach will provide professional development on best practices in early childhood and literacy for teachers of grade 4K-2 nd grade. | August 2018-May 2023 | Ashley Roberts | Free | n/a | Continue Lesson plans, Fountas and Pinnell benchmarks, observations classroom |
| 5. Focus on unpacking the standards for teacher clarity and using learning targets. | August 2018-May 2023 | Teachers and instructional team | Free | n/a | Continue Standards continuum |
| 6. Implement Read To Succeed plan to strengthen reading and writing instruction. | August 2018-May 2023 | Literacy coach and principal | Free | n/a | Continue Improved ELA scores and increased parent involvement |

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

| ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning. | | | | | EVALUATION |
|--|-----------------------------------|--------------------|----------------|----------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process. | August 2018- May 2023 | TLT Teams | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy. | August 2018- May 2023 | TLT Leaders | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |

Performance Goal Area:

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

(* required)

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.

The percentage of 2nd graders on track for 3rd grade success in Math will increase from 59% in 2017-18 to 69% in 2022-23 as measured by the new ESSA Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): SC School report card | 59% | Projected Data | 61% | 63% | 65% | 67% | 69% |
| | | Actual Data | 66.4% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in math. | | | | | EVALUATION |
|--|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Continue to provide interventions based on specific student needs. | August 2018- May 2023 | RtI team, classroom teachers, and LLI interventionist | Free | n/a | Continue RtI and LLI data |
| 2. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions. | August 2018- May 2023 | Instructional team and classroom teachers | Free | n/a | Continue Data analysis spreadsheets |
| 3. District Math Coordinator will provide individualized support to our school. | August 2018- May 2023 | Bernard Frost | Free | n/a | Continue Visits to the school and coaching sessions with principal and math coach |
| 4. Continue to provide professional development in the area of Guided Math instruction. | August 2018- May 2023 | Ashley Moore | Free | n/a | Continue Faculty meeting agendas and teacher PD surveys |
| 5. Utilize district and school provided digital tools and software (e.g., Math Seeds, | August 2018- May 2023 | Classroom teachers and | District costs | District office | Continue Scheduling and computer program data |

| | | | | | |
|---|--|--------------------------|--|--|--|
| Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs. | | computer lab teachers | | | |
|---|--|--------------------------|--|--|--|

| ACTION PLAN FOR STRATEGY #2: We will strengthen math curriculum guides and math classroom instruction. | | | | | EVALUATION |
|--|--|--|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Conduct vertical teaming/advisory meetings each year with 4K-4th grade teachers to strengthen curriculum gaps in math and address these gaps. | August 2018- May 2023 | Instructional team | Free | n/a | Continue Vertical teaming summaries |
| 2. Utilize the Design in Five and High Impact Teams processes to strengthen 5K – 4th grade math curriculum guides and classroom instruction. | August 2018- May 2023 | Classroom teachers, math coach, and administration | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 3. Math coaches will provide professional development on best practices in early childhood and math for teachers of grade 4K- 2nd grade. | August 2018- May 2023 | Ashley Moore | Free | n/a | Continue Faculty meeting agendas |

| ACTION PLAN FOR STRATEGY #2: We will strengthen math curriculum guides and math classroom instruction. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 4. Continue to provide professional development on Guided Math at all levels. | August 2018- May 2023 | Ashley Moore | Free | n/a | Continue Faculty meeting agendas |

| ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment | August 2018- May 2023 | TLT Teams | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |

| ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process. | | | | | |
| 2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy. | August 2018- May 2023 | TLT Leaders | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |

Performance Goal Area:

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

(* required)

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.

The percentage of students in grades 3 and 4 who score Meets & Exceeds on SC Ready ELA will increase from 49.8% in 2017-18 to 59.8% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 49.8% | Projected Data | 51.8% | 53.8% | 55.8% | 57.8% | 59.8% |
| | | Actual Data | 58.5% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-4 classrooms. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|--|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Add additional time for independent reading at each grade level. | August 2018- May 2023 | Classroom teachers | Free | n/a | Continue Classroom schedules |
| 2. Increase classroom libraries and digital texts to provide a wide variety of options for readers. | August 2018- May 2023 | Administration | \$5,000 | District money, school money, &PTA | Continue Books ordered and added to classrooms |

| ACTION PLAN FOR STRATEGY #2: Support reading instruction in all K-12 classrooms by developing professional expertise. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Literacy coach will provide professional development on best practices in literacy for teachers of grades K-4th. | August 2018-May 2023 | Ashley Roberts | Free | n/a | Continue Faculty meeting agendas |
| 2. Read to Succeed classes for teachers that promote reading and writing across the curriculum. | August 2018-May 2023 | Felicia Oliver | Free | n/a | Continue Completion of classes |

| ACTION PLAN FOR STRATEGY #3: Continue to provide a framework and curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Conduct vertical teaming/advisory meetings each year with K-4th grade | August 2018-May 2023 | Instructional team | Free | n/a | Continue Vertical teaming summaries |

| ACTION PLAN FOR STRATEGY #3: Continue to provide a framework and curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| teachers to strengthen curriculum gaps and address these gaps. | | | | | |
| 2. Utilize the Design in Five and High Impact Teams processes to strengthen K-4th grade curriculum guides and classroom instruction. | August 2018-May 2023 | Classroom teachers, math coach, and administration | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 3. Literacy coach will provide professional development on best practices in literacy for teachers of grades K-4th. | August 2018-May 2023 | August 2018-May 2023 | Kaprice Easler | Free | Continue faculty meeting agendas |
| 4. Focus on unpacking the standards for teacher clarity and using learning targets. | August 2018-May 2023 | Teachers and instructional team | Free | n/a | Continue Standards continuum |

| ACTION PLAN FOR STRATEGY #3: Continue to provide a framework and curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies. | | | | | EVALUATION |
|--|--|---|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 5. Guided Reading stations will “preview” /“frontload” the standard strands that are low. | August 2018- May 2023 | Ashley Roberts and classroom teachers | Free | n/a | Continue Classroom observations |
| 6. We will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas with other schools in our district. | August 2018- May 2023 | Instructional team | Free | n/a | Continue Data conferences, impactful idea spreadsheets, TLTs |

| ACTION PLAN FOR STRATEGY #4: Continue to provide supplemental student support services to enhance learning and complement regular classroom instruction. | | | | | EVALUATION |
|---|--|-----------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Utilize MTSS strategies when appropriate. | August 2018- May 2023 | All staff | Free | n/a | Continue PBIS, RtI, compassionate schools implementation |
| 2. Provide a continuum of services for special ed students. | August 2018- May 2023 | Special ed and classroom teachers | Free | n/a | Continue Data and IEPs |
| 3. District ELL coach will work with ELL teacher to provide appropriate strategies. | August 2018- May 2023 | Hayley Kennedy | Free | n/a | Continue Discussion with Alison Jones and Hayley Kennedy |

| ACTION PLAN FOR STRATEGY #5: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning. | | | | | EVALUATION |
|---|---|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process. | August 2018- May 2023 | TLT Teams | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy. | August 2018- 2023 | TLT Leaders | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |

Performance Goal Area:

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

(* required)

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.

The percentage of students in grades 3 and 4 who score Meets & Exceeds on SC Ready Math will increase from 55.6% in 2017-18 to 65.6% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 55.6% | Projected Data | 57.6% | 59.6% | 61.6% | 63.6% | 65.6% |
| | | Actual Data | 62.8% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in grades K-4, improve the framework and curriculum guides for math instruction, and use diagnostic data to monitor and adjust instructional strategies. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|------------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Math coaches will offer personalized monthly PD based on individual school needs. | August 2018-2023 | Ashley Moore | Free | n/a | Continue Faculty meeting agendas and PD surveys |
| 2. Guided Math stations will “preview” /“frontload” the standard strands that are low for each school. | Ashley Moore and classroom teachers | Free | n/a | Classroom observations | Ashley Moore and classroom teachers continue |
| 3. We will compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas for our school. | August 2018-May 2023 | Instructional team | Free | n/a | Continue Data conferences, impactful idea spreadsheets, TLTs |

| ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in grades K-4, improve the framework and curriculum guides for math instruction, and use diagnostic data to monitor and adjust instructional strategies. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 4. Conduct vertical teaming/advisory meetings each year with K-4th grade teachers to strengthen curriculum gaps and address these gaps. | August 2018- May 2023 | Instructional team | Free | n/a | Continue Vertical teaming summaries |
| 5. Utilize the Design in Five and High Impact Teams processes to strengthen K-4th grade curriculum guides and classroom instruction. | August 2018- May 2023 | TLT Leaders | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 6. Focus on unpacking the standards for teacher clarity and using learning targets. | Teachers and instructional team | Free | n/a | Standards continuum | Continue Teachers and instructional team |

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

| ACTION PLAN FOR STRATEGY #2: Continue to provide supplemental student support services to enhance learning and complement classroom instruction. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Utilize district and school provided digital tools and software (e.g., Math Seeds, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs. | August 2018-May 2023 | Classroom teachers and computer lab teachers | District cost | District office | Continue Computer lab classes and iPad usage |
| 2. Conduct teacher and coaches training of supplemental materials. | August 2018-May 2023 | District office and instructional coaches | Unknown | Unknown | Continue Implementation of supplemental materials |
| 3. Math coach will model lessons utilizing the implementation of supplemental material. | August 2018-May 2023 | Ashley Moore | Free | n/a | Continue Implementation of supplemental materials |

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

| ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process. | August 2018- May 2023 | TLT Teams | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy. | August 2018- May 2023 | TLT Leaders | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |

Performance Goal Area:

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

(* required)

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.

The percentage of students in grade 4 who score Meets & Exceeds on SCPASS Science will increase from 55.9% in 2017-18 to 65.9% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|---------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC PASS results | 55.9% | Projected Data | 57.9% | 59.9% | 61.9% | 63.9% | 65.9% |
| | | Actual Data | 47.8% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: Provide a district-wide framework for science instruction and diagnostic data to adjust instructional strategies. | | | | | EVALUATION |
|--|--|--|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. The Science lead teachers will work with teachers to review the current science curriculum guide to reflect new South Carolina State Standards and support document. | August 2018- May 2023 | Science lead teachers | Free | n/a | Continue Implementation of curriculum guides |
| 2. Math Coach and science lead teachers will collaborate to create new benchmarks. | August 2018- May 2023 | Ashley Moore and science lead teachers | Free | n/a | Continue Use of benchmarks and data |

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

| ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-8 classrooms by developing professional expertise. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. The District Math Coordinator, School Math Coach and science lead teachers will work closely with teachers to implement the new Science Standards. | August 2018-May 2023 | Bernard Frost, Ashley Moore, science lead teachers | Free | n/a | Continue Lesson plans and classroom observations |
| 2. Science Advisory Team will meet regularly to share best practices. | August 2018-May 2023 | Science advisory member | Free | n/a | Continue Science advisory meetings and share out to faculty |

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

| ACTION PLAN FOR STRATEGY #3: Link Science, Math, and Reading in K-12 instruction. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Teachers will implement strategies from Read to Succeed (Reading in the | August 2018-May 2023 | Classroom teachers | Free | n/a | Continue Classroom observations and lesson plans |

| ACTION PLAN FOR STRATEGY #3: Link Science, Math, and Reading in K-12 instruction. | | | | | EVALUATION |
|---|---|---------------------------|-----------------------|---------------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Content Areas) courses to ensure reading and writing opportunities across the curriculum. | | | | | |
| 2. Provide more informational texts for classroom libraries and digital use, such as NewsELA, DiscoveryEd and Big Universe, etc. | August 2018-2023 | Administration | \$5,000.00 | District and school funds | Continue Use of purchased materials |

| ACTION PLAN FOR STRATEGY #4: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process. | August 2018- May 2023 | TLT Teams | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |
| 2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy. | August 2018- May 2023 | TLT Leaders | Free | n/a | Continue TLT agendas, lesson plans, curriculum guides, and assessments |

Performance Goal Area:

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

(* required)

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.

The percentage of students in grades 3 and 4 who score Exceeds on SC Ready ELA will increase from 20.2% in 2017-18 to 30.2% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 20.2% | Projected Data | 22.2% | 24.2% | 26.2% | 28.2% | 30.2% |
| | | Actual Data | 27.1% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Continue to review and update district GT curriculum guides. | August 2018- May 2023 | GT teacher | Free | n/a | Continue Implementation of curriculum guides |
| 2. Continue to provide professional development regarding the unique needs of the GT population. | August 2018- May 2023 | Instructional coaches | Free | n/a | Continue Lesson plans and classroom observations |
| 3. Use a variety of digital tools and software to extend learning. | August 2018- May 2023 | Classroom teachers and computer lab teachers | District cost | District office | Continue Computer lab classes and iPad usage |
| 4. Provide enrichment opportunities for GT students in the regular classroom. | August 2018- May 2023 | Classroom teachers | Free | n/a | Continue Lesson plans and classroom observations |
| 5. GT Teacher will collaborate and analyze data to determine the needs of their students. | August 2018- May 2023 | GT Teacher and classroom teachers | Free | n/a | Continue Data conferences and GT teacher meetings |

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

| ACTION PLAN FOR STRATEGY #2: Analyze data specific to instructional levels in TLT meetings in an effort to extend classroom learning experiences and enhance growth on SC Ready ELA assessment. | | | | | EVALUATION |
|--|--|---------------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions and/or acceleration. | August 2018-May 2023 | Teachers and instructional team | Free | n/a | Continue TLT agendas |

Performance Goal Area:

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

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.

The percentage of students in grades 3 and 4 who score Exceeds on SC Ready Math will increase from 27.4% in 2017-18 to 37.4% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 27.4% | Projected Data | 29.4% | 31.4% | 33.4% | 35.4% | 37.4% |
| | | Actual Data | 27.1% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Continue to review and update district GT curriculum guides. | August 2018- May 2023 | GT teacher | Free | n/a | Continue Implementation of curriculum guides |
| 2. Continue to provide professional development regarding the unique needs of the GT population. | August 2018- May 2023 | Instructional coaches | Free | n/a | Continue Lesson plans and classroom observations |
| 3. Use a variety of instructional technology resources to extend learning. | August 2018- May 2023 | Classroom teachers and computer lab teachers | District cost | District office | Continue Computer lab classes and iPad usage |
| 4. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions and/or acceleration. | August 2018- May 2023 | Teachers and instructional team | Free | n/a | Continue TLT agendas |

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

(* required)

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.

Student growth in grades 3 and 4 in the ALL Students category on SC Ready ELA will increase from 70.7% in 2017-18 to 80.7% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 70.7% | Projected Data | 72.7% | 74.7% | 76.7% | 78.7% | 80.7% |
| | | Actual Data | 86.0% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: TLTs regularly meet to review and analyze data in order to guide instructional decision making to meet all students' needs. | | | | | EVALUATION |
|---|--|---|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. TLTs review and adjust formative assessments to ensure assessments are adequately assessing content standards. | August 2018- May 2023 | Instructional team and classroom teachers | Free | n/a | Continue Creation and implementation of CFAs using standards |
| 2. Administrators and ELA Coach collaborate with teachers during TLTs to provide support and determine professional development opportunities. | August 2018- May 2023 | Administration and Kaprice Easler | Free | n/a | Continue TLT agendas and PD surveys |

Performance Goal Area:

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

(* required)

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.

Student growth in grades 3 and 4 in the Bottom Quintile Students category on SC Ready ELA will increase from 56% in 2017-18 to 66% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 56% | Projected Data | 58% | 60% | 62% | 64% | 66% |
| | | Actual Data | 87.8% | N/A | | | |

| ACTION PLAN FOR STRATEGY #1: Analyze diagnostic and common formative assessment data on a weekly basis to adjust instructional strategies. | | | | | EVALUATION |
|--|--|---------------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Instructional team will analyze data with teachers each week for reading and math to look for strengths and weaknesses and plan accordingly. | August 2018- May 2023 | Teachers and instructional team | Free | n/a | Continue TLT agendas |

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

(* required)

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.

Student growth in grades 3 and 4 in the ALL Students category on SC Ready Math will increase from 70.7% in 2017-18 to 80.7% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 70.7% | Projected Data | 72.7% | 74.7% | 76.7% | 78.7% | 80.7% |
| | | Actual Data | 86% | N/A | | | |

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction based on students' needs in math.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|--|-----------------------|-----------------------|
| 1. School level personnel will continue to work with students below grade level in math. | August 2018-May 2023 | Ashley Moore and Tanya Violet | Free | n/a |
| 2. Analyze student data weekly through the TLT/High Impact Team process in order to plan for differentiated instruction and student interventions. | August 2018-May 2023 | Teachers and instructional team | Free | n/a |
| 3. The District Math Coordinator will provide individualized support to our school. | August 2018-May 2023 | Bernard Frost | Free | n/a |
| 4. Utilize district and school provided digital tools and software (e.g., Math Seeds, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs. | August 2018- May 2023 | Classroom teachers and computer lab teachers | District cost | District office |

Performance Goal Area:

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

(* required)

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.

Student growth in grades 3 and 4 in the Bottom Quintile Students category on SC Ready Math will increase from 56% in 2017-18 to 66% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|------------------|-----------------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SC School report card-SC Ready results | 56% | Projected Data | 58% | 60% | 62% | 64% | 66% |
| | | Actual Data | 87.8% | N/A | | | |

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in math.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---------------------------|-----------------------|-----------------------|
| 1. Math Coach will offer personalized monthly PD based on individual school needs. | August 2018-2023 | Ashley Moore | Free | n/a |
| 2. Guided Math stations will “preview”/ “frontload” the standard strands that are low for each school. | Ashley Moore and classroom teachers | Free | n/a | n/a |

ACTION PLAN FOR STRATEGY #2: Analyze diagnostic and common formative assessment data on a weekly basis to adjust instructional strategies.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---------------------------------|-----------------------|-----------------------|
| 1. Analyze student data weekly through the TLT/High Impact Team process in order to plan for differentiated instruction and student interventions. | August 2018-May 2023 | Teachers and instructional team | Free | n/a |
| 2. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher | August 2018-May 2023 | TLT Teams | Free | n/a |

ACTION PLAN FOR STRATEGY #2: Analyze diagnostic and common formative assessment data on a weekly basis to adjust instructional strategies.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|---------------------------|-----------------------|-----------------------|
| efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process. | | | | |

Performance Goal Area:

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

(* required)

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.

The percentage of ELL students meeting their expected growth targets based on the WIDA ACCESS Composite will increase from 39.6% in 2017-18 to 49.6% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|---------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|
| DATA SOURCE(s): SC School report card-WIDA ACCESS results | 39.6% | Projected Data | 41.6% | 43.6% | 45.6% | 47.6% | 49.6% |
| | | Actual Data | 60.3% | 50% | | | |

ACTION PLAN FOR STRATEGY #1: We will develop an accountability system that includes long-term goals and measures progress for ELLs.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|-----------------------------------|-------------------------------------|----------------|-------------------|
| 1. We will use the WIDA ACCESS data to monitor growth in 4 testing domains. English Proficiency is a composite of 4.4 with no sub-score below a 4 in each domain. | August 2023 2018-May | Alison Jones and classroom teachers | Free | n/a |
| 2. We will use running records with our Language Literacy Program to monitor growth with our ELL students. | August 2023 2018-May | Alison Jones | Free | n/a |
| 3. We will use MAP and iReady data to monitor growth with our ELL students. | August 2023 2018-May | Classroom teachers and Alison Jones | Free | n/a |
| 4. We use software such as Rosetta Stone and other technology tools with our ELLs to help increase English Proficiency | August 2023 2018-May | Classroom teachers and Alison Jones | District cost | District funds |

ACTION PLAN FOR STRATEGY #2: Monthly ESOL teacher meetings will become working TLT meetings with data and problem-solving.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---------------------------|-----------------------|-----------------------|
| 1. ESOL teacher will be asked to bring data monthly to ESOL TLT meetings to analyze areas of weakness according to the WIDA ACCESS Test. | August 2023 2018-May | Alison Jones | Free | n/a |
| 2. ESOL teacher will spend time sharing and collaborating on best practice strategies to help meet the needs of her students. | August 2023 2018-May | Alison Jones | Free | n/a |
| 3. ESOL Instructional Coach will provide PD based on school needs. | August 2023 2018-May | Hayley Kennedy | Free | n/a |

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

(* required)

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.

The percentage of teachers with advanced degrees will increase from 60.5% in 2017-18 to 70.5% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): SC School report card | 60.5% | Projected Data | 62.5% | 64.5% | 66.5% | 68.5% | 70.5% |
| | | Actual Data | 59.0% | 60% | | | |

ACTION PLAN FOR STRATEGY #1: Increase opportunities for teachers to earn advanced degrees.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---------------------------|-----------------------|-----------------------|
| <p>1. 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.</p> | <p>August 2023 2018-May</p> | <p>District office</p> | <p>District costs</p> | <p>District funds</p> |
| <p>2. 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.</p> | <p>August 2023 2018-May</p> | <p>District office</p> | <p>District costs</p> | <p>District funds</p> |

Performance Goal Area:

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

(* required)

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.

The percent of teachers satisfied with the learning environment as measured by Agree on the SCDE Teacher Survey will increase from 85.7% to 95.7% and Mostly Agree & Agree on the SCDE Teacher Survey will remain at 100% from 2017-18 to 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): SCDE Teacher Survey | 85.7% | Projected Data | 87.7% | 89.7% | 91.7% | 93.7% | 95.7% |
| | | Actual Data | 79.5% | N/A | | | |

ACTION PLAN FOR STRATEGY #1: Survey Teachers throughout the year.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|---------------------------|-----------------------|-----------------------|
| 1. Provide teachers with an open ended survey periodically throughout the year to address their needs. | August 2023 - May 2018 | Administration | Free | n/a |

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

(* required)

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.

The percent of teachers satisfied with their current working conditions as measured by Agree on the SCDE Teacher Survey will increase from 77.1% to 87.1% and Mostly Agree & Agree on the SCDE Teacher Survey will increase from 94.2% to 100% from 2017-18 to 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): SCDE Teacher Survey | 77.1% | Projected Data | 79.1% | 81.1% | 83.1% | 85.1% | 87.1% |
| | | Actual Data | 66.7% | N/A | | | |

ACTION PLAN FOR STRATEGY #1: Improve communication and morale.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|-----------------------------------|--------------------|-----------------|----------------|
| 1. Weekly newsletters for all staff. | August 2023 - May 2018 | Administration | Free | n/a |
| 2. Monthly cheer cart for all staff. | August 2023 - May 2018 | Administration | \$100 per month | School funds |

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

(* required)

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.

The percentage of students in grade 4 that are satisfied with the learning environment as measured by Agree on the SCDE Student Survey will increase from 66.9% in 2017-18 to 76.9% in 2022-23 and Mostly Agree & Agree on the SCDE Student Survey will increase from 95% to 100% from 2017-18 to 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): SCDE Student Survey | 66.9% | Projected Data | 68.9% | 70.9% | 72.9% | 74.9% | 76.9% |
| | | Actual Data | 50.4% | N/A | | | |

ACTION PLAN FOR STRATEGY #1: Continue to create a positive and inviting learning environment for student collaboration, participation, and input through a variety of activities.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|-----------------------------------|-----------------------------|----------------|----------------|
| 1. Offer programs and events on school campuses which showcase student talents and achievements | August 2023 - May 2018 | Teachers and administration | Free | n/a |
| 2. Talk to students about their needs and get their input. | August 2023 - May 2018 | Teachers and administration | Free | n/a |

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

(* required)

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.

The percentage of parents in grade 4 that are satisfied with the learning environment as measured by Strongly Agree on the SCDE Parent Survey will increase from 58.7% in 2017-18 to 68.7% in 2022-23 and Strongly Agree & Agree on the SCDE Student Survey will increase from 92% to 100% from 2017-18 to 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------------------|----------------|---------|---------|---------|---------|---------|
| DATA SOURCE(s): SCDE Parent Survey | 58.7% | Projected Data | 60.7% | 62.7% | 64.7% | 66.7% | 68.7% |
| | | Actual Data | 52.6% | N/A | | | |

ACTION PLAN FOR STRATEGY #1: Continue to create a positive and inviting learning environment for parental collaboration, participation, and input through a variety of activities.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---------------------------|-----------------------|-----------------------|
| 1. Develop mechanisms for interactive communication with all stakeholders (i.e. social media) | August 2023 2018-May | Administration | Free | n/a |
| 2. Offer programs and events on school campuses which showcase student talents and achievements | August 2023 2018-May | Administration | Free | n/a |
| 3. Increase volunteer opportunities that enrich the school environment | August 2023 2018-May | Administration | Free | n/a |
| 4. District Social Worker will assist families as needed. | August 2023 2018-May | Administration | Free | n/a |
| 5. Provide opportunities for parents to learn about the unique needs of their student (Gifted/Talented, Special Services, Emotional, Social, etc.) | August 2023 2018-May | Administration | Free | n/a |

ACTION PLAN FOR STRATEGY #2: Engage parents and guardians in school improvement

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|-------------------------------|-----------------------|-----------------------|
| 1. Continued participation in School Improvement Councils | August 2023 - May 2018 | Administration | Free | n/a |
| 2. Offer learning opportunities for families on school campuses and through partnerships with community agencies (Upstate Family Resource Center, PPP, Family Solutions, Lunch and Learn) | August 2023 - May 2018 | Administration and UFRC staff | Free | n/a |

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

(* required)

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.

The percentage of teacher attendance as reported on the new ESSA Report Card will increase from 93.7% in 2017-18 to 98.7% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): SC School report card | 93.7% | Projected Data | 94.7% | 95.7% | 96.7% | 97.7% | 98.7% |
| | | Actual Data | 94.3% | N/A | | | |

ACTION PLAN FOR STRA**TEGY #1: Administrators will recognize employees with perfect attendance throughout the year.**

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|---------------------------|-----------------------|-----------------------|
| 1. Tokens of appreciation will be given to teachers periodically throughout the year | August 2023 2018-May | Administration | Free | n/a |
| 2. Faculty and staff will be recognized yearly at the District Convocation for Perfect Attendance | August 2023 2018-May | District office staff | Free | n/a |

ACTION PLAN FOR STRATEGY #2: Administration will monitor staff attendance and develop improvement plans in this area as needed.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---------------------------|-----------------------|-----------------------|
| 1. Administrators will monitor AESOP data to accurately determine a need for attendance intervention for individual teachers. | August 2023 2018-May | Administration | Free | n/a |

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

(* required)

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.

The percentage of chronic absenteeism for students as reported on the new ESSA Report Card will decrease from 22% in 2017-18 to 12% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): SC School report card | 22% | Projected Data | 20% | 18% | 16% | 14% | 12% |
| | | Actual Data | 6.3% | 6.9% | | | |

ACTION PLAN FOR STRATEG**Y #1: Increase communication with parents on a regular basis regarding attendance.**

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---|-----------------------|-----------------------|
| 1. Schools will utilize School Messenger to inform parents of student absences. | August 2023 2018-May | Administration | Free | n/a |
| 2. Provide training for teachers regarding hosting effective parent conferences. | August 2023 2018-May | District office staff | Free | n/a |
| 3. Provide student incentives for perfect attendance. | August 2023 2018-May | Administration, teachers, and Horace Mann | Free | n/a |

ACTION PLAN FOR STRATEGY #2: Establish school based intervention teams to address student attendance issues.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|--|---------------------------|-----------------------|-----------------------|
| 1. Teams will meet periodically as needed to address student attendance. | August 2023 2018-May | Team members | Free | n/a |

ACTION PLAN FOR STRATEGY #2: Establish school based intervention teams to address student attendance issues.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|---------------------------|-----------------------|-----------------------|
| 2. Truancy intervention steps and court referrals will be implemented as needed. | August 2023 2018-May | Matt Johnson | Free | n/a |
| 3. District Personnel will make home visits as needed in an effort to provide support and assistance. | August 2023 2018-May | District personnel | Free | n/a |

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

(* required)

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.

The number of student referrals as measured by yearly school reports will decrease from 151 in 2017-18 to 70 in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s): Power school | 151 | Projected Data | 130 | 115 | 100 | 85 | 70 |
| | | Actual Data | 90 | 80 | | | |

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.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|-----------------------------------|--|----------------|----------------|
| 1. MTSS coach supporting schools with professional development related to PBIS | August 2023 2018-May | Administration | Free | n/a |
| 2. Review Procedures and guidelines for administering threat risk assessments. | August 2023 2018-May | District office staff | Free | n/a |
| 3. Offer mental health support to students identified as being at-risk. | August 2023 2018-May | Guidance counselor and mental health counselor | Free | n/a |
| 4. Utilize school-wide PBIS plans to create a safe and positive school culture. | August 2023 2018-May | All staff | Free | n/a |
| 5. Implement Hero Builder program to educate students on character. | August 2023 2018-May | All staff | \$5,000.00 | Instructional |

ACTION PLAN FOR STRATEGY #2: Build the capacity of school administration to pursue alternatives to suspension while maintaining high standards for discipline, order and safety.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|---|-----------------------------------|--|----------------|-------------------|
| 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. | August 2023 2018-May | Administration | Free | n/a |
| 2. Research alternatives to suspension that have solid research to support their design and implementation. | August 2023 2018-May | District office staff and administration | Free | n/a |
| 3. Increase regular parent communication to be proactive | August 2023 2018-May | Administration and teachers | Free | n/a |
| 4. Develop 3-5 behavior expectations that target specific negative behaviors by restating them in a positive fashion. | August 2023 2018-May | All staff | Free | n/a |

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

(* required)

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.

The number of students in OSS as measured by yearly school reports will decrease from 13 in 2017-18 to 3 in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| DATA SOURCE(s):Power School | 13 | Projected Data | 11 | 9 | 7 | 5 | 3 |
| | | Actual Data | 8 | 7 | | | |

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.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|--|-----------------------|-----------------------|
| 1. MTSS coach supporting schools with professional development related to PBIS | August 2023 2018-May | Administration | Free | n/a |
| 2. Review Procedures and guidelines for administering threat risk assessments. | August 2023 2018-May | District office staff | Free | n/a |
| 3. Offer mental health support to students identified as being at-risk. | August 2023 2018-May | Guidance counselor and mental health counselor | Free | n/a |
| 4. Utilize school-wide PBIS plans to create a safe and positive school culture. | August 2023 2018-May | All staff | Free | n/a |
| 5. Implement Hero Builder program to educate students on character. | August 2023 2018-May | All staff | \$5,000.00 | Instructional |

ACTION PLAN FOR STRATEGY #2: Build the capacity of school administration to pursue alternatives to suspension while maintaining high standards for discipline, order and safety.

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE |
|--|--|--|-----------------------|-----------------------|
| 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. | August 2023 2018-May | Administration | Free | n/a |
| 2. Research alternatives to suspension that have solid research to support their design and implementation. | August 2023 2018-May | District office staff and administration | Free | n/a |
| 3. Increase regular parent communication to be proactive | August 2023 2018-May | Administration and teachers | Free | n/a |
| 4. Develop 3-5 behavior expectations that target specific negative behaviors by restating them in a positive fashion. | August 2023 2018-May | All staff | Free | n/a |

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.