

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 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:

- [17-18 Data Conference](#)
- [18-19 Data Conference Beginning of Year](#)
- [SC Ready by grade](#)
- [Criteria for Report Card Weightings](#)
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- [Grades 3-8 Achievement Data for 2 Years](#)
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School Climate Data:

- [2017 CES Teacher Survey](#)
- [2017 CES Parent Survey](#)
- [2017 CES Student Survey](#)
- [2017 District Parent Survey Responses](#)
- [2017 District Elementary Student Survey Responses](#)
- [2017 District Teacher Survey Responses](#)
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- [2018 District Elementary Student Survey Responses](#)
- [2018 District Teacher Survey Responses](#)
- [AdvancED Overall Analyses of Climate and Culture Surveys](#)

Teacher/Administrator Quality Data:

- Teacher Certification Report 2018 – Accreditation
- [Teacher Non-Certified Personnel Report](#)
- [4.0 Environment](#)
- [CES Professional Learning Site](#)
- [PD Timeline](#)
- [Professional Learning Website](#)
- [District Guided Math Training](#)
- [Personality Profiles for Building Capacity](#)
- [Writing PD](#)
- [Guided Math/Guided Reading PD](#)
- [Reading Environment/Reading Engagement/SLO Data](#)
- [Agendas from TLTs](#)
- [Faculty Staff Calendar](#)
- [Daily Agendas](#)
- [Schedule \(common planning\)](#)
- [iHub](#)
- [Inclusion Schedule](#)
- [Everyone is going somewhere](#)

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):

Through ongoing data analysis and program monitoring, specific variables have been determined that have a positive impact on student performance. By differentiating instruction, based on the results from formative assessments, students have a more individualized approach to their learning. Time is spent weekly focusing on teacher clarity, collaborative planning, and determining success criteria to ensure best practices are in place. Also, transferring the ownership of the learning from the teacher to a more assessment capable student is one of the impact strategies proving to have high rates of success for learners. The increase of scores in ELA and Math are becoming consistent as these strategies are closing the gaps for the students at Chesnee Elementary.

MAP	At or above national norm 16-17	At or above national norm 17-18
K	70%	75%
1st	66%	69%
2nd	71%	71%

Based on the results 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 the needs, especially in the area of reading. KRA is administered at the beginning of the school year to provide an entry point allowing alignment of instruction to the need of each new particular group. ESGI allows the teachers to track student growth over a period of time and is used to help differentiate instruction based on formative assessments the program provides. The data is used to group students for guided instruction so that students are supported regardless of where they are performing. Students that have attended one of the three local daycares or 4-Year-Old Kindergarten at Chesnee Elementary exhibit more readiness skills. Fountas and Pinnell reading assessments will take the place of DRA reading levels starting in 2018-19. These levels will be tracked and used to determine student achievement along with MAP data and independent reading levels. Students in all early childhood areas are consistently scoring at or above the nationally norm (as seen in the table above).

- At CES, intervention programs are designed to meet the needs of kindergarten through second graders. Each day is started with an independent reading. We have Teacher Learning Teams that meet weekly with the literacy coach and then at another scheduled time weekly they meet with the math coach. During these sessions, Common Formative Assessments are created, analyzed and action steps are then designed to guide the learning. Teachers plan in detail for differentiation and guided instruction. Teachers are working hard to provide students with lessons, workshops, and activities to strengthen these skills. They use the NWEA Learning Continuum as a resource in moving students to a higher level.
- 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 the needs in foundational reading skills and algebraic thinking and numbers and operations. At CES, there is a direct correlation with student achievement and early childhood programs attendance. Thirty percent of our kindergartens attended the CES 4K program and on average scoring at or above the national norm on MAP on the fall assessment. Overall, CES has a trend of 45 to 50% of students scoring at or above the national norm in math and ELA.
- After the analysis of fall 2018 Math MAP data, we found that close to 70% of first graders students met NWEA norm on fall assessments. Our focus in kindergarten and first graders will be developing place value. Through guided math and work stations, students are receiving instruction and spiral review to reinforce numbers sense. We are using manipulatives to create conceptual understanding of math concepts. Problem solving is an extremely important component of math instruction.
- Based on the results of the 4K PALS assessment, we have determined that our students are lacking basic foundational school readiness skills as well as reading skills such as concepts about print, basic letter recognition, and counting. We are focusing our instruction on engagement of the early learning standards that are aligned across developmental stages to ensure kindergarten readiness. Our reading instruction is focused on growing a developmentally appropriate vocabulary and oral language development. In math, our instruction is centered on basic number sense. Literacy and math stations are utilized to immerse students in rich experiences.

Elementary/Middle (3–5):

- Achievement and growth in **ELA and Math counts 70% on the new ESSA School Report Card** at the Elementary level. Based on steady MAP growth in **Reading and Math** (2017-18 data showed historically high scores), as well as an increase in the state rankings in grades 3-8 Reading and Math, we need to continue to focus on differentiation of the content standards for all learners using Guided Reading and Guided Math instruction coupled with vetted digital tools and adaptive software to further differentiate and personalize the learning. We have consistent growth in 3rd and 5th grade with a slight drop in 4th grade ELA. We also need to continue to track data longitudinally by subject, student group, grade-level, and teacher-level in order to address problem areas and share best practices.
- With a poverty index ranking CES at 314th most disadvantaged as compared to 639 elementary schools in the state, the subgroup continues to be a monitored and tracked grouping. With afterschool tutorial programs, daily small group reading, daily independent reading, One School, One Book and two LLI reading interventionists, we continue to see this group gain in student achievement. With students in third – fifth grade levels, the students who are receiving free or reduced lunch growth slightly above the average growth for similar school; however, with students in the lowest 20% show significant growth well above the expected growth.
- To address growth with our white male students, the group that has shown the slowest growth, new book clubs will be created, book choices will have student input and male readers from the community will be routine visitors of the school. The continued growth of our sustained reading block, improvement and growth in guided reading, and focused TLT conversations will help to guide these improvements. The use of the NWEA Learning Continuum, the Reading Strategies book, the

Fountas and Pinnell Continuum of Literacy Learning, and the Fountas and Pinnell Comprehension prompting guide will support teachers in their efforts to improve these strands of learning for males as well as all of our students.

- Writing scores have a slight drop. Writing workshop and the components are balanced literacy will be one of the focuses of upcoming professional development. The impact strategy work will be essential to establishing success criteria for writing at all grade levels.
- Our ELA data continues to trend lower than our Math data; however, with the implementation of Summer Learning Academy, Leveled Literacy Intervention, a strong ESOL program and RtI, we have noted growth in reading. We have the need to continuously re-visit our ELA standards to ensure teacher clarity coupled with tiered instruction. We also need to continue to share best practices from areas in which there is high achievement, building on teacher and student strengths.
- Based on the data and the fact that we are learning how to infuse the Design in Five assessment process and the high impact strategies into our TLT process, there is a need to reorganize our curriculum guides to include these processes in order to establish **a more effective guaranteed and viable curriculum for all subjects as well as common unit and benchmark assessments to drive CFAs.**
- While the **Hispanic and Limited English Proficiency (LEP)** subgroup has had a slight increase in the past three years coupled with the new ESSA metric, we need to continue to implement ELL strategies across all grade and subject areas. In addition, **the English Language Proficiency indicator counts 10% on the new ESSA School Report Card**; thus there is a need to track individual ELL student progress toward meeting proficiency. At CES, approximately 45 students are considered ELL which is less than 10% of the population.
- Four of the lowest rated areas on the district's 200 **eleot observations** centered around developing assessment capable learners (Learners understand and/or are able to explain how their work is assessed (2.08), Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored (2.40), Learners demonstrate and/or are able to describe high quality work (2.51), and Learners take responsibility for and are self-directed in their learning (2.65).

Teacher/Administrator Quality

- 100% of our teachers are certified and highly qualified to serve in their assigned roles. The district received an "All Clear" on the year-end Accreditation Reports.
- After reviewing teacher recruitment and retention data from CERRA and discussions with our Director of Personnel regarding filling vacant positions, there is a need to continue to focus on efforts to more **effectively recruit and retain effective teachers.**
- After reviewing the data from our TLT teams, spring data conference, and impactful instructional ideas, there is a need to continue to **support the TLT process** across the district.

School Climate

- **School Quality as measured on the AdvancED Student Engagement Survey counts 10% in the elementary level 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.
- On state student surveys, 95% of students feel like their parents are aware of school events and classroom expectations and are able to support them at home. They are satisfied with the physical environment of the school facility. 98% reported that they feel safe while at school. 91% of students reported that they use technology at school to help them learn.
- After analysis of the parent survey results, 96% of parents feeling the school is friendly and inviting. 93% of parents reported that they feel their child is encouraged to learn. Some areas of improvement would include increasing the number of parents who attend workshops and parent nights as well as the number of parents who volunteer within the school. An area of approval is that only 79% of parents say they know how to help their child. During the 2018-19 school year, we have designed and

started a website to help parents with power standards. Teachers at each grade level are upload easy and short helper videos to assist parents during homework time.

- On the Overall Analysis of the AdvancED Culture and Climate Surveys and Inventories, teachers and students feel slightly more negative than positive regarding completing their responsibilities at work and school while staff feel slightly more positive; thus there is a need to continue efforts to assist teachers and staff in achieving greater work-life balance.

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 62% in 2017-18 to 72% in 2022-23 by the end of the students 2nd grade year as measured by the new ESSA Report Card. We will increase the number of 2nd grade students reading on grade level by 10% from fall to spring. (Using two of three data points exclusive of FP, MAP, and 100BC Levels.)

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): Fountas and Pinnell levels, MAP data, and 100 Book Challenge level	62%	Projected Data	64%	66%	68%	70%	72%
		Actual Data					

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.	Ongoing	Administration, Interventionist	\$69,000	Title I	LLI Tracking data with Fountas and Pinnell, RTI Data, MAP Scores, Attendance Records
2. Use Fountas and Pinnell Benchmark assessments to provide instructional information for individual and small group classroom instruction.	Ongoing	Classroom Teachers, Literacy Coach, Administration	\$200 for updated materials	Title I	Fountas and Pinnell level data, Guided Reading lesson plans, small group instruction plans
3. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	Weekly	Instructional Coaches, Classroom Teachers, Administration	\$0	None	TLT agendas, classroom lesson plans, common formative assessment data, classroom rubrics, RTI interventions
4. Continue to provide Summer Learning Academy and Summer Reading Camp.	June-August Yearly	District Office, Administration, Classroom Teachers	\$0	District Office	Student data sheets, MAP scores, LLI intervention data

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. Provide afterschool tutoring, Boost, in conjunction with Boys and Girls Club	August-December, 4 days a week	Administration, Boys and Girls Club Director, Classroom Teachers	8,000.00	Grant 21 st C.	MAP data, Student percentage reading on grade level, Fountas and Pinnell levels
6. Principal has PADEPP goal with an emphasis on increasing the number of 2nd grade students reading on grade level.	Ongoing	Administration	\$0	None	PADEPP goal, Percentage of students reading on grade level, interventions, after school tutorials
7. Utilize digital tools and software (e.g., Reading Eggs, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs.	Ongoing	Administration, Literacy Coach, Classroom Teachers, Resource Teachers	30,000.00	District budget/Title I	Data reports from digital tools, lesson plans, TLT discussions

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
8. School-level Literacy Coaches will provide professional development and assistance based on the needs for their specific school.	Ongoing	Administration, Literacy Coach	\$500 for training and materials	Title I	Professional Development Staff Surveys, TLT agendas, Instructional Calendar
9. Read and study Nicole Vagle's "Design in Five" and Hattie's research regarding Impact Teams and visual learning.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans
10. Conduct systematic observations of the ELA and Math lessons and conference or provide written feedback to observed classrooms.	Weekly	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Lesson Observation Notes, TLT agendas, Documentation of teacher conferences, Rubric 4.0 Documentation
11. Meet with Instructional Leadership Team twice a month to ensure the PD plan for faculty is within the parameters of the school's needs.	Twice Monthly	Administration, Instructional Coaches	\$0	None	Instructional agendas and notes, PD offerings and agendas, PD staff survey, TLT agendas

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
12. Participate in weekly TLT meetings and Impact Teams.	Weekly	Administration, Instructional Coaches, Classroom Teacher	\$0	None	TLT agendas, Impact Team agendas
13. Monitor shared guided plans and general lesson plans weekly.	Weekly	Administration, Instructional Coaches, Classroom Teacher	\$0	None	Lesson plans, Observation documentation

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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-2nd grade teachers to identify and address curriculum gaps.	Ongoing	Administration, Reading and Math Coaches, Classroom Teachers, Director of Teacher Quality and Staff Development, District Literacy Coordinator	\$0	None	Advisory agendas, Vertical Teaming plans
2. Utilize the Design in Five and High Impact Teams processes to strengthen 4K – 2nd grade curriculum guides and classroom instruction.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	District curriculum guides, lesson plans, TLT agendas, Impact Team agendas, guided instruction plans and rubrics
3. Continue to provide professional development in the area of Guided Reading instruction	Ongoing	Administration, Instructional Coaches, District Literacy Coordinator	\$500 for materials	Title I	Professional Development Opportunities, Guided Reading lesson plans, observational notes

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 coaches will provide professional development on best practices in early childhood and literacy for teachers of grade 4K- 2nd grade.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, observational notes
5. Focus on unpacking the standards for teacher clarity and using learning targets.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	20,000.00	District and Title I	Impact Team agendas, TLT agendas, Unpacking the Standards documents, lesson plans
6. Implement District and schools' Read To Succeed plans to strengthen reading and writing instruction.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, District Literacy Coordinator	\$0	None	District Read to Succeed plan, Literacy Portfolios, lesson plans, TLT agendas

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
7. ESGI will be used to track student progress in 5K.	Ongoing	Administration, Instructional Coaches, 5K teachers	\$1000 for yearly subscriptions	Title I	Data Reports from ESGI
8. Classroom teachers will visit other schools or attend early childhood conferences.	Varies throughout the year	Administration, Instructional Coaches, Classroom Teachers	\$2000 for registration fees, travel expenses, and substitute costs	338 and state allocations (100 acct)	Registration paperwork, teacher led presentations to the staff
9. Implement Jen Serravallo's reading and writing strategies in all classrooms.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$500.00	State Funding	Lesson plans, classroom observations
10. Implement Writing Workshop in each classroom.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, classroom observations, student writing portfolios

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
11. Continue the school wide independent reading time every morning with Reading Buddies in 5K-3 rd grade classrooms.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	20,000.00	Title I and School Allocation	Fountas and Pinnell level data, Independent reading conference data notebooks, buddy reader list

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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.	Ongoing	Administration, Instructional Coaches, High Impact Team, Classroom Teachers	District Cost	District PD Funding	High Impact agendas, TLT agendas, lesson plans, common formative assessments, teacher surveys, student assessment rubrics
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	District Cost	District PD Funding	TLT agendas, lesson plans, common formative assessments
3. Continue to implement standards-based student learning rubrics for students to determine their own level of	Ongoing	Instructional Coaches, Classroom Teachers, Students	\$0	None	Student rubrics and reflections, TLT 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
understanding on each standard.					
4. Students will have input as they will be involved in completing differentiated assignments.	Ongoing	Classroom Teachers, Students	\$0	None	Student Rubrics and choice menus, Student surveys
5. Teacher will use TLT to create Common Formative Assessment, analyze the results, and plan according.	Ongoing	Instructional Coaches, Classroom Teachers	District Cost	District PD Funding	Common Formative Assessments, TLT agendas, lesson plans
6. Learning progressions will be used to promote student ownership of learning	Ongoing	Instructional Coaches, Classroom Teachers	\$0	None	Learning progression rubrics, TLT agendas, lesson plans
7. Teachers will utilize a variety of assessments to meet the needs and support the continuous learning of students.	Ongoing	Instructional Coaches, Classroom Teachers	\$0	None	Common Formative Assessments, summative assessments, project based learning rubrics, learning progression rubrics

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 62% in 2017-18 to 72% 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): MAP Data	62%	Projected Data	64%	66%	68%	70%	72%
		Actual Data					

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. School level personnel will continue to provide interventions based on specific student needs.	Ongoing	Administration, Instructional Coaches, RTI team, Interventionists, Classroom Teachers	72,000.00	338 Funds, Title I Funds	RTI student records, interventionist documentation
2. Math small groups be implemented so that students can work with an interventionist in grades 1-3.	Ongoing	Administration, Instructional Coaches, Interventionists, Classroom Teachers	8,000.00	338 Funds, Title I Funds	Interventionist documentation, guided math lesson plans, RTI student records
3. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	Weekly	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Student data sheets, TLT agendas, lesson plans, RTI student records, Interventionist data records
4. Continue to provide professional development in the area of Guided Math instruction.	Ongoing	Administration, Instructional Coaches,	\$0	None	TLT agendas, guided math lesson plans, professional

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
		Classroom Teachers			development plan, instructional calendar
5. 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.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	50,000.00	District funded/Title I	Data reports from digital tools, lesson plans, TLT agendas and discussions, professional development, instructional calendar
6. Teachers will participate in a rigorous station planning day each semester where they will analyze data and create stations based off of individual student needs.	Twice Yearly	Administration, Instructional Coaches, Classroom Teachers	\$1000 for substitute costs	Title I	Station integration, lesson plans, data charts
7. Weekly math TLT with all grade level teachers to monitor students that are not performing on grade level.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Interventionists, RTI team	\$0	None	Intervention documentation, RTI student data, TLT agendas

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
8. An inclusion model will be implemented in grade levels 3-5 to provide additional instructional support for all students.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers	0	None	Inclusion lesson plans

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-2 nd grade teachers to strengthen curriculum gaps in math and address these gaps.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Vertical teaming agendas, curriculum maps, lesson plans
2. Utilize the Design in Five and High Impact Teams processes to strengthen 4K – 2 nd grade math curriculum guides and classroom instruction.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, High Impact Team	\$0	None	Curriculum Guides, TLT agendas, lesson plans
3. Math coaches will provide professional development on best practices in early childhood and math for teachers of grade 4K- 2 nd grade.	Ongoing	Administration, Instructional Coaches, Classroom Teachers,	\$0	None	Professional Development staff surveys, TLT agendas, Instructional Calendar
4. Continue to provide professional development on Guided Math at all levels.	Ongoing	Administration, Instructional Coaches,	\$0	None	Professional Development staff surveys, TLT agendas, Instructional Calendar

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
		Classroom Teachers			
5. Math plans will be monitored by administration and the instructional coach.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Lesson plans
6. A progressive plan will be implemented to increase student achievement with fast facts.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Fast fact data, station plans, lesson plans

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.	Ongoing	Administration, Instructional Coaches, High Impact Team, Classroom Teachers	\$40,000	District Funded	High Impact agendas, TLT agendas, lesson plans, common formative assessments, teacher surveys, student assessment rubrics
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$20,000	District Funded	TLT agendas, lesson plans, common formative assessments
3. Continue to implement standards-based student learning rubrics for students to determine	Ongoing	Instructional Coaches,	\$0	None	Student rubrics and reflections, TLT 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
their own level of understanding on each standard.		Classroom Teachers, Students			
4. Students will have input as they will be involved in completing differentiated assignments.	Ongoing	Classroom Teachers, Students	\$0	None	Student Rubrics and choice menus, Student surveys
5. Learning progressions will be used to promote student ownership of learning	Ongoing	Instructional Coaches, Classroom Teachers, Students	\$0	None	Student learning progression rubrics, data charts, lesson plans

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.

The percentage of students in grades 3-5 who score Meets & Exceeds on SC Ready ELA will increase from 53% in 2017-18 to 63% in 2022-23.

SMART goal must include:

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): SCREADY ELA Scores	53%	Projected Data	55%	57%	59%	61%	63%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-5 classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue with independent reading time at each grade level.	Ongoing	Classroom Teachers	4000.00	Title I	School-wide designated independent reading time, classroom schedules, lesson plans
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	4000.00	Local funds	Classroom libraries, invoices
3. Assist students in finding appropriate texts to aid their independent reading.	Ongoing	Instructional Coaches, Classroom Teachers, Media Specialist	\$0	None	Student reading conferences, Fountas and Pinnell level data
4. Continue utilizing the “One book, One school” program to engage families and students in reading at home.	Yearly	Administration, Instructional Coaches, Classroom	3500.00	Title I	School Calendars, Literacy Night Agendas, Social Media engagement from parents

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-5 classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Teachers, Media Specialist			
5. Conduct literacy nights to increase community and parent involvement	Yearly	Administration, Instructional Coaches, Classroom Teachers, Media Specialist	1500.00	Title I Parenting Fund	Literacy Night agenda, parent sign in sheets, parent surveys
6. Recognize students when reading targets are met.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	0	None	Student news programs, reading logs, reading celebrations
7. Recognize students pertaining to the number of lines they have accomplished on reading logs.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	1200.00	Title I	Student news programs, reading logs, reading celebrations

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-5 classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8. Provide reading incentive trips for students that met their reading targets.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Media Specialist	800.00	Title I	Reading logs, reading celebration trip records
9. Students will have the option to participate in the “All-Star Reading Program” with the Greenville Drive minor league baseball team.	Yearly	Administration, Instructional Coaches, Classroom Teachers, Media Specialist	\$0	None	“All-Star Reading” logs, baseball tickets
10. Continue with CES partnership with the county library for summer reading program.	June-August	Administration, Public Library	\$0	None	Public Library reading records

ACTION PLAN FOR STRATEGY #2: Support reading instruction in all K-5 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy coaches will provide professional development on best practices in literacy for teachers of grades 3-5.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, professional development offerings, instructional calendars, professional development staff surveys
2. Provide Read to Succeed classes for teachers that promote reading and writing across the curriculum.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, District Office	\$0	None	District Professional Development Calendar
3. Use teacher leadership teams to gain input for instructional decisions.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, professional development offerings, instructional calendars, professional development staff surveys
4. Share exemplar lessons on the CES professional learning site.	Ongoing	Administration, Instructional Coaches,	\$0	None	CES Professional Learning website, professional development staff surveys

ACTION PLAN FOR STRATEGY #2: Support reading instruction in all K-5 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Classroom Teachers			
5. Coordinate peer observations for reading components.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Peer observation feedback, reflections in TLT
6. Provide ongoing opportunities for teacher leaders to attend IRA Conferences, Ed Tech conference, Furman Consortium, state conferences, and/or visit other identified schools.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$		Conference registrations, staff presentations of information, reflections and implementation of ideas

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ACTION PLAN FOR STRATEGY #3: Continue to provide 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 3 rd -5 th grade teachers to strengthen curriculum gaps and address these gaps.	Ongoing	Administration, Reading and Math Coaches, Classroom Teachers, Director of Teacher Quality and Staff Development, District Literacy Coordinator	\$0	None	Advisory agendas, Vertical Teaming plans
2. Utilize the Design in Five and High Impact Teams processes to strengthen 3 rd – 5 th grade curriculum guides and classroom instruction.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, High Impact Team	2500.00	District Funds	Curriculum Guides, TLT agendas, lesson plans

ACTION PLAN FOR STRATEGY #3: Continue to provide diagnostic data to adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Literacy coaches will provide professional development on best practices in literacy for teachers of grades 3-8.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, professional development offerings, instructional calendar, lesson plans
4. Focus on unpacking the standards for teacher clarity and using learning targets.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, High Impact Team	\$0	None	TLT agendas, lesson plans, Unpacking the Standards documents
5. Conduct data conferences two times a year.	Twice Yearly	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Data Conference presentations, Data sheets

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 including Lindamood Bell curriculum, Second Steps curriculum, LLI, and Compassionate Schools training.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers	13,000.00	Special Ed District Grant	Lesson plans, Collaboration with the Lindamood Bell resource robot, Student intervention documentation, Compassionate Schools training presentations
2. Provide a continuum of services for special education students to accommodate the individual child's needs.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers	\$0	None	Lesson plans, IEP goals, Student intervention documentation, inclusion schedules

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
3. Continue to create inclusion opportunities for special education students in all content areas.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers	\$0	None	Lesson plans, IEP goals, Student intervention documentation, inclusion schedules
4. Continue to utilize PBIS models and the school's Champ matrix expectations to promote a focused environment.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers	1500.00	Grant funding	Champ matrix, school based PBIS videos, PBIS celebrations

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.	Ongoing	Administration, Instructional Coaches, High Impact Team, Classroom Teachers	\$0	None	High Impact agendas, TLT agendas, lesson plans, common formative assessments, teacher surveys, student assessment rubrics
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, common formative assessments
3. Continue to implement standards-based student learning rubrics for students to determine their own level of understanding on each standard.	Ongoing	Instructional Coaches, Classroom Teachers, Students	\$0	None	Student rubrics and reflections, TLT agendas

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
4. Students will have input as they will be involved in completing differentiated assignments.	Ongoing	Classroom Teachers, Students	\$0	None	Student Rubrics and choice menus, Student surveys
5. Learning progressions will be use to promote student ownership of learning.	Ongoing	Instructional Coaches, Classroom Teachers, Students	\$0	None	Student learning progression rubrics, data charts, lesson plans

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.

The percentage of students in grades 3-5 who score Meets & Exceeds on SC Ready Math will increase from 68% in 2017-18 to 78% in 2022-23.

SMART goal must include:

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): SCREADY Math	68%	Projected Data	70%	72%	74%	76%	78%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in grades K-12, 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. Guided Math stations will “preview” / “frontload” the College and Career Readiness Standards.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Lesson plans, TLT agendas, station plans
2. Conduct vertical teaming/advisory meetings each year with 3 rd -5 th grade teachers to strengthen curriculum gaps and address these gaps.	Ongoing	Administration, Reading and Math Coaches, Classroom Teachers, Director of Teacher Quality and Staff Development, District Literacy Coordinator	\$0	None	Advisory agendas, Vertical Teaming plans

ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in grades K-12, 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
3. Utilize the Design in Five and High Impact Teams processes to strengthen 3 rd – 5 th grade curriculum guides and classroom instruction.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, High Impact Team	\$0	None	Curriculum Guides, TLT agendas, lesson plans
4. Focus on unpacking the standards for teacher clarity and using learning targets.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, High Impact Team	\$0	None	TLT agendas, lesson plans, Unpacking the Standards documents
5. 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.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	50,000	District Funding	Data reports from digital tools, lesson plans, TLT agendas and discussions, professional development, instructional calendar

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.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	50,000	District Funding	Data reports from digital tools, lesson plans, TLT agendas and discussions, professional development, instructional calendar
2. Math coach will model lessons utilizing the implementation of supplemental material	Ongoing	Instructional Coaches	0	None	Lesson plans, Instructional Coach logs, TLT agendas, lesson plans

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.	Ongoing	Administration, Instructional Coaches, High Impact Team, Classroom Teachers	\$0	None	High Impact agendas, TLT agendas, lesson plans, common formative assessments, teacher surveys, student assessment rubrics
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, common formative assessments
3. Focus on unpacking the standards for teacher clarity and using learning targets.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, High Impact Team	\$0	None	TLT agendas, lesson plans, Unpacking the Standards documents

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 3-5 who score Meets & Exceeds on SCPASS Social Studies will increase from 54% in 2017-18 to 64% 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 PASS Social Studies	54%	Projected Data	56%	58%	60%	62%	64%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Provide a district-wide framework and curriculum guides for social studies 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. Assist in rewriting the social studies curriculum guide to reflect new South Carolina State Standards.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Curriculum guides, lesson plans
2. Literacy Coaches and social studies teachers will collaborate to create new benchmarks.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Common Formative Assessments, Benchmark data, lesson plans
3. Continue to integrate social studies content during reading instruction and in reading groups.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Curriculum guides, lesson plans

ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-5 social studies classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The District Literacy Coordinator and School Literacy Coaches will work closely with teachers to implement the new Social Studies State Standards.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, District Literacy Coordinator	\$0	None	SS curriculum guides, lesson plans, Unpacking the Standards documents
2. Social Studies Advisory Team will meet regularly to share best practices.	Ongoing	Administration, Classroom Teachers, District Instructional Leader	\$0	None	SS curriculum guides, lesson plans, teacher-led presentations of shared information
3. Use the CES professional learning site to have ongoing helper videos regarding instructional best practices.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	CES Professional Learning website, professional development staff surveys

ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-5 social studies classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The District Literacy Coordinator and School Literacy Coaches will work closely with teachers to implement the new Social Studies State Standards.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, District Literacy Coordinator	\$0	None	SS curriculum guides, lesson plans, Unpacking the Standards documents
2. Social Studies Advisory Team will meet regularly to share best practices.	Ongoing	Administration, Classroom Teachers, District Instructional Leader	\$0	None	SS curriculum guides, lesson plans, teacher-led presentations of shared information

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ACTION PLAN FOR STRATEGY #3: Link Social Studies, ELA, and Reading instruction in all K-5 classrooms.					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 courses to ensure reading and writing opportunities across the curriculum are infused.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Lesson plans
2. Provide more informational texts for classroom libraries and expand digital use, such as NewsELA, Big Universe Epic, Freckle, and Read Theory.	Ongoing	Administration, Instructional Coaches, Classroom Teachers			Classroom libraries, student surveys, lesson plans, subscriptions and data from online sources
3. The Media Specialist, Literacy Coach, and classroom teachers will work collaboratively to develop integrated, project-based iHub units connecting social studies content with ELA standards for research, reading, and writing.	Ongoing	Administration, Instructional Coaches, Classroom Teachers, Media Specialist	\$0	None	iHub unit plans, student research and projects

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.	Ongoing	Administration, Instructional Coaches, High Impact Team, Classroom Teachers	\$0	None	High Impact agendas, TLT agendas, lesson plans, common formative assessments, teacher surveys, student assessment rubrics
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, common formative assessments
3. Focus on unpacking the standards for teacher clarity and using learning targets to guide instruction.	Ongoing	Administration, Instructional Coaches, Classroom	\$0	None	TLT agendas, lesson plans, Unpacking the Standards documents

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
		Teachers, High Impact Team			

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 3-5 who score Meets & Exceeds on SCPASS Science will increase from 63% in 2017-18 to 73% 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 PASS Science	63%	Projected Data	65%	67%	69%	71%	73%
		Actual Data					

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.	Ongoing	Classroom teachers, Administration, District leadership	0	None	SC PASS Curriculum Guide Publications
2. Math Coaches and district science lead teachers will collaborate to create new benchmarks.	Ongoing	Classroom teachers, Administration, District leadership	0	None	SC PASS Curriculum Guide Publications

ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-5 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 Coaches and district science lead teachers will work closely with teachers to implement the new Science Standards.	Ongoing	Classroom teachers, Administration, District leadership	0	None	SC PASS Curriculum Guide Publications
2. Science Advisory Team will meet regularly to share best practices.	Ongoing	Classroom teachers, Administration, District leadership	0	None	SC PASS Curriculum Guide Publications

ACTION PLAN FOR STRATEGY #3: Link Science, Math, and Reading in K-5 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 Content Areas) courses to ensure reading and writing opportunities across the curriculum.	Ongoing	Literacy Coach, Reading Interventionist, Classroom teachers	40,000	District PD Funds	SC Ready, Lesson Plans, Common Formative Assessments
2. Provide more informational texts for classroom libraries and expand digital use, such as NewsELA, DiscoveryEd and Big Universe, etc.	Ongoing	Teacher leaders, classroom leaders Literacy Coach, Reading Interventionist, Classroom teachers	0	District PD Funds	SC PASS, Lesson Plans, Common Formative Assessments
3. Continue to increase STEM instruction across all grade levels.	Ongoing	Teacher leaders, classroom leaders	1500.00	Grant Allocation	SC PASS, Lesson Plans, Common Formative Assessments

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.	Ongoing	Administration, Instructional Coaches, High Impact Team, Classroom Teachers	\$0	None	High Impact agendas, TLT agendas, lesson plans, common formative assessments, teacher surveys, student assessment rubrics
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans, common formative assessments
3. Focus on unpacking the standards for teacher clarity and using learning targets to guide instruction.	Ongoing	Administration, Instructional Coaches, Classroom	\$0	None	TLT agendas, lesson plans, Unpacking the Standards documents

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
		Teachers, High Impact Team			

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.

The percentage students in grades 3-5 who score **Exceeds** on SC Ready ELA will increase from 21% in 2017-18 to 31% in 2022-23.

SMART goal must include:

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): SC PASS Science	21%	Projected Data	23%	25%	27%	29%	31%
		Actual Data					

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.	Ongoing	Kim Ashby	0	District	Fountas and Pinnell level data, Guided Reading lesson plans, small group instruction plans
2. Continue to provide professional development regarding the unique needs of the GT population.	Ongoing	Kim Ashby	0	District	Fountas and Pinnell level data, Guided Reading lesson plans, small group instruction plans
3. Provide enrichment opportunities for GT students in the regular classroom.	Ongoing	Kim Ashby	0	District	Fountas and Pinnell level data, Guided Reading lesson plans, small group instruction plans
4. District Elementary GT teachers will participate in TLTs to provide ideas for extending learning for GT students in the regular classroom.	Ongoing	Kim Ashby	0	District	Fountas and Pinnell level data, Guided Reading lesson plans, small group instruction plans
5. Use Fountas and Pinnell Benchmark assessments to provide instructional information	Ongoing	Classroom Teachers,	\$200 for updated materials	Title I	Fountas and Pinnell level data, Guided Reading lesson

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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
for individual and small group classroom instruction.		Literacy Coach, Administration			plans, small group instruction plans
6. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	Weekly	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, classroom lesson plans, common formative assessment data, classroom rubrics, RTI interventions
7. Provide afterschool tutoring, Champ Camp Gold, in conjunction with Boys and Girls Club.	January-April, 4 days a week	Administration, Boys and Girls Club Director, Classroom Teachers	4200.00	338	MAP data, student percentage reading on grade level, Fountas and Pinnell levels
8. Utilize digital tools and software (e.g., Reading Eggs, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	50,000	District allocation	Data reports from digital tools, lesson plans, TLT agendas and discussions, professional development, instructional calendar

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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9. School-level Literacy Coaches will provide professional development and assistance based on the needs of their specific school.	Ongoing	Administration, Literacy Coach	\$500 for training and materials	Title I	Professional Development staff surveys, TLT agendas, Instructional Calendar
10. Read and study Nicole Vagle's Design in Five and study Hattie's Research regarding Impact Teams and visual learning.	Ongoing	Administration, Instructional Coaches, Classroom Teachers	\$0	None	TLT agendas, lesson plans
11. Conduct systematic observations of the ELA and Math lessons and conference or provide written feedback to the identified grade level.	Weekly	Administration, Instructional Coaches, Classroom Teachers	\$0	None	Lesson Observations Notes, TLT agendas, Documentation of teacher conferences, Rubric 4.0 Documentation
12. Meet with Instructional Leadership Team twice a month to ensure the PD plan for faculty is within the parameters of the needs of the school.	Twice Monthly	Administration, Instructional Coaches	\$0	None	Instructional agendas and notes, PD offerings and agendas, PD staff survey, TLT agendas

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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
13. Participate in weekly TLT meetings and Impact Teams.	Twice Weekly	Administration, Instructional Coaches	\$0	None	Instructional agendas and notes, PD offerings and agendas, PD staff survey, TLT agendas
14. Monitor shared guided plans and general lesson plans weekly.	Twice Weekly	Administration, Instructional Coaches	\$0	None	Instructional agendas and notes, PD offerings and agendas, PD staff survey, TLT agendas

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.	Twice Weekly	Administration, Instructional Coaches	\$0	None	Instructional agendas and notes, PD offerings and agendas, PD staff survey, 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.

The percentage of students in grades 3-5 who score **Exceeds** on SC Ready Math will increase from 34% in 2017-18 to 44% in 2022-23.

SMART goal must include:

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): SC PASS Science	34%	Projected Data	36%	38%	40%	42%	44%
		Actual Data					

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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to review and update district curriculum guides.	Ongoing	Administration, Instructional Coaches, teachers, Classroom Teachers	0	None	Professional Development staff surveys, TLT agendas, Instructional Calendar
2. Continue to provide professional development regarding the unique needs of the GT population.	Ongoing	Administration, Instructional Coaches, GT teachers, Classroom Teachers	0	None	Professional Development staff surveys, TLT agendas, Instructional Calendar
3. Use a variety of instructional technology resources to extend learning.	Ongoing	Administration, Instructional Coaches, GT teachers, Classroom Teachers	0	None	Professional Development staff surveys, TLT agendas, Instructional Calendar

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
4. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions and/or acceleration.	Ongoing	Administration, Instructional Coaches, teachers, Classroom Teachers	0	None	Professional Development staff surveys, TLT agendas, Instructional Calendar

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/> .

[plans-state-district-and-school/](#) .

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