

# **SCHOOL RENEWAL PLAN**

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## NEEDS ASSESSMENT DATA

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

<https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?y=2017&t=M&d=4202&s=089>

**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.)

### Three year trend data SCPASS and SC Ready

#### SCPass 7th Grade Social Studies

	Not Met	Met	Exemplary	Met/Exemplary
2017-2018	23.6	38.6	37.8	76.4
2016-2017	19.5	24.2	56.3	80.5
2015-2016	21.6	34.7	43.6	78.4

#### SCReady 6th Grade ELA

	DNME	AE	ME	EE	M/E
2017-2018	12.6	36.2	33.8	17.4	51.2
2016-2017	13.3	32.6	36.7	17.4	54.1
2015-2016	6.9	38.2	32.4	22.5	54.9

#### SCReady 7th Grade ELA

	DNME	AE	ME	EE	M/E
2017-2018	13.4	24.6	34.1	28.0	62.1
2016-2017	15.8	28.8	29.3	26.0	55.3
2015-2016	19.1	31.8	31.8	17.4	49.2

**SCReady 8th Grade ELA**

	<b>DNME</b>	<b>AE</b>	<b>ME</b>	<b>EE</b>	<b>M/E</b>
<b>2017-2018</b>	18.8	24.7	25.5	31.0	56.5
<b>2016-2017</b>	17.4	26.6	34.9	21.2	56.0
<b>2015-2016</b>	8.0	25.5	32.5	34.0	66.5

**SCPass 6th Grade Science**

	<b>Not Met</b>	<b>Approaching</b>	<b>Met</b>	<b>Exemplary</b>	<b>Met/Exemplary</b>
<b>2017-2018</b>	17.9	21.3	30.0	30.9	60.9
<b>2016-2017</b>	21.8	17.9	31.2	34.4	65.6
<b>2015-2016</b>	20.2	na	47.5	27.2	75.1

**SCPass 8th Grade Science**

	<b>Not Met</b>	<b>Approaching</b>	<b>Met</b>	<b>Exemplary</b>	<b>Met/Exemplary</b>
<b>2017-2018</b>	23.9	19.7	30.5	30.5	61.1
<b>2016-2017</b>	24.0	13.3	19.2	33.3	67.5
<b>2015-2016</b>	21.1	na	26.5	62.6	89.4

**SCReady 6th Grade Math**

	<b>DNME</b>	<b>AE</b>	<b>ME</b>	<b>EE</b>	<b>M/E</b>
<b>2017-2018</b>	21.7	31.9	26.1	20.3	46.4
<b>2016-2017</b>	16.5	39.0	22.5	22.0	44.5
<b>2015-2016</b>	14.9	41.6	29.7	13.9	43.6

**SCReady 7th Grade Math**

	<b>DNME</b>	<b>AE</b>	<b>ME</b>	<b>EE</b>	<b>M/E</b>
<b>2017-2018</b>	19.5	38.5	22.9	19.0	42.0
<b>2016-2017</b>	20.9	38.1	24.7	16.3	40.9
<b>2015-2016</b>	21.2	40.3	23.7	14.8	38.6

**SCReady 8th Grade Math**

	<b>DNME</b>	<b>AE</b>	<b>ME</b>	<b>EE</b>	<b>M/E</b>
<b>2017-2018</b>	17.2	24.7	30.1	23.0	53.1
<b>2016-2017</b>	17.9	37.1	25.0	20.0	45.0
<b>2015-2016</b>	12.3	38.7	27.8	21.2	49.1

**EVAAS data 2017-2018 (testing in May 2018)**

<b>2017-2018 Composite Estimates</b>		
<b>Composite Type</b>	<b>One-Year Estimate*</b>	
	<b>Index</b>	<b>Level</b>
School Accountability Composite – All Students (Middle) – Used in Progress Indicator	5.87	5
School Accountability Composite – Lowest 20% of Students at the School (Middle) – Used in Progress Indicator	3.87	5
School Accountability Composite – English Learner (Middle)	3.41	5
School Accountability Composite – Pupils in Poverty (Middle)	4.95	5
School Accountability Composite – Students with Disabilities (Middle)	1.50	4
School Accountability Composite – Asian/Pacific Islander Students (Middle)	1.81	4
School Accountability Composite – Black or African American Students (Middle)	2.94	5
School Accountability Composite – Latino or Hispanic Students (Middle)	2.82	5
School Accountability Composite – White Students (Middle)	3.68	5
School Accountability Composite – Female Students (Middle)	5.67	5
School Accountability Composite – Male Students (Middle)	1.93	4

\*Year Estimate

**End of Course Test- Percent of tests with scores of 60 or above:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Algebra I</b>	<b>41%</b>	<b>34%</b>	<b>23%</b>	<b>2%</b>	100% made 60 or higher - lowest grade was a 69 25% scored a 100 on Alg 1 EOC
<b>English I</b>	<b>75%</b>	<b>21%</b>	<b>4%</b>		100% scored 60 or higher - lowest grade was a 76 25% scored a 100 on Eng 1 EOC

Percent Passing (met or exceeds) 2018 Scores RLMS

	2018	2017	2018	2017	2018	2017
LEP's	6	6	7	7	8	8
ELA	33.3	32.1	38.2	70.0	46.2	33.3
Math	37	28.5	29.4	45	46.2	44.4
SCI	33.3	36.3	na	n/a	46.2	33.4
SS	na	n/a	47.1	70.3	na	n/a

Poverty	2018	2017	2018	2017	2018	2017
	6	6	7	7	8	8
ELA	45.1	43.8	54.7	39.3	44.1	41.5
Math	44.1	36.6	31.0	26.2	42.3	34.7
Sci	54.5	60.8	na	n/a	45	63.9
SS	na	n/a	67.8	64.0	na	n/a

AA	2018	2017	2018	2017	2018	2017
	6		7		8	
ELA	46.2	43.8	60	31.8	46.8	26.1
Math	34.6	38.5	10	22.7	34.5	21.7
Sci	53.8	26.5	na	n/a	41.4	25.5
SS	na	n/a	80	58.2	na	n/a

Disabled	6		7		8	
ELA	22	15.8	20.6	20.0	17.6	12.1
Math	22	28.6	6.1	5	17.6	6.1
Sci	39.0	11.7	na	n/a	20.6	12.7
SS	na	n/a	47.1	37.3	na	n/a

## 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
<b>Early Childhood/Primary (PK–2):</b> N/A
<b>Elementary/Middle School (3-8)</b> Rainbow Lake Middle School is a student-oriented school with a supportive environment. During the 2017-2018 school year, our enrollment totaled 676 sixth, seventh, and eighth grade students. During the 2017-2018 school year, our students received many awards and accolades. Rainbow Lake Middle School had fifteen students named South Carolina Junior Scholars based on PSAT scores. Five students were accepted into the Scholars Academy at the University of South Carolina Upstate and four students were accepted into the Early College allowing these students to receive college credit while still enrolled in high school. 100 percent of students enrolled in Algebra 1 and English 1 passed the EOC test. 25 percent scored a 100 in English 1 and Algebra 1 on the EOC. Rainbow Lake continued to work toward improvement in many areas. Each year we also try to increase the number of students who score Met and Exemplary and the number of students who score Exemplary on state testing. We also identify subgroups and try to eliminate significant gaps by utilizing teacher facilitated instruction in a one-to one environment utilizing Chromebooks, differentiation, guided instruction, and RTI. Sub-groups need to be addressed in each subject in all grade levels. Weaknesses were noted in most areas and grades. During the 2018-2019 school year, Rainbow Lake Middle School will be using detailed analysis of data derived from quarterly benchmark assessments and Common Unit Assessments along with data from IReady benchmarks. According to SCReady and SCPass data, Rainbow Lake middle school showed significant growth students with Limited English proficiency in 6th grade math and science. Students with disabilities also showed 28 percent growth in students meeting met or Exemplary in 6th grade science. 6th grade students with disabilities dropped 6.6 percent in math in those who score met or exemplary and 8th grade students of poverty dropped 18 percent in met or exemplary on the science test. We are focusing on moving the students who scored in the Approaching category. Sixth grade science, and sixth grade social studies need to



increase the percentage of students scoring Exemplary. Opportunities for all students to learn are evidenced by programs offered at Rainbow Lake Middle School. Our curriculum is comprised of numerous levels to meet the needs of all students. We are differentiating instruction in order to meet the individual needs of all students. . All students have been issued Chromebooks to increase one-to-one instruction. RTI helps identify students who are experiencing learning difficulties and offers intervention strategies to help them become more successful. Special education programs serve students identified with special needs. RLM WIDA ACCESS results showed 32.4% of ELL students meeting their expected growth target in 2017-2018. Limited English proficiency students receive accommodations and modifications in their regular classes in addition to direct instruction or monitoring by the ESOL teacher. We will increase our expected growth by implementing focus groups through Leading High Impact Teams where teachers use data to revise strategies for differentiated instruction. Our targeted goal for ELL students meeting their growth target for 2022-2023 is 40.0%. The South Carolina College and Career Ready State Standards prepare our students to meet the demands of the Profile of the South Carolina graduate. In order to meet the rigorous expectations of these standards, we will utilize complex texts, increase writing and reading in all content areas, integrate technology to enhance instruction, and use Guided Instruction to differentiate lessons for all levels of learners. RTI and Positive Behavior Intervention Supports (PBIS) will be utilized to provide needed interventions for the lowest five to ten percent of students who do not qualify for special education. We will continue to develop interventions for academics and behavior support in order to foster student growth on state tests.

***High School (9–12):***

N/A

**Teacher/Administrator Quality**

We feel professional growth is an area that has a high impact on student achievement. All of our teachers will be certified and/or highly qualified by the end of 2018-2019. We have three teachers who are National Board Certified and 57.7% of our certified staff have master's degrees. All certified staff are aware of the Read to Succeed state requirements and 34.6% of our certified staff have finished their Read to Succeed Endorsement with an additional 23.1% currently in the process of completing their endorsement. We also have teachers in the math and science cohorts. 94% of our certified staff have reached technology proficiency. Although RLM does not currently have any first year teachers, an induction class is provided by the district office and mentors are appointed to assist them at the school level. New teachers are provided time to observe in other classrooms and conference with the teachers they observe, in order to increase their knowledge of instructional strategies and classroom management. Currently, Rainbow Lake Middle has four new to the district employees and they are receiving support at the school level. Rainbow Lake Middle has one second year teacher who is participating in the Rubric 4.0 evaluation process. In order to help teachers grow professionally, the instructional coach and lead math teacher facilitate staff development meetings, professional development on SC State Standards, and department meetings both during and after school. Teachers also participate in staff development involving technology at the school level, which is provided by our instructional coach, lead math teacher, and other knowledgeable teachers.

We also provide opportunities for teachers to attend workshops and training outside of school. RLMS teachers meet with teachers at Chesnee Middle and Boiling Springs Middle in order to collaborate and receive training. Teachers are encouraged to take district level professional development courses, which include courses in technology.

**School Climate**

Rainbow Lake Middle school has identified chronic absenteeism as an area that needs improvement. According to the Average Daily Attendance Report from PowerSchool our average percentage of student absenteeism is 5.1%. We want to decrease chronic absenteeism to 4% by 2022-2023. We will address chronic absenteeism through the Positive Behavior Reward Program (PBIS), monitoring by guidance counselors and parental awareness of the consequences of truancy. The ESSA report shows a 95.6% student attendance for the 2017-2018 school year. We want to increase this percentage to 96.6% by 2022-2023 through utilizing school messenger regarding student absences and providing incentives for perfect attendance. The PBIS team will meet periodically to address attendance. Truancy intervention steps will be implemented as needed and district personnel will make home visits in an effort to provide support and assistance in order to increase student attendance.

We will continue to work to improve the number of parent surveys and improve home school relations. According to the 2017-2018 school report card, 95.6% of teachers, 77.9% students, and 89.5% parents were satisfied with the learning environment, and 95.7% teachers, 80.9% students, and 76.2% parents were satisfied with home-school relations. Also 97.9% teachers, 80.2% students, and 87.1% parents were satisfied with the physical environment. One-hundred twenty-four parents completed surveys out of 244 parents in 2018 compared to 224 parents in 2016-2017.

We will continue to focus on areas that involve parents and encourage their participation in their child's education. Parent involvement and parent school relations are very valuable to Rainbow Lake Middle School. We will encourage parents to participate in and volunteer for student activities (Lego Robotics teams, field trips, parent/teacher conferences, and field day), and test monitoring. We will continue to improve ways in which technology will be utilized to keep parents informed and to enable parental input by means of surveys. School messenger along with the digital sign will be utilized more often to inform parents of survey opportunities and school events. Teachers will use email through the Chromebooks which have been issued to all students this year to keep students and parents informed. Canvas will also be utilized to inform students and parents. We will provide Canvas training for parents throughout the 2018-2019 school year, especially for our new parents. We will work continuously to improve our use of technology as a tool to improve home-school relations.

A safe and supportive environment is maintained by the faculty and staff members at Rainbow Lake Middle School. Positive Behavior Intervention Supports will continue to be offered to all students in order to improve behavior. Behavior plans are created when needed in an effort to decrease the rate of suspensions and referrals. The attendance rate for the 2017-2018 school year was 95.6%. Guidance will continue to have attendance intervention conferences.

As a school community, decisions at Rainbow Lake Middle School are based on what is in the best interest of all students. Stakeholder involvement is key to the decision making process at Rainbow Lake Middle School. Input is sought from students, parents and staff, as well as from the School Improvement Council in order to meet the needs of all students.

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

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

**PERFORMANCE GOAL 1:**  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

**The percentage of chronic absenteeism from the Average Daily Attendance report in PowerSchool will decrease across the school from 5.1% in 2017-18 to 4% in 2022-23.**

SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	5.1%	<b>Projected Data</b>	4.9%	4.7%	4.5%	4.3%	4%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>School staff will provide interventions for student absences.</b>					
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement a Positive Behavior Reward Program (PBIS)	ongoing	PBIS Leadership Team School Faculty	\$250	Canteen Funds	Continue
2. Provide counselor based truancy interventions.	ongoing	Guidance Counselors	0	N/A	Continue
3. Refer families of truant students to the district Family Solutions Program.	ongoing	Guidance Counselors	0	District Funds	Continue
4. Provide counselor based interventions for unexcused absences.	ongoing	Guidance Counselors	0	N/A	Continue

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<b>ACTION PLAN FOR STRATEGY #2:</b>					<b>EVALUATION</b>
<b>Educate parents and the community members regarding the importance of daily attendance.</b>					
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increase personal phone calls to parents regarding chronically absent students.	ongoing	Guidance Counselor	0	N/A	Continue
2. Attendance Works Marketing and Information on District Website	ongoing	District Office	0	N/A	Continue
3. Utilize community partners to help provided resources and information about the importance of daily school attendance.	ongoing	PBIS Team Guidance Counselor School Faculty	0	N/A	Continue

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

**PERFORMANCE GOAL 2:**  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

**The percentage of student attendance as reported on the new ESSA Report Card will increase from 95.6% in 2017-18 to 96.6% in 2022-23.**

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	95.6%	<b>Projected Data</b>	95.8%	96%	96.2%	96.4%	96.6%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>Increase communication with parents on a regular basis regarding attendance.</b>					
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Schools will utilize School Messenger to inform parents of student absences.	ongoing	District Office	0	N/A	Continue
2. Provide student incentives for perfect attendance.	ongoing	Guidance Counselor PBIS Team School Faculty	\$250	Canteen	Continue

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<b>ACTION PLAN FOR STRATEGY #2:</b>					<b>EVALUATION</b>
<b>Establish school based intervention teams to address student attendance issues.</b>					
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teams will meet periodically as needed to address student attendance.	ongoing	PBIS Team Guidance Counselor School Faculty	0	N/A	Continue
2. Truancy intervention steps will be implemented as needed.	ongoing	Guidance Counselor	0	N/A	Continue
3. District Personnel will make home visits as needed in an effort to provide support and assistance.	ongoing	District office	0	N/A	Continue

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

**PERFORMANCE GOAL 3:**  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

**The percentage of teachers who have received R2S certification will increase from 23% in 2017-18 to 81% in 2022-23.**

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	23%	<b>Projected Data</b>	34.6%	46.2%	57.8%	69.4%	81%
		<b>Actual Data</b>	35%				

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>Provide free or low-cost professional development opportunities for R2S certification.</b>					
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers earning a free or low-cost M.Ed. in Applied Learning and Instruction from USC Upstate in collaboration with Spartanburg School District Two may select Literacy as their concentration area and earn the R2S and Literacy Teacher endorsement.	ongoing	District office	0	N/A	Continue
2. Teachers may earn R2S certification through renewal credit R2S courses offered face-to-face and online through the district.	ongoing	District office	0	N/A	Continue

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

**PERFORMANCE GOAL:4**  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*  
 SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

**The percentage of students in grades 6-8 who score Meets & Exceeds on SC Ready ELA will increase from 56% in 2017-18 to 61% in 2022-23.**

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	56%	<b>Projected Data</b>	57%	58%	59%	60%	61%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all 6-8 classrooms.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Add additional time for independent reading at each grade level.	Ongoing	Literacy Coach teachers	0	0	Lesson Plans, observations
2.Increase classroom libraries and digital texts to provide a wide variety of options for readers.	ongoing	Media specialist, Teachers	2500	Budget for media center	classroom teachers will check out a variety of sources often and rotate it frequently - records form LMC

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<b>ACTION PLAN FOR STRATEGY #2: Support reading instruction in all 6-8 classrooms by developing professional expertise.</b>	<b>EVALUATION</b>

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Literacy coaches will provide professional development on best practices in literacy for teachers of grades 6-8.	ongoing	Literacy Coach, Felicia Oliver	0	0	Agenda from meeting, attendance sheets
Ensure teachers are participating in Read to Succeed classes ( district or college) that promote reading and writing across the curriculum.	ongoing	Assistant Principal	0	0	Evidence of completed coursework (copy of transcript or certificates)

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<b>ACTION PLAN FOR STRATEGY #3:</b> Continue to utilize a framework and curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

Conduct vertical teaming/advisory meetings each year with 6 <sup>th</sup> -8 <sup>th</sup> grade teachers to strengthen curriculum gaps and address these gaps.	January 2019- April 2023	Literacy Coach	0		agenda and sign-in sheets from meetings and evidence of lessons plans created from the meetings.
Utilize the Design in Five and High Impact Teams processes to strengthen 6 <sup>th</sup> – 8 <sup>th</sup> grade curriculum guides and classroom instruction.	ongoing	Literacy coach Administration (Hardee)	0	DO initiative	lesson plans, meeting agendas. classroom observations
Literacy coach will provide professional development on best practices in literacy for teachers of grades 6-8 and will focus on unpacking the standards for teacher clarity and using learning targets.	ongoing	Literacy Coach	0		agenda and sign-in sheets from meetings and evidence of lessons plans created from the meetings.
RLMS 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 for each school.	ongoing	Administration ( Hardee)	0	0	minutes from data meetings

<b>ACTION PLAN FOR STRATEGY #4:</b> Continue to provide supplemental student support services to enhance learning and complement regular classroom instruction.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Utilize MTSS strategies when appropriate.	ongoing	Literacy Coach, Assistant principal	0	District office	evidence from RtI meetings, MTSS meetings to include notes, minutes, and other documentation as required by the DO
Provide a continuum of services for special ed students.	ongoing	Special needs administrator	0	district office	IEP's, lesson plans from SPED teachers, evidence of accommodations being met in classrooms,
District ELL coach will work with teachers to provide appropriate strategies.	ongoing	Hailey Kennedy	0	District office	Growth in ELDA scores

<b>ACTION PLAN FOR STRATEGY #5</b> 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.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>



<p>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.</p>	<p>Ongoing</p>	<p>Hardee</p>	<p>0</p>	<p>0</p>	<p>TLT's protocols and minutes from meetings</p>
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<p><b>Performance Goal Area:</b>      <input checked="" type="checkbox"/> Student Achievement*    <input type="checkbox"/> Teacher/Administrator Quality*    <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*  <input type="checkbox"/> District Priority  (* required)</p>	
<p><b>PERFORMANCE GOAL:5</b>  <i>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.</i>  SMART goal must include:</p>	<p>The percentage of students in grades 6-8 who score Meets &amp; Exceeds on SC Ready Math will increase from 47% in 2017-18 to 52% in 2022-23.</p>

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

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	47%	<b>Projected Data</b>	48%	49%	50%	51%	52%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1:</b> Continue support and training for math teachers in grades 6-8, improve the framework and curriculum guides for math instruction, and use diagnostic data to monitor and adjust instructional strategy					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Math coaches will offer personalized monthly PD based on individual school needs.	ongoing	Math Coach	0	District Office	Meeting Agenda, Minutes, sign-in sheet, lesson plans
2.Guided Math stations will “preview” / “frontload” the standard strands that are low for each school.	ongoing	Math coach administration	0	district office	lesson plans observations
3.Schools 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 for each school.	ongoing	Math coach Administration	0	district office	meeting agenda. minutes, lesson plans, observations
4.Conduct vertical teaming/advisory meetings each year with 6 <sup>rd</sup> -8 <sup>th</sup> grade teachers to strengthen	twice a year	Math coach	450	instructional money ( acct #?)	agenda, minutes, lesson plans

curriculum gaps and address these gaps.					
5.Utilize the Design in Five and High Impact Teams processes to strengthen 6th – 8 <sup>th</sup> grade curriculum guides and classroom instruction.	ongoing	Math coach	0	district office	observations, lesson plans
6.Focus on unpacking the standards for teacher clarity and using learning targets.	ongoing	Math coach	0	district office	lesson plans, meeting minutes, observations

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<b>ACTION PLAN FOR STRATEGY #2:</b> Continue to provide supplemental student support services to enhance learning and complement classroom instruction					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATE D COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Utilize district and school provided digital tools and software (e.g., iReady) to provide standards-based, differentiated instruction based on student needs.	Daily	Math Coach Administration	0	0	reports from the software indication usage
2. Conduct teacher training of supplemental materials	ongoing	Math Coach	0	0	record of training sessions ( sign in sheets, etc)
3. Math coaches will model lessons utilizing the implementation of supplemental material	ongoing	Math coach	0	0	lesson plans

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<b>ACTION PLAN FOR STRATEGY #3:</b> 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.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. 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	Hardee	0	0	TLT's protocols and minutes from meetings

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

**PERFORMANCE GOAL:6**  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*  
 SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

The percentage of students in grades 7 who score Meets & Exceeds on SCPASS Social Studies will increase from 76.4% in 2017-18 to 81.4% in 2022-23.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	76.4%	<b>Projected Data</b>	<b>77.4%</b>	<b>78.4%</b>	<b>79.4%</b>	<b>80.4%</b>	<b>81.4%</b>
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide a district-wide framework and curriculum guides for social studies instruction and diagnostic data to adjust instructional strategies.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement the new social studies curriculum guide to reflect new South Carolina State Standards.	August 2019 - ongoing	Literacy Coach Administration	0	district office	lesson plans district webpage ( google site?)
2. Literacy Coaches and social studies teachers will collaborate to create new benchmarks.	August 2019- ongoing	Literacy coach	0	district office	lesson plans new tests and test results

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<b>ACTION PLAN FOR STRATEGY #2:</b> Provide instructional support and direction in all K-12 social studies classrooms by developing professional expertise.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.The District Literacy Coordinator and School Literacy Coaches will work closely with teachers to implement the new Social Studies State Standards.	August 2019-ongoing	Literacy coach	0	district office	lesson plans classroom observations meeting agenda meeting minutes TLT/EAA meeting minutes PD minutes
2.Social Studies Advisory Team will meet regularly to share best practices.	August 2018-ongoing (twice a year )	selected teacher	0	district office	meeting notes and agenda

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

**PERFORMANCE GOAL:7**  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

The percentage of students in grades 6-8 who score Meets & Exceeds on SCPASS Science will increase from 60.98% in 2017-18 to 65.98% in 2022-23.

SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	60.98%	<b>Projected Data</b>	<b>61.98%</b>	<b>62.98%</b>	<b>63.98%</b>	<b>64.98%</b>	<b>65.98%</b>
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide a district-wide framework for science instruction and diagnostic data to adjust instructional strategies.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.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	Amy Dherit Traci Garrett Bernard Frost	0	0	meeting minutes lesson plans
2.Math Coaches and district science lead teachers will collaborate to create new benchmarks.	ongoing	Coaches Lead teachers	0	0	new tests

<b>ACTION PLAN FOR STRATEGY #2:</b> Provide instructional support and direction in all 6-8 classrooms by developing professional expertise.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
The District Math Coordinator, School Math Coaches and district science lead teachers will work closely with teachers to implement the new Science Standards.	ongoing	Bernard Frost Math Coach Lead teachers - Garrett and Dherit	0	0	lesson plans
Science Advisory Team will meet regularly to share best practices.	ongong	teacher appointed to team	0	0	minutes from meeting(agenda or notes)
provide more informational texts for classroom libraries and digital use, such as NewsELA, DiscoveryEd and Big Universe, etc.	ongoing	Media Specialist Math coach	500	Media Center budget	Classroom observations and lesson plans

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

**PERFORMANCE GOAL:8**  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

The percentage of ELL students meeting their expected growth targets based on the WIDA ACCESS Composite will increase from 32.4% in 2017-18 to 40% in 2022-23.

SMART goal must include:  
 WHO will do WHAT, as measured by HOW and WHEN.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	32.4%	<b>Projected Data</b>	<b>33.92%</b>	<b>35.44%</b>	<b>36.96%</b>	<b>38.48%</b>	<b>40%</b>
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1:</b> We will develop an accountability system that includes long-term goals and measures progress for ELLs.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. 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.	ongoing	ESOL Teacher	0	0	test results
2. We will use iReady data to monitor growth with our ELL students.	ongoing	classroom teachers math and ELA  Instructional coaches		DO	benchmark reports testing

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<b>ACTION PLAN FOR STRATEGY #2:</b> Monthly ESOL teacher meetings will become working TLT meetings with data and problem-solving.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
ESOL teachers will spend time sharing best practice strategies to help meet the needs of their students.	ongoing	ESOL Coach ESOL teacher	0	District office	meeting minutes agenda
Use our ESOL Instructional Coach will provide PD based on individual school needs.	November, 2018- ongoing	ESOL coach	0	District Office	PD agenda minutes sign-in sheets

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**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.**