

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23 Upcoming School Year: 2020/21

School Name:	Rainbow Lake Middle
SIDN:	4202089
Plan Submission:	School utilizes AdvancED
Grade Span:	6 To 8
District:	Spartanburg 02
Address 1:	1951 River Oak Road
Address 2:	
City:	Chesnee, SC
Zip Code:	29323
School Renewal Plan Contact Person:	Trent Hardee
School Plan Contact Phone:	864-253-5700
School Plan E-mail Address:	trenton.hardee@spart2.org

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Lance Radford</u> Printed Name	_____	_____
	Signature	Date
<i>Principal</i>		
<u>Trent Hardee</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, District Board of Trustees</i>		
<u>Connie Smith</u> Printed Name	_____	_____
	Signature	Date
<i>Chairperson, School Improvement Council</i>		
<u>Kay Horton</u> Printed Name	_____	_____
	Signature	Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Pamela Brackett</u> Printed Name	_____	_____
	Signature	Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

N/A	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
N/A	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
N/A	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Trent Hardee
2.	Teacher	Aubrey Eilders
3.	Parent/Guardian	Kay Horton
4.	Community Member	Cathy Morrison
5.	Paraprofessional	Nancy Frye
6.	School Improvement Council Member	Carmen Johnson
7.	Read to Succeed Reading Coach	Pamela Brackett
8.	School Read To Succeed Literacy Leadership Team Lead	Pamela Brackett
9.	School Read To Succeed Literacy Leadership Team Member	Courtney Stepp
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed		

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

Not Applicable

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

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:

[2019 RLMS 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.)

[2018-2019 District Comparison Data Math/ELA](#)

[D2 3 Year Longitudinal SCREADY and SCPASS Middle School Data](#)

[SC Ready ELA Data 2019](#)

[SC Ready Math Data 2019](#)

[SCPASS Social Studies Data 2019](#)

[SCPASS Science Data 2019](#)

[EOC Algebra 1 2019 Data](#)

[EOC English 1 2019 Data](#)

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
<p><i>Early Childhood/Primary (PK–2):</i></p> <p>N/A</p>
<p><i>Elementary/Middle School (3-8)</i></p> <p>Rainbow Lake Middle School is a student-oriented school with a supportive environment. During the 2018-2019 school year, our enrollment totaled 765 sixth, seventh, and eighth grade students. During the 2018-2019 school year, our students received many awards and accolades. Rainbow Lake Middle School had nineteen students named South Carolina Junior Scholars based on PSAT scores. Seven students were accepted into the Scholars Academy at the University of South Carolina Upstate and one student was accepted into the Early College allowing these students to receive college credit while still enrolled in high school. 100 percent of students enrolled in English 1 passed the EOC test and 98% passed the Algebra 1 EOC test. Rainbow Lake continues 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 next 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 a decrease of students scoring meets + exceeds in 6th and 7th grade ELA, while showing small increase in 8th grade ELA. In Math, there was a decrease in 6th and 7th grade, while 8th</p>

grade math increased to the highest percentage in our district.. We are focusing on moving the students who scored in the Approaching category into the Meets category. Sixth grade science also decreased in meets + exceeds by 8.7%. In the coming year we will focus on improving all of these areas. According to our WIDA testing, 44.4% of our ELL students met progress toward their proficiency target. This is an increase of over 10% from the previous year. Opportunities for all students to learn are evidenced by programs offered at Rainbow Lake Middle School. Our curriculum consists of numerous levels to meet the needs of all students. We differentiate 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. 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. 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 2019-2020. 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 40.6% 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. This year RLM has 6 first year teachers, so an induction class 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 seven new to the district employees and they are receiving support at the school level. Rainbow Lake Middle has two second year teachers who are 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 2018-2019 school report card, 100% of teachers, 87% students, and 86% parents were satisfied with the learning environment, and 100% teachers, 8.9% students, and 65.1% parents were satisfied with home-school relations. Also 100% teachers, 86.6% students, and 75.3% parents were satisfied with the physical environment. Eighty four parents completed surveys out of 225 parents, compared to 124 in 2017-2018 and 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 2019-2020 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 2018-2019 school year was 94.6%. 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)

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.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
School staff will provide interventions for student absences.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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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ACTION PLAN FOR STRATEGY #2:					EVALUATION
Educate parents and the community members regarding the importance of daily attendance.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	95.6%	Projected Data	95.8%	96%	96.2%	96.4%	96.6%
		Actual Data	N/A	95.5%			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
Increase communication with parents on a regular basis regarding attendance.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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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ACTION PLAN FOR STRATEGY #2:					EVALUATION
Establish school based intervention teams to address student attendance issues.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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

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

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	23%	Projected Data	34.6%	46.2%	57.8%	69.4%	81%
		Actual Data	35%	45%			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
Provide free or low-cost professional development opportunities for R2S certification.					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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

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

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	56%	Projected Data	57%	58%	59%	60%	61%
		Actual Data	50.1%	NA			

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all 6-8 classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Add additional time for independent reading at each grade level.	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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ACTION PLAN FOR STRATEGY #2: Support reading instruction in all 6-8 classrooms by developing professional expertise.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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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ACTION PLAN FOR STRATEGY #3: Continue to utilize a framework and curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

Conduct vertical teaming/advisory meetings each year with 6 th -8 th 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 th – 8 th 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

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
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

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

<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>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority</p>	
<p>PERFORMANCE GOAL:5 <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></p> <p>SMART goal must include:</p>	<p>The percentage of students in grades 6-8 who score Meets & 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.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s):	47%	Projected Data	48%	49%	50%	51%	52%
		Actual Data	42.97	NA			

ACTION PLAN FOR STRATEGY #1: 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					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Math coaches will offer personalized monthly PD based on individual school needs.	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 th -8 th 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 th 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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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	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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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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	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.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	76.4%	Projected Data	77.4%	78.4%	79.4%	80.4%	81.4%
		Actual Data	70.82	NA			

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. 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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ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-12 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.	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

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

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	60.98%	Projected Data	61.98%	62.98%	63.98%	64.98%	65.98%
		Actual Data	56.41	NA			

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	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

ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all 6-8 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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.

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

The percentage of ELL students meeting their expected growth targets based on the WIDA ACCESS Composite will increase from 32.4% in 2017-18 to 40% 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):	32.4%	Projected Data	33.92%	35.44%	36.96%	38.48%	40%
		Actual Data	44.4%	NA			

ACTION PLAN FOR STRATEGY #1: We will develop an accountability system that includes long-term goals and measures progress for ELLs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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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ACTION PLAN FOR STRATEGY #2: Monthly ESOL teacher meetings will become working TLT meetings with data and problem-solving.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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

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

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.