Carlisle Foster's Grove Elementary School

Cathy Garner, Principal
625 Foster's Grove Road
Chesnee, SC 29323

Version 2018/19
Year 4 of 5-year term
2018- 2023

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23
Upcoming School Year: 2019/20

School Name:	Carlisle-Foster's Grove Elem
SIDN:	4202087
Plan Submission:	School utilizes AdvancED
Grade Span:	PK To 4
District:	Spartanburg 02
Address 1:	625 Foster's Grove Rd.
Address 2:	
City:	Chesnee, SC
Zip Code:	29323
School Renewal Plan Contact Person:	Cathy Garner
School Plan Contact Phone:	864-578-2215
School Plan E-mail Address:	cathy.garner@spart2.org

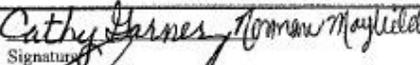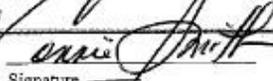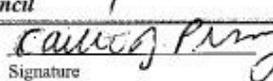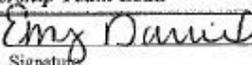## Required Signature Page

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. §59-139-10et 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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
Lance Radford Printed Name	Signature	Date 4/9/19
Principal		
Cathy Garner/ AP-Norman Mayfield Printed Name	Signature	Date 4/16/19
Chairperson, District Board of Trustees		
Connie Smith Printed Name	Signature	Date 4-9-19
Chairperson, School Improvement Council		
Caitlin Plumley Printed Name	Signature	Date 4/16/19
School Read To Succeed Literacy Leadership Team Lead		
Emily Daniel Printed Name	Signature	Date 4/16/19
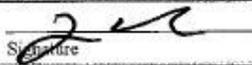
SCHOOL RENEWAL PLAN

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NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card: [Click to see C-FG School Report Card 2018](#)

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

Student Achievement Data:
- **[2017-2018 Data Conference](#)**
- **[2018-2019 Data Conference Beginning of the Year](#)**
- **[Criteria for Report Card Weightings](#)**
- **[2017-2018 SCReady Data](#)**
- **[2017-2018 SCReady Math and ELA Mean Data](#)**
- **[2017-2018 CFG SCReady ELA and Math Data](#)**
- **[2017-2018 SCReady ELA Spartanburg District Comparison](#)**
- **[2017-2018 SCReady Math Spartanburg District Comparison](#)**
- **[2017-2018 SCPASS District Data](#)**
- **[2017-2018 SCPASS Social Studies Spartanburg District Comparison](#)**
- **[2017-2018 SCPASS Science Spartanburg District Comparison](#)**
- **[Grades 3-8 Achievement Data Over 2 Years](#)**
- **[District Eleot Observations](#)**
- **[District Eleot Observation Ratings](#)**
- **[2017-2018 Impactful Instructional Ideas](#)**
- **[2018 Fall SLO Schedule and Data](#)**
- **[2018-2019 ELL Data](#)**
- **[2018-2019 Student Intervention Data](#)**

School Climate Data:
- **[2017 CFG Student Survey](#)**
- **[2017 CFG Parent Survey](#)**
- **[2017 CFG Teacher Survey](#)**
- **[2017 District Parent Survey Responses](#)**
- **[2017 District Elementary Student Survey Responses](#)**
- **[2017 District Teacher Survey Responses](#)**

- **2018 District Parent Survey Responses**
- **2018 District Elementary Student Survey Responses**
- **2018 District Teacher Survey Responses**
- **AdvancED Overall Analyses of Climate and Culture Surveys**

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.
- **C-FG Advanced Degree Status and National Certified Staff**
- **Teacher Non-Certified Personnel Report**
- **Rubric 4.0 Presentation**
- **PD Cohort USC Upstate**
- **PD Book Study**
- **PD link**
- **Reading Interest Survey**
- **District Guided Math Training**
- **Coaches Push In Schedule**
- **TLT Schedule**
- **TLT Agendas**
- **Staff Weekly Newsletter**
- **Faculty Agendas**
- **Schedule (common planning)**

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: [Click to see C-FG School Report Card 2018](#)

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement, including sub-groups
Early Childhood/Primary (PK–2): ● **Based on the results of the data from 4K, K5, 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.** ● **After the analysis of fall 2018 Reading MAP data, PALS, F&P, and iReady, 4K, K5, 1st and 2nd show overall areas of weakness in Phonics, Principles of Reading and Informational Text: Language, Craft & Structure. We noticed areas of strength in Vocabulary.** ● **After the analysis of fall 2018 Math MAP data, PALS, math post assessments and iReady. 4K, 5K, 1st and 2nd show overall areas of weakness in Number Sense and Operation, and Geometry. We noticed areas of strength in Algebraic and Thinking.** ● **Fall 2018 Reading MAP results in K5 and 1st show weakness in Principles of reading. CFG will provide an organized social setting that is designed to capture the power of collaboration and shared ideas by classroom set up and collaboration during teaching and Planning times. Our children will develop a phonemic awareness as teachers use effective phonics instruction. Guided and independent reading times are embedded throughout the day. Vocabulary is taught both directly and indirectly. Their ongoing development as readers and writers is nurtured in a community that is fundamentally based on the following key principles that guide instructional decision making adapted from Fountas and Pinnell's text, Teaching for Comprehending and Fluency, Thinking, Talking and Writing about Reading. Both 5K and 1st will continue the F&P Benchmarks, continuum prompting guides. 5K is learning high frequency words, phonics and 1st grade is applying grade level phonics and word analysis skills when decoding words. Narrative writing is another focus in first grade. Our 2nd graders will focus on language, Craft, and Structure in Literacy and Nonfiction Texts as well as F&P benchmarks, continuum prompting guides. Common formative assessments and weekly data analysis during TLT(Teaching and Learning Team)planning guide our next steps as well continue to learn and serve All children. We will continue utilizing the NWEA learning continuum, Fountas and Pinnell, Continuum of Literacy Learning, Reading Strategies book, district curriculum and pacing guides, weekly formative assessment, conferences during reading and writing, guided and independent reading, , DOK levels, high-impact influences, RTI and support services through ESOL, SPED. Mental Health and other needed services.** ● **Fall 2018 Math MAP results in K5 and 2nd show weakness in Number Sense and Operation and 2nd showed a weakness on iReady in Geometry. 1st grade showed a weakness in Geometry on MAP.   K5 and 1st showed fewer kids below level in measurement and data analysis. We will continue to develop our students understanding of numbers and the ability to use that knowledge to solve real world math problems using the**

four basic methods: addition, subtraction, multiplication, and division. This will be done during guided group, individual direct instruction, work stations, and through technology. Our students will work with flat, two-dimensional shapes, such as squares and circles, or three-dimensional shapes with depth, such as cubes and spheres. They will focus on the measurement and relationship of lines, angles, surfaces, solids and points during units of study and spiral reviews. Common formative and weekly formative assessments will continue to guide student learning. Guided math, individual, workstations, collaborative groups, solving real world problems, math menus, iReady and other digital learning will be used to reinforce and strengthen math concepts.

- **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. Our 4K teacher establishes a strong rapport with families through ongoing communication between home and school.**
- **Based on the results of 5K KRA assessment, we determined that the percentage of students enrolling in Kindergarten and demonstrating readiness to learn over all are higher than the district and state. Looking at each domain we found that our student were higher in social foundation and physical Well- Being. They were weak in Language and Literacy and Mathematics.**

Elementary/Middle (3–8):

- **Achievement and growth in ELA and Math counts 70% on the new ESSA School Report Card at the Elementary and Middle levels.   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 3-4. 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 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.**
- **Math data meets and exceeds was 71.80% and ELA data was 61.30%; with the implementation of guided math over the past few years, we have seen improvements – especially in grades 3 and 4. 3rd grade scored higher than 4th grade in math; however; in ELA 4th scored higher than third grade. We have the need to re-visit our ELA and math curriculum and examine for standards alignment and rigor and clarity. We also need to continue to share best practices from areas in which there is high achievement in math and ELA.**
- **Achievement in SCPASS Science and Social Studies counts 10% on the new ESSA School Report Card. A review of SCPASS Science data revealed that 63.20% scored met and exceeding and was higher than district and state.**
- **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.**
- **The Hispanic and Limited English Proficiency (LEP) subgroup improved in almost all elementary and middle achievement measures; however, 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. Our % of EL students who met progress toward proficiency scored 38.50% on SC ready and was lower than state and district.**
- **The ESOL teacher supports the EL students by teaching a variety of reading and writing strategies through the Fountas & Pinnell LLI Intervention Program. Some strategies that are used to support our EL learners in the ESOL classroom are: repeating words and identifying**

patterns, using pictures and visuals, and incorporating phonics, vocabulary, and word work strategies daily. The student's instruction is differentiated based on the needs of the individual students and their Fountas & Pinnell instructional reading level. The ESOL teacher works to increase our EL student's instructional reading level, which will help ensure the students are moving towards reading on grade level and also increase their comprehension and writing skills.

- **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).**
- **Other low areas on the district's 200 eleot observations included the need to: 1) Continue to develop and provide differentiated learning opportunities and/or activities that meet student needs, 2) Provide more opportunities for students to make connections from content to real-life experience, 3) Create more opportunities for students to collaborate with peers to accomplish/complete projects, activities, tasks and/or assignments, and 4) Create more opportunities for students to use digital tools/technology to communicate and/or work collaboratively for learning.**

High School (9–12): N/A

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.
- After analysis of the student survey results, students reported that 84.50% feel like their teachers expect students to behave and support them when they feel bullied. The majority of students feel like their parents are aware of school events and classroom expectations and are able to support them at home. 93.40% of students are satisfied with the physical environment of the school facility. The overwhelming majority of 98.30% reported that they feel safe while at school. 92% of students reported that they use technology at school to help them learn. 96.30% of students stated that their teachers do a good

job of teaching them math and 93% of students stated that their teachers give them tests on what they have been taught. Some areas of improvement include the education to prevent bullying in school and in crease the percent satisfied with school-home relations with student.

- After analysis of the parent survey results, 94.70%% of parents reported that they are satisfied with the learning environment. 100% are satisfied with social and physical environment. 87.80% of parents reported that they are satisfied with home-school relations. Some areas of improvement would include increasing the percentage of parents satisfied with school-home relations and the number of parents who volunteer within the school. Parents did report that their work schedules prevent them from being more involved. Parents reported that they are satisfied with the school's overall friendliness.
- After analysis of the teacher survey results, 100% of teachers report that they are satisfied with the learning environment as well as the social and physical environment of the school and are satisfied with home-school relations.
- 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**.
- On the AdvancED Climate and Culture Surveys, Student Engagement Surveys, and Inventories, students indicated the need for more opportunities to explore careers.
- On the AdvancED Climate and Culture Surveys, Student Engagement Surveys, and Inventories, students indicated they needed more work on **study and time management skills**. They also need to be able to **set learning goals more frequently**.

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

PERFORMANCE GOAL 1:	The percentage of 2ⁿᵈ graders on track for 3ʳᵈ grade success in Reading will increase from 73% in 2017-18 to 83% in 2022-23 as measured by the new ESSA Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE(s): ESSA Report Card	73%	**Projected Data**	Reading- 75%	77%	79%	81%	81%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in reading.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. School literacy interventionist will continue to work with students that are reading below grade level using **LLI** (Leveled Literacy Intervention)	2018-2023	Reading Interventionist	N/A	District Funds	Continuing LLI data sheets and running records
2. **Fountas and Pinnell Benchmark Assessments**- used to provide instructional information for individual and small group classroom instruction.	2018-2023	Classroom teachers, reading interventionist, ESOL teacher, and resource teacher.	N/A	District Funds	Continuing Fountas and Pinnell Benchmarks per student (fall and spring)
3. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions	2018-2023	Classroom teachers, instructional coaches, and administration	N/A	N/A	Continuing EAA (Evidence, Analysis, and Action Chart)
4. Summer Learning Academy and Summer Reading Camp- continue to provide	2018-2023	District Office	N/A	District Funds	Continuing Student Learning Paths, completion of camp, and MAP growth

5. Principal will write PADEPP goal with an emphasis on increasing the number of second grade students reading on grade level	2018-2023	Principal	N/A	N/A	Continuing Second grade reading MAP data, LLI data, principal PADEPP goal
6. Utilize Digital Tools and Software (iReady, Reading Eggs, Pathblazer) to provide standards-based, differentiated instruction based on student needs.	August 2018-May 2019 iReady- Pilot Program Reading Eggs-K5-4th grade Pathblazers-K5-4th grade	Classroom teachers	N/A	District Funds	Continuing Completion of iReady, Reading Eggs, and PathBlazer individualized assignments and individual student data
7. Literacy Coach- provide professional development and assistance based on the needs of their specific school	2018-2023	Literacy Coach	$2000.00	School Funds	Continuing Professional development plans, agendas, and schedules; push-in schedule; TLT agenda/minutes; lesson plans
8. AM and PM Computer Lab-students that are below grade level in reading have the opportunity to attend the computer lab where they can work in computer based programs that are differentiated	2018-2023	Computer lab assistants	N/A	N/A	Continuing Computer Lab schedules and rosters; student invitation letters

9. AM Reading Small Group Interventions- reading interventionist and Cub Crew students work with students in the morning before school (sight words, read alouds, etc.)	August 2018-May 2019 (will more than likely continue through 2023)	Reading Interventionist; Cub Patrol Members	N/A	N/A	Continuing Reading interventionist data sheets; morning schedule
10. Cub Crew- students go the computer lab during guided reading time to work on iReady, Reading Eggs, etc.	2018-2023	Computer lab assistant	N/A	N/A	Continuing Cub Crew schedule; guide reading lesson plans

ACTION PLAN FOR STRATEGY #2: We will strengthen ELA curriculum 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.	2018-2023	Classroom teachers, instructional coaches, and administration	N/A	N/A	Continuing Vertical team meetings agenda
2. Design in Five and High Impact Teams- use to strengthen 4k-2nd grade curriculum guides and classroom instruction	2018-2023	Classroom teachers, instructional coaches, and administration	N/A	District Funds	Continuing Curriculum guide and classroom lesson plans
4. Guided Reading Professional Development to improve instruction	2018-2023	Literacy Coach	N/A	N/A	Continuing Guided Reading Lesson Plans
5. Unpacking Standards- teacher clarity and learning targets	2018-2023	Classroom teachers, instructional coaches	N/A	N/A	Continuing Standards unpacked
6. Implement district and school Read to Succeed plans- strengthen reading and writing instruction	2018-2023	Classroom teachers, literacy coach	$5000.00	School	Continuing School Reading Plan; teacher lesson plan; All District elementary Schools are Reading One Book One Community

7. Fountas and Pinnell Benchmarks- strengthen differentiated instruction during guided reading groups based on F&P level	2018-2023	Classroom teachers, literacy coach, and reading interventionist	N/A	District Funds	Continuing Fountas and Pinnell benchmarks; guided reading group lesson plans
8. iReady- strengthen differentiated instruction by identify gaps in learning and student strengths and weaknesses	August 2018-May 2019 (Pilot Program for the 18-19 school year)	Classroom teachers, students (completing assignments)	N/A	District funds/pilot program	Continuing iReady Data Reports; completion of iReady lessons
9. Provide professional development on best practices in early childhood and literacy for teachers of grades 4k-2nd.	2018-2023	Literacy coach	N/A	N/A	Continuing Professional development agendas/ schedules

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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. Incorporate the High Impact influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams	N/A	N/A	Continuing TLT Agendas/Minutes; Classroom Lesson Plans
2. TLT Teacher Leader Academy	2018-2023	Classroom teacher from each grade level	N/A	District Funds	Continuing Completion of cohort/academy
3. Incorporate rubrics into instruction: self- assessing rubrics based on unpacked standards	2018-2023	Classroom teachers	N/A	N/A	Continuing Rubrics based on standards (in teacher lesson plans)

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

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

☐District Priority

(* required)

PERFORMANCE GOAL 2:	The percentage of 2nd graders on track for 3rd grade success in Math will increase from 66% in 2017-18 to 76% 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): ESSA Report Card	66%	**Projected Data**	68%	70%	72%	74%	76%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in math.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Analyze student data weekly through High Impact Teams/TLTs in order to plan for differentiated instruction and student interventions	2018-2023	Classroom teachers, instructional coaches, and administration	N/A	N/A	Continuing EAA (Evidence, Analysis, and Action chart) for MAP, iReady digital assessments and formative classroom assessments.
2. Provide professional development for teachers in the area of guided math instruction	2018-2023	Math Coach	N/A	N/A	Continuing Professional development plans, schedules, agendas;
3. Utilize Digital Tools and Software (iReady, Math Seeds) to provide standards-based, differentiated instruction based on student needs	August 2018-May 2019 iReady- Pilot Program Math Seeds-K5-1st grade	Classroom Teachers	N/A	District Funds	Continuing Completion of iReady, Math Seeds, individualized assignments and individual student data
8. AM and PM Computer Lab-students that are below grade level in math have the opportunity to attend the computer lab where they can work in computer based	2018-2023	Computer lab assistants	N/A	N/A	Continuing Computer lab schedules and rosters; student invitation letter

programs that are differentiated					

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ACTION PLAN FOR STRATEGY #2: We will strengthen math curriculum 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-2nd grade teachers to identify and address curriculum gaps.	2018-2023	Classroom teachers, instructional coaches, and administration	N/A	N/A	Continuing Vertical team meetings agendas
2. Design in Five and High Impact Teams- use to strengthen 4k-2nd grade curriculum guides and classroom instruction	2018-2023	Classroom teachers, instructional coaches, and administration	N/A	District Funds	Continuing Curriculum guide and classroom lesson plans
4. Guided Math Professional Development to improve instruction	2018-2023	Math Coach	N/A	N/A	Continuing Guided Math Lesson Plans
5. Unpacking Standards- teacher clarity and learning targets	2018-2023	Classroom teachers, instructional coaches	N/A	N/A	Continuing Standards unpacked
8. iReady- strengthen differentiated instruction by identify gaps in learning and student strengths and weaknesses	August 2018-May 2019 (Pilot Program for the 18-19 school year)	Classroom teachers, students (completing assignments)	N/A	District funds/pilot program	Continuing iReady Data Reports; completion of iReady lessons

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. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams	N/A	N/A	Continuing TLT Agendas/Minutes; Classroom Lesson Plans
2. TLT Teacher Leader Academy	2018-2023	Classroom teacher from each grade level	N/A	District Funds	Continuing Completion of cohort/academy
3. Incorporate rubrics into instruction: self- assessing rubrics based on unpacked standards	2018-2023	Classroom teachers	N/A	N/A	Continuing Rubrics based on standards (in teacher lesson plans)

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

(* required)

PERFORMANCE GOAL 3:	The percentage of students in grades 3-4 who score Meets & Exceeds on SC Ready ELA will increase from 61.30% in 2017-18 to 71.30% 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 Ready ESSA Report Card	61.30%	**Projected Data**	63.30%	65.30%	67.30%	69.30%	71.30%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-4 classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue with independent reading at all grade levels	2018-2023	Classroom teachers, literacy coach, administration	N/A	N/A	Continuing Teacher schedules; observations
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	2018-2023	Classroom teachers, media specialist, literacy coach	$2000.00	School Funds; Grants	Continuing Classroom libraries; digital text (iPads, iPods, etc.)
3. One book read throughout the school implementation- All faculty/staff and students will read the same book throughout the school year.	2018-2023	Classroom teachers, students, literacy coach, administration	$1500.00	School Funds	Continuing Website: **Cubby's Readers Website**
4. Reader Leaders- one student from each class will be recognized each month as a Reader Leader	2018-2023	Classroom teachers, literacy coach	$500.00	School Funds	Continuing List of reader leaders per classroom

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

ACTION PLAN FOR STRATEGY #2: Support reading instruction in all K-12 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Literacy coaches will provide professional development on best practices in literacy for teachers of grades K5-4	2018-2023	Literacy Coach	N/A	N/A	Continuing Professional development plans, schedules, and agendas; TLT agenda/minutes; classroom lesson plans
2. Teachers will complete Read to Succeed courses to promote reading and writing across the curriculum	August 2018 and continues until all teachers are Read to Succeed Endorsed	Classroom Teachers	N/A	District Office	Continuing Completion of course (state department)
3. Literacy coach will continue pushing into the classroom: small groups, co-teaching, modeling lessons	2018-2023	Literacy Coach	N/A	N/A	Continuing Literacy coach push-in schedule

ACTION PLAN FOR STRATEGY #3: Continue support and training for ELA and math teachers in grades K-4, improve the framework and curriculum guides for math instruction, and use diagnostic data to improve and adjust instructional strategies.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Vertical team planning with teachers	2018-2023	Classroom teachers, instructional coaches, administration	N/A	N/A	Continuing Vertical team planning days; agendas/schedules
2. TLT/High Impact Teams- use process to strengthen K5-4th classroom instruction	2018-2023	Classroom teachers, instructional coaches, administration	N/A	N/A	Continuing TLT/High Impact Teams agenda and minutes; classroom lesson plans
3. Literacy and math coaches will provide professional development on best practices in literacy and math for 4K-4th grade teachers	2018-2023	Literacy coach, math coach	N/A	N/A	Continuing Professional development agendas, lesson plans, math and literacy coach push-in schedule
4. Literacy and math coaches will provide personalized monthly PD based on individual teacher needs	2018-2023	Literacy coach, math coach	N/A	N/A	Continuing Professional development agendas (differentiated) classroom lesson plans, math and literacy coach push-in schedule

5. Focus on unpacking standards and using learning targets	2018-2023	Classroom teachers, instructional coaches	N/A	N/A	Continuing High Impact Teams Unpacked Standards planning form
6. Guided reading and guided math stations will "Preview/frontload" the standard strands that are low for each school.	2018-2023	Classroom teachers	N/A	N/A	Continuing Classroom teacher lesson plans- stations and small groups
7. iReady data and lessons	August 2018-May 2019 (Pilot Program)	Classroom teachers	N/A	District Funds	Continuing iReady data per class and student; iReady individualized lessons for students
8. Fountas and Pinnell benchmark data	2018-2023	Classroom teachers, literacy coach, reading interventionist	N/A	District Funds	Continuing Fountas and Pinnell Data and student levels
9. Math and ELA coaches will continue pushing into the classroom: small groups, co-teaching, modeling lessons	2018-2023	Math coach, literacy coach	N/A	N/A	Continuing Math and Literacy Push-In Schedule

ACTION PLAN FOR STRATEGY #4: Continue to provide supplemental student 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.MTSS- RtI, PBIS, and Compassionate Schools	2018-2023	RtI facilitator, classroom teachers, literacy coach, math coach, administration	N/A	N/A	Continuing RtI Documentation and student data (Enrich); PBIS documentation (school matrix; PBIS rewards, etc.); Compassionate schools training (staff)
2. Continue to provide a continuum of services for special ed students	2018-2023	Special Education teacher, administration	N/A	N/A	Continuing Special education schedule;
3. Utilize district and school p	August 2018-May 2019 iReady- Pilot Program Reading Eggs- K5-4th grade Pathblazers- K5-4th grade	Classroom teachers	N/A	District Funds	Continuing iReady, Reading Eggs, and Pathblazers data reports and individual student lessons

4. Literacy Coach will model lessons utilizing the implementation of supplemental material	2018-2023	Literacy coach	N/A	N/A	Continuing Literacy coach push-in schedule
5. ELA coach will continue pushing into the classroom: small groups, co-teaching, modeling lessons	2018-2023	Literacy coach	N/A	N/A	Continuing Literacy coach push-in schedule

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. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams	N/A	N/A	Continuing TLT Agendas/Minutes; Classroom Lesson Plans
2. TLT Teacher Leader Academy	August 2018-May 2019	Classroom teacher from each grade level	N/A		Continuing Completion of cohort/academy
3. Design in Five framework	2018-2023	Classroom teachers, instructional coaches, administration	N/A	N/A	Continuing Formative assessments; teacher lessons; rubrics

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

(* required)

PERFORMANCE GOAL 4:	The percentage of students in grades 3-4 who score Meets & Exceeds on SC Ready Math will increase from 71.80% in 2017-18 to 81.80% 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):	71.80%	**Projected Data**	73.80%	75.80%	77.80%	79.80%	81.80%
SC Ready ESSA Report Card		**Actual Data**	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in grades K-4, improve the framework and curriculum guides for math instruction, and use diagnostic data to improve and adjust instructional strategies.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Vertical team planning with teachers	2018-2023	Classroom teachers, instructional coaches, administration	N/A	N/A	Continuing Vertical team planning days; agendas/schedules
2. TLT/High Impact Teams-use process to strengthen K5-4th classroom instruction	2018-2023	Classroom teachers, instructional coaches, administration	N/A	District Funded	Continuing TLT/High Impact Teams agenda and minutes; classroom lesson plans
3. Math coaches will provide professional development on best practices in math for 4K-4th grade teachers	2018-2023	Math coach	N/A	District Funded	Continuing Professional development agendas, lesson plans, math coach push-in schedule
4. Math coach will provide personalized monthly PD based on individual teacher needs	2018-2023	Math coach	N/A	N/A	Continuing Professional development agendas (differentiated) classroom lesson plans, math coach push-in schedule

5. Focus on unpacking standards and using learning targets	2018-2023	Classroom teachers, instructional coaches	N/A	N/A	Continuing High Impact Teams Unpacked Standards planning form
6. Guided math stations will "Preview/frontload" the standard strands that are low for each school.	2018-2023	Classroom teachers	N/A	N/A	Continuing Classroom teacher lesson plans- stations and small groups
7. iReady data and lessons	August 2018-May 2019 (Pilot Program)	Classroom teachers	N/A	District Funds	Continuing iReady data per class and student; iReady individualized lessons for students
9. Math coach will continue pushing into the classroom: small groups, co-teaching, modeling lessons	2018-2023	Math coach	N/A	N/A	Continuing Math Coach Push-In Schedule

ACTION PLAN FOR STRATEGY #2: Continue to provide supplemental student 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.MTSS- RtI, PBIS, and Compassionate Schools	2018-2023	RtI facilitator, classroom teachers, literacy coach, math coach, administration	N/A	N/A	Continuing RtI Documentation and student data (Enrich); PBIS documentation (school matrix; PBIS rewards, etc.); Compassionate schools training (staff)
2. Continue to provide a continuum of services for special ed students	2018-2023	Special Education teacher, administration	N/A	N/A	Continuing Special education schedule;
3. Utilize district and school provided digital tools and software to provide standards-based, differentiated instruction based on student needs- iReady, Math Seeds, Pathblazers	August 2018-May 2019 iReady- Pilot Program Math Seeds- K5-1st grade	Classroom teachers	N/A	District Funded	Continuing iReady, Math Seeds, and PathBlazer data reports and individual student lessons. EAA (Evidence, Analysis, and Action chart) for MAP, iReady digital assessments and formative classroom assessments.

	Pathblazers-K5-4th grade				
4. Math Coach will model lessons utilizing the implementation of supplemental material	2018-2023	Math coach	N/A	N/A	Continuing Math coach push-in schedule
5. Math coach will continue pushing into the classroom: small groups, co-teaching, modeling lessons	2018-2023	Math coach	N/A	N/A	Continuing Math coach push-in schedule

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. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams	N/A	N/A	Continuing TLT Agendas/Minutes; Classroom Lesson Plans
2. TLT Teacher Leader Academy	August 2018-May 2019	Classroom teacher from each grade level	N/A	District Funded	Continuing Completion of cohort/academy
3. Design in Five framework	2018-2023	Classroom teachers, instructional coaches, administration	N/A	N/A	Continuing Formative assessments; teacher lessons; rubrics

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

(* required)

PERFORMANCE GOAL 5:	The percentage of students in grade 4 who score Meets & Exceeds on SCPASS Science will increase from 63.20% in 2017-18 to 73.20% 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 ESSA Report Card	63.20%	**Projected Data**	65.20%	67.20%	69.20%	71.20%	73.20%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Provide instructional support and direction in all K-4 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. District math coordinator, math coach, and science lead teachers will work closely with teachers to implement the new science standards	2018-2023	District math coordinator, math coach, science lead teacher	N/A	N/A	Continuing Science lesson plans
2. Science Advisory representative will be meet regularly and share best practices with teachers	2018-2023	Science Advisory representative	N/A	N/A	Continuing Science Advisory information shared with faculty and staff at faculty meetings and TLTs
3. Teachers will utilize the science kits in the Discovery Lab to provide hands-on learning experiences for students.	2018-2023	Classroom teachers, math coach	N/A	N/A	Continuing Classroom teacher lesson plans; Discovery Lab schedule

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ACTION PLAN FOR STRATEGY #2: Link science, math, and reading in K-4 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.	2018-2023	Classroom teachers	N/A	N/A	Continuing Content area lesson plans
2. Provide more informational texts for classroom libraries and digital use, such as NewsELA, DiscoveryEd, Big Universe, etc.	2018-2023	Classroom teachers, media specialist, math coach, literacy coach	$5000.00	School and District Funded	Continuing Classroom libraries; lesson plans (digital tools)

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. Incorporate the top six influences proven to have the highest impact on student learning into the High Impact Teams/TLT Process: collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, and teacher clarity	2018-2023	TLT Teams	N/A	N/A	Continuing TLT Agenda/Minutes; Classroom Lesson Plans
2. TLT Teacher Leader Academy	2018-2023	Classroom teacher from each grade level	N/A	District Funded	Continuing Completion of cohort/academy
3. Design in Five framework	2018-2023	Classroom teachers, instructional coaches, administration	N/A	District Forms	Continuing Formative assessments; teacher lessons; rubrics
4. Continue to analysis student data through using the EAA model (Evidence, Analysis, and Action)	2018-2023	Classroom teachers, instructional coaches	N/A	N/A	Continuing EAA forms completed in TLT agenda/minutes

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

(* required)

PERFORMANCE GOAL 6:	The percentage of students in grades 3-4 who score Exceeds on SC Ready ELA will increase from 31.3% in 2017-18 to 41.3% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE(s): SC Ready	31.3%	**Projected Data**	33.3%	35.3%	37.3%	39.3%	41.3%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue with our Gifted and Talented program	2018-2023	Gifted and Talented teacher	N/A	District Funded	Continuing Gifted and Talented roster, schedule and lesson plans
2. Provide enrichment opportunities for Gifted and Talented students in the regular classroom.	2018-2023	Classroom teachers, GT teacher	N/A	Student, district and school funded	Continuing Classroom lesson plans
4. Gifted and Talented teacher will participate in TLT meetings to provide teachers with ideas and resources for extending learning for the Gifted and Talented students in the regular classroom.	January 2019-2023	Gifted and Talented teacher	N/A	N/A	Continuing Gifted and Talented teacher will be provided with TLT agenda/minutes that include the EAA (Evidence, Analysis, and Action), unpacked standards; Gifted and Talented teacher will attend TLT meetings when able
5. Continue with our High Impact Teams/TLTs to develop learning progressions for all students	2018-2023	Classroom teachers, instructional team	N/A	N/A	Continuing TLT/High Impact Teams Agenda/Minutes

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 High Impact Teams/TLTs in order to plan for differentiated instruction and student interventions and/or acceleration	2018-2023	Classroom teacher, instructional coaches, administration	N/A	N/A	Continuing EAA (Evidence, Analysis, and Action) forms completed during TLTs and embedded into TLT agenda/minutes
2. Continue with our High Impact Teams/TLTs to develop learning progressions for all ELA and math standards.	2018-2023	TLT Teams	N/A	N/A	Continuing TLT agenda/minutes and master schedule
3. Continue to analysis student data through using the EAA model (Evidence, Analysis, and Action)	2018-2023	TLT Teams	N/A	N/A	Continuing EAA (Evidence, Analysis, and Action) forms completed during TLTs and embedded into TLT agenda/minutes

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

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

☐District Priority

(* required)

PERFORMANCE GOAL 7:	The percentage of students in grades 3-4 who score Exceeds on SC Ready Math will increase from 45.4% in 2017-18 to 55.4% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
DATA SOURCE(s): SC Ready	45.4%	**Projected Data**	47.4%	49.4%	51.4%	53.4%	55.4%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue with our Gifted and Talented program	2018-2023	Gifted and Talented teacher	N/A	N/A	Continuing Gifted and Talented roster, schedule and lesson plans
2. Provide enrichment opportunities for Gifted and Talented students in the regular classroom.	2018-2023	Classroom teachers, GT teacher	N/A	Student, District, School Funded	Continuing Classroom lesson plans
4. Gifted and Talented teacher will participate in TLT meetings to provide teachers with ideas and resources for extending learning for the Gifted and Talented students in the regular classroom.	January 2019-2023	Gifted and Talented teacher	N/A	Student, District, School Funded	Continuing Gifted and Talented teacher will be provided with TLT agenda/minutes that include the EAA (Evidence, Analysis, and Action), unpacked standards; Gifted and Talented teacher will attend TLT meetings when able
5. Continue with our High Impact Teams/TLTs to develop learning progressions for all students	2018-2023	Classroom teachers, instructional team	N/A	N/A	Continuing TLT/High Impact Teams Agenda/Minutes
1. Continue with our Gifted and Talented program	2018-2023	Gifted and Talented teacher	N/A	N/A	Continuing

					Gifted and Talented roster, schedule and lesson plans

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

ACTION PLAN FOR STRATEGY #2: Analyze data specific to instructional levels in TLT meetings in an effort to extend classroom learning experiences and enhance growth on SC Ready ELA assessment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Analyze student data weekly through High Impact Teams/TLTs in order to plan for differentiated instruction and student interventions and/or acceleration	2018-2023	Classroom teacher, instructional coaches, administration	N/A	N/A	Continuing EAA (Evidence, Analysis, and Action) forms completed during TLTs and embedded into TLT agenda/minutes
2. Continue with our High Impact Teams/TLTs to develop learning progressions for all ELA and math standards.	2018-2023	TLT Teams	N/A	N/A	TContinuing LT agenda/minutes and master schedule
3. Continue to analysis student data through using the EAA model (Evidence, Analysis, and Action)	2018-2023	TLT Teams	N/A	N/A	Continuing EAA (Evidence, Analysis, and Action) forms completed during TLTs and embedded into TLT agenda/minutes

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

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

PERFORMANCE GOAL 8:	The percentage of teachers with advanced degrees will increase from 72% in 2017-2018 to 82% 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):	72%	**Projected Data**	74%	76%	78%	80%	82%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Increase opportunities for teachers to earn advanced degrees.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate free to 75 teachers who do not have a Master's Degree.	2018-2023	Classroom teacher District and School Support	N/A	District Funds	Continuing Completion of course and change of action on State department website
2. Offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate at a nominal cost to teachers who wish to attain a second Master's Degree.	2018-2023	Classroom teacher District and School Support	N/A	District Funds	Continuing Completion of course and change of action on State department website

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

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

(* required)

PERFORMANCE GOAL 9:	The percentage of teachers who meet all state certification requirements will remain 100% from 2017-18 through 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	100%	**Projected Data**	100%	100%	100%	100%	100%
		Actual Data	100%	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Create a district and school-level process to work with new teachers and new hires on their certification when they enter the school district.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Principal will update information on google doc each year with new teachers and new hire's certification status.	2018-2023	Principal	N/A	N/A	Continuing Completion of google doc and teacher certification complete
2. Principal Points will contain information in reference to the PowerSchool process for teacher certification.	2018-2023	District Personnel	N/A	N/A	Continuing Principal Points

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

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

(* required)

PERFORMANCE GOAL 10:	The percentage of students in grades 3-4 that are satisfied with the learning environment as measured by Agree on SCDE Student Survey will increase from 93.40% in 2017-18 to 100% 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):	93%	**Projected Data**	95%	97%	99%	100%	100%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: We will analyze our student survey information in order to continue building on strengths and improving weak areas.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Review results with school personnel	2018-2023	Principal	N/A	N/A	Continuing Survey results reviewed
2. Provide professional development for areas of weakness identified through the survey	2018-2023	Principal	N/A	N/A	Continuing professional development provided for areas of weakness (agendas and schedules)

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

PERFORMANCE GOAL 11:	The percentage of parents in grades 3-4 that are satisfied with the learning environment as measured by Strongly Agree on the SCDE Parent Survey will increase from 94.70% in 2017-18 to 100% 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):	94.70%	Projected Data	96.40%	98.40%	100%	100%	100%
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Continue to create a positive and inviting learning environment for parental collaboration, participation, and input through a variety of activities.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue communicating with stakeholders through social media, parent and teacher newsletters, school website, and School Messenger	2018-2023	Administration	N/A	School Funds	Continuing Parent and teacher newsletters, social media posts, updated school website, School Messengers sent
2. Continue to provide volunteer opportunities that enrich the school environment	2018-2023	PTA and administration	N/A	N/A	Continuing Boosterthon Fun Run; PTA Fun Days; Teacher lunch coverage; Family Night; Reading/Math Celebrations;
3. Continue to provide parent/school and school/community events	2018-2023	Administration	$2500	School Funds/PTA	Continuing Mother/Son Movie Night; Father/Daughter Dance; Family Night; Donuts with Dad; Goodies with Grandparents; Muffins with Mom; Health and Fitness Night; Terrific Kid Program; Cub Singers Performance
4. Continue communicating with parents in regards to student performance	2018-2023	Administration; Faculty and Staff	N/A	N/A	Continuing Student Led Parent/Teacher Conferences; Awards Ceremonies; Teacher

				communication (newsletters, PowerSchool, email, phone calls, etc.)

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

(required)*

PERFORMANCE GOAL 12:	The number of student referrals as measured by yearly school reports will decrease from 58 in 2017-18 to 48 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):	58	**Projected Data**	56	54	52	50	48
		Actual Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Utilize the MTTS framework to create a safe and positive culture and address needs of all learners, including social/emotional needs throughout the school.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MTTS coach will help support our school with professional development related to PBIS	2018-2023	MTSS Coach	$400	District Funds	Continuing MTSS Coach support
2. Procedures and guidelines for administering threat risk assessments in each school as needed	2018-2023	Threat Risk Assessment Team	N/A	N/A	Continuing Threat Risk Assessment completed as needed by the Threat Risk Assessment Team
3. Offer mental health support to students identified as being at-risk	2018-2023	Administration; Guidance Counselor	N/A	Medicaid; District Funds	Continuing Mental Health referrals; students receiving Mental Health services
4. Utlizen school-wide PBIS plans to create a safe and positive school culture.	2018-2023	Administration; Guidance Counselor; Faculty and Staff	N/A	N/A	Continuing PBIS implemented across the school (classrooms, lunchroom, bus, playground, etc.)

5. Monitor and report disaggregated suspension rates on a school basis	2018-2023	Administration	N/A	N/A	Continuing Discipline/Suspension reports

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/ .

Reading Plan 2018-2019

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/ .

Read To Succeed Plan

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