

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: [2018 School Report Card](#)
[2017 School Report Card](#)

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

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
<i>Early Childhood/Primary (PK–2):</i>
<i>Elementary/Middle (3–8):</i> <ul style="list-style-type: none">With student achievement being the main area of concern, much time and work is allocated to studying these needs. The leadership team of Chesnee Middle School analyzed test scores over the course of the past year. The leadership team then shared the information with classroom teachers to use during interventions. Student achievement data has been analyzed over time with emphasis on the 2018 SC Ready and SCPASS. On the 2018 School Report Card, the school earned an Average rating, indicating needs for focus on areas of weakness so that improvements can be made resulting in increased ratings on future report cards. The baseline data for SC Ready and SCPASS shows the percentage of students that scored “met” or “exceeds.” While Chesnee Middle School has made progress in student achievement over the past few years, results of the needs-assessment indicate that strategies must be implemented to

address the following challenges: Student achievement on 2018 SCREADY percentage scoring Meets and Exceeds Expectations in math sixth grade decreased from 41.1 % to 36.1 % in seventh grade. In ELA, there was a decrease from 42.6 % in seventh grade to 34.8 % in eighth grade. Student achievement on SCPASS percentage scoring meets and exceeds expectations in science was 48.2 % in Earth Science: Earth's Weather and Climate & Life Science: Diversity of Life – Classification and Animals (43-45% of students' performance is low). In eighth grade there was a 52.3% in the category of Earth Science: Earth Systems and Resources (45% of students' performance is low). The percentage in social studies in the meets and exceeds expectations was 67 percent. In addition, there were gaps in performance of SIP and Non-SIP in the meets and exceeds category in all content areas. In Math SIP 34.7 % with a 56.5 % Non-SIP; ELA: SIP 36.7%; Non-SIP 50.3%; Science: SIP 43.1%; Non-SIP 61.6%; Social Studies: SIP 64.6%; Non-SIP 73.2%. We analyzed observations for areas of concern and also looked at teacher instructional methods in the core content areas. Though always proud to discuss our successes, the faculty, staff, and students realize that excellence is the vision and not the destination. As a school community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable to meet or exceed the goals outlined in this plan through rigorous and intense yearly review. In summary, the high number of students scoring at the Not Met level in all subject areas and the achievement gap with our African American population and disabled students indicates a need for immediate and focused measures.

2018 SCREADY: Percentage scoring Meets and Exceeds Expectations

- Math: Sixth grade: 41.1% Seventh grade 36.1%
- ELA: Seventh grade: 42.6% Eighth grade 34.8%

2018 SCPASS: Percentage scoring Meets and Exceeds Expectations

- Science:
 - Sixth grade 48.2%;
 - Earth Science: Earth's Weather and Climate & Life Science: Diversity of Life – Classification and Animals (43-45% of students performance is low)

○ 8th grade 52.3%

▪ Earth Science: Earth Systems and Resources (45% of students performance is low)

• Social Studies: Seventh grade 67%

Gap in performance of SIP and Non-SIP (Meets & Exceeds):

• Math: SIP 34.7%; Non-SIP 56.5%

• ELA: SIP 36.7%; Non-SIP 50.3%

• Science: SIP 43.1%; Non-SIP 61.6%

• Social Studies: SIP 64.6%; Non-SIP 73.2%

High School (9–12):

Teacher/Administrator Quality

• Having a qualified certified staff is paramount to attaining the student achievement goals set for our school. CMS currently has 76.5 % of the teaching staff with advanced degrees. Of all core curricular teachers hold a highly qualified status. As staff members retire and elect to take other positions, great effort is placed on hiring new highly qualified team members to meet the demands of a middle school environment. In addition, all team members are provided with a variety of professional development opportunities designed to help meet the school goals. All administrators have principal certification among other supervisor and subject area certifications. All teachers participate in grade level meetings and development time where professional development is provided based on the needs of the students and teachers at our school. The schools and district monitor teacher effectiveness scores in order to plan further professional development opportunities based on those results. Teacher/Administrator quality is also being addressed in our plan. Chesnee Middle School is committed to: raising the teacher attendance rate, improving the percentage of teachers returning the following year to Chesnee Middle School, scoring proficient or higher on Student Learning Objective (SLO) growth measures, and observing peer teachers within the school and district. We will continue to

improve teacher and administrator quality by recruiting, developing, and effectively evaluating teachers and administrators. The professional staff of Chesnee Middle is comprised of 34 teachers, two administrators (including our principal and assistant principal), one guidance counselors, one media specialist, one literacy/instructional coach, and one lead math coach. Teacher attendance is down from 95 % in 2017 to 92.6 % in 2018.

Teacher Attendance:

92.6%-2018 (down from 95% in 2017)

School Climate

- The overall school climate of CMS continues to be positive. In our state report card survey, results provided state that teachers, students and parents have an encouraging view of our school. Through its Needs Assessment findings, the school continues to provide a safe, inviting learning environment through increased parental involvement, an emphasis on best practices, increased teacher knowledge, and the implementation of technology tools and resources in all areas of the curriculum. School Climate is being addressed in this plan by the performance goals of providing an environment where every individual is engaged, valued and safe. Our data indicated the need to improve in the areas of student satisfaction with learning environment. Strategies are in place and others will be implemented to improve performance in this area. Student satisfaction with the learning environment is down from 79.6 % in 2017 to 76.7 in 2018.

Satisfaction Survey Data:

Student satisfaction with learning environment 76.7%

(down from 79.6% in 2017)

Other (such as district and/or school priorities)

Performance Goal 1 Area:

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

(* required)

PERFORMANCE GOAL:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Meets & Exceeds on SCREADY Math will increase from 42.5 in 2017-18 to 70 in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	42.5%	Projected Data	47%	55%	60%	65%	70%
SCREADY Math		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: To improve the quality of instruction and the assessment of data for all math students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Disaggregate Mastery Connect and iReady test data and use data to inform planning and instruction	October 2018- June 2023	Principal, Assistant principal, literacy coach, math lead teacher, teachers	NA	DO	Continue
2. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	October 2018- June 2023	Principal, Assistant principal, literacy coach, math lead teacher, teachers	No cost	School	Continue
3. Provide additional instructional support to students in grades 6-8 through the RTI program	October 2018- June 2023	Classroom teachers	No cost	N/A	Continue
4. Implement coaching cycles to improve common planning and instruction.	October 2018- June 2023	Principal, Assistant principal, literacy coach, math lead teacher, teachers	No cost	School	Continue

5. Weekly TLT meetings	October 2018- June 2023	Principal, Assistant principal, literacy coach, math lead teacher, teachers	No cost	School	Continue
6. Implement a common assessment which will allow teachers an opportunity to systematically evaluate student data within their TLT.	October 2018- June 2023	Teacher TLTs	No cost	No source	Continue

ACTION PLAN FOR STRATEGY #2: We will provide differentiated instruction and interventions based on students' needs in math.					
ACTIVITY	TIMELINE (Start and end Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.School level personnel will continue to provide interventions based on specific student needs.	October 2018 – June 2023	Teachers	No cost	N/A	Continue
2. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	October 2018- June 2023	Teachers	No cost	N/A	Continue
3. Continue to provide professional development in the area of Guided Math instruction.	October 2018 – June 2023	Assistant Principal, Lead Math teachers	No cost	N/A	Continue
4. Utilize district and school provided digital tools and software (e.g., Math Seeds, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs.	October 2018 – June 2023	Teachers	District funds will pay for this	DO	Continue

ACTION PLAN FOR STRATEGY #3: We will strengthen math classroom instruction.					
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.	October 2018 – June 2023	Administration and teachers	No cost	N/A	Continue
2. Continue the Design in Five Work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	October 2018 – June 2023	Teachers, coaches, and administrators	District funding	DO	Continue

Performance Goal 2 Area:

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

(* required)

PERFORMANCE GOAL:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Meets & Exceeds on SCPASS Social Studies will increase from 50.25 in 2017-18 to 70 in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	50.25%	Projected Data	53%	58%	62%	67%	70%
SCPASS		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Provide instructional support and direction in all 6-8 social studies classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy Coach will work closely with teachers to implement the new Social Studies State Standards.	2018-19 through 2022-23	Instructional coach Teachers	0	n/a	Continue
2. Social Studies Teaching and Learning Teams will meet regularly to share best practices.	2018-19 through 2022-23	Teachers	0	n/a	Continue
3. Focus on unpacking standards for teacher clarity and learning targets.	2018-19 through 2022-23	Administration Instructional Coach Teachers	0	n/a	Continue

Performance Goal 3 Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

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

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

The percentage of students in grades 6-8 who score Meets & Exceeds on SCPASS Science will increase from 67.7 in 2017-18 to 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): SCPASS	67.7%	Projected Data	70%	72%	75%	77%	80%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Provide instructional support and direction in all 6-8 science classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy Coach will work closely with teachers to implement the Science State Standards.	2018-19 through 2022-23	Instructional coach Teachers	0	n/a	Continue
2. Science Teaching and Learning Teams will meet regularly to share best practices.	2018-19 through 2022-23	Teachers	0	n/a	Continue
3. Focus on unpacking standards for teacher clarity and learning targets.	2018-19 through 2022-23	Administration Instructional Coach Teachers	0	n/a	Continue

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ACTION PLAN FOR STRATEGY #2: Link Science, Math, and Reading in 6-8 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.	2018-19 through 2022-23	Teachers	0	n/a	Continue
2. Provide more informational texts for classroom libraries and digital use, such as NewsELA, DiscoveryEd and Big Universe, etc.	2018-19 through 2022-23	Administration and Instructional Coach	\$2000	School Instructional	Continue

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

ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process.	2018-19 through 2022-23	Administration District Leadership		District	Continue
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	District	Continue

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

Performance Goal 4 Area:

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

(* required)

PERFORMANCE GOAL:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Meets & Exceeds on SCREADY ELA will increase from 41.8% in 2017-18 to 70% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SCPASS	41.8	Projected Data	50%	55%	60%	65%	70%
		Actual Data	N/A				

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. Allot 10 minutes per day for independent reading at each grade level.	2018-19 through 2022-23	Teachers	0	n/a	Continue
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	2018-19 through 2022-23	Teachers, Administration Instructional coach	\$2000	School instructional	Continue

ACTION PLAN FOR STRATEGY #2: Support reading instruction 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
1. Literacy coach will provide professional development on best practices in literacy for teachers of grades 6-8.	2018-19 through 2022-23	Instructional coach	0	n/a	Continue

ACTION PLAN FOR STRATEGY #3: Continue to provide a framework and curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Focus on unpacking the standards for teacher clarity and using learning targets.	2018-19 through 2022-23	Teachers Administration Instructional coach	0	n/a	Continue
2. Guided Reading stations will “preview” / “frontload” the standard strands that are low for each school.	2018-19 through 2022-23	Teachers	0	n/a	Continue
3. We will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas for our school.	2018-19 through 2022-23	Administration Instructional Coach Teachers	0	n/a	Continue

ACTION PLAN FOR STRATEGY #4: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	2018-19 through 2022-23	Administration Instructional Coach Teachers	0	District	Continue

Performance Goal 5 Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

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

The percentage of students in grades 6-8 who score Exceeds on SCReady ELA will increase from 16.7% in 2017-18 to 20% 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): School Report Card	16.7	Projected Data	17.5	18.2	19	19.5	20
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to provide professional development regarding the unique needs of the GT population.	2018-19 through 2022-23	Instructional coach	0	n/a	Continue
2. Use a variety of digital tools and software to extend learning.	2018-19 through 2022-23	Teachers	0	n/a	Continue
3. Provide enrichment opportunities for GT students in the classroom.	2018-19 through 2022-23	Teachers	0	n/a	Continue
4. Teachers will collaborate to provide ideas for extending learning in the classroom.	2018-19 through 2022-23	Teachers	0	n/a	Continue

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. Teachers will and analyze data to determine the needs of students.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue
2. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions and/or acceleration.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue

Performance Goal 6 Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

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

The percentage of students in grades 6-8 who score Exceeds on SCReady Math will increase from 19.1% in 2017-18 to 25% 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): School Report Card	19.1	Projected Data	20	21.5	23	24	25
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to provide professional development regarding the unique needs of the GT population.	2018-19 through 2022-23	Instructional coach	0	n/a	Continue
2. Use a variety of digital tools and software to extend learning.	2018-19 through 2022-23	Teachers	0	n/a	Continue
3. Provide enrichment opportunities for GT students in the classroom.	2018-19 through 2022-23	Teachers	0	n/a	Continue
4. Teachers will collaborate to provide ideas for extending learning in the classroom.	2018-19 through 2022-23	Teachers	0	n/a	Continue

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. Teachers will and analyze data to determine the needs of students.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue
2. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions and/or acceleration.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue

Performance Goal 7 Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

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

Student growth in grades 6-8 in the ALL Students category on SC Ready will increase from -5.03 in 2017-18 to 5.0 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): School Report Card	-5.03	Projected Data	1	2	3	4	5
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: TLTs regularly meet to review and analyze data in order to guide instructional decision making to meet all student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. TLTs review and adjust formative assessments to ensure assessments are adequately assessing content standards.	2018-19 through 2022-23	Teachers	0	n/a	Continue
2. Administration and ELA coach will collaborate with teachers during TLTs to provide support and determine professional development opportunities.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue

ACTION PLAN FOR STRATEGY #2: We will provide differentiated instruction based on students' needs in ELA and Math.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to work with students below grade level in ELA.	2018-19 through 2022-23	Teachers	0	n/a	Continue
2. Analyze student data weekly through the TLT/High Impact Team process in order to plan for differentiated instruction and student interventions.	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue
3. Provide targeted support to lower performing teachers/TLTs.	2018-19 through 2022-23	Administration Instructional coach	0	n/a	Continue
4. Utilize digital tools and software (iReady, MobyMax, etc.)	2018-19 through 2022-23	Administration Instructional coach Teachers	0	n/a	Continue

Performance Goal 8 Area:

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

(* required)

PERFORMANCE GOAL:

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

Student growth in grades 6-8 in the Bottom Quintile Students category on SC Ready will increase from 0.03 in 2017-18 to 5.0 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): School Report Card	0.03	Projected Data	1	2	3	4	5
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction based on students' needs in ELA and Math.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Offer personalized professional development based upon teacher needs.	2018-19 through 2022-23	Instructional Coach	0	n/a	Continue
2. Guided instruction stations will preview and frontload information for standards where performance is low.	2018-19 through 2022-23	Teachers	0	n/a	Continue

ACTION PLAN FOR STRATEGY #2: Analyze diagnostic and common formative assessment data on a weekly basis to adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Analyze student data weekly through the TLT/High Impact Team process in order to plan for differentiated instruction and student interventions.	2018-19 through 2022-23	Teachers Assistant principal Instructional Coach	0	n/a	Continue
2. Infuse 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.	October 2018 – June 2023	Administration and teachers	No cost	N/A	Continue

Performance Goal 9 Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

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

The percentage of students satisfied with the learning environment as measured by Mostly Agree and Agree on the SCDE Student Survey will increase from 76.7% in 2017-18 to 85% in 2022-2023.

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): SCDE Student Satisfaction Survey	76.7%	Projected Data	78%	80%	82%	84%	85%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Analyze student survey data 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 of survey annually	2018-19 through 2022-23	Principal Assistant Principal Instructional Coach Teacher of the Year SIC Chair	0	n/a	Continue
2. Provide professional development in weak areas identified through the survey.	2018-19-2022-23	Principal Assistant Principal Instructional Coach	0	n/a	Continue

ACTION PLAN FOR STRATEGY #2: Ensure the school office is a welcoming environment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review results of survey annually	2018-19 through 2022-23	Principal Assistant Principal Instructional Coach Teacher of the Year SIC Chair	0	n/a	Continue
2. Provide professional development in weak areas identified through the survey.	2018-19-2022-23	Principal Assistant Principal Instructional Coach	0	n/a	Continue

Performance Goal 10 Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

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

Teacher attendance rate will increase from 92.8% in 2017-18 to 95% 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): School Report Card	92.8%	Projected Data	93%	93.5%	94%	94.5%	95%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Administrators will recognize employees with perfect attendance throughout the year.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tokens of appreciation will be given periodically to teachers throughout the year.	2018-19 through 2022-2023	Principal	0	n/a	Continue
2. Faculty will be recognized at the end of the year celebration for Perfect Attendance.	2018-19 through 2022-23	Principal	0	n/a	Continue

ACTION PLAN FOR STRATEGY #2: Administration will monitor staff attendance and develop improvement plans in this area as needed.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Administrators will monitor AESOP data to accurately determine a need for attendance intervention for individual teachers.	2018-19 through 2022-2023	Principal	0	n/a	Continue
2. Faculty will be recognized at the end of the year celebration for Perfect Attendance.	2018-19 through 2022-23	Principal	0	n/a	Continue

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.