

# SCHOOL STRATEGIC PLAN

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# NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card: [2018 SCES School Report Card](#)

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

## Student Achievement Data:

- [2017 SCES School Report Card](#)
- [District SReady Data](#)
- [SCPASS District Data](#)
- [2018 Elementary ELA SCREADY Performance Levels](#)
- [2018 Elementary Math SCREADY Performance Levels](#)
- [2018 Elementary SCREADY Mean Scores](#)
- [2017 SReady-Third Grade ELA by Teacher](#)
- [2017 SReady-Fourth Grade ELA by Teacher](#)
- 2017 SReady-Math by Teacher
  - [2017 SReady-Third Grade-by Teacher](#)
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- [2017 SPass-by Teacher](#)
- [2018 SReady-ELA by Teacher](#)
- 2018 SReady-Math by Teacher
  - [2018 SReady-Third Grade-by Teacher](#)
  - [2018 SReady-Fourth Grade-by Teacher](#)
- [2018 SPass-by Teacher](#)
- [D2 Spring 2017 MAP-ELA and Math](#)
- [D2 Spring 2018 MAP-ELA and Math](#)
- [SCE 1st Grade Spring 2018 On-Grade Level Reading](#)
- [SCE 2nd Grade Spring 2018 On-Grade Level Reading](#)
- [2018 EVAAS Subgroup Composites](#)
- [2018 Report Card Indicator Comparison](#)

**School Climate Data:**

- [2017 SCES Parent Survey Responses](#)
- [2018 SCES Parent Survey Responses](#)
- [2017 SCES Student Survey Responses](#)
- [2018 SCES Student Survey Responses](#)
- [2017 SCES Teacher Survey Responses](#)
- [2018 SCES Teacher Survey Responses](#)

**Teacher/Administrator Quality Data**

- [SCES ELEOT Observation Information](#)
- [SCES Certified Staff Information](#)
- [SCES Classified and Shared Employee Information](#)

**AdvancED Data:**

- [AdvancED SCES School Quality Factors](#)
- [SCES ELEOT Observation Information](#)
- [SCES Student Engagement Survey](#)
- SCES AdvancED Narratives
  - [Clear Direction](#)
  - [Health Culture](#)
  - [High Expectations](#)
  - [Impact of Instruction](#)
  - [Resource Management](#)
  - [Efficacy of Engagement](#)
  - [Implementation Capacity](#)

## 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 district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

<b>Student Achievement, including sub-groups</b>
<p><b><i>Early Childhood/Primary (PK–2):</i></b></p> <ul style="list-style-type: none"><li>• Based on the results of the data from our 4K (PALS) and, 5K (KRA and ESGI) 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.</li><li>• Based on the results of the data from our, 1<sup>st</sup> (MAP and F&amp;P) and 2<sup>nd</sup> grade (MAP and F&amp;P) assessments, we are looking closely at ways to strengthen our instructional strategies and provide high quality differentiation in the areas of reading and math.</li></ul>
<p><b><i>Elementary (3–4):</i></b></p> <ul style="list-style-type: none"><li>• Our 2018 School Report Card indicates a score of 40 (Below Average). A review of the indicators indicates that of the 4 scored areas, 2 areas scored “Average” while 2 areas scored “Below Average”. Further analysis of the scored areas allows the staff to understand where we stand and make a plan for gaining points in those areas.</li><li>• Achievement Achievement and Student Progress <b>in ELA and Math counts 70% on the new ESSA School Report Card</b> for our school</li><li>• A review of SCREADY data in Math indicates that the percentage of students scoring “Meets or Exceeds” continues to grow while the percentage scoring “Not Met” continues to decrease. In 2018, 57.8% of third and fourth grade students scored “Meets or Exceeds” compared to 44.7% in the year</li></ul>

prior. We have the need to continue to focus on differentiation through the use of Guided Math and adaptive software to not only continue this trend, but to move students from “Approaching” to “Meets”.

- A review of SCREADY data in ELA indicates that the percentage of students scoring “Meets or Exceeds” continues to grow while the percentage scoring “Not Met” continues to decrease. In 2018, 43.4% of third and fourth grade students scored “Meets or Exceeds” compared to 38.6% in the year prior. We have the need to continue to focus on differentiation of the content standards for all learners using Guided Reading and digital tools to further differentiate and personalize the learning.
- A review of our EVAAS Growth on the 2018 School Report Card indicates a score of “Below Average” - one of our lowest scoring indicators on the report card. Students in the English Learner, Pupils in Poverty, Female Students, and Male Students subgroups all showed “Average Effectiveness” (i.e., evidence that the school’s students made progress similar to the Growth Standard). There is a need to grow in this indicator, especially in the area of “All Students” and “Lowest 20%”.
- **Academic Achievement in SCPASS Science counts 10% on the new ESSA School Report Card** for our school.
- A review of SCPASS Science data indicates that the percentage of 4th grade students scoring “Meets or Exceeds” is 38.2% in 2018 while the percentage scoring “Not Met” is 26.3% and “Approaching” is 35.5%. Our school scored “Below Average” on this indicator on the new ESSA School Report Card. There is a need to review science curriculum and standards and ensure that relevant content and pacing is in place. There is also a need to use nonfiction text and digital technology resources to enhance the integration of science and math content.
- 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 TLTP process, there is a need to continue 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 English Language Learners’ Progress indicator counts 10% on the new ESSA School Report Card** for our school.
- A review of English Learners Progress data indicates a score of “Average” that the percentage of EL Students “Meeting Progress Toward Proficiency Target” was 41.7%. Our school scored “Average” on this indicator on the new ESSA School Report Card. There is a need to continue to track individual ELL student progress toward meeting proficiency. In addition, we are continuing to integrate WIDA Standards and ELL Strategies in regular classroom instruction.
- Four of the lowest rated areas on the district’s 200 **elect 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). Shoally Creek's eleot observations provided similar areas for growth around developing assessment capable learners.

- 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. Shoally Creek's eleot observations provided similar areas for growth.

### Teacher/Administrator Quality

- After reviewing the 2018-19 Teachers Not Certified Personnel Report, we have 1 induction teacher (1 currently in the PACE program and should complete her certification within a year).
- 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 several school TLT teams who have experienced increased student achievement, there is a need to continue to **support the TLT process** across the district.
- After discussion with teachers and our Literacy Coach, there is a need to support teachers in finding appropriate courses to take, and a need to maintain a record of course completion, in regard to the Read to Succeed endorsement requirement for teachers.

### School Climate

- The **Student Engagement indicator counts 10% of the new ESSA School Report Card** for our school.
- A review of the School Engagement data indicates that 61.3% of our third and fourth graders were "Committed" to their learning (Committed-the students is attentive to the task because he/she finds personal meaning and value in the task.). Our school scored "Unsatisfactory" on the new ESSA School Report Card; thus there is a need to analyze the data when we receive it and focus on specific areas in order to increase students' commitment to their learning.
- A review of 2017-2018 discipline data indicates a need to continue behavioral supports for students, especially those who are bus riders, and to continue to provide behavioral support training to staff.

- A review of the 2017-2018 attendance data indicated a need to continue to support parents and students regarding the importance of all-day school attendance and the impact that absences play in academic achievement.
- After the review of the 2017-2018 data from the SDE Spring Parent Survey, 92.5% of parents expressed satisfaction with the learning environments in the areas of Strongly Agree and Agree, while only 55% of parents expressed they Strongly Agree with the learning environment; thus there is a need to continue efforts to provide consistent, varied methods of communication with parents and students.

### **Gifted and Talented**

- The percentage of Shoally Creek Elementary students served in the Gifted and Talented program during the 2017-2018 school year was 17.8%, which increased from the previous year.

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

(\* required)       District Priority

*Gifted and Talented Requires*       Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*       Gifted and Talented: Other

<p><b>PERFORMANCE GOAL: #1</b>  <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i></p> <p>SMART goal must include:  <b>WHO</b> will do <b>WHAT</b>, as measured by <b>HOW</b> and <b>WHEN</b>.</p>	<p>The percentage of 2<sup>nd</sup> graders on track for 3<sup>rd</sup> grade success in Reading will increase from 78% in 2017-18 to 88% in 2022-23 as measured by the ESSA Report Card.</p>
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**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>	78%	<b>Projected Data</b>	80%	82%	84%	86%	88%
		<b>Actual Data</b>	N/A				

<p><b>ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students’ needs in Reading.</b></p>	<p><b>EVALUATION</b></p>
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School literacy interventionists will continue to work with students that are reading below grade level using LLI.	August 2018-May 2023	LLI Interventionist ESOL Teachers	\$33,000	Title 1 Funding	Continue
2. Use Fountas and Pinnell Benchmark assessments to provide instructional information for individual and small group classroom instruction.	August 2018-May 2023	All Classroom ELA Teachers	\$0	N/A	Continue
3. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	August 2018-May 2023	Literacy Coach Classroom Teachers	\$0	N/A	Continue
4. Continue to provide Summer Learning Academy and Summer Reading Camp.	August 2018-May 2023	Literacy Coach Classroom Teachers	To be determined	District Funding	Continue
5. The District Literacy Coordinator will provide individualized support to lower performing schools.	August 2018-May 2023	District Literacy Coordinator	\$0	N/A	Continue
6. The elementary principals will write a PADEPP goal with an emphasis on increasing the number of 2 <sup>nd</sup> grade students reading on grade level.	August 2018-May 2023	Principal	\$0	N/A	Continue

7. Utilize digital tools and software (e.g., Reading Eggs, iReady) to provide standards-based, differentiated instruction based on student needs.	August 2018-May 2023	Literacy Coach Classroom Teachers	To be determined	District Funding	Continue
8. School-level Literacy Coaches will provide professional development and assistance based on their needs or their specific school.	August 2018-May 2023	Literacy Coach	\$0	N/A	Continue
9. One School, One Book and One District, One Book Programs	August 2018-May 2023	Literacy Coach Principal	\$5,000	Title 1 Funding	Continue

<b>ACTION PLAN FOR STRATEGY #2: We will strengthen ELA curriculum guides and ELA classroom instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1. Conduct vertical teaming/advisory meetings each year with 4K-2 <sup>nd</sup> grade teachers to identify and address curriculum gaps.	August 2018-May 2023	Administration Instructional Coaches District Office Personnel	\$0	N/A	Continue
2. Utilize the Design in Five and High Impact Teams processes to strengthen 5K-4th grade curriculum guides and classroom instruction.	August 2018-May 2023	Classroom Teachers Administration Instructional Coaches	\$0	N/A	Continue
3. Continue to provide professional development in the area of Guided Reading instruction.	August 2018-May 2023	Literacy Coach District Office Training	\$0	N/A	Continue
4. Literacy coaches will provide professional development on best practices in early childhood and literacy for teachers of grades 5K-4th grade.	August 2018-May 2023	Literacy Coach	\$0	N/A	Continue
5. Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018-May 2023	Literacy Coach Classroom Teachers	\$0	N/A	Continue
6. Implement District and schools' Read to Succeed plans to strengthen reading and writing instruction.	August 2018-May 2023	Literacy Coach Classroom Teachers Administration District Office Personnel Tasha Thomas: SWP	\$3,000	Academic Assistance Funding (338)	Continue

<b>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.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. 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.	August 2018-May 2023	Instructional Coaches Administration Classroom 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.	August 2018-May 2023	Instructional Coaches Administration Classroom Teachers	\$0	N/A	Continue

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

(\* required)     District Priority

Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

Gifted and Talented: Other

**PERFORMANCE GOAL 2:**

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

SMART goal must include:

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

The percentage of 2<sup>nd</sup> graders on track for 3<sup>rd</sup> grade success in Math will increase from 47% in 2017-18 to 57% in 2022-23 as measured by the 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):  2017-2018 2018	47%	Projected Data	49%	51%	53%	55%	57%
		Actual Data	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. School personnel will continue to provide interventions based on specific student needs.	August 2018-May 2023	Academic Assistance	\$33,000	Title I Funding	Continue

2. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	August 2018-May 2023	Instructional Coaches Administration Classroom Teachers	\$0	N/A	Continue
3. The District Math Coordinator will provide individualized support to lower performing schools.	August 2018-May 2023	District Math Coordinator	\$0	N/A	Continue
4. Continue to provide professional development in the area of Guided Math instruction.	August 2018-May 2023	Math Coach	\$0	N/A	Continue
5. Utilize district and school provided digital tools and software (e.g., Math Seeds, iReady) to provide standards-based, differentiated instruction based on student needs.	August 2018-May 2023	Classroom Teachers	To be determined	District Funding	Continue

<b>ACTION PLAN FOR STRATEGY #2: We will strengthen Math curriculum guides and Math classroom instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Conduct vertical teaming/advisory meetings each year with 5K-4th grade teachers to identify and address curriculum gaps.	August 2018-May 2023	Administration Instructional Coaches District Office Personnel	\$0	N/A	Continue

2. Utilize the Design in Five and High Impact Teams processes to strengthen 5K-4th grade curriculum guides and classroom instruction.	August 2018-May 2023	Classroom Teachers Administration Instructional Coaches	\$0	N/A	Continue
3. Continue to provide professional development in the area of Guided Math instruction.	August 2018-May 2023	Math Coach	\$0	N/A	Continue
4. Math coaches will provide professional development on best practices in early childhood and math for teachers of grades 5K-4th grade.	August 2018-May 2023	Math Coach	\$0	N/A	Continue
5. Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018-May 2023	Math Coach  Classroom Teachers	\$0	N/A	Continue

<b>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.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable	August 2018-May 2023	Instructional Coaches Administration Classroom Teachers	\$0	N/A	Continue





<b>DATA SOURCE(s):</b> SC Ready	43.4%	<b>Projected Data</b>	45.4%	47.4%	49.4%	51.4%	53.4%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-4 classrooms.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Add additional time for independent reading at each grade level.	August 2018-May 2023	Classroom Teachers	\$0	N/A	Continue
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	August 2018-May 2023	State Department of Education District Instructional Dept. Administration SCE PTO	\$5,000	PTO Funding School Instructional Funding	Continue

<b>ACTION PLAN FOR STRATEGY #2: Support reading instruction in all 5K - 4th classrooms by developing professional expertise.</b>	<b>EVALUATION</b>
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Literacy coaches will provide professional development on best practices in literacy for teachers of grades 5K-4.	August 2018-May 2023	Literacy Coach	\$0	N/A	Continue
2. Provide Read to Succeed classes for teachers and administrators that promote reading and writing across the curriculum.	August 2018-May 2023	State Dept. of Education District Office Instructional Team	To be determined	District Funding	Continue

<b>ACTION PLAN FOR STRATEGY #3: Continue to provide a framework for curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Conduct vertical teaming/advisory meetings each year with 5K – 4th grade teachers to strengthen curriculum gaps and address these gaps.	August 2018-May 2023	Administration	\$0	N/A	Continue
2. Utilize the Design in Five and High Impact Teams processes to strengthen 5K – 4 <sup>th</sup> grade curriculum guides and classroom instruction.	August 2018-May 2023	District Office Instructional Team Administration Instructional Coaches	\$0	N/A	Continue

		Classroom Teachers			
3. Literacy coaches will provide professional development on best practices in literacy for teachers of grades 5K-4.	August 2018-May 2023	Literacy Coach	\$0	N/A	Continue
4. Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018-May 2023	Administrators Literacy Coach Classroom Teachers	\$0	N/A	Continue
5. Guided Reading stations will “preview” / “frontload” the standard strands that are low for each school.	August 2018-May 2023	Literacy Coach Classroom Teachers	\$2,000	School Instructional Funding	Continue
6. Schools will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas for each school.	August 2018-May 2023	Administrators District Instructional Services Department Instructional Coaches	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #4: Continue to provide supplemental student support services to enhance learning and complement regular classroom instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1. Utilize MTSS strategies when appropriate.	August 2018-May 2023	MTSS Committee Classroom Teachers Literacy Coach	\$2,000	School Funding	Continue
2. Provide a continuum of services for special education students.	August 2018-May 2023	District Personnel Special Education Teachers Administration	\$0	N/A	Continue
3. District ELL Coach will work with teachers to provide appropriate strategies.	August 2018-May 2023	District ELL Coach ELL Teachers Classroom Teachers	\$0	N/A	Continue

<b>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.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. 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.	August 2018-May 2023	Instructional Coaches Administrators Classroom 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.	August 2018-May 2023	Instructional Coaches Administrators Classroom Teachers	\$0	N/A	Continue
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**Performance Goal Area:**  Student Achievement\*     Teacher/Administrator Quality\*     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*

(\* required)     District Priority

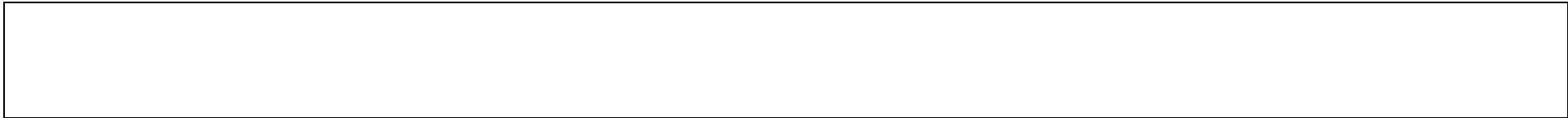
Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

Gifted and Talented: Other

<p><b>PERFORMANCE GOAL 4:</b>  <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i></p> <p>SMART goal must include:  Who will do WHAT, as measured by HOW and WHEN.</p>	<p>The percentage of students in grades 3-4 who score Meets &amp; Exceeds on SC Ready Math will increase from 57.8% in 2017-18 to 67.8% in 2022-23.</p>
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**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

		AVERAGE BASELINE	2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):  2017-2018</b>	<b>Projected Data</b>	57.8%	59.8%	61.8%	63.8%	65.8%	67.8%
	<b>Actual Data</b>		N/A				



<b>ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in K-4, improve the framework and curriculum guides for math instruction, and use diagnostic data to monitor and adjust instructional strategies.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Math coaches will offer personalized monthly PD based on individual school needs.	August 2018-May 2023	Math Coach	\$5,000	School Instructional Funding	Continue
2. Guided Math stations will “preview” / “frontload” the standard strands that are low for each school.	August 2018-May 2023	Math Coach Classroom Teachers	\$2,000	School Instructional Funding	Continue
3. Schools will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas for each school.	August 2018-May 2023	Math Coach Berard Frost Classroom Teachers	\$0	N/A	Continue
4. Conduct vertical teaming/advisory meetings each year with 3 <sup>rd</sup> – 4 <sup>th</sup> grade teachers to strengthen curriculum gaps and address these gaps.	August 2018-May 2023	District Office Personnel Classroom Teachers	\$0	N//A	Continue

5. Utilize the Design in Five and High Impact Teams processes to strengthen all curriculum guides and classroom instruction.	August 2018-May 2023	District Office Personnel Math Coach Administration Classroom Teachers	\$0	N/A	Continue
6. Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018-May 2023	Math Coach Administration Classroom Teachers	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #2: Continue to provide supplemental student support services to enhance learning and complement classroom instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Utilize district and school provided digital tools and software (e.g., Math Seeds, iReady) to provide standards-based, differentiated instruction based on student needs.	August 2018-May 2023	Math Coach Classroom Teachers Software	To be determined	District Funding	Continue
2. Conduct teacher and coach training of supplemental materials.	August 2018-May 2023	Math Coach Classroom Teachers	To be determined	District Funding	Continue
3. Math coaches will model lessons utilizing the implementation of supplemental material.	August 2018-May 2023	Math Coach	\$0	N/A	Continue



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.	August 2018-May 2023	Math Coach Administration Classroom 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.	August 2018-May 2023	District Office Personnel Math Coach Administration Classroom Teachers	\$0	N/A	Continue

<b>Performance Goal Area:</b>	<input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)	<input type="checkbox"/> District Priority
<i>Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal</i>	<input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional
	<input type="checkbox"/> Gifted and Talented: Other

**PERFORMANCE GOAL: #5**

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

SMART goal must include:

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

The percentage of students in grades 3-4 who score Meets & Exceeds on SCPASS Science will increase from 38.2% in 2017-18 to 48.2% in 2022-23.

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

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
<b>DATA SOURCE(s):</b> 2017-2018	38.2%	<b>Projected Data</b>	40.2%	42.2%	44.2%	46.2%	48.1%
		<b>Actual Data</b>	N/A				

**ACTION PLAN FOR STRATEGY #1: Provide a district-wide framework and curriculum guides for Science instruction and diagnostic data to adjust instructional strategies.**

**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Rewrite the science curriculum guide to reflect the new South Carolina Support Docs.	August 2018-May 2023	District Office Personnel Math Coach	\$0	N/A	Continue

		Classroom Teachers			
2. Math Coach and science teachers will collaborate to create new benchmarks and unit assessments.	August 2018-May 2023	District Office Personnel Math Coach Classroom Teachers	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-4 science classrooms by developing professional expertise.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. The District Math Coordinator and School Math Coaches will work closely with teachers to implement the new Science Support Docs.	August 2018-May 2023	District Office Personnel Math Coach Classroom Teachers	\$0	N/A	Continue
2. Science Advisory Team will meet regularly to share best practices.	August 2018-May 2023	District Office Personnel Classroom Teachers	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #3: Link Science, Math, ELA, and Reading instruction in all K-4 classrooms.</b>	<b>EVALUATION</b>
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers will implement strategies from Read to Succeed courses to ensure reading and writing opportunities across the curriculum.	August 2018-May 2023	Math/Literacy Coach Classroom Teachers	\$0	N/A	Continue
2. Provide more informational texts for classroom libraries and digital use, such as NewsELA and Big Universe.	August 2018-May 2023	Math/Literacy Coach Classroom Teachers	\$2,000	School Instructional Funding	Continue

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

(\* required)

District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

Gifted and Talented: Other

**PERFORMANCE GOAL:#6**

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

SMART goal must include:

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

Student growth in grades 3-4 in the ALL Students category on SC Ready ELA will increase from 40% in 2017-18 to 50% in 2022-23. (% are for both ELA and math.)

Student growth in grades 3-4 in the Bottom Quintile Students category on SC Ready ELA will increase from 37% in 2017-18 to 47% in 2022-23.

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s): May 2018</b>	40%/ 37%	<b>Projected Data</b>	42%/39%	44%/41%	46%/43%	48%/45%	50%/47%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: TLTs meet regularly to review and analyze data in order to guide instructional decision making to meet all students' needs.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. TLTs review and adjust formative assessments to ensure assessments are adequately assessing content standards.	August 2018-May 2023	Literacy Coach Classroom teachers	\$0	N/A	Continue
2. Administrators and ELA coaches collaborate with teachers during TLTs to provide support and determine professional development opportunities.	August 2018-May 2023	Literacy Coach Administrators Classroom teachers	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #2: Analyze diagnostic and common formative assessment data on a weekly basis to adjust instructional strategies.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Analyze student data weekly through the TLT/High Impact Team process in order to plan for differentiated instruction and student interventions.	August 2018-May 2023	Literacy Coach Classroom teachers	\$0	N/A	Continue
2. 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.	August 2018-May 2023	Literacy Coach Classroom teachers	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #3: We will provide differentiated instruction and interventions based on students' needs in ELA.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1. School level personnel will continue to work with students below grade level in Reading.	August 2018-May 2023	Literacy Coach Reading Interventionist	\$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.	August 2018-May 2023	Literacy Coach Classroom teachers	\$0	N/A	Continue
3. The District Literacy Coordinator will provide individualized support to lower performing schools.	August 2018-May 2023	District Office Personnel	\$0	N/A	Continue
4. Utilize district and school provided digital tools and software (e.g., Reading Eggs, iReady, NewsELA, etc. ) to supplement standards-based, differentiated instruction based on student needs.	August 2018-May 2023	Literacy Coach Classroom teachers	To be determined	District Funding	Continue
5. Literacy Coaches will offer personalized monthly PD based on individual school needs.	August 2018-May 2023	Literacy Coach	\$2,000	School Instructional Funding	Continue
6. Guided Reading stations will “preview” / “frontload” the standard strands that are low for each school.	August 2018-May 2023	Classroom teachers	\$0	N/A	Continue



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

(\* required)

District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

Gifted and Talented: Other

**PERFORMANCE GOAL: #7**

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

SMART goal must include:

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

Student growth in grades 3-4 in the ALL Students category on SC Ready Math will increase from 40% in 2017-18 to 50% in 2022-23. (% is for ELA and math.)

Student growth in grades 3-4 in the Bottom Quintile Students category on SC Ready Math will increase from 37% in 2017-18 to 47% in 2022-23.

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

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
<b>DATA SOURCE(s): May 2018</b>	40%/37%	<b>Projected Data</b>	42%/39%	44%/41%	46%/43%	48%/45%	50%/47%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: TLTs meet regularly to review and analyze data in order to guide instructional decision making to meet all students' needs.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. TLTs review and adjust formative assessments to ensure assessments are adequately assessing content standards.	August 2018-May 2023	Math Coach Classroom Teachers	\$0	N/A	Continue
2. Administrators and Math Coaches collaborate with teachers during TLTs to provide support and determine professional development opportunities.	August 2018-May 2023	Math Coach Administrations Classroom Teachers	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #2: Analyze diagnostic and common formative assessment data on a weekly basis to adjust instructional strategies.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Analyze student data weekly through the TLT/High Impact Team process in order to plan for differentiated instruction and student interventions.	August 2018-May 2023	Math Coach Classroom Teachers	\$0	N/A	Continue
2. 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.	August 2018-May 2023	Math Coach Classroom Teachers	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #3: We will provide differentiated instruction and interventions based on students' needs in Math.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1. School level personnel will continue to work with students below grade level in Math.	August 2018-May 2023	Math Coach Classroom Teachers Math Interventionist	\$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.	August 2018-May 2023	Math Coach Classroom Teachers	\$0	N/A	Continue
3. The District Math Coordinator will provide individualized support to lower performing schools.	August 2018-May 2023	District Personnel	\$0	N/A	Continue
4. Utilize district and school provided digital tools and software (e.g., Math Seeds, iReady, etc. ) to supplement standards-based, differentiated instruction based on student needs.	August 2018-May 2023	Math Coach Classroom Teachers	To be determined	District Funding	Continue
5. Math Coaches will offer personalized monthly PD based on individual school needs.	August 2018-May 2023	Math Coach	\$2,000	School Instructional Funding	Continue
6. Guided Math stations will “preview” / “frontload” the standard strands that are low for each school.	August 2018-May 2023	Classroom Teachers	\$0	N/A	Continue



ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Meet with each individual teachers to discuss students' ACCESS scores. Give all teachers Can Do Descriptors which identify student performance in the 4 domains: reading, writing, listening, speaking.	August 2018-May 2023	ESOL Teachers Classroom Teachers	\$0	N/A	Continue
2. Target students to exit from ESOL.	August 2018-May 2023	ESOL Teachers	\$0	N/A	Continue
3. Model speaking and writing in complete sentences using sentence frames, sentence starters, and anchor charts.	August 2018-May 2023	ESOL Teachers Classroom Teachers	\$0	N/A	Continue
4. Have students retell stories aloud. Record their retellings in their own words to create a language experience chart that can be used for future reading and writing lessons with this group.	August 2018-May 2023	ESOL Teachers Classroom Teachers	\$0	N/A	Continue
5. Teach choral speaking and reading (poetry may be the most accessible format with which to begin).	August 2018-May 2023	ESOL Teachers Classroom Teachers	\$0	N/A	Continue

6. Have students read and perform Readers Theater scripts.	August 2018-May 2023	ESOL Teachers Classroom Teachers	\$0	N/A	Continue
7. Explain by showing, not just telling. Act it out if you have to or use visual tools such as sketches and diagrams or actual objects.	August 2018-May 2023	ESOL Teachers Classroom Teachers	\$0	N/A	Continue
8. When asking questions, give choices for the answer. This will help check for understanding especially in the earlier stages of language acquisition.	August 2018-May 2023	ESOL Teachers Classroom Teachers	\$0	N/A	Continue
9. ESOL Tip of the Week is sent out weekly with a different tip to help teachers with increasing students Speaking and Writing scores on ACCESS.	August 2018-May 2023	ESOL Teachers	\$0	N/A	Continue

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

(\* required)                               District Priority

*Gifted and Talented Requires*       Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal*                               Gifted and Talented: Other

**PERFORMANCE GOAL: #9**

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

SMART goal must include:

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

The percentage of teachers with advanced degrees will increase from 51% in 2017-18 to 61% in 2022-23.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	51%	<b>Projected Data</b>	53%	55%	57%	59%	61%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Increase opportunities for teachers to earn advanced degrees.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate free to 50-75 District teachers who do not have a Master’s Degree.	August 2018-May 2023	District Personnel Teachers	To be determined	District Funding	Continue



2. Offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate at a nominal cost to District teachers who wish to attain a second Master's Degree.	August 2018-May 2023	District Personnel Teachers	To be determined	District Funding	Continue
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**Performance Goal Area:**       Student Achievement\*     Teacher/Administrator Quality\*       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\*

(\* required)       District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*       Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**PERFORMANCE GOAL: #10**

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

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

The percentage of teachers who meet all state certification requirements will remain at 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
<b>DATA SOURCE(s):</b>	100%	<b>Projected Data</b>	100%	100%	100%	100%	100%
		<b>Actual Data</b>	N/A				

<b>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.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. The Personnel Administrative Assistant gets a copy of a new hire's teaching credential. This person will create a spreadsheet with the new hire's name on the teaching certificate and teaching certificate number and send to the school's PowerSchool person each year.	August 2018-May 2023	District Personnel  Power School Coordinator  Administration	\$0	N/A	Continue
2. The Assistant Superintendent will create a Google Form for each school in which principals can update each year with information on new teachers' and new hires' certification status.	August 2018-May 2023	District Personnel  Power School Coordinator  Administration	\$0	N/A	Continue
3. Reminders will be placed on the Principals' Points several times throughout the year reminding principals of the PowerSchool process for teacher certification.	August 2018-May 2023	District Personnel  Power School Coordinator  Administration	\$0	N/A	Continue

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

(\* required)       District Priority

*Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal*       Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**PERFORMANCE GOAL: #11**

*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 percent of teachers satisfied with the learning environment at their schools as measured by Agree on the SCDE Teacher Survey will increase from 74.3% to 80% and Mostly Agree & Agree on the SCDE Teacher Survey will increase from 94.3% to 96.3% from 2017-18 to 2022-23.

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

	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>DATA SOURCE(s):</b>	Agree:74.3%/ Mostly Agree & Agree: 94.3%	<b>Projected Data</b>	75.44%/94.7%	76.58%/95.1%	77.72%/95.5%	78.86%/95.9%	80%/96.3%
		<b>Actual Data</b>	N/A				

**ACTION PLAN FOR STRATEGY #1: Recognize teachers for a variety of things in a variety of ways.**

**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The Superintendent, Director of PR, and Administrators will recognize employees on a weekly basis for being D2 Difference Makers.	August 2018-May 2023	Superintendent Director of PR Administrators	\$0	N/A	Continue
2. Teachers will receive “shout outs” in district and school newsletters and other communications.	August 2018-May 2023	Superintendent Director of PR Administrators	\$0	N/A	Continue
3. Increase classroom observations and positive feedback.	August 2018-May 2023	Administrators	\$0	N/A	Continue
4. Compile a list of businesses that provide teacher discounts and disseminate (Who? What? When?).	August 2018-May 2023	Administrators	\$0	N/A	Continue
5. Utilize billboards and social media to celebrate Teachers-of-the-Year and other recognitions.	August 2018-May 2023	Superintendent Director of PR Administrators	To be determined	District and School Funding	Continue

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

(\* required)       District Priority

*Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal*       Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**PERFORMANCE GOAL: #12**

*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 percent of teachers satisfied with their current working conditions as measured by Agree on the SCDE Teacher Survey will increase from 60% to 75% and Mostly Agree & Agree on the SCDE Teacher Survey will increase from 94.3% to 96.3% from 2017-18 to 2022-23.

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

	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>DATA SOURCE(s):</b>	Agree: 60%/ Mostly Agree & Agree: 94.3%	<b>Projected Data</b>	63%/94.7%	66%/95.1%	69%/95.5%	72%/95.9%	75%/96.3%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Offer teachers more opportunities for collaboration, choice, and input.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Give teachers choice on professional development based on their interests, needs, and feedback.	August 2018-May 2023	Literacy/Math Coach  Classroom Teachers  Administration	\$0	N/A	Continue
2. Offer compensation or renewal credits for summer professional development.	August 2018-May 2023	Literacy/Math Coach  Administration	To be determined	District Funding	Continue
3. Continue to limit face-to-face meetings and give teachers more collaborative planning time.	August 2018-May 2023	Literacy/Math Coach  Classroom Teachers  Administration	\$0	N/A	Continue
4. Support TLTS with principal, instructional coach, and Instruction Team participation.	August 2018-May 2023	District Personnel  Literacy/Math Coach  Administration	\$0	N/A	Continue
5. Find creative ways to give teachers more time for TLTs.	August 2018-May 2023	Literacy/Math Coach	\$10,000	Title 1 Funding	Continue

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

(\* required)       District Priority

*Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal*       Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**PERFORMANCE GOAL: #13**

*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 grade 4 that are satisfied with the learning environment as measured by Agree on the SCDE Student Survey will increase from 48.1% in 2017-18 to 58.1% in 2022-23 and Mostly Agree & Agree on the SCDE Student Survey will increase from 74% to 84% from 2017-18 to 2022-23.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	Agree:48.1%/ Mostly Agree: 74%	<b>Projected Data</b>	50.1%/76%	52.1%/78%	54.1%/80%	56.1%/82%	58.1%/84%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Assist schools in analyzing their student survey information in order to continue building on strengths and improving weak areas.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Review results with school and district personnel.	August 2018-May 2023	Administration District Personnel Instructional Team	\$0	N/A	Continue
2. Provide professional development for areas of weakness identified through the survey.	August 2018-May 2023	Administration Literacy/Math Coach	\$5,000	School Level Funding	Continue
<b>ACTION PLAN FOR STRATEGY #2: Ensure that Shoally Creek are welcoming environments.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Determine criteria rewards and recognition opportunities for schools and staff demonstrating outstanding customer service.	August 2018-May 2023	Administration Front Office Personnel PTO President School Improvement Council	\$1,000	School Level Funding	Continue

		MTSS Committee Faculty/Staff			
2. Provide training on Compassionate Schools for all staff (trauma-informed practices).	August 2018-May 2023	Administration MTSS Committee Faculty/Staff	\$1,000	School Level Funding	Continue
3. Grow and develop the whole-child through extra-curricular activities, career fairs, and job shadowing.	August 2018-May 2023	Administration MTSS Committee Faculty/Staff	\$1,000	School Leveling Funding	Continue
4. Review annually the extra-curricular offerings and make changes, as needed.	August 2018-May 2023	Administration MTSS Committee Faculty/Staff	\$0	N/A	Continue
<p><b>PERFORMANCE GOAL: #14</b>  <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i></p> <p>SMART goal must include:  WHO will do WHAT, as measured by HOW and WHEN.</p>					
			<p>The percentage of parents in grade 4 that are satisfied with the learning environment as measured by Strongly Agree on the SCDE Parent Survey will increase from 55% in 2017-18 to 65% in 2022-23 and Strongly Agree &amp; Agree on the SCDE Parent Survey will increase from 92.5% to 97.5% from 2017-18 to 2022-23.</p>		

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	Parent Survey Strongly Agree: 55%/ Parent Survey Strongly Agree & Agree: 92.5%	<b>Projected Data</b>	57%/93.5%	59%/94.5%	61%/95.5%	63%/96.5%	65%/97.5%
		<b>Actual Data</b>	N/A				

<b>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.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Develop mechanisms for interactive communication with all stakeholders (i.e., social media).	August 2018-May 2023	Media Specialist Administration District Personnel	\$0	N/A	Continue

2.Offer programs and events on school campuses which showcase student talents and achievements.	August 2018-May 2023	Media Specialist Administration District Personnel	\$4,000	Title I Funding	Continue
3. Increase volunteer opportunities that enrich the school environment.	August 2018-May 2023	Administration PTO President School Improvement Council	\$500	School Level Funding	Continue
4.A Parent Liaison will assist Title I schools with increasing home-school communication.	August 2018-May 2023	Parent Liaison Administration	To be determined	Title I Funding	Continue
5.Continue to evaluate parent surveys for areas to address.	August 2018-May 2023	Administration	\$0	N/A	Continue
6. Continue to have parent participation in School Improvement Councils.	August 2018-May 2023	Administration School Improvement Council	\$500	School Level Funding	Continue

<b>ACTION PLAN FOR STRATEGY #2: Ensure that Shoally Creek has a welcoming environment.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1. Determine criteria rewards and recognition opportunities for schools and staff demonstrating outstanding customer service.	August 2018-May 2023	Administration Front Office Personnel PTO President School Improvement Council MTSS Committee Faculty/Staff	\$1,000	School Level Funding	Continue
2. Provide training on Compassionate Schools for all staff (trauma-informed practices).	August 2018-May 2023	Administration MTSS Committee Faculty/Staff	\$1,000	School Leveling Funding	Continue
3. Grow and develop the whole-child through extra-curricular activities, career awareness and in-house club days.	August 2018-May 2023	Administration MTSS Committee Faculty/Staff	\$1,000	School Level Funding	Continue

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

(\* required)                       District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*                               Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

Gifted and Talented: Other

**PERFORMANCE GOAL: #15**

*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 teacher attendance as reported on the new ESSA Report Card will increase from 95.1% in 2017-18 to 97.6% in 2022-23.

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

	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>DATA SOURCE(s):</b>	95.1%	<b>Projected Data</b>	95.6%	96.1%	96.6%	97.1%	97.6%
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Shoally Creek will improve teacher attendance</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Administration will collect and monitor teacher attendance data regularly.	August 2018-May 2023	Administration	\$0	N/A	Continue

2. Administration will establish and implement quarterly incentives for teacher attendance.	August 2018-May 2023	Administration, Attendance Clerk	\$500	School Level Funding	Continue
3. Administration will recognize monthly birthdays of teachers.	August 2018-May 2023	Administration	\$100	School Level Funding	Continue
4. Administration will routinely provide cheer cart, spirit day lunches, early leave passes, etc. for teachers.	August 2018-May 2023	Administration, Instructional Coaches, Classroom Teachers	\$1,000	School Level Funding	Continue



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

(\* required)       District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*       Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**PERFORMANCE GOAL: #16**

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

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

The percentage of student attendance as reported on the new ESSA Report Card will increase from 94.6% in 2017-18 to 97.1% in 2022-23

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>	94.6%	<b>Projected Data</b>	95.1%	95.6%	96.1%	96.6%	97.1%
		<b>Actual Data</b>	N/A				

**ACTION PLAN FOR STRATEGY #1:** Continue and expand interventions to address and improve attendance.

**EVALUATION**

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Ensure attendance improvement plans are being developed and implemented as an early intervention with students and parents/guardians at the elementary level to problem-solve attendance issues.	August 2018-May 2023	Administration, Title 1 Parent Liaisons	\$0	N/A	Continue
2. Include attendance data in MTSS intervention services.	August 2018-May 2023	Administration, Title 1 Parent Liaisons MTSS Committee	\$0	N/A	Continue

<b>ACTION PLAN FOR STRATEGY #2: Educate parents and the community members regarding the importance of daily attendance.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increase personal phone calls to parents regarding chronically absent students.	August 2018-May 2023	Administration, Title 1 Parent Liaisons	\$0	N/A	Continue
2. Expand list of local resources available to families and students.	August 2018-May 2023	Administration, Title 1 Parent Liaisons	\$0	N/A	Continue

3. Utilize community partners to help provide resources and information about the importance of daily school attendance.	August 2018-May 2023	Administration, Title 1 Parent Liaisons	\$0	N/A	Continue
5. A school-created common letter for parents explaining our attendance policy (public-friendly language), offered in Spanish as well..	August 2018-May 2023	Administration, Title 1 Parent Liaisons	\$0	N/A	Continue

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

(\* required)                       District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*                       Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional  
    Gifted and Talented: Other

**PERFORMANCE GOAL: #17**

*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 number of student referrals as measured by yearly school reports will decrease from 262 in 2017-18 to 162 in 2022-23.

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

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
<b>DATA SOURCE(s):</b>	262	<b>Projected Data</b>	242	222	202	182	162
		<b>Actual Data</b>	N/A				

<b>ACTION PLAN FOR STRATEGY #1: Utilize the MTSS framework to create a safe and positive culture and address needs of all learners, including social/emotional needs throughout the district.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. MTSS Coach will support schools with professional development related to PBIS.	August 2018-May 2023	DO MTSS Coach Administration	\$0	N/A	Continue
2. Procedures and guidelines for administering threat risk assessments in each school as needed.	August 2018-May 2023	Administration Guidance Counselor	\$0	N/A	Continue
3. Offer mental health support to students identified as being at-risk.	August 2018-May 2023	District Mental Health Counselor	\$0	N/A	Continue
4. Utilize school-wide PBIS plans to create a safe and positive school culture. (Maintain Certified Energy Bus Status)	August 2018-May 2023	Administration	\$10,000	School Level Funding	Continue

<b>ACTION PLAN FOR STRATEGY #2: Build the capacity of school administration to pursue alternatives to suspension while maintaining high standards for discipline, order, and safety.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1.Ensure all staff are trained in Compassionate Schools by developing training protocols for all returning and new staff in trauma-informed and restorative practices within the district.	August 2018-May 2023	DO MTSS Coach Administration	\$0	N/A	Continue
3. Research alternatives to suspension that have solid research to support their design and implementation.	August 2018-May 2023	Administration	\$0	N/A	Continue
4. Increase regular parent communication to be proactive. (School Messenger & S'more Electronic Newsletter subscriptions)	August 2018-May 2023	Administration Classroom Teachers	To be determined	District Funding School Level Funding	Continue
5. Use the Energy Bus Principles to reinforce positive behavior.	August 2018-May 2023	Administration Classroom Teachers	\$2,000	School-level funding	Continue

**To complete the District Reading Plan, go to the following link:**

**[https://scde.formstack.com/forms/read\\_to\\_succeed\\_district\\_exemplary\\_literacy\\_reflection\\_tool](https://scde.formstack.com/forms/read_to_succeed_district_exemplary_literacy_reflection_tool)**

**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.**