

# **SCHOOL RENEWAL PLAN**

## **TABLE OF CONTENTS**

School Renewal Plan Signature Page

Assurances for School Renewal Plans

Stakeholders Involvement for School Renewal Plan

District Requested Strategic/Renewal Plan Waiver

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

# SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

## SCHOOL INFORMATION AND REQUIRED SIGNATURES

Lyman Elementary SCHOOL

Spartanburg Five DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2016-2021 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*one year*)

### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Rick Eitel		
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Dr. Scott Turner		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Stephanie Stancil		
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Dr. Tim Henson		
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Gina Creel		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1221 Holly Spring Road  
Lyman, SC 29365

SCHOOL'S TELEPHONE: (864) 949-2330

PRINCIPAL'S E-MAIL ADDRESS: tim.henson@spart5.net

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u>   | <u>NAME</u>               |
|---|---------------------------|
| 1. PRINCIPAL  | <u>Tim Henson</u>         |
| 2. TEACHER  | <u>Sherri Rogers</u>      |
| 3. PARENT/GUARDIAN  | <u>Vivian Ann Shaver</u>  |
| 4. COMMUNITY MEMBER   | <u>Christopher Madden</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL   | <u>Stacy Burrell</u>      |
| 6. Read to Succeed Reading Coach  | <u>Gina Creel</u>         |
| 7. School Read to Succeed Literacy Leadership Team Lead   | <u>Gina Creel</u>         |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                           |

\*\* Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Teacher</u>	<u>Robin Fields</u>
<u>School Counselor</u>	<u>Carrie Potter</u>
<u>PTO Co-Presidents</u>	<u>Vivian Ann Shaver and Jennifer Madden</u>
<u>Assistant Principal</u>	<u>Amy Hayden</u>
<u>Read to Succeed Literacy Leadership Team</u>	<u>Margaret Weber, Mike Seagle, Sherri Rogers, Connie Young, Thekla Finnegan, Gina Creel, Tim Henson, and Amy Hayden</u>

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

  X   **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

  X   **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

  X   **Parent Involvement**

The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

  X   **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

  X   **Technology**

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

  X   **Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

  X   **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

  X   **Developmental Screening**

The district ensures that the young child receives all services necessary for growth and

development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**X    Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**X    Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**X    Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**X    Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X    Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

## NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?d=4205&s=095&t=E&y=2017>

**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.)

Digital Learning Overall Scores	1.96
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.71
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.53
Learners use digital tools/technology to communicate and or work collaboratively for learning	1.65

# 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.

<b>Student Achievement, including sub-groups</b>
<i>Early Childhood/Primary (PK-2):</i>
<i>Elementary/Middle (3-8):</i>
<i>High School (9-12):</i>
<b>Teacher/Administrator Quality</b>
During the administration of the ELEOTS Observation Instrument in classrooms across our school, it was noted that Digital Learning was an area of need. Learners use of digital tools/technology to conduct research, solve problems, and/or create original works for learning was our lowest scoring area in these evaluations. We will concentrate our efforts in Digital Learning to provide more opportunities for our students to use digital tools and technology for conducting research for projects and information, additional problem solving activities, and more opportunities for students to create original works for learning during the next school year.
<b>School Climate</b>

## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

Lyman Elementary School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing every student quality educational experiences in a safe, nurturing, and engaging environment, enabling each individual to succeed in life and function as a productive citizen. We provide such an environment through the implementation of our district motto: "Every Child, Every Day." We strive each day to meet the diverse needs of our students through effective teaching practices to ensure that every child has the opportunity to reach their full potential.

The comprehensive needs assessment that was conducted at the school level addressed the following areas: (1) Student Achievement, (2) School Climate, and (3) Teacher Quality. For each of these areas, a plan of action for Lyman Elementary School has been determined for improvement. Information gained from the school/district report cards, test results, questionnaires, surveys, the Read to Succeed Reflection Tool, parent meetings, and school personnel meetings was utilized to develop this strategic plan. In addition, a review and update to our Read to Succeed School Literacy Plan was also used. Strengths, weaknesses, and areas that need improving were determined from this information. Strategies and action steps were then developed.

Student achievement data has been analyzed with emphasis on the 2016 SC Ready and SC PASS test data. The baseline data is for the most recent year (2016) of SC Ready and SC PASS. According to these data, our school has various subgroups that need immediate attention. The most common areas are socio-economic, disability, and racial/ethnic.

We must be sure that the students in K – 2nd grade are being prepared for rigorous 3rd grade standards. Lyman currently houses one K-4 program which serves a morning and an afternoon class, and two separate classes for students with mild disabilities and autism. However, more 4K programs are needed at Lyman in order to have more students coming to school ready to learn on grade level.

The following areas were identified as major needs for student achievement to improve:

1. To continue to improve SC Ready, SC PASS and MAP test scores for all students.
2. To provide more and varied interventions for the students who struggle in academic areas.
3. Continuing to provide a challenging, rigorous standards-based curriculum to all students preparing them to continue the journey to College and Career Readiness.
4. To ensure that teachers have numerous and varied opportunities to grow professionally

School Climate is being addressed in this plan by performance goals: (1) increased emphasis on parent's view of home-school relations, (2) increased emphasis on compassionate schools training, (3) safety of students, and (4) teacher morale. Our data also indicated the need to improve in parent/guardian participation. Strategies are in place and are being put in place to improve performance in these areas.

Teacher and administrator quality is being addressed in this plan by performance goals: (1) recruiting, developing, evaluating, and retaining teachers and administrators, (2) emphasizing training and implementation the SC Teaching Standards 4.0 Rubric, and (3) emphasizing continuous improvement in SLO growth measures.

At Lyman Elementary, we believe the school, families, and community all share in the awesome responsibility of educating our next generation of students. Together, we can develop students with world class skills and life and career characteristic to be successful in the 21<sup>st</sup> Century and beyond. Together we will continue to work to make Lyman Elementary an even greater place for our students to develop these world class skills.

**Performance Goal Area:** K-4 Student Achievement

**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.

By 2021, the percentage of students in grades 3-8 scoring on target (Met or Exceeds) for college and career readiness on SC Ready-ELA in 2017 will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s): 3rd Grade  SC Ready-ELA	37.6	Projected Data	40.6	43.6	46.6	49.6	52.6
		Actual Data	40.5				

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s): 4th Grade  SC Ready-ELA	46.0	Projected Data	49.0	52.0	55.0	58.0	61.0
		Actual Data	46.0				

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

**Performance Goal Area:** K-4 Student Achievement

**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.

By 2021, the percentage of students in grades 3-8 scoring on target (Met or Exceeds) for college and career readiness on SC Ready-Math in 2017 will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>DATA SOURCE(s):</b> 3rd Grade  SC Ready Math	56.8	<b>Projected Data</b>	58.8	60.8	62.8	64.8	66.8
		<b>Actual Data</b>	59.2				

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

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> 4th Grade  SC Ready Math	52	<b>Projected Data</b>	54	56	58	60	62
		<b>Actual Data</b>	48.8				

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

**Performance Goal Area:** K-4 Student Achievement

**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.

By 2021, the percentage of students in grades 4-8 scoring on target (Met or Exemplary) for college and career readiness on Palmetto Assessment of State Standards -Science will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> Palmetto Assessment of State Standards (PASS)- Science	72	<b>Projected Data</b>	73	74	75	76	77
		<b>Actual Data</b>	55.9				

*\*SCPASS Science was recalibrated to new standards in summer of 2017.*

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

**Performance Goal Area:** K-4 Student Achievement

**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.

By 2021, the percentage of students in grades 4-8 scoring on target (Met or Exemplary) for college and career readiness on Palmetto Assessment of State Standards-Social Studies will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>DATA SOURCE(s):</b> Palmetto Assessment of State Standards (PASS)-Social Studies	83	<b>Projected Data</b>	84	85	86	87	88
		<b>Actual Data</b>	84.3				

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

**Performance Goal Area:** K-4 Student Achievement

**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.

By 2021, the percentage of K5-grade 2 students scoring at the 70th percentile or higher on the MAP-Reading indicating college and career ready will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> K5  MAP- Reading Performance (Spring)	31.6	<b>Projected Data</b>	36.6	41.6	46.6	51.6	56.6
		<b>Actual Data</b>	45.6				

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

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> 1 <sup>st</sup> grade  MAP- Reading Performance (Spring)	25.9	<b>Projected Data</b>	30.9	35.9	40.9	45.9	50.9
		<b>Actual Data</b>	25.9				

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> 2 <sup>n</sup> grade  MAP- Reading Performance (Spring)	41.2	<b>Projected Data</b>	46.2	51.2	56.2	61.2	66.2
		<b>Actual Data</b>	34.5				

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

**Performance Goal Area:** K-4 Student Achievement

**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.

By 2021, the percentage of K5-grade 2 students scoring at the 70th percentile or higher on the MAP-Math indicating college and career ready will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> K5	46.4	<b>Projected Data</b>	51.4	56.4	61.4	66.4	71.4
MAP-Math Performance (Spring)		<b>Actual Data</b>	36.5				

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

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> 1st grade	27.3	<b>Projected Data</b>	32.3	37.3	42.3	47.3	52.3
MAP-Math Performance (Spring)		<b>Actual Data</b>	32.1				

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> 2n grade	21	<b>Projected Data</b>	26	31	36	41	46
MAP-Math Performance (Spring)		<b>Actual Data</b>	17.9				

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

<b>ACTION PLAN FOR STRATEGY #1: Use assessment data to guide 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. Assess student academic progress through formative and summative measures including  *MAP  *Fountas & Pinnell,  *SC Ready, *SCPASS	2017-2022	District and school level administrators, teachers	District Allocation	state funding and local funding	Assessment calendar, data reports, and data meetings  <p style="text-align: center; color: red;">Continue</p>

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

2. Disaggregate assessment data to identify academic needs of all students.	2017-2022	District and school level administrators, teachers	\$0	N/A	Data reports, data meetings  Continue
3. Participate in professional learning for the analysis, interpretation and application of assessment data.	2017-2022	District and school level administrators, literacy coaches, math coaches	\$0	N/A	Data analysis meetings, data protocols  Continue
4. Change or continue instructional practices based on the analysis of the data.	2017-2022	District and school level administrators, literacy coaches, math coaches, classroom teachers	\$0	N/A	Instructional observations, instructional goals  South Carolina 4.0 Evaluation Rubric  Technology Integration Matrix (TIM)  Continue

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

5. Examine grading practices and the alignment to grade level mastery.	2017-2022	District and school level administrators, teachers	District Allocation	N/A	<p>Year 1 - Explore current practices/cause analysis</p> <p>Year 2 - Develop district committee to research/visit other districts</p> <p>Year 3 - Develop an implementation plan</p> <p>Year 4 - Implement district-wide</p> <p>Year 5 - Monitor and analyze implementation plan</p> <p style="text-align: center; color: red;">Continue</p>
--	-----------	--	---------------------	-----	--

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

<b>ACTION PLAN FOR STRATEGY #2: Differentiate student learning experiences to increase achievement for all students in all content areas.</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. Implement intentional, research-based instructional strategies.	2017-2022	District and school staff	\$0	N/A	South Carolina 4.0 Evaluation Rubric, lesson plans  <b>Continue</b>
2. Refine and implement benchmark assessments in order to monitor student progress, inform, and adjust instruction.	2017-2022	District and school staff	District Allocation	General Fund	Assessment calendar, data reports  <b>Continue</b>
3. Provide intentional and varied delivery models to facilitate instruction based on content and expected outcomes.	2017-2022	District and school staff	\$0	N/A	South Carolina 4.0 Evaluation Rubrics, Schoology  <b>Continue</b>
4. Provide instructional support for students identified as needing intervention to accelerate learning and decrease their achievement gaps.	2017-2022	District and school staff	District Allocation	Grant Funding/SSIP	RTI record keeping, data/planning meetings, South Carolina 4.0 Evaluation Rubric  <b>Continue</b>

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

5. Provide a rigorous curriculum through the creative use of content that challenges students to think critically and solve problems.	2017-2022	District and school staff	\$0	N/A	Curriculum units, lesson plans, South Carolina 4.0 Evaluation Rubric  Continue
6. Provide intentional and varied use of technology to support, enhance, and increase student learning.	2017-2022	District and school staff, model classroom teachers, technology coaches	District Allocation	General Fund	South Carolina 4.0 Evaluation Rubric,  Teacher self-assessment/TIM  Continue
7. Develop and implement a literacy rich district-wide 3k and 4k curriculum.	2017-2022	District and school staff	District Allocation	General Fund	Year 1 - Explore current curriculum and develop district-wide curriculum units  Year 2 - Implement district-wide curriculum units  Year 3 - Revise and refine district-wide units  Year 4/5 - Implement district-wide units with fidelity  Continue

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

8. Utilize the SSIP Implementation Coach to research and implement a uniform data-based problem solving model. that supports students through tiered instruction and intervention.	2017-2020	SSIP Implementation Coach,	District Allocation	MFS Tier III Funding	Data from implementation of District SSIP plan  <b>Continue</b>
9. Implement a comprehensive progress monitoring system to collect data.	2017-2022	District and school staff	District Allocation	MFS Tier 1 Coordinated Early Intervening Services (CEIS) Funding	Enrich RTI, Data reports from Enrich RTI Data meetings <b>Continue</b>
10. Implement instructional programming for tiered instruction and intervention with universal screenings.	2017-2022	District and school staff	District Allocation	MFS Tier I Coordinated Early Intervening Services (CEIS) funding	iReady Reading Dreambox (expansion) TEACHTOWN <b>Continue</b>

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

<b>ACTION PLAN FOR STRATEGY #3: Provide professional development experiences to ensure that a rigorous curriculum with differentiated instruction is provided to all students.</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 results from district-wide needs assessment to develop personalized learning and training cohorts.	2017-2022	Director of Professional Development and Teacher Evaluation	\$0	N/A	District Needs Assessment Survey  <b>Continue</b>
2. Participate in professional development through a cohort model designed to meet individual teacher and staff needs.	2017-2022	District and school level staff	District Allocation	General fund, Title 2, R2S	Cohort roster, Professional Development calendar, Schoology  <b>Continue</b>
3. Provide professional development to paraprofessionals in areas that will help them assist students in their learning, such as Read to Succeed and Co-Teaching.	2017-2022	District and school level staff	\$0	N/A	Sign-in sheets, instructional materials  <b>Continue</b>

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

<p>4. Participate in additional professional development for teacher effectiveness that ensures all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level, such as</p> <ul style="list-style-type: none"> <li>*the implementation of the SC College and Career Readiness Standards</li> <li>*the SC Teaching Standards Rubric</li> <li>*Read to Succeed *Inclusive co- teaching practices</li> <li>*Blended learning *Curriculum writing</li> <li>*STEAM</li> </ul>	2017-2022	District and school staff, consultants	District Allocation	MFS Tier III CEIS  MFS Tier I CEIS	<p>Sign-in sheets, instructional materials, Professional development calendar</p> <p style="text-align: center; color: red;">Continue</p>
<p>5. Create and monitor a documentation system that ensures all educators participate in a continuous program of learning.</p>	2017-2022	Director of Professional Development and Teacher Evaluation, District Technology	District Allocation	General Fund	<p>Documentation system</p> <p style="text-align: center; color: red;">Continue</p>

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

6. Schedule collaborative planning opportunities for all content areas and departments at the district and school level.	2017-2022	District and school staff	\$0	N/A	Master schedules, grade-level meetings and agendas, District professional development calendar  Continue
--	-----------	---------------------------	-----	-----	--

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

**Performance Goal Area:** School Climate



**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.

By 2021, the percentage of parents who have a positive view of home-school relations will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>DATA SOURCE(s):</b> District Report Card Survey (Question #16)	85.1%	<b>Projected Data</b>	86.1%	87.1%	88.1%	89.1%	90.1%
		<b>Actual Data</b>	77.4				

<b>ACTION PLAN FOR STRATEGY #2.1:</b> Provide a variety of communication resources to enhance home-school relations.					<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. Lyman Elementary will utilize a variety of social media platforms such as Facebook and the D5 Blackboard App	2017-2022	Principal and media specialist	\$0	n/a	Posts on Facebook and Blackboard App, etc. (as applicable)  Continue
2. Lyman Elementary will provide access to the PowerSchool Parent Portal and Schoology.	2017-2022	PowerSchool Administrator	\$0	n/a	Parent Portal and Schoology parent letter distribution  Continue
3. Lyman Elementary will provide opportunities for parents to receive district communications such as D5 Newsletter, D5 Live, BlackBoard Messenger, and Command HQ (this is the automated call system).	2017-2022	Principal, media specialist and PowerSchool Administrator	\$0	n/a	D5 News, Blackboard Messenger, Registration infosnap, Report to the People, School Summary Report, Newsletters  Continue

**Performance Goal Area:** School Climate



**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.

By 2021, the percentage of faculty and staff who have received a minimum three hours of professional development in Compassionate Schools will increase.

**INTERIM PERFORMANCE GOAL:** : Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>DATA SOURCE(s):</b> Principal reported percentage of faculty and staff with three hours or more of training.	10%	<b>Projected Data</b>	25%	40%	55%	65%	75%
		<b>Actual Data</b>	25%				

<b>ACTION PLAN FOR STRATEGY #2.2:</b> Provide professional development on Compassionate Schools.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. The district will provide three-day training for school and district leaders.	2017-2022	Assistant Superintendent	District Allocation	General Fund	Attendance Logs  Continue
2. The district will create a steering committee for implementation.	2017-2022	District task force	\$0	n/a	Timeline, Meeting minutes  Continue
3. The district will offer district cohort for Compassionate School training.	2017-2022	Director of Professional Development	\$0	n/a	D5 Explore  Continue

**Performance Goal Area:** School Climate



**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.

By 2021, the percentage of students who feel safe (from a behavioral standpoint) during the school day will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>DATA SOURCE(s):</b> District Report Card Survey (Question #30 )	93.5%	<b>Projected Data</b>	94%	94.5%	95%	95.5%	96%
		<b>Actual Data</b>	95.4%				

<b>ACTION PLAN FOR STRATEGY #2.3: Create a social/emotional environment where students feel safe.</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. Lyman Elementary will provide updated professional development for Olweus implementation.	2017-2022	School Olweus coordinator (School Counselor)	District Allocation	General Fund	Professional development logs  Continue
2. Lyman Elementary will expand character education program.	2017-2022	Guidance Counselors	\$0	n/a	District character education plan  Continue

**Performance Goal Area:** School Climate

**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.

By 2021, the percentage of teachers reporting that morale is high will improve.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> Teacher Report Card Survey (Question #10)	83.8%	<b>Projected Data</b>	85.8%	87%	88%	89%	90%
		<b>Actual Data</b>	81.4%				

<b>ACTION PLAN FOR STRATEGY 2.4:</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. Lyman Elementary will recognize teachers and staff (such as D5's Finest).	2017-2022	Principal and school staff	\$0	General Fund	Recognition at school and community events  Continue
2. Lyman Elementary will provide leadership opportunities for teacher leaders.	2017-2022	Principal and school staff	\$0	n/a	Various committees  Continue
3. Lyman Elementary will provide opportunities for input and feedback from faculty and staff.	2017-2022	Principal and school staff	\$0	n/a	Surveys for curriculum and cohorts, LPAC meeting agenda, feedback from surveys  Continue

**Performance Goal Area:** Teacher  Quality

**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.

By 2021, the number of unfilled teacher and/or administrator positions at the start of each fiscal year will decrease.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> Number of unfilled certified positions as of July 1	1.4%	<b>Projected Data</b>	1.4%				
		<b>Actual Data</b>	1.4%				

<b>ACTION PLAN FOR STRATEGY #3.1: Recruit the highest quality of certified staff to District 5 Schools of Spartanburg County</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. Provide funding for travel for district administrators to attend college and career fairs	July 2017/May 2022	Superintendent, Personnel Director	District Allocation	General Fund	Travel Request Forms, Record of Contact Made  Continue
2. Participate in the Spartanburg County recruitment day	July 2017/May 2022	Personnel Director PR Director Teacher Forum Principals	District Allocation	General Fund	Number of Registrants Social Media Announcement Record of Contacts made  Continue
3. Pursue diversity in recruiting and hiring.	July 2017/May 2022	Building Administrators	\$0	n/a	HR Records  Continue

**Performance Goal Area:** Teacher Quality

**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.

By 2021, the percentage of teachers returning to District Five each year will increase.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> Teacher Retention Rate as reported on District Report Card.	95.5%	<b>Projected Data</b>	96.9%	97.4%	97.9%	98.4	98.9%
		<b>Actual Data</b>	95.5				

<b>ACTION PLAN FOR STRATEGY #3.2:</b> Providing effective support, evaluation and recognition of exemplary teaching practices.					<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. Provide competitive salaries.	2017-2022	Superintendent School Board	TBD	General/State Funds	District salary scale  <i>Continue</i>
2. Provide resources to support effective performance.	2017-2022	District Administrators, Building Administrators	TBD	General, State Funds	Inventory, purchase orders  <i>Continue</i>
3. Promote professional learning communities.	2017-2022	District Administrators, Building Administrators  Instructional Coaches	TBD	General Fund	sign-in sheets  registrations  Surveys  <i>Continue</i>
4. Participate in differentiated staff development opportunities.	2017-2022	District Administrators, Building Administrators  Instructional Coaches	District Allocation	General Fund	sign-in sheets  registrations  Surveys  <i>Continue</i>

5. Provide content-based instructional support to teachers.	2017-2022	District Administrators, Building Administrators  Instructional Coaches	District Allocation	General Fund	sign-in sheets registrations Surveys Continue
6. Provide district-wide recognition for teachers' service for every five continuous years in District 5(*also included in School Climate).	2017-2022	District Administrators, Building Administrators	District Allocation	General Fund	copies of D5 news board agendas faculty meeting agendas Continue

**Performance Goal Area:** Teacher Quality

**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.

By 2021, the percentage of teachers with a yearly average score of proficient or higher on the SC Teaching Standards 4.0 Rubric will remain at a minimum of 95%.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> Completed teacher evaluations/ observations using the SC Teaching Standards 4.0 Rubric	100%	<b>Projected Data</b>	100%				
		<b>Actual Data</b>	100%				

**Performance Goal Area:** Teacher Quality

**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.

By 2021, the percentage of teachers scoring proficient or higher on the SLO Growth Measures will remain at a minimum of 95%.

**INTERIM PERFORMANCE GOAL:** Meet Annual Targets below.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> Percentage of teachers scoring proficient or higher on the SLO Growth Measures	100%	<b>Projected Data</b>	100%				
		<b>Actual Data</b>	100%				

<b>ACTION PLAN FOR STRATEGY #3.3:</b> Evaluate teachers and administrators to maintain highly qualified and well prepared staff					<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. Train administrators and teachers on implementation of the SC Teaching Standards 4.0 Rubric	2017-2019	State Department,  Director of Teacher Evaluation	\$0	n/a	sign-in from training session, evidence of completion, Certification of Evaluators  <b>Continue</b>
2. Provide opportunities for teachers and administrators to build capacity in classroom instructional practices, for example: D5 Explore, Read to Succeed, Model Classrooms	2017-2022	PD Director,  D5 Explore Facilitators, Building Administrators  Instructional Coaches	District Allocation	General Fund	sign-in from D5 Explore  Registration records  Certificates of completion  <b>Continue</b>
3. Provide PD opportunities that increase teacher use of current data to provide opportunities for differentiation.  <b><i>*The implementation of this action step is found in the student achievement section(s).</i></b>	2017-2022	PD Director  D5 Explore Facilitators, Building Administrators  Instructional Coaches	District Allocation	General Fund	evidence of differentiation, lesson plans, sign-in sheets from PD sessions, PD descriptions/syllabus  <b>Continue</b>

**Performance Goal Area:** Teacher and Administrator Quality

**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.

By 2021, the percentage of principals scoring proficient or higher on the climate and instructional leadership sections of the PADEPP will remain at a minimum of 95%.

	<b>AVERAGE BASELINE</b>		<b>2016–17</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>
<b>DATA SOURCE(s):</b> Percentage of principals scoring proficient or higher on the climate and instructional leadership Sections of PADEPP.	100%	<b>Projected Data</b>	100%				
		<b>Actual Data</b>	100%				

<b>ACTION PLAN FOR STRATEGY #3.4:</b> Evaluate administrators to maintain highly qualified and well prepared staff					<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. Provide a leadership cohort for Assistant Principals.	2017-2022	Assistant Superintendent for Operations and Assistant Principals	District Allocation	General Fund	Agenda Attendance log <i>Continue</i>
2. Provide quarterly PD to Principals in Curriculum and Instruction as well as Operations (e.g. Data Dives, Evaluation Training, etc.)	2017-2022	Principals and District Staff	0	N/A	Agenda <i>Continue</i>

**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.**