SCHOOL RENEWAL PLAN

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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/?y=2017&t=E&d=4205&s=052

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.)

Average Score for Digital Learning on ELEOT observations: 2.17

ELEOT Indicator	Average Score
Learners us digital tools/technology to gather, evaluate, and/or use information for learning.	2.4
Learners us digital tools/technology to conduct research to solve problems and/or create original works for learning	2.0
Learners us digital tools/technology to communicate and/or work collaboratively for learning	2.4

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/
School Report Card: https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=4205&s=052

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

Student Achievement, including sub-groups
Early childhood (K-2)   **This year, administrators at our school used the ELEOT observation instrument in classroom observations in preparation for our upcoming AdvancEd visit. In analyzing the data from these observations, it was determined that more attention is needed in the area of digital learning. Our average score on a 1 – 4 rubric (4 being the highest), was a 2.17 in the area of digital learning. We plan to address this deficit by increasing the numbers of teachers who go through "model classroom" training for using technology and by having more teachers observe in these classrooms.**
Element **This year, administrators at our school used the ELEOT observation instrument in classroom observations in preparation for our upcoming AdvancEd visit. In analyzing the data from these observations, it was determined that more attention is needed in the area of digital learning. Our average score on a 1 – 4 rubric (4 being the highest), was a 2.17 in the area of digital learning. We plan to address this deficit by increasing the numbers of teachers who go through "model classroom" training for using technology and by having more teachers observe in these classrooms.** *ary/Middle (3-5)*
High School (9-12)

Teacher/Administrator Quality

School Climate

Other (Such as district and/or school priorities)
Wellford Academy is helping all students to develop the world class skills and life career characteristics of the profile of the graduate in several different ways. Our district Motto is "Every Child, Every Day". In such, we believe all students should be involved with exceptional learning opportunities in order to prepare them to be successful in life and to be able to be a productive citizens.

The comprehensive needs assessment that was done addressed the following areas: (1) Student Achievement, (2) Teacher and Administrator Quality, and (3) School Climate. For each of these areas, a plan of action has been determined for improvement. Information gained from the school report cards, test results, questionnaires, surveys, community meetings, the school's literacy team (through Read to Succeed), and school personnel meetings was utilized to develop this renewal plan. Strengths, weaknesses and areas that need improving were determined from this information.   Strategies and actions steps were then developed.

Student achievement data has been analyzed over time with emphasis on the most recent SC Ready test and MAP test data. The baseline data comes from the 2016 SC Ready test and MAP results. Wellford has various subgroups that need immediate attention. The most common areas are socio-economic, disability, and race/ethnicity. In addition to ELA and Math we must focus attention on science and social studies as PASS data for these subjects will be included on our school report card. We must be sure that our curriculum and what is actually being taught more than adequately covers South Carolina Standards. In addition, we must be sure that the students in kindergarten through second grade are being prepared for rigorous third grade standards. It is imperative that students be prepared for the rigorous state test administered in third grade so they are also prepared to meet standards as they advance in grades.

In creating our goals for achievement in ELA, our school's literacy team also met to evaluate how we are teaching literacy. A needs assessment was created through grade levels meeting and the literacy team identified as our number one priority in improving our literacy program.

Teacher quality is also being addressed in our plan. Presently 100% of the school's teachers are highly qualified. We must continue to recruit, develop, evaluate and retain teachers. In addition, teachers must continue to grow professionally in order to best serve our students, and must show continuous improvement in SLO growth measures.

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.

At Wellford Academy of Science and Technology, we are committed to continuously improving. We want our students to be well-rounded and be prepared for the world beyond schooling.

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

(* required)

PERFORMANCE GOAL:	
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in grades 3 and 4 scoring on target (met or exceeds) for college and career readiness on SCReady-ELA in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
DATA SOURCE(s):	3rd – 33.8 4th – 36.5	**Projected Data**	3rd – 35.8 4th – 38.5	3rd – 37.8 4th – 40.5	3rd – 39.8 4th – 42.5	3rd – 41.8 4th – 44.5	3rd – 50.0 4th – 50.0
		Actual Data	3rd – 33.3 4th - 38.8				

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

(required)*

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: 　WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in grades 3 and 4 scoring on target (met or exceeds) for college and career readiness on SCReady-Math in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
DATA SOURCE(s):	3rd – 67.5 4th – 55.3	**Projected Data**	3rd – 69.5 4th – 69.5	3rd – 71.5 4th – 71.5	3rd – 73.5 4th – 73.5	3rd – 75.5 4th – 75.5	3rd – 77.5 4th – 77.5
		Actual Data	3rd – 49.4 4th - 41.3				

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

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in grades 3 and 4 scoring on target (met or exceeds) for college and career readiness on SCPass-Science in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
DATA SOURCE(s):	4th – 74.1	**Projected Data**	4th – 75.6	4th – 77.1	4th – 78.6	4th – 80.1	4th – 81.6
		Actual Data	4th - 42.5 *SCPASS Science was recalibrated to new standards in the summer of 2017*				

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

(required)*

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of students in grades 3 and 4 scoring on target (met or exceeds) for college and career readiness on SCPass-Social Studies in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
DATA SOURCE(s):	4th – 91.8	**Projected Data**	4th – 92.3	4th – 92.8	4th – 93.3	4th – 93.8	4th – 94.3
		Actual Data	4th - 91.3				

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

(required)*

PERFORMANCE GOAL:	
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
DATA SOURCE(s):	K5 – 26.8 1st – 23.2 2nd – 35.9	**Projected Data**	K5 – 31.8 1st – 28.2 2nd – 40.9	K5 – 36.8 1st – 33.2 2nd – 45.9	K5 – 41.8 1st – 38.2 2nd – 50.9	K5 – 46.8 1st – 43.2 2nd – 55.9	K5 – 51.8 1st – 48.2 2nd – 60.9
		Actual Data	K5 – 30.2 1st – 26.4 2nd – 25.7				

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

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
DATA SOURCE(s):	K5 – 28.0 1st – 27.3 2nd – 26.9	**Projected Data**	K5 – 33.0 1st – 32.3 2nd – 31.9	K5 – 38.0 1st – 37.3 2nd – 36.9	K5 – 43.0 1st – 42.3 2nd – 41.9	K5 – 48.0 1st – 47.3 2nd – 46.9	K5 – 53.0 1st – 52.3 2nd – 51.9
		Actual Data	K5 – 44.2 1st – 31.9 2nd – 13.8				

ACTION PLAN FOR STRATEGY #1: Use assessment data to guide instruction					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Assess student academic progress through formative and summative measures including: *MAP *Fountas and Pinnell *SCReady *SCPass	2017 – 2022	School level administrators, Teachers	$80,000 for MAP	State funding ($30,000), Local Funding ($50,000)	Assessment calendar Data reports Data meetings
2. Disaggregate assessment data to identify academic needs of all students.	2017 – 2022	School level administrators, Teachers	0	N/A	Data reports Data meetings
3. Participate in professional learning for the analysis, interpretation, and application of assessment data.	2017 – 2022	Teachers	0	N/A	Data Analysis meets Data protocols
4. Change or continue instructional practices based on the analysis of the data.	2017 – 2022	School level administrators Literacy coaches Math coaches	0	N/A	Instructional observations Instructioanl goals SC 4.0 evaluation rubric Technology integration matrix (TIM)

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5. Examine grading practices and the alignment to grade level mastery.	2017 – 2022	School level administrators Teachers	$5,000	N/A	Year 1 – Explore current practices/cause analysis Year 2 – Develop district committee to research/visit other districts Year 3 – Develop an implementation plan Year 4 – Implement District-Wide Year 5 – Monitor and analyze implementation plan.

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ACTION PLAN FOR STRATEGY #2: Differentiate Student learning experiences to increase achievement for all students in all content areas.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement intentional, research-based instructional strategies	2017 – 2022	School staff	0	N/A	SC 4.0 Evaluation rubric Lesson plans
2. Refine and implement benchmark assessments in order to monitor student progress, inform, and adjust instruction	2017 – 2022	School staff	$5,000	General Fund	Assessment calendar Data reports
3. Provide intentional and varied delivery models to facilitate instruction based on content and expected outcomes.	2017 – 2022	School staff	0	N/A	SC 4.0 Evaluation rubric Schoology
4. Provide instructional support for students indentified as needing intervention to accelerate learning and decrease their achievement gaps.	2017 – 2022	School staff	$32,000	Grand Funding	RTI record keeping Data/planning meetings SC 4.0 Evaluation rubric

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5. Provide a rigorous curriculum through the creative use of content that challenges students to think critically and solve problems.	2017 – 2022	School staff	0	N/A	Curriculum units Lesson plans SC 4.0 Evaluation rubric
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	$100,000	General fund	SC 4.0 Evaluation rubric Teacher self assessment/TIM
7. Implement a literacy rich 3K and 4K curriculum	2017 – 2022	District Staff School Staff	$10,000	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
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	$270,000 (Pending Approval)	MFS Tier 3 Funding	Data from implementation of district SSIP plan

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9. Implement a comprehensive progress monitoring system to collect data	2017 – 2022	School staff	$68,000 (Pending approval)	MFS Tier One Coordinated Early Intervening Services (CEIS) Funding	Enrich RTI Data Reports from Enrich RTI Data meetings
10. Implement instructional programming for tiered instruction and intervention with universal screenings	2017 – 2022	School staff	$248,187 (Pending Approval)	MFS Tier One Coordinated Early Intervening Services (CEIS) Funding	iReady Reading Dreambox (expansion) Teachtown

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ACTION PLAN FOR STRATEGY #3: Provide professional development experiences to ensure that a rigorous curriculum with differentiated instruction is provided to all students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Participate in professional development through a cohort model designed to meet individual teacher and staff needs.	2017 – 2022	School staff	$20,000	General fund Title 2 R2S	Cohort roster Professional Development calendar Schoology
2. 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 staff School level staff	0	N/A	Sign-in sheets Instructional materials
3. Provide 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: *the implementation of the SC College and Career Readiness Standards	2017 – 2022	District and school staff Consultants	$36,414 (pending approval) $58,500 (pending approval)	MFS Tier III CEIS MFS Tier 1 CEIS	Sign-in sheets Instructional materials Professional development calendar

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

*the SC Teaching Standards Rubric *Read to Succeed *Inclusive co-teaching practices *Blended learning *Curriculum writing *STEAM *TIM *Universal Design for Learning					
4. Monitor a documentation system that ensures all educators participate in a continuous program of learning.	2017 – 2022	School level administrators	$25,000	General fund	Documentation system
5. Participate in collaborative planning opportunities for all content areas and departments at the district.	2017 – 2022	School staff	0	N/A	Master schedules Grade-level meetings and agendas District professional development calendar

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

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

(* required)

PERFORMANCE GOAL: *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.

	AVERAGE BASELINE		**2016 – 2017**	**2017- 2018**	**2018 – 2019**	**2019-2020**	**2020-2021**
DATA SOURCE(s):	1.4%	**Projected Data**	1.4%	1.0%	1.0%	0.5%	0.0%
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Recruit the highest quality of certified staff to Wellford Academy					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Administrators will attend college and career fairs	2017 – 2022	School level administrators	0	N/A	Travel Requests Record of Contacts made
2. Administrators will participate in the Spartanburg County Recruitment Fair	2017 – 2022	School level administrators	0	N/A	Travel Requests Record of contacts made
3. Diversity in recruiting and hiring	2017 – 2022	School level administrators	0	N/A	HR records

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

(required)*

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2021, the percentage of teachers returning to District Five each year will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Teacher Retention Rate

Average Baseline		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
90.8	Target	90.8	91.8	92.3	92.8	93.3
	Actual Grown	90.4				

ACTION PLAN FOR STRATEGY : Provide effective support, evaluation, and recognition of exemplary teaching practices					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide resources to support effective performance	2017 – 2022	School level administrators	TBA	General State Title One	Inventory Purchase orders
2. Promote professional learning communities	2017 – 2022	School level administrators Instructional coaches	0	N/A	Sign in sheets Registrations Surveys
3. Participate in differentiated staff development	2017- 2022	School level administrators Instructional coaches Teachers	$15,000 a year (see cohorts below)	General fund	Sign in sheets Registrations Surveys
4. Provide content based instructional support to teachers	2017 – 2022	School level administrators Instructional coaches	?	General fund	Sign in sheets Registrations Surveys

5. Provide recognition for teachers' service for every five continuous years in District Five (*Also included in school climate)	2017 – 2022	School level administrators	$200 a year	General fund	Copies of Agenda

Pictures |

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

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
DATA SOURCE(s): SC teaching standards rubric 4.0	100%	Projected Data	100%	95%	96%	97%	98%
		Actual Data	100%				

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

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.

	AVERAGE BASELINE		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
DATA SOURCE(s): **SLO** measures from teachers	100%	**Projected Data**	100%	95%	96%	97%	98%
		Actual Data	100%				

ACTION PLAN FOR STRATEGY: Evaluate teachers and administrators to maintain highly qualified and well prepared staff					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Train teachers on implementation of the SC teaching rubric	2017 – 2019	Director of teacher evaluation	0	N/A	Sign in from training sessions Evidence of completion Certificate of evaluators
2. Participate in opportunities for teachers to build capacity in educational practices; for example D5 explore, model classrooms	2017 – 2022	School level administrators	0	N/A	Sign in form from D5 Explore Registration records Certificates of completion
3. The assistant principal will participate in the district assistant principal cohort	2017 – 2022	School level administrators	0	N/A	Agenda Attendance Log
4. Administrators will participate in professional development, curriculum and instruction, as well as operations (Data dives, Evalulation training, etc.)	2017 – 2022	School level administrators	0	N/A	Agenda

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

(* required)

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
DATA SOURCE(s): **State Surveys**	95.2	**Projected Data**	95.5	95.8	96.1	96.4	96.7
		Actual Data	95.8				

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

(required)*

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.

AVERAGE BASELINE	2016-2017	2017-2018	2018-2019	2019-2020	2020-202
Projected Data		25%	35%	50%	60%
Actual Data 5%	5%				

The above data is the percentage of staff members who have been through Compassionate Schools Training

ACTION PLAN FOR STRATEGY #1: Provide a social/emotional environment where students feel safe.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. The school will provide updated professional development in Olweus implementation	2017 – 2022	Guidance Counselor	0	N/A	Professional development logs
2. The school will implement a character education program	2017 – 2018	Guidance Counselor	0	N/A	Lesson plans
3. The school will implement the district wide character education plan	2017 – 2022	Guidance Counselor	0	N/A	Lesson plans

ACTION PLAN FOR STRATEGY #2: Provide professional development on Compassionate Schools					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Representatives from the school will attend a comprehensive training for school leaders.	2017 – 2022	School level administrators	$0	Local Funds	Attendance log
2. Teachers will participate in the four hour compassionate schools training.	2017 – 2022	School level administrators Teachers	$500	Local Funds	Attendance Log

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

(required)*

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
DATA SOURCE(s): State Teacher Survey	83.7	**Projected Data**	84.2	84.7	85.2	85.7	86.2
		Actual Data	74.3				

ACTION PLAN FOR STRATEGY #4:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. The school will recognize teachers and staff	2017 -2022	School level admnistrators	$500.00	General Fund	Bulletin Boards, notes and emails
2. The staff will be given treats on birthdays and first Fridays	2017 – 2022	Smile Makers' Committee	$500.00	General Fund PTO	pictures

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

(* required)

PERFORMANCE GOAL:	
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

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.