

SCHOOL RENEWAL PLAN

BERRY SHOALS INTERMEDIATE SCHOOL SPARTANBURG COUNTY SCHOOL DISTRICT FIVE

SCHOOL RENEWAL PLAN FOR YEARS: 2017 – 2021

SCHOOL RENEWAL ANNUAL UPDATE FOR: Next update will be 2018 - 2019

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

Rick Eitel		4/18/17
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Scott Turner		4/18/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Chris Sudduth		4/18/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Michael A. Powell		4/18/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Valerie Calsing		4/18/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS & PHONE: 300 Shoals Road
Duncan, SC 29334
(864) 949-2300

PRINCIPAL'S EMAIL ADDRESS: michael.powell@spart5.net

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

<u>POSITION</u>	<u>NAME</u>
PRINCIPAL	Michael A. Powell
TEACHER	Chrystal Phillips
PARENT/GUARDIAN	Austin Barnett
COMMUNITY MEMBER	Ginger McGarity
SCHOOL IMPROVEMENT COUNCIL	Chris Sudduth
READ TO SUCCEED READING COACH	Valerie Calsing
SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Valerie Calsing
SCHOOL READ TO SUCCEED LITERACY LEADERSHIP	Lisa Wallis
OTHER	Dena Wade Ron Wade Lesa White Freddy Coan

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM

<u>POSITION</u>	<u>NAME</u>
READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD AND COACH	Valerie Calsing
TEACHER	Jennifer Adair
LIBRARIAN	Tina Cantrell
TEACHER	Andrea Forringer
GUIDANCE COUNSELOR	Amy Kitts
TEACHER	Joy Michaelson
TEACHER	Nancy Pace
PRINCIPAL	Michael Powell
TEACHER	Nancy Smith
PARENT	Dena Wade
ASSISTANT PRINCIPAL	Lisa Wallis

ASSURANCES FOR SCHOOL PLAN

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

✓ **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).

✓ **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).

✓ **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 children’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 opportunities to participate with 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.

✓ **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*.

✓ **Technology**

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

✓ **Innovation**

The District uses innovation funds for innovative activities to improve student learning and to accelerate performances of all students. It provides a good example of the use of innovation funds.

✓ **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).

✓ **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.

✓ **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.

✓ **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 these levels and each student's social and cultural context.

✓ **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 their education (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 is generally 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 own literacy skills and education to provide them a way to recover from dropping out of school; and identify potential developmental delays in preschool children by developmental screening.

✓ **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 not limited to, the following personal or family situation(s): Educational level(s) of parent(s) 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.

√ **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.

TABLE OF CONTENTS
SCHOOL RENEWAL PLAN 2017

Cover Pagei

Stakeholder Involvementii

Assurancesiii, iv

Table of Contentsv

Executive Summary of Needs Assessment Findingsvi, vii

Mission, Vision, and Beliefs.....viii

Student Achievement1 - 07

Teacher/Administrator Quality08 - 12

School Climate.....13 - 16

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

During the spring semester of 2017, upon the completion of the District Five Schools of Spartanburg County strategic planning process, personnel at Berry Shoals Intermediate School began the process of strategic planning at the school level. We began by creating three action teams of stakeholders to complete a school-specific needs assessment that aligned with the school district's strategic plan. Each action team included faculty, staff, paraprofessionals, school administrators, parents on the School Improvement Council (SIC), the Parent Teacher Organization (PTO), and additional community members. The needs assessment addressed the following areas: (1) Student Achievement in Grades Five and Six, (2) Teacher/Administrator Quality, and (3) School Climate. Although District Priority is an area that is addressed in the district's plan, it is not part of our school plan. Strengths, weaknesses, and areas that need improvement were targeted by using information gained from the school report card issued by the State of South Carolina, standardized tests data, state-generated surveys and questionnaires, the school district's strategic plan, PTO and SIC meetings, and school personnel meetings. Using the data, the action teams developed the strategies that supported each performance target, as well as outlined a series of specific action steps to provide direction and focus for reaching each five-year goal in the 2017 strategic plan.

Student Achievement data has been analyzed with emphases on the 2015-2016 SC Ready ELA and Math tests results, as well as from the 2015-2016 South Carolina Palmetto Achievement of State Standards (PASS) tests in Science and Social Studies. The SC READY assessments are aligned to the new South Carolina College and Career Ready curriculum standards and assess student achievement in English Language Arts (Writing and ELA) and mathematics. All tests are administered online. Test items range from multiple choice questions to extended response items, as well as a Text Dependent Analysis response. For the SC Ready test data, with 2015-2016 being the first time that this assessment has been administered, the baseline data that was used was from our first year of results. For the SCPASS data, our baseline was also taken from the 2012-2016 SC PASS tests results.

In reference to the SC Ready test, the number of students who "Meets or Exceeds" the state's standard averages between the 47th and 49th percentiles in ELA and the 53rd percentile in Math. We want to remain above our standard baseline, or better, in the "Meets and Exceeds" category, while being able to show continuous improvement over the next five years. This data is reported year to year to show instructional improvement as a result of our action steps. In addition, for the first time, this strategic plan will also measure student cohort data from year to year (reported diagonally from grade to grade and year to year, in order to measure student cohort growth over time.

From our Science and Social Studies SCPASS testing, since student growth cannot be measured from this assessment, the data is reported year to year to show instructional improvement over five years as a result of our strategies and action steps. Scores in science range between the 71st and 81st percentiles, and scores in social studies range between the 81st and 90th percentiles.

Although Berry Shoals is continually awarded the Palmetto Gold Award for high academic achievement, the comprehensive data analysis shows achievement gaps with our historically underachieving populations. Our data analysis also shows the need for greater rigor in our curriculum to meet the needs of our high-achieving students. The strategies and their actions

Executive Summary (Continued)

were selected to not only target and close our achievement gap, but to also further individualize instruction to meet students' needs, regardless of their levels of achievement. We will also focus on achieving blended learning into our classrooms through the use of technology and other tools that will help our students to engage in their learning. Finally, we will concentrate on connecting our instruction in all areas to the South Carolina College and Career Ready Standards, as well as the skills identified in the Profile of the South Carolina High School Graduate.

Teacher Quality is also addressed in the school's action plan. As directed by our school district's renewal plan, our school will continue to recruit and hire the highest quality of certified staff. Presently, there are eight teachers who have already retired and have been rehired as at-will employees, and these teachers will need to be replaced in the near future. Having the highest quality teachers is the hallmark of Berry Shoals, so we will work to continue to maintain our baseline of 100% highly qualified teachers and paraprofessionals. In addition, our district and school will provide teacher-selected professional development that is based on the needs of our staff and students, as well as further develop and refine our instructional practices as guided by the SC Teaching Standards 4.0 Rubric.

School Climate is addressed in this plan by addressing the following goals: (1) increasing home-school relations, (2) providing 100% of the faculty with Compassionate Schools professional development, (3) increasing the percentage of parents, students, and teachers who indicate that they are satisfied with the safety of the school, and (4) continuing to promote a positive school climate and excellent teacher morale. Although we consider the school climate at Berry Shoals to be one of our hallmarks of excellence, we want to continue to improve in our areas of weaknesses, especially in increasing the perception of safety in the building.

MISSION, VISION, AND BELIEFS

In District Five Schools of Spartanburg County, we strive to meet the needs of “Every child, every day.” While this is a simple motto, it is not a simple task. Indeed, it is a mammoth undertaking that is courageously accepted by over nine hundred employees on a daily basis. Pride runs high in District Five, and even though our twelve schools have won numerous awards over the years, our mission is not about awards. It is about our children.

As a result of the assessment of needs, our steering committee revisited the district’s mission, vision, and beliefs. Given the option to reaffirm, update, or rewrite, the steering committee opted to update the district’s mission, vision, and beliefs.

Mission

The mission of Spartanburg District Five Schools is to provide every student quality educational experiences in a safe, nurturing, and engaging environment.

Vision

Spartanburg District Five Schools’ vision is to provide exemplary opportunities and pursue academic excellence to improve the quality of life for our students and communities.

Beliefs

Spartanburg Five’s beliefs are clearly focused on helping children with their personal and academic development by equipping them with the necessary tools to develop world class knowledge and skills, and life and career characteristics to succeed in a competitive global marketplace. We believe that:

- Children are our most valuable resource.
- Public education is essential for our society.
- Integrity is the basis of good character.
- Excellence is achievable.
- Mutual respect is an expectation.
- Knowledge empowers.
- Diversity strengthens.
- Family is the foundation of society.
- Children need positive role models.
- Attitude makes a difference.
- Learning is a lifelong process.
- Personal responsibility serves the common good.
- Perseverance, work ethic, and interpersonal skills pave pathways to success.
- Creativity and innovation are valued.
- Stewardship of resources maintains trust.

Performance Goal Area	K-8 Student Achievement					
Performance Goal 1 (Desired Result of Student Learning)	College and career readiness and achievement of students in Grades Five and Six will continuously improve, as indicated by formative and summative assessment data. *The school is focusing on both year to year and cohort growth (measured on the diagonal).					
Interim Performance Goal 1.1	By 2021, the percentage of students in Grades Five and Six scoring on target (Meets or Exceeds) for college and career readiness on SC Ready-ELA in 2017 will increase based on the measurable targets below:					
Data Sources	SC Ready-ELA					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Grade Five SC Ready- ELA Performance	49.7	52.7	55.7	58.7	61.7	64.7
Grade Six SC Ready-ELA Performance	47.1	50.7	55.7	58.7	61.7	64.7

Performance Goal Area	K-8 Student Achievement					
Performance Goal 1	College and career readiness and achievement of students in Grades Five and Six will continuously improve, as indicated by formative and summative assessment data. **The school is focusing on both year to year and cohort growth (measured on the diagonal).					
Interim Performance Goal 1.2	By 2021, the percentage of students in Grades Five and Six scoring on target (Met or Exceeds) for college and career readiness on SC Ready-Math in 2017 will increase based on the measurable targets below:					
Data Sources	SC Ready-Math					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Grade Five SC Ready Math Performance	53.7	57.7	61.7	65.7	69.7	73.7
Grade Six SC Ready Math Performance	52.2	57.7	61.7	65.7	69.7	73.7

Performance Goal Area	K-8 Student Achievement					
Performance Goal 1	College and career readiness and achievement of students in Grade Five and Six will continuously improve, as indicated by formative and summative assessment data.					
Interim Performance Goal 1.3	By 2021, the percentage of students in Grades Five and Six scoring on target (Met or Exemplary) for college and career readiness on Palmetto Assessment of State Standards-Science in 2017 will increase 1.5% yearly based on the measurable targets below:					
Data Sources	Palmetto Assessment of State Standards (PASS)-Science					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Grade Five SCPASS-Science Performance	81.2	82.7	84.2	85.7	87.2	88.7
Grade Six SCPASS-Science Performance	71.1	72.6	74.1	75.6	77.1	78.6

Performance Goal Area	K-8 Student Achievement					
Performance Goal 1	College and career readiness and achievement of students in Grades Five and Six will continuously improve, as indicated by formative and summative assessment data.					
Interim Performance Goal 1.4	By 2021, the percentage of students in Grades Five and Six scoring on target (Met or Exemplary) for college and career readiness on Palmetto Assessment of State Standards-Social Studies in 2017 will increase by 1.5% yearly based on the measurable targets below:					
Data Sources	Palmetto Assessment of State Standards (PASS)-Social Studies					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Grade Five SCPASS Social Studies Performance	81.2	82.7	84.2	85.7	87.2	88.7
Grade Six SCPASS Social Studies Performance	90.0	91.5	93.0	94.5	96.0	97.5

STRATEGY No. 1.1: Use assessment data to guide instruction.

ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.1.1 Assess student academic progress through formative and summative measures including *MAP, *Fountas & Pinnell, *SC Ready, and *SCPASS	2017-2021	District Administrators School Administrators Teachers	District	District	Assessment Calendar Data Reports Data Meetings
1.1.2 Disaggregate assessment data to identify academic needs of all students.	2017-2021	District Administrators School Administrators Teachers	\$0	N/A	Data Reports Data Meetings
1.1.3 Provide professional learning for the analysis, interpretation and application of assessment data.	2017-2021	District Administrators School Administrators Literacy Coaches Math Coaches	\$0	N/A	Data Analysis Meetings Data Protocols
1.1.4 Change or continue instructional practices based on the analysis of the data.	2017-2021	District Administrators School Administrators Literacy Coaches Math Coaches	\$0	N/A	Instructional Observations Instructional Goals South Carolina 4.0 Evaluation Rubric Technology Integration Matrix (TIM)
1.1.5 Examine grading practices and the alignment to grade level mastery.	2017-2021	District Administrators School Administrators Teachers	District	N/A	Year 1 - Explore current practices or cause analysis Year 2 - Develop district committee to research/visit other districts Year 3 - Develop implementation plan Year 4 - Implement plan district-wide Year 5 - Monitor and analyze plan

STRATEGY No. 1.2: Differentiate student learning experiences to increase achievement for all students in all content areas.

ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.2.1 Implement intentional, research-based instructional strategies.	2017-2021	District Staff School Staff	\$0	N/A	South Carolina 4.0 Evaluation Rubric Lesson Plans
1.2.2 Refine and implement benchmark assessments in order to monitor student progress, inform, and adjust instruction.	2017-2021	District Staff School Staff	District	General Fund	Assessment Calendar Data Reports
1.2.3 Provide intentional and varied delivery models to facilitate instruction based on content and expected outcomes.	2017-2021	District Staff School Staff	\$0	N/A	South Carolina 4.0 Evaluation Rubrics Schoolology
1.2.4 Provide instructional support for students identified as needing intervention to accelerate learning and decrease their achievement gaps.	2017-2021	District Staff School Staff	District	Grant Funding/SSIP	RTI Record Keeping Data/Planning Meetings South Carolina 4.0 Evaluation Rubric

STRATEGY No. 1.2: Differentiate student learning experiences to increase achievement for all students in all content areas.

ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.2.5 Provide a rigorous curriculum through the creative use of content that challenges students to think critically and solve problems.	2017-2021	District Staff School Staff	\$0	N/A	Curriculum Units Lesson Plans South Carolina 4.0 Evaluation Rubric
1.2.6 Provide intentional and varied use of technology to support, enhance, and increase student learning.	2017-2021	District Staff School Staff Model Classroom (Teachers) Technology Coaches	District	General Fund	South Carolina 4.0 Evaluation Rubric Teacher Self- Assessment/TIM
1.2.7 Utilize the SSIP Implementation Coach to research and implement a uniform data-based problem solving model that supports students through tiered instruction and intervention.	2017-2021	SSIP Implementation (Coach)	District	MFS Tier III Funding	Data from Implementation of District SSIP Plan
1.2.8 Implement a comprehensive progress monitoring system to collect data.	2017-2021	District Staff School Staff	District	MFS Tier I Coordinate d Early Intervening Services (CEIS) Funding	Enrich RTI Data Reports from Enrich RTI Data Meetings
1.2.9 Implement instructional programming for tiered instruction and intervention with universal screenings	2017-2021	District Staff School Staff	District	MFS Tier I Coordinate d Early Intervention Services (CEIS) Funding	iReady Dreambox (expansion) TEACHTOWN

STRATEGY No. 1.3: Provide professional development experiences to ensure that a rigorous curriculum with differentiated instruction is provided to all students.

ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.3.1 Analyze results from district-wide needs assessment to develop personalized learning and training cohorts.	2017-2021	Director of Professional Development and Teacher Evaluation	\$0	N/A	District Needs Assessment Survey
1.3.2 Provide professional development through a cohort model designed to meet individual teacher and staff needs.	2017-2021	District Staff School Staff	District	General Fund Title 2 R2S	Cohort Roster Professional Development Calendar Schoology
1.3.3 Provide professional development to paraprofessionals in areas that will help them assist students in their learning, such as Read to Succeed and Co-Teaching.	2017-2021	District Staff School Staff	\$0	N/A	Sign-In Sheets Instructional Materials
1.3.4 Provide additional professional development for teacher effectiveness that ensures all students to have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level, such as: *Implementation of the SC College and Career Readiness Standards 1.3.4 (Continued) *SC Teaching Standards'	2017-2021	District Staff School Staff Consultants	District District	MFS Tier III CEIS MFS Tier I CEIS	Sign-In Sheets Instructional Materials Professional Development Calendar

Rubric *Read to Succeed *Inclusive Co-Teaching Practices *Blended Learning *Curriculum Writing *STEAM *TIM *Universal Design for Learning					
1.3.5 Create and monitor a documentation system that ensures all educators to participate in a continuous program of learning	2017-2021	Director of Professional Development and Teacher Evaluation District Technology Team	District	General Fund	Documentation System
1.3.6 Schedule collaborative planning opportunities for all content areas and departments at the district and school levels.	2017-2021	District Staff School Staff	\$0	N/A	Master Schedules Grade-Level Meetings Agendas District's Professional Development (Calender)
1.3.7 Evaluate the impact of district professional development initiatives.	2017-2021	District Staff School Staff	\$0	N/A	Cohort Participant Session Evaluations Conferencing for SLO/Analysis of Student Learning Objective Outcomes SC 4.0 Evaluation Rubric

Performance Goal Area	Teacher Quality					
Performance Goal Area 3	The district will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.					
Interim Performance Goal 3.1	The number of unfilled teacher and/or administrator positions at the start of each fiscal year will decrease from TBD to TBD.					
Data Sources	Personnel Records					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Number of unfilled certified positions as of July 1.	TBD	TBD	TBD	TBD	TBD	TBD

STRATEGY 3.1: Recruit the highest quality of certified staff to District 5 Schools of Spartanburg County					
ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.1.1 Provide opportunities for administrators and teachers to attend college and career fairs.	2017-2021	Superintendent Personnel Director Principals	\$0	N/A	Travel Request Forms Records of Contacts Made
3.1.2 Participate in the Spartanburg County Recruitment Day.	2017-2021	Personnel Director PR Director Teacher Forum Principals	\$0	N/A	Number of Registrants Social Media Announcements Records of Contacts made
3.1.3 Pursue diversity in recruiting and hiring.	2017-2021	Building Administrators	\$0	N/A	HR Records

Performance Goal Area	Teacher Quality					
Performance Goal 3	The district will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.					
Interim Performance Goal 3.2	The percentage of teachers returning to District Five each year will increase from 91.2% to 93.7% from 2017-2022.					
Data Sources	Teacher Retention Rate as reported on District Report Card.					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Teacher Retention Rate	91.2	91.7	92.2	92.7	93.2	93.7

STRATEGY 3.2: Providing effective support, evaluation and recognition of exemplary teaching practices.					
ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.2.1 Provide resources to support effective performance.	2017-2021	District/Building Administrators	\$0	N/A	Inventory Purchase Orders
3.2.2 Promote professional learning communities.	2017-2021	District/ Building Administrators Instructional Coaches	\$0	N/A	Sign-in Sheets Registrations Surveys
3.2.3 Provide differentiated staff development opportunities.	2017-2021	District/Building Administrators Instructional Coaches	\$0	N/A	Sign-in sheets Registrations Surveys
3.2.4 Provide content-based instructional support to teachers.	2017-2021	District/Building Administrators Instructional Coaches	\$0	N/A	Sign-in sheets Registrations Surveys
3.2.5 Provide school-wide recognition for teachers' service for every five continuous years in District 5 (*also included in School Climate).	2017-2021	District/Building Administrators	\$0	N/A	Copies of D5 news Board Agendas Faculty Meeting Agendas

Performance Goal Area	Teacher Quality					
Performance Goal 3	The district will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.					
Interim Performance Goal 3.3.1	The percentage of teachers with a yearly average score of proficient or higher on the SC Teaching Standards 4.0 Rubric will increase from TBD to TBD between 2016-2017 and 2020-2021.					
Data Sources	Completed teacher evaluations/observations using the SC Teaching Standards 4.0 Rubric					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage of teachers scoring proficient or higher on the SC Teaching Standards 4.0 Rubric	TBD	N/A	TBD	TBD	TBD	TBD

Performance Goal Area	Teacher Quality					
Performance Goal 3	The district will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.					
Interim Performance Goal 3.3.2	The percentage of teachers scoring proficient or higher on the SLO Growth Measures will increase from TBD to TBD between 2016-2017 and 2020-2021.					
Data Sources	SLO Growth Measures					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage of teachers scoring proficient or higher on the SLO Growth Measures	TBD	N/A	TBD	TBD	TBD	TBD

Performance Goal Area	Administrator Quality					
Performance Goal 3	The district will continuously improve teacher and administrator quality by recruiting, developing, evaluating, and retaining teachers and administrators.					
Interim Performance Goal 3.3.3	The percentage of principals scoring proficient or higher on the management, climate and instructional leadership sections of the PADEPP will increase from TBD to TBD between 2016-2017 and 2020-2021.					
Data Sources	PADEPP Rating System					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage of principals scoring proficient or higher on the management, climate, and instructional leadership section of the PADEPP	TBD	TBD	TBD	TBD	TBD	TBD

STRATEGY 3.3: Evaluate teachers and administrators to maintain highly qualified and well prepared staff					
ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.3.1 Train administrators and teachers on implementation of the SC Teaching Standards 4.0 Rubric.	2017-2019	Principals State Department Director of Teacher Evaluation	\$0	N/A	Sign-in sheets Certification of Evaluators
3.3.2 Provide opportunities for teachers and administrators to build capacity in classroom instructional practices, for example: D5 Explore, Read to Succeed, and Model Classrooms.	2017-2021	PD Director D5 Explore Facilitators Building Administrators Instructional Coaches	District	General Fund	Sign-in sheets (D5 Explore) Registration Records Certificates of Completion
3.3.3 Provide PD opportunities that increase teacher use of current data to provide opportunities for differentiation.	2017-2021	PD Director D5 Explore Facilitators Building Administrators Instructional Coaches	District.	General Fund	Evidence of differentiation Lesson Plans Sign-in sheets (PD sessions) PD Descriptions/Syllabus

3.3.4 Administrators will be offered the opportunity to attend the SCASA Summer Leadership.	2017-2021	Principals	District	General Fund	SCASA Registration
3.3.5 Principals will participate in PADEPP Evaluation and provided w/feedback.	2017-2021	Superintendent Principals	\$0	N/A	PADEPP Evaluation Feedback Form
3.3.6 Provide a leadership cohort for Assistant Principals.	2017-2021	Assistant Superintendent for Operations Assistant Principals	District	General Fund	Agenda Attendance Log
3.3.7 Provide quarterly PD to Principals in Curriculum, Instruction, and Operations	2017-2021	Principals District Staff	\$0	N/A	Agenda

Performance Goal Area	School Climate					
Performance Goal 4	The school will provide an environment where every individual is engaged, valued, and safe.					
Interim Performance Goal 4.1	The percentage of parents who have a positive view of home-school relations will increase from 78.9% to 84.9%.					
Data Sources	School Parent Survey (Question #16)					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
School Parent Survey	78.9%	80.1%	81.3%	82.5%	83.7%	84.9%

STRATEGY No. 4.1: Provide a variety of communication resources to enhance home-school relations.					
ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4.1.1 The school will utilize social media platforms such as Facebook and the school webpage.	2017-2021	Building Administrator School Staff	\$0	n/a	Posts on Facebook School Webpage, etc. (as applicable)
4.1.2 The school will promote access to the PowerSchool Parent Portal and Schoology.	2017-2021	Building Administrator School Staff	\$0	n/a	Parent Portal Schoology Parent Letter Distribution
4.1.3 The school will provide opportunities for parents to receive multiple forms of school communication.	2017-2021	Building Administrator School Staff	\$0	n/a	Hall & Classroom Newsletters Text Messages (rainedout.com) School Electronic Marquee Messages Blackboard Messenger Invitations to the School School Summary Report Newsletters

Performance Goal Area	School Climate
Performance Goal 4	The school will provide an environment where every individual is engaged, valued, and safe.
Interim Performance Goal 4.2	The percentage of faculty and staff who have received a minimum of three hours of professional development in Compassionate Schools will increase from 3 % to 100%.
Data Sources	The principal reported the percentage of faculty and staff with three hours or more of training.

OVERALL MEASURES

Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Percentage of faculty and staff with three hours or more of training.	3%	6%	100%	100%	100%	100%

STRATEGY No. 4.2: Provide a variety of communication resources to enhance home-school relations.

ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4.2.1 Teachers and staff will be provided 3 hours of training in Compassionate Schools.	2017-2021	Building Administrators Guidance	\$0	N/A	Attendance Logs

Performance Goal Area	School Climate					
Performance Goal 4	The school will provide an environment where every individual is engaged, valued and safe.					
Interim Performance Goal 4.3	The percentage of students who feel safe (from a behavioral standpoint) during the school day will increase from 90.9% to 95%.					
Data Sources	School Student Survey (Question #30)					
OVERALL MEASURES						
Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
School Student Survey	90.9%	91.72%	92.54%	93.36%	94.18%	95%

STRATEGY No. 4.3: Create a social/emotional environment where students feel safe.					
ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4.3.1 The school will provide updated professional development for Olweus implementation.	2017-2021	School Olweus Coordinator	\$0	N/A	Professional Development Logs
4.3.2 The school will participate on a taskforce to develop a consistent district-wide character education program.	2017-2018	Guidance Counselors	\$0	N/A	District Character Education Plan

Performance Goal Area	School Climate
Performance Goal 4	The school will provide an environment where every individual is engaged, valued, and safe.
Interim Performance Goal 4.4	The percentage of teachers reporting that morale is high will improve from 97.7% to 97.95%
Data Sources	School Teacher Survey (Question #10)

OVERALL MEASURES

Measure	Average Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
School Teacher Survey	97.7%	97.75%	97.8%	97.85%	97.9%	97.95%

STRATEGY No. 4.4: Provide opportunities for improved teacher and staff morale

ACTION STEP	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4.4.1 The school will recognize staff accomplishments	2017-2021	School Administration	\$1000.00	General Fund	Faculty Meetings Teacher Gatherings Social Media
4.4.2 The school will provide leadership opportunities for Teachers of the Year.	2017-2021	School Administration	\$0	N/A	Facilitators Committee Chairs
4.4.3 The school will provide opportunities for input and feedback from the staff.	2017-2021	School Administration	\$0	N/A	Principal's open door policy. Grade-level conversations Email