

SCHOOL RENEWAL PLAN

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Read to Succeed

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card:

[BSI 2018 School Report Card](#)

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

Student Achievement Data

- [D2 SC-READY Elementary ELA 3-Year](#)
- [D2 SC-READY Elementary Math 3-Year](#)
- [D2 2018 SC-READY Mean Scores](#)
- [D2 Spring 2017 MAP](#)
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- [BSI 2017 School Report Card](#)
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Teacher / Administrator Quality Data

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School Climate Data

- [2017-18 BSI Parent Survey - SDE](#)
- [2017-18 BSI Teacher Survey - SDE](#)
- [2017-18 BSI Student Survey](#)
- [17-18 BSI Discipline Data/PowerSchool Incident Report](#)

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

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

Student Achievement, including sub-groups
<i>Early Childhood/Primary (PK–2):</i>
<i>Elementary/Middle (3–8):</i> <ul style="list-style-type: none">• Our 2018 School Report Card indicates a score of 59 (Good). A review of the indicators indicates that of the five scored areas, one scored “Unsatisfactory”, one scored “Good” while two scored “Average” and one scored “Excellent”. Further analysis of the scored areas allows the staff to understand where we stand and make a plan for gaining points in those areas.• Achievement and growth in ELA and Math will account for 70% on the new ESSA School Report Card at the Elementary Level. Based on our team’s review, we found the need to continue to focus on differentiation of the standards for all students using Guided Reading/Guided Math and adaptive digital software to personalize student learning. We will also need to continue to track data longitudinally by subject, student group, and teacher in order to address areas of concern. We will focus on increasing the number of students scoring Meets/Exceeds on SCREADY ELA/Math.• A review of our EVAAS Growth on the 2018 School Report Card indicates a score of “Excellent” – our highest scoring indicator on the report card. Students in the All Students, Lowest 20%, and Pupils in Poverty, ELL, and Students with disabilities subgroups all showed Above Average to Most Effective Growth (i.e., moderate to significant evidence that the students made more progress than the Growth Standard). There is a need to grow in the area of “Students with Disabilities”.• ELA data continues to trend lower than math data. With the implementation of TLTs we have seen improvements. We have the need to revisit student engagement during independent reading and examine guided reading stations for standards alignment and rigor. We also need to continue to share best practices from areas in which there is high achievement.• Achievement in Social Studies counts 10% on the new ESSA School Report Card. A review of SCPASS Social Studies data revealed that 71% of our students are Met or Exemplary. This an area for growth. We will continue to review the 5th grade social studies curriculum and individual teacher data. We will also look for ways to integrate social studies into our ELA curriculum.•
<i>High School (9–12):</i>

Teacher/Administrator Quality

- After reviewing teacher endorsement for the Read to Succeed Act, we have discovered a need to increase the number of teachers who have met the requirements. Currently we have 77% percent of our teachers who have completed their first round of training or reached certification requirements for R2S endorsement. We realize that it is important for all teachers to integrate reading throughout all subjects. As we work to increase the percentage of R2S endorsed teachers, this will help all teachers recognize their responsibility for showing students discipline specific literacy skills as a tool for assessing content and incorporating reading strategies when they fit within their curriculum. We realize that constructing knowledge requires skills that go much deeper than teaching students to employ reading strategies or select answers on tests.
- It is also important that teachers themselves are life-long learners, and that they are seeking new strategies to help their students become college and career ready. Currently, 57% of our teachers have advanced degrees and we recognize that we need to increase the number of our staff members that hold degrees above their bachelors. With District 2 providing the opportunity for teachers to acquire a master's degree or master's plus thirty at a nominal cost, we believe this will encourage teachers to continue growth in their profession.

School Climate

- We always want our school to be viewed by our community as a school that is a welcoming and inviting place where all children feel safe and secure. Based on our annual PowerSchool Incident Report, we had 486 referrals and we recognize that there is the need to decrease our discipline referrals with a focus on PBIS and leadership skills. We are implementing a series of new positive behavior incentives to encourage students to exemplify great character. With more focus on positive behavior and a focus on teacher/student relationships we believe this will help to decrease the amount of discipline referrals.
- We recognize the importance of and greatly value our home school relationship. We want all of our parents to feel welcome at our school. Based on the 17-18 SCDE Parent Survey 50% of our parents state that they are satisfied with the home school relations and we recognize this as an area we can grow in. We strive to plan events that invite parents to their children's school home. We have such events as: Muffins for Moms, Goodies with Grandparents, Art Show, Doughnuts for Dads, Parent Lighthouse Team and quarterly awards recognition programs are a few of the event that we have planned to increase parent home-school relations.

Other (such as district and/or school priorities)

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL #1:

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.

PERFORMANCE GOAL #1:

The percentage of students in grades 3-5 who score “Meets” and “Exceeds” on SC-Ready ELA will increase from **44.5%** in 2017-18 to 54% in 2022-23, as measured by the ESSA School Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC-Ready ELA scores	44.5%	Projected Data	46%	48%	50%	52%	54%
		Actual Data	n/a				

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Independent reading is addressed and required daily.	2018 - 2023	Administration Literacy Coach Teachers	\$0	n/a	Continue
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	2018 - 2023	Administration Literacy Coach Teachers	\$2000.00	School Instructional Funds	Continue
3. Reading Club is available for students performing at the threshold of approaching grade-level standards using NWEA MAP scores, iReady performance and Fountas and Pinnell benchmarking.	2018 - 2023	Administration Literacy Coach Interventionist	\$0.00	n/a	Continue
4. Reading Engagement is being addressed through multiple avenues including Readers as Leaders, Book Talks @ Lunch, Classroom	2018 - 2023	Administration Literacy Coach	\$200.00	School Instructional Funds	Continue

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Engagement Inventories etc.					

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ACTION PLAN FOR STRATEGY #2: Support reading instruction in all classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy coach will provide professional development on best practices in literacy for teachers.	2018 - 2023	Administration Literacy Coach	\$0	n/a	Continue
2. Encourage participation in district offered Read to Succeed classes for teachers that promote reading and writing across the curriculum.	2018 - 2023	Administration DO Staff Literacy Coach	\$0	n/a	Continue
3. Guided Reading stations will focus on student needs and grade-level expectations.	2018 - 2023	Administration DO Staff Literacy Coach Teachers	\$200.00	School Instructional Funds	Continue
4. ELA Advisory Team member will regularly share best practices with staff.	2018 - 2023	ELA Advisory Team Representative	\$0	n/a	Continue

ACTION PLAN FOR STRATEGY #2: Support reading instruction in all classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Literacy Coach will offer voluntary, teacher requested after-school PD sessions.	2018 – 2023	Literacy Coach Teachers	\$0	n/a	Continue
6. Teachers will have the opportunity to attend Reading / ELA conferences in order to gain content knowledge and instructional strategies	2018 – 2023	Administration Teachers	\$1500.00	Staff Development Funds/School Funds	Continue

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 #2:

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

SMART goal must include:

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

PERFORMANCE GOAL #2:

The percentage of students in grades 3-5 who score “Meets” and “Exceeds” on SC-Ready Math will increase from 56% in 2017-18 to 66% in 2022-23, as measured by the ESSA School Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC-Ready Math scores	56%	Projected Data	58%	60%	62%	64%	66%
		Actual Data	n/a				

ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers, improve the framework and curriculum guides for math instruction, and use diagnostic data to monitor and adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Math coach will offer personalized monthly PD based on individual school needs.	2018 – 2023	Administration Math Coach	\$0	n/a	Continue
2. Guided Math stations will focus on student needs and grade-level expectations.	2018 – 2023	Math Coach Teachers	\$200.00	School Instructional Funds	Continue
3. Utilize the Design in Five and High Impact Teams processes to strengthen 5 th grade classroom instruction.	2018 – 2023	Administration DO Staff Math Coach Teachers	\$0	n/a	Continue
4. Math Advisory Team member will regularly share best practices with staff.	2018 – 2023	Math Advisory Team Representative	\$0	n/a	Continue

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

ACTION PLAN FOR STRATEGY #2: Continue to provide supplemental student support services to enhance learning and complement classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize district/school digital tools and software (e.g., iReady, Conn Academy) to provide standards-based, differentiated instruction based on student needs.	2018 – 2023	Administration Math Coach Teachers	\$2500.00	District Funds	Continue
2. Conduct teacher training of supplemental materials	2018 – 2023	DO Staff Math Coach	\$500.00	District Funds	Continue
3. Morning Math Lab is available to students who score Not Met/Approaching on SCREADY and lowest 25% on NWEA MAP. Additional spaces are provided to students who show interest in practicing math skills.	2018 – 2023	Administration Math Coach Teachers	\$0	n/a	Continue

ACTION PLAN FOR STRATEGY #2: Continue to provide supplemental student support services to enhance learning and complement classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Math coach will model lessons in the classrooms utilizing implementation of supplemental material to support teachers and student growth.	2018 – 2023	Math Coach	\$0	n/a	Continue
5. Weekly Problem Solving are opportunities for students to practice math fluency.	2018 – 2023	Math Coach Teachers	\$200.00	Local Funds	Continue
6. Teachers will have the opportunity to attend Math conferences in order to gain content knowledge and instructional strategies	2018 – 2023	Administration Teachers	\$1500.00	Staff Development Funds/School Funds	Continue

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 #3:

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.

PERFORMANCE GOAL #3:

The percentage of students in grade 5 who score “Met / Meets” and “Exemplary / Exceeds” on SCPASS Social Studies will increase from 71% in 2017-18 to 81% in 2022-23, as measured by the ESSA School Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): SC-PASS Social Studies scores	71%	Projected Data	73%	75%	77%	79%	81%
		Actual Data	n/a				

ACTION PLAN FOR STRATEGY #1: Provide instructional support and direction in all K-5 social studies classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. ELA Coach and social studies teachers will collaborate to create lessons that follow the SC State Standards and District created Curriculum Guide to ensure relevant content and pacing is in place.	2018 – 2023	Literacy Coach Math Coach Teachers	\$0	n/a	Continue
Social Studies Advisory Team member will regularly share best practices with staff.	2018 – 2023	Social Studies Advisory Team Representative	\$0	n/a	Continue
2. Teachers will utilize digital tools and software (e.g. Discovery Ed, Brain Pop, Reading AtoZ) to enhance instruction	2018 – 2023	Administration ELA Coach Teachers	\$2000.00	School Instructional Funds	Continue

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

ACTION PLAN FOR STRATEGY #2: Link Social Studies, Math, and Reading instruction in all 5th grade classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will implement strategies from Read to Succeed courses to ensure reading and writing opportunities across the curriculum.	2018 – 2023	Literacy Coach Math Coach Teachers	\$0	n/a	Continue
2. Provide informational texts for classroom libraries, literacy closet and digital use such as Epic, A to Z Membership, and Scholastic News online.	2018 – 2023	Administration Literacy Coach Teachers	\$1000.00	School Instructional Funds	Continue
3. Integration of ELA and Social Studies content including, but not limited to research, inquiry based projects, experiments and presentations.	2018 – 2023	ELA Coach Teachers	\$0	n/a	Continue

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 #4:

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.

PERFORMANCE GOAL #4:

The percentage of teachers who have completed their first round of training (minimum of 2 classes) or reached certification requirements for R2S endorsement will increase from 77% in 2017-18 to **100%** in 2022-23, as measured by the R2S Completion Requirements.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s):	77%	Projected Data	80%	85%	90%	95%	100%
School report card, R2S Completion Requirement Chart, SDE certificate		Actual Data	n/a				

ACTION PLAN FOR STRATEGY #1: Encourage participation in free or low-cost professional development opportunities for R2S certification offered by the school district.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers earning a free or low-cost M.Ed. in Applied Learning and Instruction from USC Upstate in collaboration with Spartanburg School District Two may select Literacy as their concentration area and earn the R2S and Literacy Teacher endorsement.	2018 – 2023	DO Staff Teachers USC Upstate	\$500.00	Teacher Funds	Continue
2. Teachers may earn R2S certification through renewal credit R2S courses offered face-to-face and online through Spartanburg School District Two.	2018 – 2023	DO Staff Teachers	\$0	n/a	Continue
3. Create a Google Form for teachers to use to update information and for administration to use to track progress regarding	2018 – 2023	Administration Literacy Coach	\$0	n/a	Continue

required course completion for R2S certification					
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To add a row, go to the last box and press the tab button.

Performance Goal Area:
 Student Achievement*
 District Priority

 Teacher/Administrator Quality*

 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

PERFORMANCE GOAL #5:

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

SMART goal must include:

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

PERFORMANCE GOAL #5:

The percentage of teachers with advanced degrees will increase from 57% in 2017-18 to 67% in 2022-23, as measured by the ESSA School Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	57%	Projected Data	59%	61%	63%	65%	67%
School Report Card, Staff Degree/Certification Survey		Actual Data	n/a				

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

ACTION PLAN FOR STRATEGY #1: Encourage participation in free or low-cost professional development opportunities for advanced degrees offered by the school district and USC Upstate.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. District 2 will offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate free to 75 teachers who do not have a Master's Degree.	2018 – 2023	DO Staff Teachers USC Upstate	\$0	n/a	Continue
2. District 2 will offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate at a nominal cost to teachers who wish to attain a second Master's Degree.	2018 – 2023	DO Staff Teachers USC Upstate	\$500.00	Teacher Funds	Continue
3. Create a Google Form for teachers to use to annually update information regarding degree programs, endorsement opportunities and completion dates	2018 – 2023	Administration	\$0	n/a	Continue

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 #6:

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

SMART goal must include:

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

PERFORMANCE GOAL #6:

The number of student referrals will decrease from 486 in 2017-18 to 400 in 2022-23, as measured by annual PowerSchool Incident reports.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s):	486	Projected Data	469	452	435	418	400
PowerSchool Incidents Report		Actual Data	n/a				

ACTION PLAN FOR STRATEGY #1: Utilize MTSS framework to create a safe and positive culture and address needs of all learners, including social/emotional needs throughout the district.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. District MTSS coach will support the staff with professional development related to PBIS.	2018 - 2023	Administration District MTSS Coach	\$0	n/a	Continue
2. Offer Compassionate Schools Training to new staff members and staff looking to deepen their understanding.	2018 - 2023	Administration District MTSS Coach	\$250.00	District Funds	Continue
3. Offer mental health support to students identified as being at-risk.	2018 - 2023	Administration Guidance Mental Health Counselor	\$0	n/a	Continue
4. Utilize school-wide PBIS plans to create a safe and positive school culture.	2018 - 2023	Administration Staff Teachers	\$250.00	Local Funds	Continue

ACTION PLAN FOR STRATEGY #1: Utilize MTSS framework to create a safe and positive culture and address needs of all learners, including social/emotional needs throughout the district.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Guidance Counselor will provide one-on-one support and conferencing to students as needed.	2018 - 2023	Guidance	\$0	n/a	Continue
6. Student Leadership members are selected to complete jobs around the school in order to build self-esteem, confidence and provide experience that can help to grow individual students as leaders.	2018 – 2023	5 th Grade Students Guidance Teachers	\$0	n/a	Continue
7. RTI plans are created with a team for students who show a gap in their classroom performance as compared to their peers. Interventions are put into place to help the student be successful and	2018 – 2023	Administration Guidance Instructional Coaches Interventionist Teachers	\$0	n/a	Continue

ACTION PLAN FOR STRATEGY #1: Utilize MTSS framework to create a safe and positive culture and address needs of all learners, including social/emotional needs throughout the district.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
meet their personal potential.					

ACTION PLAN FOR STRATEGY #2: Pursue alternatives to suspension while maintaining high standards for discipline, order and safety.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Ensure all staff are trained in Compassionate Schools by developing training protocols for all returning and new staff in trauma informed practices and restorative practices within the district.	2018 – 2023	Administration District MTSS Coach	\$0	n/a	Continue
2. Research alternatives to suspension that have solid research to support design and implementation.	2018 – 2023	Administration Guidance	\$0	n/a	Continue

ACTION PLAN FOR STRATEGY #2: Pursue alternatives to suspension while maintaining high standards for discipline, order and safety.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Increase regular parent communication in order to be proactive.	2018 – 2023	Administration Guidance Teachers	\$0	n/a	Continue
4. Continue to celebrate Shining Stars, Positive Office Referrals and Lunch Leaders. This allows the school to recognize individual students in a positive way.	2018 – 2023	Administration Guidance	\$250.00	Local Funds	Continue
5. Continue to award tickets to students who are exemplifying the PBIS Matrix. Tickets are entered into a weekly drawing for prizes.	2018 – 2023	Administration Guidance Staff Teachers	\$1000.00	Local Funds	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL #7:

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

SMART goal must include:

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

PERFORMANCE GOAL #7:

The percentage of parents in grade 5 that are satisfied with the home school relations as measured by Strongly Agree & Agree on the SCDE Parent Survey will increase from 50% in 2017-18 to 75% in 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	50%	Projected Data	55%	60%	65%	70%	75%
SCDE Parent Survey		Actual Data	n/a				

ACTION PLAN FOR STRATEGY #1: BSIS will continue to reflect a positive and inviting environment for parental collaboration, participation, and input in a wide range of activities.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. BSIS will provide students and parents with information in a variety of ways to assist with student success: teacher websites with weekly information, student led conferences, positive phone calls and postcards, monthly parent newsletter, and weekly SchoolMessenger call.	2018 - 2023	Administration Teacher	\$1000	School Funds	Continue
2. BSIS will provide opportunities for parent involvement by hosting Goodies with Grandparents, Doughnuts for Dads, Muffins with Mom, and Award's Day Celebrations.	2018 - 2023	Administration Teachers Cafeteria Staff	\$5000.00	School Funds	Continue

ACTION PLAN FOR STRATEGY #1: BSIS will continue to reflect a positive and inviting environment for parental collaboration, participation, and input in a wide range of activities.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Parents are invited to serve and volunteer through the PTO.	2018 - 2023	PTO Board	\$0	n/a	Continue
4. Administration meets bi-monthly with SIC and PTO Board.	2018 - 2023	Administration PTO Board SIC	\$0	n/a	Continue

Schools will complete and upload the appropriate Exemplary Literacy Classroom Reflection Tool on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .

Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .

For further Read to Succeed questions, please contact the Office of Early Learning

and Literacy at 803-734-2577.