

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Rosemary Middle SCHOOL Georgetown DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2017 – 2022 (*five years*)

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Jim Dunn		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Randall Dozier		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Veronica McCray		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. LaTanya B. Goodson		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Cameron Worten		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 12804 County Line Rd

Andrews, SC 29510

SCHOOL'S TELEPHONE: (843) 264 -9780

PRINCIPAL'S E-MAIL ADDRESS: Lgoodson@gcsd.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL | LaTanya B. Goodson |
| 2. TEACHER | Mary Ellen Morris |
| 3. PARENT/GUARDIAN | |
| 4. COMMUNITY MEMBER | Mr. Frank McClary |
| 5. SCHOOL IMPROVEMENT COUNCIL | Veronica McCray |
| 6. Read to Succeed Reading Coach | Dr. Cameron Worten |
| 7. School Read to Succeed Literacy Leadership Team Lead | |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Social Studies Chair</u>	<u>Tricia Hughes</u>
<u>Math Chair</u>	<u>Debra Geathers</u>
<u>Science Chair</u>	<u>Rhonda Britton</u>
<u>ELA Chair</u>	<u>Lori Moore</u>
<u>Assistant Principal</u>	<u>Reginald Thompson</u>
<u>ELA Teacher</u>	<u>Shana Barrineau</u>
<u>Reading Enrichment Teacher</u>	<u>Virginia Nettles</u>
<u>Parent</u>	<u>Claire Grant</u>

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**

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

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

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

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

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

X **Innovation**

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

X **Collaboration**

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

X Parenting and Family Literacy

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

Recruitment

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

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

The school 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.

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(Mandated Component)

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

Rosemary Middle School is located in Andrews, SC and is a rural area located in Georgetown County. The attendance area includes Sampit, North Santee, Oceda, Big Dam, and Lambertown. There are two feeder schools-Andrews Elementary and Sampit Elementary. At the current time we serve 442 students in grades 6th-8th grade. Of those students served over 80% of our student population is on a free and /reduced lunch program.

In creating the strategic plan for the 2018 - 2022 school years at Rosemary Middle School, our team looked at several different sources of data. We analyzed the data to determine specific needs and to create areas of priorities. The sources of data used were as follows:

- Teacher Survey Responses
- School Report Card
- PASS Test Data
- MAP Test Data
- Benchmark Data
- Parent Surveys
- Student Surveys

Determined Needs...

1. Student performance in ELA, especially in African American male population, needs to improve significantly.

Data Revealed:

- In ELA over the last three years, the African American male population has not made significant gains in improving ELA scores according to PASS, ACT Aspire, and SC Ready. Because three separate assessments have been administered over the last three years, 2016 SC Ready data will be our baseline. The 2016 SC Ready data holds consistent with our population of African American male deficiencies in ELA. Currently only 5.3% meets or exceeds expectation and 38.2% are approaching expectation, while 56.5% do not meet expectations.
- Through Literacy Design Collaborative (LDC) teachers are incorporating various levels of reading, writing, and research materials that supports South Carolina College and Career Readiness Standards.

2. Student Performance in Mathematics, especially in the African-American population sub group, needs to improve significantly.

Data Revealed:

- In Math over the last three years, the African American male population has not made significant gains in improving Math scores according to PASS, ACT Aspire, and SC Ready. Because three separate assessments have been administered over the last three years, 2016 SC Ready data will be our baseline. The 2016 SC Ready data holds consistent with our population of African American male deficiencies in Math. Currently only 6.9% meets or exceeds expectation and 33.6% are approaching expectation, while 59.5% do not meet expectations.
- Through Math Design Collaborative (MDC) teachers are implementing formative assessment lessons designed to increase classroom rigor with ongoing progress monitoring.

3. Class-size reduction, exposure to reading informational text and hands on activities in science are needed to provide more opportunities for students to develop inquiry and experimentation skills.

Data revealed:

- In science over the last three years, the African American male population has not made significant gains in improving Science PASS scores. The table below indicates the percentage of African American male students scoring met and exemplary over the last three years.

2014	2015	2016
34.5%	40.2%	25.7%

4. Class-size reduction and exposure to reading informational text are needed to provide opportunities for students to apply technological hands on skills in delineating past and present facts.

Data revealed:

- In Social Studies over the last three years, the African American male population has not made significant gains in improving Social Studies PASS scores. The table below indicates the percentage of African American male students scoring met and exemplary over the last three years.

2014	2015	2016
44.8%	50.7%	38.9%

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

SCHOOL RENEWAL PLAN FOR 2017-2022

DATE: March 2017

- Performance Goal Area:** Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- District Priority Read to Succeed: Leadership Read to Succeed: Student Outcomes Read to Succeed: Professional Learning
- Read to Succeed: Assessment Plan Read to Succeed: Instructional Plan
- Read to Succeed: Parent and Family Involvement Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

The percentage of students in grade six who score meets or exceeds as measured by SC READY in ELA will be 44% by 2022.
The percentage of students in grade seven who score meets or exceeds as measured by SC READY in ELA will be 36% by 2022.
The percentage of students in grade eight who score meets or exceeds as measured by SC READY in ELA will be 29% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grade six who score meets expectations or exceeds as measured by SC READY in ELA will be 33% by 2019.
The percentage of students in grade seven who score meets or exceeds as measured by SC READY in ELA will be 27% by 2019.
The percentage of students in grade eight who score meets or exceeds as measured by SC READY in ELA will be 22% by 2019.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

SC READY

OVERALL MEASURES:

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

SOURCE:

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6 21.9% Grade 7 17% Grade 8 22%	Projected Data	6 th – 23%* 7 th – 18%* 8 th – 23%*	6 th – 33%* 7 th – 27%* 8 th – 22%*	6 th – 36%* 7 th – 30%* 8 th – 24%*	6 th – 40%* 7 th – 33%* 8 th – 26%*	6 th – 44%* 7 th – 36%* 8 th – 29%*
	Actual Data	6 th – 30.2% 7 th – 24.4% 8 th – 20.0%				

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: Provide grade-level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments, and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The teachers will identify students' needs and strengths by analyzing results from SC READY, MAP Data, SLO, and Benchmark Tests.	2017 - 2022	Teachers, Curriculum Coach, Admin	N/A	N/A	Analysis Report, Data Meeting Agendas, Instructional Conferences
2. Continue Non-fiction Writing across the curriculum including providing evidence.	2017- 2022	Teachers, Curriculum Coach	N/A	N/A	Observations, Lesson plans, PLT notes/agendas
3. Continue Common Assessment practices that promote student success.	2017 – 2022	Teachers, Curriculum Coach, Admin	N/A	N/A	Lesson Plans, Observations
4. Provide/Attend Staff Development that will enable teachers to implement and apply strategies that reinforce LDC.	2017 – 2022	Teachers, Curriculum Coach	N/A	District	Staff Development sign-in sheets
5. Continue the training and application of higher level thinking skills (Bloom's Taxonomy and Webb's DOK).	2017 – 2022	Curriculum Coaches (District & School) Admin	N/A	N/A	Lesson Plans, Observations
6. Provide Enrichment Classes to support ELA strategies.	2017 – 2022	Teachers, Admin, Curriculum Coach	N/A	N/A	Master Schedule

ACTION PLAN FOR STRATEGY #1: Provide grade-level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments, and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Continue to attend ELA related conferences and professional development opportunities.	2017 -2022	Curriculum Coach, Teachers, Admin	\$3,000.00	District/ACT 135/Title 1/Focus Money	Conference records, participation log, agendas, Itinerary
8. Increase access to interactive technology and continue to collaborate with District Tech Coach on the integration of instructional technology.	2017 – 2022	District/School Coach, Admin, Teachers	\$15,000.00	ACT 134, Title 1, Focus Money	Lesson Plans, PLT notes/agendas
9. Continue to provide and utilize current instructional resources and supplies.	2017 – 2022	Curriculum Coach, Teachers, Admin	\$2500.00	ACT 135/ Title 1 Focus Money	Lesson plans, PLT Notes, observations
10. Implement criteria’s for Schools to Watch program and attend other schools that have successfully achieved Schools to Watch status.	2017 – 2022	Admin, Curriculum Coach, Teachers	\$2500.00	ACT 135, Title1, Focus Money	Lesson Plans, Agenda Notes, PLT Notes, observations
11. Implement Summer Collaborative planning to develop LDC units.	2017 – 2022	Curriculum Coach, Teachers, Admin	\$5000.00	ACT 135, Title 1 Focus Money	Staff Development Calendar, Meeting Agendas

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SCHOOL RENEWAL PLAN FOR 2017 - 2022

DATE: March 2017

- Performance Goal Area:** Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- District Priority Read to Succeed: Leadership Read to Succeed: Student Outcomes Read to Succeed: Professional Learning
- Read to Succeed: Assessment Plan Read to Succeed: Instructional Plan
- Read to Succeed: Parent and Family Involvement Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

The percentage of students in grade six who score meets expectations or exceeds expectations as measured by SC READY in Mathematics will be 44% by 2022.
The percentage of students in grade seven who score meets expectations or exceeds expectations as measured by SC READY in Mathematics will be 33% by 2022.
The percentage of students in grade eight who score meets expectations or exceeds expectations as measured by SC READY in Mathematics will be 24% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grade six who score meets expectations or exceeds expectations as measured by SC READY in Mathematics will be 33% by 2019.
The percentage of students in grade seven who score meets expectations or exceeds expectations as measured by SC READY in Mathematics will be 24% by 2019.
The percentage of students in grade eight who score meets expectations or exceeds expectations as measured by SC READY in Mathematics will be 18% by 2019.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

SC READY

OVERALL MEASURES:

SOURCE:

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6 – 21.8% Grade 7 – 13.4% Grade 8 – 15.4%	Projected Data	6 th – 24%* 7 th – 15%* 8 th – 17%*	6 th – 33%* 7 th – 24%* 8 th – 18%*	6 th – 36%* 7 th – 27%* 8 th – 20%*	6 th – 40%* 7 th – 30%* 8 th – 22%*	6 th – 44%* 7 th – 33%* 8 th – 24%*
	Actual Data	6 th – 30.4% 7 th – 22.1% 8 th – 16.5%				

** Represents projections of improvement*

ACTION PLAN FOR STRATEGY #1: Provide grade-level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The teachers will identify students' needs and strengths by analyzing results from SC READY, MAP Data, SLO, and Benchmark Tests.	2017 - 2022	Teachers, Curriculum Coach, Admin	N/A	N/A	Analysis Report, Data Meeting Agendas, Instructional Conferences
2. Continue Non-fiction Writing across the curriculum including providing evidence.	2017- 2022	Teachers, Curriculum Coach	N/A	N/A	Observations, Lesson plans, PLT notes/agendas
3. Continue Common Assessment practices that promote student success.	2017 – 2022	Teachers, Curriculum Coach, Admin	N/A	N/A	Lesson Plans, Observations
4. Provide/Attend Staff Development that will enable teachers to implement and apply strategies that reinforce MDC.	2017 – 2022	Teachers, Curriculum Coach	N/A	District	Staff Development sign-in sheets
5. Continue the training and application of higher level thinking skills (Bloom's Taxonomy and Webb's DOK).	2017 – 2022	Curriculum Coaches (District & School) Admin	N/A	N/A	Lesson Plans, Observations
6. Continue the use of Computer Assisted Instruction for remediation (ALEKS, IXL Math, etc.)	2017 – 2022	Curriculum Coach, Teacher, Admin	\$5,000.00	Title 1, ACT 135, Focus	Lesson Plans, Reports

ACTION PLAN FOR STRATEGY #1: Provide grade-level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
				Money	
7. Attend Math related conferences and professional development opportunities	2017 – 2022	Curriculum Coach, Admin, Teachers	\$2,500.00	ACT 135, Title 1 Focus Money	Participation Log, Conference records, Agenda
8. Increase access to interactive technology and continue to collaborate with District Tech Coach on the integration of instructional technology.	2017 – 2022	District/School Coach, Admin, Teachers	\$15,000.00	ACT 134, Title 1, Focus Money	Lesson Plans, PLT notes/agendas
9. Continue to provide and utilize current instructional resources and supplies.	2017 – 2022	Curriculum Coach, Teachers, Admin	\$2500.00	ACT 135/ Title 1 Focus Money	Lesson plans, PLT Notes, observations
10. Implement criteria's for Schools to Watch program and attend other schools that have successfully achieved Schools to Watch status.	2017 – 2022	Admin, Curriculum Coach, Teachers	\$2500.00	ACT 135, Title1, Focus Money	Lesson Plans, Agenda Notes, PLT Notes, observations
11. Implement Summer Collaborative planning to develop LDC units.	2017 – 2022	Curriculum Coach, Teachers, Admin	\$5000.00	ACT 135, Title 1 Focus Money	Staff Development Calendar, Meeting Agendas
12. Implement a Math or Stem Night to involve parents in	2017 – 2022	Teachers, Curriculum Coach,	\$500.00	ACT 135, Title 1	Parent sign-in sheets,

ACTION PLAN FOR STRATEGY #1: Provide grade-level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
math/science explorations.		Admin			agenda
13. Field Trip connected to math showing relevance and importance of math in the real-world.	2017 – 2022	Teachers, Curriculum Coach, Admin	\$100.00	ACT 135, Title 1	Lesson plans, PLT & Department notes

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SCHOOL RENEWAL PLAN FOR 2017 - 2022

DATE: March 2017

- Performance Goal Area:** Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- District Priority Read to Succeed: Leadership Read to Succeed: Student Outcomes Read to Succeed: Professional Learning
- Read to Succeed: Assessment Plan Read to Succeed: Instructional Plan
- Read to Succeed: Parent and Family Involvement Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

The percentage of students in grade six who score met or exemplary as measured by SC PASS in Science will be 55% by 2022.

The percentage of students in grade seven who score met or exemplary as measured by SC PASS in Science will be 36% by 2022.

The percentage of students in grade eight who score met or exemplary as measured by SC PASS in Science will be 36% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grade six who score met or exemplary as measured by SC PASS in Science will be 41% by 2019.

The percentage of students in grade seven who score met or exemplary as measured by SC PASS in Science will be 27% by 2019.

The percentage of students in grade eight who score met or exemplary as measured by SC PASS in Science will be 27% by 2019.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

SC PASS

OVERALL MEASURES:

SOURCE:

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6 – 49% Grade 7 – 52% Grade 8 – 42%	Projected Data	6 th – 51%* 7 th – 55%* 8 th – 45%*	6 th – 41%* 7 th – 27%* 8 th – 27%*	6 th – 45%* 7 th – 30%* 8 th – 30%*	6 th – 50%* 7 th – 33%* 8 th – 33%*	6 th – 55%* 7 th – 36%* 8 th – 36%*
	Actual Data	6 th – 37.6% 7 th – 24.1% 8 th – 24.8%				

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: To use hands on experience, technology, content based activities, and teacher knowledge to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The teachers will identify students' needs and strengths by analyzing results from PASS scores and Benchmark tests.	2017 – 2022	Curriculum Coach, Teachers, Admin	N/A	N/A	PLT agendas, notes
2. Continue Nonfiction writing using science prompts and providing Claims, Evidence and Reasoning.	2017 – 2022	Curriculum Coach, Teachers	N/A	N/A	Lesson plans, PLT agendas
3. Attend Area and district wide meetings on LDC & CDT that will enable teachers to implement and apply strategies that reinforce national and state standards.	2017 – 2022	Curriculum Coach, Teachers, Admin	N/A	District	Sign-in sheets
4. Continue the application of higher level thinking skills and Webb's DOK.	2017 – 2022	Curriculum Coach, Teachers	N/A	N/A	Lesson plans, PLT notes
5. Continue the use of Computer Assisted Instruction for remediation (USA Testprep, MobyMax, Gizmo, etc) and other resources.	2017 – 2022	Curriculum Coach, Teacher, Admin	\$2,500.00	ACT 135, Focus Money, Title 1	Lesson plans, PLT Notes
6. Attend Science related conferences and professional development opportunities.	2017 – 2022	Curriculum Coach, Teacher, Admin	\$2,500.00	District, ACT 135, Focus Money, Title 1	Itinerary, agenda, participation log, conference log
7. Provide parent/student workshops regarding study and testing strategies.	2017 – 2022	Curriculum Coach, Teacher, Admin	\$500.00	ACT 135, Title 1, Focus Money	Parent sign-in sheets, agendas

ACTION PLAN FOR STRATEGY #1: To use hands on experience, technology, content based activities, and teacher knowledge to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8. Implement Summer Collaborative planning to develop LDC units.	2017 – 2022	Curriculum Coach, Teachers, Admin	\$5000.00	ACT 135, Title 1 Focus Money	Staff Development Calendar, Meeting Agendas
9. Increase access to interactive technology and continue to collaborate with District Tech Coach on the integration of instructional technology.	2017 – 2022	District/School Coach, Admin, Teachers	\$15,000.00	ACT 134, Title 1, Focus Money	Lesson Plans, PLT notes/agendas
10. Implement criteria's for Schools to Watch program and attend other schools that have successfully achieved Schools to Watch status.	2017 – 2022	Admin, Curriculum Coach, Teachers	\$2500.00	ACT 135, Title1, Focus Money	Lesson Plans, Agenda Notes, PLT Notes, observations
11. Continue to secure Science consultants and guest speakers and provide science related field trips.	2017 – 2022	Teachers, Curriculum Coach, Admin	\$500.00	Title 1, ACT 135, Focus Money	Sign-in sheets, participation logs, programs
12. Implement remediation/extension class period to reinforce concepts not mastered successfully.	2017 – 2022	Teachers, Curriculum Coach, Admin	N/A	N/A	Lesson plans

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SCHOOL RENEWAL PLAN FOR 2017 - 2022

DATE: March 2017

- Performance Goal Area:** Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- District Priority Read to Succeed: Leadership Read to Succeed: Student Outcomes Read to Succeed: Professional Learning
- Read to Succeed: Assessment Plan Read to Succeed: Instructional Plan
- Read to Succeed: Parent and Family Involvement Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

The percentage of students in grade six who score met or exemplary as measured by SC PASS in Social Studies will be 83% by 2022.

The percentage of students in grade seven who score met or exemplary as measured by SC PASS in Social Studies will be 70% by 2022.

The percentage of students in grade eight who score met or exemplary as measured by SC PASS in Social Studies will be 64% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of students in grade six who score met or exemplary as measured by SC PASS in Social Studies will be 62% by 2019.

The percentage of students in grade seven who score met or exemplary as measured by SC PASS in Social Studies will be 52% by 2019.

The percentage of students in grade eight who score met or exemplary as measured by SC PASS in Social Studies will be 48% by 2019.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

SC PASS

OVERALL MEASURES:

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

SOURCE:

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
Grade 6 – 54.7% Grade 7 – 50% Grade 8 – 54.3%	Projected Data	6 th – 56%* 7 th – 52%* 8 th – 56%*	6 th – 62%* 7 th – 52%* 8 th – 48%*	6 th – 68%* 7 th – 57%* 8 th – 53%*	6 th – 75%* 7 th – 63%* 8 th – 58%*	6 th – 83%* 7 th – 70%* 8 th – 64%*
	Actual Data	6 th – 56.8% 7 th – 46.9% 8 th – 43.5%				

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1: Provide grade-level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will identify student needs and strengths by analyzing results from PASS Scores.	2017 – 2022	Teachers, Curriculum Coach, Admin	N/A	N/A	Analysis Reports, PLT notes, agendas
2. Continue Non-fiction Writing across the curriculum including providing evidence.	2017- 2022	Teachers, Curriculum Coach	N/A	N/A	Observations, Lesson plans, PLT notes/agendas
3. Attend Area and district wide meetings on LDC & CDT that will enable teachers to implement and apply strategies that reinforce national and state standards.	2017 – 2022	Curriculum Coach, Teachers, Admin	N/A	District	Sign-in sheets
4. Continue the application of higher level thinking skills and Webb’s DOK.	2017 – 2022	Curriculum Coach, Teachers	N/A	N/A	Lesson plans, PLT notes
5. Continue the use of Computer Assisted Instruction for remediation (USA Testprep, MobyMax, Webquest, etc) and other resources.	2017 – 2022	Curriculum Coach, Teacher, Admin	\$2,500.00	ACT 135, Focus Money, Title 1	Lesson plans, PLT Notes
6. Attend Social Studies related conferences and professional development opportunities.	2017 – 2022	Curriculum Coach, Teacher, Admin	\$2,500.00	District, ACT 135, Focus Money, Title 1	Itinerary, agenda, participation log, conference log
7. Continue the celebration of Constitutional Mandated Days.	2017 – 2022	Curriculum Coach, Teacher, Admin	N/A	N/A	Lesson plans, Observation

ACTION PLAN FOR STRATEGY #1: Provide grade-level appropriate opportunities through the implementation of standards based curriculum, effective practices, assessments and interventions.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8. Collaborate with the Media Specialist and Technology Coach on various activities/research to enhance curriculum.	2017 – 2022	Teacher, Media Specialist, Tech Coach, Curriculum Coach	N/A	N/A	Lesson plans, Observations
9. Implement Summer Collaborative planning to develop LDC units.	2017 – 2022	Curriculum Coach, Teachers, Admin	\$5000.00	ACT 135, Title 1 Focus Money	Staff Development Calendar, Meeting Agendas
10. Implement criteria's for Schools to Watch program and attend other schools that have successfully achieved Schools to Watch status.	2017 – 2022	Admin, Curriculum Coach, Teachers	\$2500.00	ACT 135, Title1, Focus Money	Lesson Plans, Agenda Notes, PLT Notes, observations
11. Incorporate interdisciplinary vocabulary between social studies and ELA.	2017 – 2022	Teachers, Curriculum Coach	N/A	N/A	Lesson plans

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SCHOOL RENEWAL PLAN FOR 2017 - 2022

DATE: March 2017

- Performance Goal Area:** Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority Read to Succeed: Leadership Read to Succeed: Student Outcomes Read to Succeed: Professional Learning
 Read to Succeed: Assessment Plan Read to Succeed: Instructional Plan
 Read to Succeed: Parent and Family Involvement Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
 (Statement of desired progress or result over **five years**)

The number of discipline referrals that result in suspensions and expulsions will decrease by 20% at the end of 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The number of discipline referrals that result in suspensions and expulsions will decrease by 4% by 2018.

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

PowerSchool

OVERALL MEASURES:

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SOURCE:

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	Projected Data	*	*	*	*	*
	Actual Data					

** Represents projections of improvement*

ACTION PLAN FOR STRATEGY #1: Provide professional development opportunities for faculty and staff to increase knowledge of cultural diversity.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide opportunities for teachers to attend in-house professional development and/or conferences that address poverty, cultural diversity, gender and de-escalation strategies.	2017 – 2022	Admin, Curriculum Coach	\$1500.00	ACT 135, Title 1, Focus Money	Attendance sheet
2. Study and discuss books about engaging poverty students.	2017 – 2022	Admin, Curriculum Coach	\$1500.00	ACT 135, Focus Money, Title 1	Agenda
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ACTION PLAN FOR STRATEGY #2: To increase meaningful communication between home and school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide access to current school information through Parent Portal, school website and teacher page.	2017 – 2022	Admin, Teachers. Attendance Clerk	N/A	N/A	
2. Send student announcements to parents via email and facebook.	2017 – 2022	Receptionist	N/A	N/A	
3. Sponsor a Parent night and Open House to meet the teachers and school staff.	2017 – 2022	Admin Team, Guidance, Teachers, Curriculum Coach	N/A	N/A	Attendance/Sign-In sheets
4. Provide monthly calendar to keep parents informed about school events.	2017 – 2022	Receptionist	N/A	N/A	Publication
5. Invite parents/relatives to have lunch with students on special occasions.	2017 – 2022	Admin Team, Curriculum Coach, Guidance Counselors	N/A	N/A	Sign-in sheets
6. Provide students with agenda books that include school policies and a place for communication between the teachers and the parents.	2017 – 2022	Admin Team	\$2500.00	ACT 135, Title 1	
7.					
8.					

ACTION PLAN FOR STRATEGY #2: To increase meaningful communication between home and school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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SCHOOL RENEWAL PLAN FOR 2017 - 2022

DATE: March 2017

- Performance Goal Area:** Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- District Priority Read to Succeed: Leadership Read to Succeed: Student Outcomes Read to Succeed: Professional Learning
- Read to Succeed: Assessment Plan Read to Succeed: Instructional Plan
- Read to Succeed: Parent and Family Involvement Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

100% of Professional Staff will receive appropriate staff development that is designed to enhance student achievement.

INTERIM PERFORMANCE GOAL: (One year goal)

100% of Professional staff will receive appropriate staff development that is designed to enhance student achievement through June of 2018.

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

- Faculty meeting agendas and attendance records
- Professional development calendar and attendance
- Certification records

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
100%	Projected Data	100%*	100%*	100%*	100%*	100%*
	Actual Data					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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SCHOOL RENEWAL PLAN FOR _____

DATE: _____

- Performance Goal Area:** Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
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PERFORMANCE GOAL:
 (Statement of desired progress or result over **five years**)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	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
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 (Statement of desired progress or result over **five years**)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
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OVERALL MEASURES:

SOURCE:

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AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	Projected Data	*	*	*	*	*
	Actual Data					

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 (Statement of desired progress or result over **five years**)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
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OVERALL MEASURES:

SOURCE:

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AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	Projected Data	*	*	*	*	*
	Actual Data					

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AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	Projected Data	*	*	*	*	*
	Actual Data					

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AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	Projected Data	*	*	*	*	*
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- For READ TO SUCCEED, Appendix A must be completed and uploaded. This document can be found at <http://ed.sc.gov/instruction/read-to-succeed/reading-plans-state-district-and-school/>
- The information found in Appendix B must be entered or uploaded as an EXCEL file on the Read to Succeed section of the online application. This document can be found at [http://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Reading%20Plans/Appendix B Quantitative Data for District Reading Plans 2-4-16.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Reading%20Plans/Appendix%20B%20Quantitative%20Data%20for%20District%20Reading%20Plans%202-4-16.pdf)