

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

PACOLET ELEMENTARY SCHOOL SPARTANBURG #3 DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR _____ (*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

Don Kennedy		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Kenny Blackwood		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kim Sellars		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Allison Berry		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kristen Senn		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 150 McDowell Street
Pacolet, SC 29372

SCHOOL'S TELEPHONE: (864) 279-6500

PRINCIPAL'S E-MAIL ADDRESS: aberry@spartanburg3.org

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 | Allison Berry |
| 2. TEACHER | Sara McKenzie |
| 3. PARENT/GUARDIAN | Kristina Smith |
| 4. COMMUNITY MEMBER | Adrian Mathis |
| 5. SCHOOL IMPROVEMENT COUNCIL | Kim Sellars |
| 6. Read to Succeed Reading Coach | Kristen Senn |
| 7. School Read to Succeed Literacy Leadership Team Lead | Kristen Senn |
| 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>
Principal	Allison Berry
Reading Coach	Kristen Senn
Reading Interventionist	Elizabeth Rogers
Primary Teacher	Mechelle Camby
Intermediate Teacher	Kayla Jolly
Special Education Teacher	Sarah Burnett

***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).
- ✓ **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).
- ✓ **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.
- ✓ **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*.
- ✓ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- ✓ **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.
- ✓ **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.



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.



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.

Pacolet Elementary School is located in the town of Pacolet in eastern Spartanburg County. Pacolet is a rural, lower to middle income community with a population of approximately 2,500. As a hub in the community, Pacolet Elementary School serves approximately four hundred students in grades pre-kindergarten through fifth. The school offers a child development center as well as two full day four-year-old kindergarten classes. Approximately 71% of students are Caucasian, 16% African American, 7% Two or More Races, 3% Hispanic/Latino, 1% American India, and 2% Asian. 65% of students are on free or reduced lunch. For the 2014-2015 Pacolet Elementary School had a poverty index of 72.3%, down from 75.7% the previous year. Our students with disabilities population is 15% (up from 14%) and 11% of our students are served by our gifted and talented program. 59.3% of the teachers at PES have an advanced degree and 74.1% are on continuing contracts. PES received a School Report Card of "Excellent" for the 2014 year and Palmetto Gold Award for Outstanding General Performance.

Pacolet, SC is a very close community, with many families spanning over three or more generations. Many of the parents and grandparents of PES students, along with many faculty and staff, also attended Pacolet Elementary School. We are very fortunate to have the support of many area volunteers, businesses, and churches. While we value and uphold our family traditions, we also encourage students to explore colleges and professions that are unique to their interests.

The district's commitment to effectively serve its diverse population is multi-dimensional and is reflected programmatically through a variety of innovative programs and services.

- Data derived from Measures of Academic Progress (MAP), a formative assessment system administered in kindergarten through grade 5, helps to diagnose student academic strengths and weaknesses and inform instructional planning.
- Technology-enriched classrooms support quality teaching and learning.
- Academically talented students are served through the district's ATLAS – Academic Teachers Leading Accelerated Students - program, available in a pull-out resource model for elementary students. Fourteen and one-half percent (14.5%) of the students in grades 3-5 qualify for academic gifted/talented services. ATLAS art and ATLAS music are offered for the twelve percent (12%) of students who qualify as artistically talented.

The school serves students in the least restrictive environment, according to need, in a full continuum of special education programs, including general education with support services, self-contained, homebound, and home-based. Fourteen percent (14%) of the student population qualifies for special needs services other than speech; four percent (4%) qualify for "speech only" services.

For students who need academic intervention and assistance, the school offers a variety of options:

- Extended day/after-school programs provide academic enrichment, remediation and homework assistance.
- Response to Intervention system in place K-5, which uses strategies and interventions for individual student's areas of need

SC READY 2016

ELA

Grade	A	B	C	D	E	F	G	H	I
3	58	8.6	37.9	44.8	8.6	53.4	91.4	1350.3	14.3
4	67	22.4	32.8	38.8	6.0	44.8	77.6	1444.4	19.2
5	51	17.6	54.9	17.6	9.8	27.5	82.4	1542.4	19.6

Math

Grade	A	B	C	D	E	F	G	H	I
3	58	12.1	32.8	51.7	3.4	55.2	87.9	1349.5	13.7
4	67	29.9	23.9	31.3	14.9	46.3	70.1	1447.8	20.0
5	51	11.8	51.0	21.6	15.7	37.3	88.2	1548.1	16.5

A= # of students tested B= % Does Not Meet C= % Approaches D= % Meets E= % Exceeds
 F= % Meets or Exceeds G= % Approaches, Meets or Exceeds

SC PASS 2016

Science

Grade	A	B	C	D	E	F	G
4	67	13.4	64.2	22.4	86.6	648.7	57.5
5	51	19.6	60.8	19.6	80.4	643.0	64.1

Social Studies

Grade	A	B	C	D	E	F	G
4	67	16.4	59.7	23.9	83.6	638.3	46.8
5	51	25.5	52.9	21.6	74.5	631.4	53.0

A= # of students tested B= % Not Met C= % Met D= % Exemplary E= % Met or Exemplary

MISSION, VISION, VALUES, AND BELIEFS

Mission

Our mission, in Spartanburg School District Three, is to provide experiences and teach world class skills and values which empower all children to achieve their fullest potential.

Purpose

Every student Future Ready. Prepared for college, career and personal success.

Values

In collaboration with our families and community we value: Children, first and foremost; safety and security; uniqueness and diversity; high expectations; learning as a lifelong process; equal access to a quality education; all needs of every child.

Guiding Principle

ALL IN. Every Child, Every Day, Whatever It Takes!

SCHOOL RENEWAL PLAN FOR 2016-2021

DATE: 10/2016

- 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)

- For Read to Succeed ONLY for 2016-17, please put NA here.

Students in grades K-5 must meet world class standards to function in the 21st century. World class standards are measured by performance on the following criteria areas:

- 90% of 5K students will score on Level 3 independent of DRA at the end of the year as detailed below.
- 90% of second graders will read on grade level as indicated by F & P as detailed below.
- 90% of students will score approaching or better on SCReady ELA as detailed below.
- 90% of students will score approaching or better on SCReady Math as detailed below.
- 90% of students will score met/exemplary in PASS Social Studies as detailed below.
- 90% of students will score met/exemplary in PASS Science as detailed below.

INTERIM PERFORMANCE GOAL:

(One year goal)

- 91.5% of 5K students will score on Level 3 independent of DRA at the end of the year as detailed below.
- 80.5% of second graders will read on grade level as indicated by F & P as detailed below.
- 85.2% of students will score approaching or better on SCReady ELA as detailed below.
- 83.7% of students will score approaching or better on SCReady Math as detailed below.
- 81.3% of students will score met/exemplary in PASS Social Studies as detailed below.
- 84.8% of students will score met/exemplary in PASS Science as detailed below.

DATA SOURCES(S):

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

SC READY, SC PASS, DRA, Fountas & Pinnell

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
SC READY ELA 83.8%	Projected Data	85.2%*	88.6%*	89.4%*	90%*
	Actual Data				
SC READY MATH 82.1%	Projected Data	83.7%*	86.8%*	88.4%*	90%*
	Actual Data				
SC PASS SCIENCE 83.5%	Projected Data	84.8%*	87.4%*	88.7%*	90%
	Actual Data				
SC PASS SOCIAL STUDIES 79.1%	Projected Data	81.3%*	83.5%*	85.7%*	87.95*
	Actual Data				
DRA 90%	Projected Data	91.5%	93%	94.5%	96%
	Actual Data				
FOUNTAS & PINNELL 78%	Projected Data	80.5%	83%	85.5%	88%
	Actual Data				

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. MAP will be administered to students in reading and math two to three times per year and data used to inform instruction.	2016-2021	STC, School Testing Coordinator		District Funds	MAP data
2. Fountas and Pinnell will be administered to 2 nd grade students at the beginning and end of the year and to selected students as needed.	2016-2021	Classroom Teacher, Reading Coach			Fountas and Pinnell data
3. Develop common classroom assessments	2016-2021	Classroom Teacher, Instructional Coaches	No Cost	N/A	Assessment analysis
4. Continue to use balanced literacy K-5 as instructional model for English Language Arts	2016-2021	Classroom Teacher, Reading Coach, Reading Interventionist	15,000 per year	District Funds Title I	Observations, lesson plans
5. Integrate reading strategies for all content areas through the use of classroom libraries	2016-2021	Classroom Teacher	15,000	District Funds Title I	Classroom library inventories
6. Provide during and after school academic assistance for students performing below grade level as determined by the RtI process	2016-2021	Boys & Girls Club Academic Assistance Teacher RtI Team	50,000	Boys and Girls Club District Funds General Funds Title I	Student RtI documentation, RtI conferences

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
7. Continue to utilize focus groups to provide enrichment and remediation for students through small group instruction based on need as determined by the RtI process	2016-2021	ATLAS teacher RtI Team	No Cost	N/A	Student RtI documentation, RtI conferences, small group lesson plans
8. Continue small group instruction in the classroom based on student need as determined by the RtI process	2016-2021	Classroom Teacher Instructional Coaches Academic Assistance Teacher	No Cost	N/A	Lesson plans, classroom observations,
9. Implement Reading Recovery to provided one-on-one instruction for 1 st grade students	2016-2021	Reading Recovery Teacher, Teacher Leader			Reading Recovery data, number of students discontinued
10. Provide science instruction utilizing inquiry based science kits	2016-2021	Classroom teacher			Classroom observations, lesson plans
11. Implement small group math instruction integrating technology and manipulatives	2016-2021	Classroom teacher, instructional coach			Classroom observations, lesson plans

SCHOOL RENEWAL PLAN FOR 2016-2021

DATE: 10/2016

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)
 • For Read to Succeed ONLY for 2016-17, please put NA here.

- 100% of staff will demonstrate excellence in job performance as demonstrated by 100% Growth in SLOs meeting growth targets.
- 100% of staff will rate satisfactory or better on district performance.

INTERIM PERFORMANCE GOAL: (One year goal)

- 100% of staff will demonstrate excellence in job performance as demonstrated by 100% Growth in SLOs meeting growth targets.
- 100% of staff will rate satisfactory or better on district performance.

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

OVERALL MEASURES:

SOURCE:

* Represents projections of improvement

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AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
100%	100%	100%	100%	100%	100%
	Projected Data				
	Actual Data				

ACTION PLAN FOR STRATEGY #1:						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION	
1. Hire highly competent and fully certified faculty and staff	2016-2021	Principal	Varies	TBD	Continue	
2. Coordinate schedule of instructional coaches to provide planning time with teachers	2016-2021	Principal	N/A	N/A	Continue	
3. Principal will conduct walk-through and formal evaluations in classrooms	2016-2021	Principal	N/A	N/A	Continue	
4. Provide district-wide grade level/subject/department meetings to review instructional practices and assessments	2016-2021	District/School Instructional Team	N/A	N/A	Continue	
5. Conduct Principal/Teacher conferences to review assessment data	2016-2021	Principal	N/A	N/A	Continue	
6. SLO conferences with teachers	2016-2021	Principal	N/A	N/A	Continue	
7. Implement four early release days to increase differentiated professional development for teachers	2016-2021	District/School Instructional Team	N/A	N/A	Agendas, meeting notes	
8. Provide additional Reading Recovery Training for teachers	2016-2021	Reading Recovery teachers, Teacher Leader				
9. Implement differentiated afterschool book studies to provide	2016-2021	District/School	N/A	N/A	Presentations, sign-in	

ACTION PLAN FOR STRATEGY #1:						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION	
					INDICATORS OF IMPLEMENTATION	
additional professional development opportunities.		Instructional Team			sheets, agendas	
10.						

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SCHOOL RENEWAL PLAN FOR 2016-2021

DATE: 10/2016

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

- For Read to Succeed ONLY for 2016-17, please put NA here.

100% of parents and students will indicate that the school/environment is safe through the results of annual surveys

INTERIM PERFORMANCE GOAL: (One year goal)

97.6% of parents and students will indicate that the school/environment is safe through the results of annual surveys

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

Parent, teacher and student surveys
Title I Surveys

OVERALL MEASURES:

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AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
2015-2016 Parents - 100% Students - 94% Average- 97%	Projected Data	98.2%*	98.8%*	99.4%*	100%*
	Actual Data				

SOURCE:

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1:						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION	
					INDICATORS OF IMPLEMENTATION	
1. Review safety procedures and manuals with district consultant and staff	2016-2021	Asst. Superintendent of Personnel and Pupil Services	N/A	N/A	Meeting agendas, copy of manuals	
2. Conduct monthly safety drills	2016-2021	Asst. Superintendent of Personnel and Pupil Services, Principal	N/A	N/A	Safety drill reports	
3. Plan table-top exercises for safety at least two times per year	2016-2021	Safety Committee	N/A	NA	Meeting agendas, sign-in sheets	
4. Monitor security cameras and other safety equipment for proper operation	2016-2021	Principal, Safety Committee			Cameras	
5. Provide staff development to review school emergency and safety procedures	2016-2021	Principal	N/A	N/A	Meeting agendas, copy of manuals	
6. Communicate safety procedures to parents in writing and during meetings	2016-2021	Principal, PTO Chairperson	N/A	N/A	Meeting agendas, sign-in sheets, survey results	
7. Continue use of driver's license scan in front office for visitors	2016-2021	Front Office Personnel			Scan in report	
8. Continue character education programs including bullying	2016-2021	Guidance,	N/A	N/A	Lesson plans	

ACTION PLAN FOR STRATEGY #1:						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION	INDICATORS OF IMPLEMENTATION
and personal safety (Erin's Law)		Classroom Teachers				
9. Door Buzz-in Feature	2016-2021	Maintenance				Door bell
10. Celebrate positive behavior	2016-2021	Guidance, Classroom Teachers	\$2,000.00	PTO Funds		Continue
11. Student of the Month: Character	2016-2021	Guidance, Principal	\$500.00	PTO Funds		Continue
12. Analyze discipline referrals	2016-2021	Principal	N/A	N/A		Continue
13. Provide a county officer during morning and afternoon dismissal.	2016-2021	Asst. Superintendent of Personnel and Pupil Services Spartanburg Sheriff's Department				

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PERFORMANCE GOAL:

(Statement of desired progress or result over five years)

- For Read to Succeed ONLY for 2016-17, please put NA here.

INTERIM PERFORMANCE GOAL: (One year goal)

Meet quarterly to monitor Read to Succeed school plan.

DATA SOURCES(S):

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

Agenda and minutes

OVERALL MEASURES:

SOURCE:

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AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
Projected Data	*	*	*	*	*
Actual Data					

* Represents projections of improvement

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

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PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)
 • For **Read to Succeed ONLY** for 2016-17, please put NA here.

INTERIM PERFORMANCE GOAL: (One year goal)

Increase the percentage of third grade students reading on grade level as measured by SC READY

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

SC READY ELA results of students that score Approaches, Meets or Exceeds

OVERALL MEASURES:

SOURCE:

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

AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21	
SC READY ELA 39.5%	Projected Data	49.5%*	59.5%*	69.5%*	79.5%*	90%*
	Actual Data					

* Represents projections of improvement

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

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

- For Read to Succeed ONLY for 2016-17, please put NA here.

INTERIM PERFORMANCE GOAL: (One year goal)

Provide Read to Succeed: Foundations course to elementary teachers.

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

Syllabus, Sign in Sheets and Recertification Certificates

OVERALL MEASURES:

SOURCE:

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

AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
Projected Data	*	*	*	*	*
Actual Data					

* Represents projections of improvement

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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SCHOOL RENEWAL PLAN FOR 2016-2021

DATE: 10/2016

- 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)

- For **Read to Succeed ONLY** for 2016-17, please put N.A. here.

INTERIM PERFORMANCE GOAL: (One year goal)

Analyze formative and summative literacy assessments to inform instruction.

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

Data walls/notebooks, assessment results

OVERALL MEASURES:

SOURCE:

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

AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
Projected Data	*	*	*	*	*
Actual Data					

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1:							EVALUATION
ACTIVITY	TIMELINE <small>(Start and End Dates)</small>	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION		
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SCHOOL RENEWAL PLAN FOR 2016-2021

DATE: 10/2016

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)
 • For Read to Succeed ONLY for 2016-17, please put NA here.

INTERIM PERFORMANCE GOAL: (One year goal)

Increase the number of texts, print and digital, in a variety of genres, fiction and nonfiction in classroom libraries.

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

Inventory of the number of texts, print and digital, in a variety of genres, fiction and nonfiction in classroom libraries.

OVERALL MEASURES:

SOURCE:
 * Represents projections of improvement

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

AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
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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SCHOOL RENEWAL PLAN FOR 2016-2021

DATE: 10/20/16

- 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)
• For Read to Succeed ONLY for 2016-17, please put NA here.

INTERIM PERFORMANCE GOAL: (One year goal)

Increase the percent of positive responses to survey items related to involvement in children's literacy development.

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

State and district survey

OVERALL MEASURES:

SOURCE:

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

AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
Projected Data	*	*	*	*	*
Actual Data					

* Represents projections of improvement

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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SCHOOL RENEWAL PLAN FOR 2016-2021

DATE: 10/2016

- 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)
 • For Read to Succeed ONLY for 2016-17, please put NA here.

INTERIM PERFORMANCE GOAL: (One year goal)

Increase the number of community partnerships that promote literacy awareness.

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

Listing of the number of community partnerships that promote literacy awareness.

OVERALL MEASURES:

SOURCE:

* Represents projections of improvement

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

AVERAGE BASELINE	2016-17	2017-18	2018-19	2019-20	2020-21
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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- 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>