

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: [2018 School Report Card](#)
[2017 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:

- [2018 School Report Card](#)
- [2018 Individual School \(all indicators\)](#)
- [2018 EVASS Growth Ratings](#)
- [3 year State Ranking using SC Ready Scores](#)
- [2017 School Report Card](#)
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- [District SCReady Data](#)
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- [2018 Elementary ELA SC Ready Performance Levels](#)
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- [2018 Elementary SC Ready Mean Scores](#)

School Climate Data:

- [2018 School Parent Survey Responses](#)
- [2018 School Elementary Student Survey Responses](#)
- [2018 School Teacher Survey Response](#)

Teacher/Administrator Quality Data:

- Teacher Certification Report 2018 – Accreditation (All Clear – District and All Schools)
- SC Teacher Recruitment/Retention Information

Gifted and Talented Data:

- 40 students are enrolled in Gifted and Talents
- SC Ready Data (Number of Gifted Students Scoring Exceeding on SC Ready

Reading	Math	Science
80% (32 of 40)	88% (35 of 40)	68% (19 of 28)

AdvancED Data:

- [AdvancED School Quality Factors](#)
- [BSE eleot Observations](#)

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		
Early Childhood/Primary (PK–2):		
Boiling Springs Elementary serves 832 students including four-year-old kindergarten through fourth grade. We are proud to be part of a family oriented, supportive and growing community Our school serves a varied ethnic and socioeconomic population. The student body is predominantly Caucasian at 70%. Additionally, 17% are African American and 9% are Hispanic or Latino. Subsidized meals are provided for 58% of our students based on the 2017 report card information. The BSES community is continuing to see growth, as we added 73 new students this year.		
Boiling Springs Elementary is proud of its administration, faculty and staff and their commitment to student achievement. A variety of resources are used to assess student achievement including results from Measures of Academic Progress (MAP) and results from SC Ready. Through analysis of data from these assessments, we note the performance of our students and strategically plan to address their needs to further their academic success. Teachers also have other assessment tools available to assist in identifying the needs of their students, like Fountas and Pinnell benchmark assessments and iReady data.		
Based on our spring MAP data from 2018, we reduced the number of students not reading on grade level:		
Grade	Fall Number reading off grade	Spring Number reading off grade level

	level	
K	44	27
1	38	27
2	46	40

We also saw an increase in the number of students at or above MAP norms when comparing fall and spring data:

Grade	Fall/Spring Reading	Fall/Spring Math
K	75/86	66/110
1	73/83	68/75
2	88/91	82/89

This data was used to drive instruction within our classrooms and offer differentiated opportunities to our students.

- The data included on our 2018 SC Ready data revealed that our K students are scoring 64% in Social Foundations, 30% in Literacy, 26% in Mathematics, and 72% in Well Being based on the KRA data. These students scored lower in the areas of Literacy and Mathematics compared to other students in the district.
- According to the SC Ready Preparing for Success Data, 68% of our students are on track to score met on the SC Ready assessment in the area of reading. Only 56% of those students are on track to score met on the SC Ready assessment in the areas of math.

Elementary/Middle (3–8):

Boiling Springs Elementary is proud of its administration, faculty and staff and their commitment to student achievement. A variety of resources are used to assess student achievement including results from Measures of Academic Progress (MAP) and results from SC Ready. Through analysis of data from these assessments, we note the performance of our students and strategically plan to address their needs to further their academic success. Teachers also have other assessment tools available to assist in identifying the needs of their students, like Fountas and Pinnell benchmark assessments and iReady data.

Boiling Springs Elementary School received an Excellent Rating on the State Report Card. The overall score was a 71. In comparison to the State average, Boiling Springs Elementary scored higher than the state average in each of the subcategories. With a focus on student growth, BSES

scored an overall rating of Excellent in this subcategory. These ratings were based on student performance on the SC Ready ELA and Math assessment.

In considering our subgroups, at BSES, our ELL subgroup is an area of focus for us moving forward. Although BSES was above the state average, only 50% of our ELL students met the target growth.

Based on our spring MAP data from 2018, we reduced the number of students not reading on grade level:

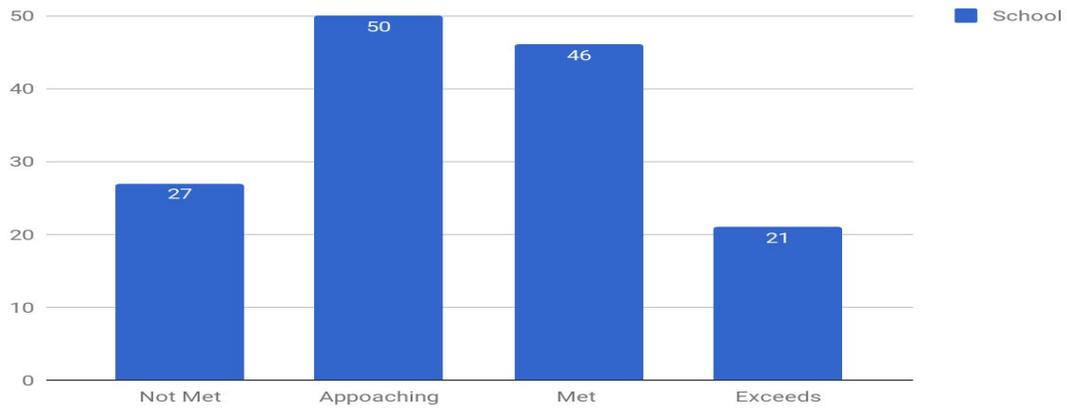
Grade	Fall Number reading off grade level	Spring Number reading off grade level
3	43	43
4	53	32

We also saw an increase in the number of students at or above MAP norms when comparing fall and spring data:

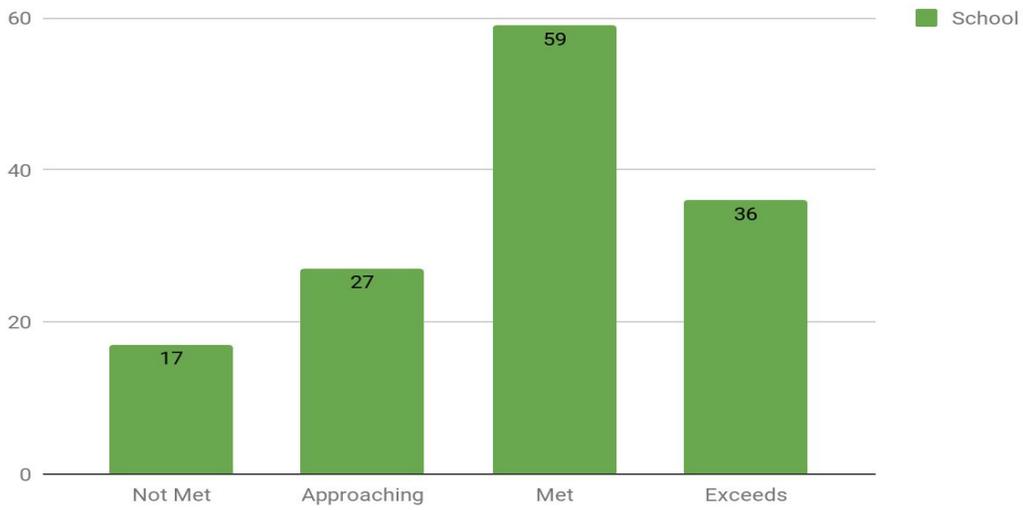
Grade	Fall/Spring Reading	Fall/Spring Math
3	90/93	72/89
4	94/96	78/79

This data was used to drive instruction within our classrooms and offer differentiated opportunities to our students.

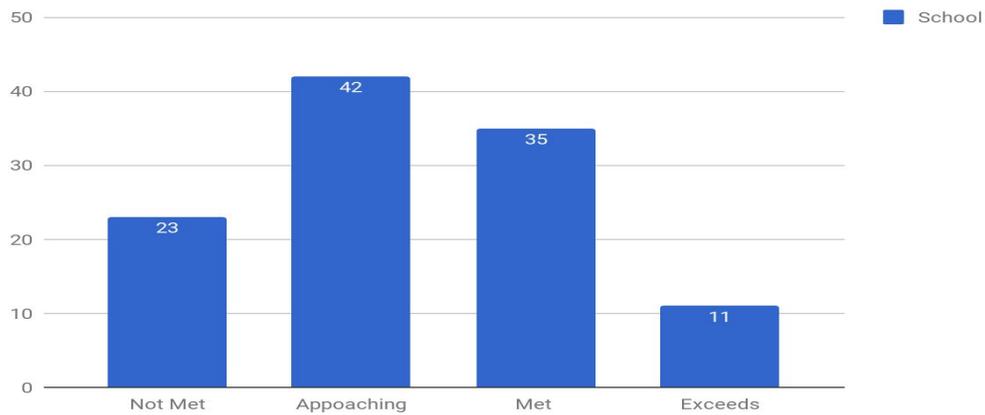
The recent SC Ready data offers insight as to how our students perform at the state level. The 2017 testing information revealed the following data from our 3rd Grade ELA scores:



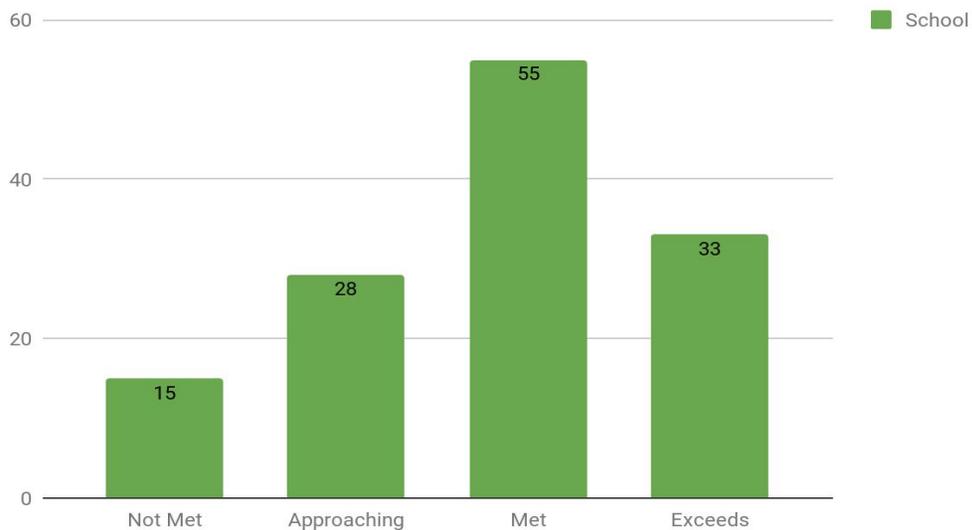
3rd Grade Math Scores



4th Grade ELA Scores



4th Grade Math Scores



- According to SC Ready data, our African American sub-group is an area of focus for BSES. Forty-seven percent of our students tested at the not met level of the reading SC Ready Assessment. Thirty-five percent of our African American sub-group scored at the not met level of the math SC Ready Assessment.
- Our disable sub-group has 63% of students scoring not met in the area of reading on the SC Ready Assessment. Of the same sub-group, 46% of disabled students scored not met in the area of Math on the SC Ready Assessment.

High School (9–12):

Teacher/Administrator Quality

The path to student achievement rests on expanding our capacity as a professional learning community and the faculty of Boiling Springs Elementary is committed to ongoing professional development. Each month, teachers engage in Teaching and learning Team meetings. This time is used to reflect on our most recent data and talk about future educational opportunities for our students. This year, teachers are engaging in a book study using “Design in 5.” This book study is led by teacher leaders in each grade level. Collaboration and planning is a priority each week in our Teaching and Planning (T.A.P.) meetings. Teachers meet with our instructional coaches to create standards based instructional plans to meet with needs of our students. Boiling Springs Elementary teachers serve on various district advisory teams and as a result are able to lead their colleagues in staff development on current trends in instruction. A focus on technology proficiency is a priority as we infuse technology in our daily instruction. We have restructured our faculty meetings each month to offer extra staff development support to our teachers and engage in flipped faculty meetings. Our third and fourth grade teachers have made a huge shift, in how, they offer instruction as the district went one to one just three years ago in third through twelfth grades. In grades K-2, our teachers are fortunate enough to be 2 to 1, where devices are available daily in their classrooms. Through our Peek at the Week newsletter, administration highlights a different part of the new Rubric 4.0 evaluation system as a way to highlight expectations during weekly observations. Teachers are provided feedback from these observations.

School Climate

We recognize the importance of a welcoming school environment for our students, staff, parents, and community. We are proud to announce the addition of our PBIS program called PAWS. The Positive Behavior Intervention System has proven to be a wonderful addition to our school climate. The focus of this program is to note the positive behaviors of our students and recognizing students for their diligence in doing the right thing. Each week, we celebrate students in each grade level that earned tickets throughout the week. We draw names of a student from each grade level to win a prize for the week. Student earn those white tickets for “PAWSING” and doing the right thing. At the end of the school year, we celebrate with the entire school with a PAWS celebration complete with carnival like activities.

Throughout the year, attention is given to improving and maintaining the appearance of our campus including the building and school grounds. Our school routinely receives an outstanding rating on the unannounced inspections focusing on the cleanliness of our building. The safety and security of our students and staff is a top priority for our school and is reviewed throughout the school year. We have updated our security with the addition of a sex offender license scanning system and a buzz in system complete with a camera view. We also made a change to our car line procedures to ensure that student safety is top priority.

Strong parental involvement is encouraged through participation in various activities offered at our school. Opportunities for developing strong home-school relations and communication include Meet the Teacher, Parent-Teacher conferences, weekly Peek at the Week school newsletter and Open House. We have several communication tools in efforts to keep our families in the know, which include weekly phone messengers, peek of the week newsletters, Facebook, and text reminders. Through a PTA sponsored activity, we also have a new digital sign to display school activities. Student effort and achievement is recognized through quarterly and end of year awards programs, and the Boiling Springs Kiwanis Terrific Kid program. Families are invited to share in these celebrations. We also host a Fall Carnival, Family Fun Night, Muffins for Moms, Donuts for Dads, and Goodies for Grandparents. Parents and students join teachers in learning together various strategies for student success. These events include Science Fair Night, Kindergarten Camp, Career Day, and Invite your Parent to School Day. An active PTA provides support for our students in a number of significant ways. This organization is instrumental in providing time and resources throughout the school year. The advancement of technology for our students is paramount for this group and is reflected in their continued support in this area.

Other (such as district and/or school priorities)

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

PERFORMANCE GOAL:
 The percentage of 2nd graders on track for 3rd grade success in Reading will increase from 68% in 2017-18 to 78% in 2022-23 as measured by the new ESSA Report Card.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	68% of students are reading on grade level	Projected Data	70%	72%	74%	76%	78%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in reading.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.School literacy interventionists will continue to work with students that are reading below grade level using LLI.	August 2018-2023	Interventionist	Teacher Salary	District office	Continue
2.Use Fountas and Pinnell Benchmark assessments to provide instructional information for individual and small group classroom instruction.	August 2018-2023	Classroom Teachers		District Office	Continue
3.Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	August 2018-2023	Administration Instructional Coaches Classroom Teachers Interventionist	No cost		Continue
4.Continue to provide Summer Learning Academy and Summer Reading Camp.	August 2018-2023	Director of Elementary Education		District Office	Continue
5.The School Literacy Coach will provide professional development and assistance based the needs of their specific school.	August 2018-2023	Literacy Coach	Teacher Salary	District Office	Continue
6.The principals will write a PADEPP goal with an emphasis on increasing the number of 2 nd grade students reading on grade level.	August 2018-2023	Principal	No funding		Continue

7.Utilize digital tools and software (e.g., Reading Eggs, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs.	August 2018-2023	Classroom Teachers		District Office	Continue
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ACTION PLAN FOR STRATEGY #2: We will strengthen ELA curriculum guides and ELA classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Conduct vertical teaming/ advisory meetings each year with 4K-2 nd grade teachers to identify and address curriculum gaps.	August 2018-2023	Administration District PD Coordinator			Continue
2.Utilize the Design in Five processes to strengthen 4K – 2 nd grade curriculum guides and classroom instruction.	August 2018-2023	School Administration Classroom teachers			Continue
3.Continue to provide professional development in the area of Guided Reading instruction	August 2018-2023	Literacy Coach District PD Coordinator			Continue
4.Literacy coaches will provide professional development on best practices in early childhood and literacy for teachers of grade 4K- 2 nd grade.	August 2018-2023	Literacy Coach			Continue

5.Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018-2023	Classroom Teacher Literacy Coach			Continue
6.Implement schools' Read To Succeed plans to strengthen reading and writing instruction.	August 2018-2023	Classroom teacher Administration Literacy Coach			Continue

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Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input type="checkbox"/> District Priority <i>(* required)</i>							
PERFORMANCE GOAL: The percentage of 2 nd graders on track for 3 rd grade success in Math will increase from 56% in 2017-18 to 66% in 2022-23 as measured by the new ESSA Report Card.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	56% as reported on the SC State Report Card	Projected Data	58%	60%	62%	64%	66%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in math.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School level personnel will continue to provide interventions based on specific student needs.	August 2018-2023	Interventionist Math Coach Classroom Teachers	Teacher Salary		Continue
2. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions.	August 2018-2023	Administration Instructional Coaches Classroom Teachers Interventionist	No Cost		Continue
3. The School Math Coach will provide professional development and assistance based on the needs of the school.	August 2018-2023	Math Coach	Teacher Salary	District Office	Continue
4. Continue to provide professional development in the area of Guided Math instruction.	August 2018-2023	Math Coach School Administration District PD Coordinator		District Office	Continue
5. Utilize district and school provided digital tools and software (e.g., Math Seeds, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs.	August 2018-2023	Classroom Teachers		District Office	Continue

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

ACTION PLAN FOR STRATEGY #2: We will strengthen math curriculum guides and math classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct vertical teaming/ advisory meetings each year with 4K-2 nd grade teachers to strengthen curriculum gaps in math and address these gaps.	August 2018-2023	Administration District PD Coordinator			Continue
2. Utilize the Design in Five and High Impact Teams processes to strengthen 4K – 2 nd grade math curriculum guides and classroom instruction.	August 2018-2023	School Administration Classroom teachers			Continue
3. The math coach will provide professional development on best practices in early childhood and math for teachers of grade 4K- 2 nd grade.	August 2018-2023	Math Coach	Teacher Salary		Continue
4. Continue to provide professional development on Guided Math at all levels.	August 2018-2023	Math Coach School Administration District PD Coordinator		District Office	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:**

The percentage of students in grades 3-4 who score Meets & Exceeds on SC Ready ELA will increase from 54% in 2017-18 to 64% 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):	54% as Reported on the SC State Report Card	Projected Data	56%	58%	60%	62%	64%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all K-8 classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Add additional time for independent reading at each grade level.	August 2018-2023	Classroom teachers Administration			Continue
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	August 2018-2023	Classroom teachers Literacy Coach		District Office	Continue

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

ACTION PLAN FOR STRATEGY #2: Support reading instruction in all K-12 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy coaches will provide professional development on best practices in literacy for teachers of grades 3-4.	August 2018-2023	Literacy Coach			Continue
2. Provide Read to Succeed classes for teachers that promote reading and writing across the curriculum.	August 2018-2023	District PD Literacy coordinator			Continue

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

ACTION PLAN FOR STRATEGY #3: Continue to provide a framework and curriculum guides for ELA instruction and diagnostic data to adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct vertical teaming/advisory meetings each year with 3 rd -8 th grade teachers to strengthen curriculum gaps and address these gaps.	August 2018-2023				Continue
2. Utilize the Design in Five and High Impact Teams processes to strengthen 3 rd – 4 th grade classroom instruction.	August 2018-2023	Classroom Teachers Administration Literacy Coach			Continue

3. Literacy coaches will provide professional development on best practices in literacy for teachers of grades 3-4.	August 2018-2023	Literacy Coach			Continue
4. Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018-2023	Classroom Teachers			Continue
5. Guided Reading stations will “preview” / “frontload” the standard strands that are low for each school.	August 2018-2023	Classroom teachers Literacy Coach			Continue
6. Schools will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas for each school.	August 2018-2023	Classroom teachers Administration Literacy Coach			Continue

ACTION PLAN FOR STRATEGY #4: Continue to provide supplemental student support services to enhance learning and complement regular classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize the Design in Five and High Impact Teams processes to strengthen 3 rd – 4 th grade classroom instruction.	August 2018-2023	Classroom Teachers Administration Literacy Coach			Continue
2. Literacy coach will provide professional development on best practices in literacy for teachers of grades 3-4.	August 2018-2023	Literacy Coach			Continue

3. Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018-2023	Classroom teachers Literacy Coach			Continue
4. Guided Reading stations will “preview” / “frontload” the standard strands that are low for each school.	August 2018-2023	Classroom teachers Literacy Coach			Continue
5. Schools will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas for each school.	August 2018-2023	Classroom teachers Administration Literacy Coach			Continue

ACTION PLAN FOR STRATEGY #5: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process.	August 2018-2023	Classroom teachers Administration			Continue

Performance Goal Area:

Student Achievement*

Teacher/Administrator Quality*

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

District Priority

(* required)

PERFORMANCE GOAL:

The percentage of students in grades 3-4 who score Meets & Exceeds on SC Ready Math will increase from 67% in 2017-18 to 77% 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):	67% as reported on the SC State Report Card	Projected Data	69%	71%	73%	75%	77%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in grades K-4; 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.	August 2018 - 2023	Math Coach			Continue
2. Guided Math stations will “preview”/“frontload” the standard strands that are low for each school.	August 2018 - 2023	Math Coach Classroom Teachers			Continue
3. Schools will continue to compile and share “Impactful Ideas from Data Conferences” throughout the school year in an effort to share the strategies that are making a difference and next step ideas for each school.	August 2018 - 2023	Math Coach Administration			Continue
4. Conduct vertical teaming/advisory meetings each year with 3 rd -4 th grade teachers to strengthen curriculum gaps and address these gaps.	August 2018 - 2023	District PD Coordinator			Continue
5. Utilize the Design in Five and High Impact Teams processes to strengthen 3 rd – 4 th grade curriculum guides and classroom instruction.	August 2018 - 2023	Administration Math Coach TLT Lead Teachers			Continue
6. Focus on unpacking the standards for teacher clarity and using learning targets.	August 2018 - 2023	TLT Lead Teachers Math Coach Classroom Teachers			Continue

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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 and school provided digital tools and software (e.g., MathSeeds, Pathblazer, iReady) to provide standards-based, differentiated instruction based on student needs.	August 2018 - 2023	Classroom Teachers			Continue
2. Conduct teacher and coaches training of supplemental materials	August 2018 - 2023	District PD Coordinator			Continue
3. Math coaches will model lessons utilizing the implementation of supplemental material	August 2018 - 2023	Math Coach			Continue

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

ACTION PLAN FOR STRATEGY #3: We will develop assessment capable learners who are able to explain how their work is assessed, monitor their own learning, demonstrate/describe high quality work, and are self-directed in their learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Infuse the top six influences that are proven to have the highest impact on student learning (collective teacher efficacy, assessment capable learners, success criteria, formative assessment, feedback, teacher clarity) into the TLT process with the Leading High Impact Teams process.	August 2018 - 2023	Classroom teachers Administration			Continue
2. Continue the Design in Five work with Nicole Vagle working with the TLT Teacher Leader Academy and schools on an as-needed basis.	August 2018-2023	Classroom Teachers Administration District PD Coordinator			Continue

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

PERFORMANCE GOAL:
The percentage of students in grades 3-8 who score Meets & Exceeds on SCPASS Science will increase from 57.5% in 2017-18 to 67.5% 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):	57.5% as reported on the SC State Report Card	Projected Data	59.5%	61.5%	63.5%	65.5%	67.5%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: We will unit content and review assessment to ensure that the rigor in the standards matches unit assessments.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review unit assessments to determine gaps in standards	August 2018 - August 2023	Classroom Teachers Instructional Coach			Continue
2. Review the verbs in science assessment to determine if assessments expectations match standards	August 2018 - August 2023	Classroom Teachers Instructional Coach			Continue
3. Conduct vertical teaming/advisory meetings each year with 1-4 grade teachers to identify and address curriculum gaps.	August 2018 - August 2023	Classroom Teacher Instructional Notes			Continue

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Performance Goal Area:
 etc.)*
 (* required)

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

PERFORMANCE GOAL:
 The percentage students in grades 3-4 who score **Exceeds** on SC Ready ELA will increase from 17% in 2017-18 to 27% 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):	17% as reported by the SC Report Card	Projected Data	19%	21%	23%	25%	27%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to review and update district GT curriculum guides.	August 2018-2023	GT teacher			Continue
2. Continue to provide professional development regarding the unique needs of the GT population.	August 2018-2023	District PD coordinator			Continue
3. Use a variety of digital tools and software to extend learning.	August 2018-2023	District Instructional Technology Facilitators			Continue
4. Provide enrichment opportunities for GT students in the regular classroom.	August 2018-2023	Classroom teachers			Continue
5. District Elementary GT Teachers will collaborate and analyze data to determine the needs of their students.	August 2018-2023	GT teacher			Continue
6. District Elementary GT teachers will participate in TLTs to provide ideas for extending learning for GT students in the regular classroom.	August 2018-2023	GT teacher			Continue

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ACTION PLAN FOR STRATEGY #2: Analyze data specific to instructional levels in TLT meetings in an effort to extend classroom learning experiences and enhance growth on SC Ready ELA assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions and/or acceleration.	August 2018-2023	Classroom teacher Administration			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.)*
 etc.)*
 (* required)

PERFORMANCE GOAL:
 The percentage of students in grades 3-4 who score **Exceeds** on SC Ready Math will increase from 36% in 2017-18 to 46% 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):	36%	Projected Data	38%	40%	42%	44%	46%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Enhance the instructional and environmental approaches to accelerate learning for high performing students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to review and update district curriculum guides.	August 2018-2023	Math Coach			Continue
2. Continue to provide professional development regarding the unique needs of the GT population.	August 2018-2023	District PD coordinator			Continue
3. Use a variety of instructional technology resources to extend learning.	August 2018-2023	District Instructional Technology Facilitators			Continue
4. Analyze student data weekly through TLTs in order to plan for differentiated instruction and student interventions and/or acceleration.	August 2018-2023	Classroom teacher Administration			Continue

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

Performance Goal Area:
etc.)*
(* required)

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

PERFORMANCE GOAL:
The percentage of teachers who have receive R2S certification will increase from 11 in 2017-18 to 21 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):	11 as reported by faculty and staff at BSES	Projected Data	13	15	17	19	21
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Provide free or low-cost professional development opportunities for R2S certification.					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.	August 2018-2023	District coordinator Teachers			Continue
2. Teachers may earn R2S certification through renewal credit R2S courses offered face-to-face and online through the district.	August 2018-2023	District PD coordinator Teachers			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:

The percentage of parents satisfied with home to school relations will increase from 80% in 2017-18 to 90% 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):	80% as reported from the SC School Report Card	Projected Data	82%	84%	86%	88%	90%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: The school will communicate with parents on a weekly basis.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will keep class web pages updated weekly.	August 2018-2023	Classroom Teachers			Continue
2. The school will maintain the marquee out front with the most up to date information	August 2018-2023	Administration			Continue
3.The school will maintain an up to date school webpage.	August 2018-2023	Administration			Continue
4.The school will send weekly emails to keep them up to date on current events.	August 2018-2023	Administration			Continue
5. The school will send weekly phone messengers to keep parents up to date on current school event.	August 2018-2023	Administration			Continue
6. Teachers will use red communication folders as a mean to communicate with parents.	August 2018-2023	Teachers	1200.00	School Money	Continue

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

ACTION PLAN FOR STRATEGY #2: The school will survey parents on strategies for better communication.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Send home a parent survey to get feedback on homeschool communication	August 2018-2019	Leadership Team			Continue
2. Analyze data results to determine new ways to communicate with parents	August 2018-2019	Leadership Team			Continue
3.Meet with Grade level chairs to determine ways to improve home to school relations	August 2018-2019	Grade Level Chair Administration			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:

The percent of teachers satisfied with the social and physical learning environment will increase on Agree and Mostly Agree from 93% in 2017-18 to 100% 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):	93% as reported from the SC School Report Card	Projected Data	94.5%	96%	97.5%	99%	100%
		Actual Data	NA				

ACTION PLAN FOR STRATEGY #1: Boiling Springs Elementary 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. BSE will continue to communicate regularly with parents and the school community.	2013-2018	Administration Teachers			Continue
2. BSE will continue to organize and implement an active parental volunteer program.	2013-2018	Administration		PTA Funds	Continue
3. BSE will provide students and parents with information in a variety of ways to assist with student success including parent-teacher conferences, phone calls, weekly classroom newsletters.	2013-2018	Teachers	\$1500/year	School Funds	Continue

ACTION PLAN FOR STRATEGY #2: BSE will continue its efforts to improve and maintain the appearance of the campus.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. BSE will strive to maintain and improve the appearance of its buildings and grounds through a series of annual inspections.	2013-2018	Administration, District Office	None to school	District Funds	Continue
2. BSE will use district funds provided through the annual landscaping grant to improve school grounds.	2013-2018	Administration/District Office	\$1600/year	District Funds/School Funds	Continue
3. BSE will make interior improvements by: decorating to support the yearly theme and painting.	2013-2014	Administration, Instructional Coaches, Teachers	5000.00	School Funds	Continue

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