

# **SCHOOL RENEWAL PLAN**

## **TABLE OF CONTENTS**

School Renewal Plan Signature Page

Assurances for School Renewal Plans

Stakeholders Involvement for School Renewal Plan

District Requested Strategic/Renewal Plan Waiver

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

## NEEDS ASSESSMENT DATA

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

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZzaWQ9MjEwMTA1MA>

**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.)

**Summative:** Data indicates percentage of students who scored met or exceeded on SC Ready in 2016-2017 and 2017-2018. The difference in the two assessments shows any gains or losses when comparing percentages of students who met or exceeded expectations.

Grade	ELA			Math		
	SC Ready 17-18	SC Ready 18-19	Difference (Gains or Losses)	SC Ready 17-18	SC Ready 18-19	Difference (Gains or Losses)
7	32.3%	48.5%	+16.2%	22.9%	23.9%	+1
8	39.7%	46.1%	+6.4%	29.5%	25.44%	-4.06

**Formative:** Data indicates percentage of students who did not meet expectations on LinkIt 2018-2019. The difference in the two assessments shows an increase or decrease in the number of students who did not meet expectations.

Grade	ELA			Math		
	Winter LinkIt 2018	Fall LinkIt 2019	Difference (Gains or Losses)	Winter LinkIt 2018	Fall LinkIt 2019	Difference (Gains or Losses)
7	15%	13%	-2%	13%	26%	+13%
8	39%	15%	-24%	55%	63%	+7%

Grade	English I			Algebra I		
	Winter LinkIt 2018	Fall LinkIt 2019	Difference (Gains or Losses)	Winter LinkIt 2018	Fall LinkIt 2019	Difference (Gains or Losses)
8	3%	43%	+40%	13%	87%	+74%

**Note:** The data indicates a deficiency with Math and ELA in both grade levels and assessments. Since the greatest deficit is in the area of math, our focus within our Strategic Plan will be to increase math scores.

## 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.

<b>Student Achievement, including sub-groups</b>
<i>Early Childhood/Primary (PK–2):</i>
<i>Elementary/Middle (3–8):</i>
<p><u>Math</u></p> <p>The South Carolina College and Career Ready Assessments (SC Ready) is a statewide test that measures student mastery of the 2018 College and Career Ready Standards. The assessment in math is administered to all 7<sup>th</sup> and 8<sup>th</sup> grade students. The results from this assessment indicated that 24.2% of students in both grades scored met or exceeded compared to the state average of 45.10%. Sneed Middle School is a Title 1 school and a Comprehensive Support and Improvement (CSI) School.</p> <p>According to the school report card, the lowest performing subgroups were pupils of poverty at -7.82 (Level 1), black or African American students at -7.28 (Level 1), white students at -10.21 (Level 1), female students at -8.07 (Level 1), and male students at -9.53 (Level 1).</p>
<p><u>ELA</u></p> <p>The South Carolina College and Career Ready Assessments (SC Ready) is a statewide test that measures student mastery of the 2018 College and Career Ready Standards. The assessment in ELA is administered to all 7<sup>th</sup> and 8<sup>th</sup> grade students. The results from this assessment indicated that 47.30% of students in both grades scored met or exceeded compared to the state average of 45.40%. Sneed Middle School is a Title 1 school and a Comprehensive Support and Improvement (CSI) School.</p> <p>According to the school report card, the lowest performing subgroups were pupils of poverty at -7.82 (Level 1), black or African American students at -7.28 (Level 1), white students at -10.21 (Level 1), female students at -8.07 (Level 1), and male students at -9.53 (Level 1).</p>
<i>High School (9–12):</i>
<b>Teacher/Administrator Quality</b>
According to the SC Department of Education School Report Card:

- The percent of teachers with continuing contracts remains the same at 64.3.
- The percent of inexperienced teachers teaching core classes has remained the same 14.8% (4 teachers)

Professional Development

The South Carolina Teaching Standards 4.0 Rubric will be  
Teacher Attendance

**School Climate**

According to the SC Department of Education Report Card:  
Students

- 405 students completed surveys
- 49% were satisfied with the learning environment
- 58% were satisfied with the social and physical environment
- 76.80% were satisfied with school-home relations

Parents

- 196 parents completed surveys
- 75.8% were satisfied with the learning environment
- 70.5% were satisfied with the social and physical environment
- 63.4% were satisfied with school-home relations

**Other (such as district and/or school priorities)**

**Performance Goal Area:**

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

(\* required)

**PERFORMANCE GOAL:**

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

SMART goal must include:

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

The percentage of students in grades 7 and 8 meeting expectations and above will increase five percentage points in Reading from 47% to 68% per year and in Math from 25% to 51% by the end of the 2023-2024 school year as measured by the SC Ready State Assessment

**INTERIM PERFORMANCE GOAL:** Meet annual targets below. Measure student growth toward annual ELA/Reading and Math achievement goals/targets using the Linkit Assessment platform in the Fall, Winter, and Spring of each year.

	AVERAGE BASELINE		2019–20	2020–21	2021–22	2022–23	2023–24
<b>DATA SOURCE(s):</b> SC Ready ELA State Assessments  SC Ready Math State Assessment	ELA 47%  Math 25%	<b>Projected Data</b>	ELA 52%  Math 30%	ELA 57%  Math 35%	ELA 62%  Math 40%	ELA 63%  Math 45%	ELA 68%  Math 50%
		<b>Actual Data</b>					

<b>ACTION PLAN FOR STRATEGY #1: Provide appropriately differentiated and leveled interventions for students in Math and ELA.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Employ ELA and Math interventionists to work with small groups at least 2 days each week to enhance reading and Math skills. (2018-2019)	2019-2024	Administration Teachers Interventionists	\$40,000	CSI Title 1 F1S	Lesson Plans Schedule/Work Log Observations Data Reports
2. Hire five classroom assistants to work with small groups of students in Math or ELA classes to provide differentiated and academic support. (2020-2021)	2019-2024		\$79,431	Title 1 ('22)	Lesson Plans Observations
3. Students will be allowed to work with math lab teacher as one of their elective classes.	2019-2024	Administration Teachers	District Salary Scale	F1S	Lesson Plans Observations Data Reports
4. Teachers will follow a lesson plan format that provides focus on the I Do, We Do, You Do method of instruction.  These supplies will be used to implement small group instruction incorporated in each week's lesson plan format:  10 cases of Copy Paper (2018-2019)	2019-2024        2019-2024	Administration Teachers      Administration Teachers	\$0        \$303.00	N/A        CSI-State	Lesson Plans Observations        Lesson Plans Observations

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<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
31 cases of Copy Paper (2018-2019)	2019-2024	Administration Teachers	\$939.30	CSI-Federal	Lesson Plans Observations
14 boxes of Pencils (2018-2019)	2019-2024	Administration Teachers	\$14.70	CSI-Federal	Lesson Plans Observations
5. Twelve teachers will be given an equal allocation of funds to spend on a classroom library to address disparities in ELA scores-7 and 8, by creating a literacy rich environment to foster and increase student learning.  Foldscope instruments and additional supplies for instructional use to increase student achievement. (2019-2020)	2019-2024	Administration Teachers	\$15,605.30	Title 1	Purchase orders
6. Classroom Assistants placed in 7 <sup>th</sup> grade Math Classrooms to assist with differentiated instruction activities (4). (2018-2019)	2019-2024	Administration Teachers	\$124,000	CSI-federal & state	Lesson Plans Observations

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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
7. Use Interactive Whiteboard Tables and Chairs to group students by ability level to differentiate instruction. (2018-2019)	2019-2024	Teachers	\$35,322	CSI-state	Lesson Plans Observations
Use Interactive Whiteboard Tables and Chairs to group students by ability level to differentiate instruction.	2019-2024	Teachers	\$42,228	CSI-state	Lesson Plans Observations
Expo Marker and Microfiber Cloths (2018-2019)	2019-2024	Teachers	\$1,208.81	CSI-Federal	Lesson Plans Observations
8. Hire Parent Liaison to help connect with parents of students with attendance issues, or need assistance with home-school relations. (2020-2021)		Administration	\$44,232.00 Ret:\$6,543.00 SS: \$2,295.00 WC: \$300.00 Ins: \$5,094.00	CSI-Federal	Submitted Reports Observations Salary
9. Hire PBIS Coach: Provide training and support to teachers/school staff to insure		Administration	\$44,232.00	CSI Federal	Submitted Reports Observations



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behavior management expectations are taught, reinforced, and monitored at the school-wide level to increase student achievement (2020-2021).			Ret:\$6,543.00 SS: \$2,295.00 WC: \$300.00 Ins: \$5,094.00		Salary
10. Progress monitoring 3 times each year using LinkIt tool.	2019-2024	Administration Teachers	\$0	CSI Title 1 F1S	Data Reports Professional Development
11. Math and ELA consultants will come observe teaching strategies and assist in writing effective lesson plans (2018-2019).	2019-2024	Administration Teachers	\$38,430	CSI-state	Data Reports
12. Lowest Academic students will be enrolled in FEV Tutor. This will provide these students with individualized online instruction from a certified teacher. (2018-2019)	2019-2024	Administrators Teachers	\$30,000	CSI-state Title 1 F1S	C/R Observations Data Reports

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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
13. Adopt and align instructional software to curriculum (Coach Digital, My Path Math 180, Writable) 2018-2019	2019-2024	Principal Curriculum & Instructional Team	\$50,000	CSI-federal & state Title I	Purchase Orders Usage Reports
14. Monitor classroom instruction (SCTS 4.0 Rubric, ELEOT, Walk-through instrument) Use of Classroom Mosaic	2019-2024	School Administration	\$2,000	Title 1	Classroom Observation Documentation
15. Hire an Instructional Coach to lead weekly PLC meetings in each department, observe classroom teachers, provide instructional support, analyze data and provide research based strategies for teachers.	2019-2024	Administration	\$72,791.39 \$2,815.46 (stipend for 10 days)	Title 1	Submitted Reports Agendas
16. Hire an Instructional Coach to lead weekly PLC meetings in each department, observe classroom teachers, provide instructional support, analyze data and provide research based strategies for teachers. (2021-22)	2019-2024	Administration	\$82,982.12 (Stipend for 10 days- \$2,359.00)	Title 1 ('22)	Agendas Submitted Reports
17. Employ ELA and Math interventionists to work with small groups at least 3	2019-2024	Administration Teachers	\$33,815.24	CSI- Federal	Lesson Plans Schedule/Work Log

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days each week to enhance reading and Math skills. (2019-2020)		Interventionists			Observations Data Reports
18. Purchase iXL online program that includes access to comprehensive curriculum and personalized guidance which is aligned with SC State Standards	2019-2020	Administration Teachers Instructional Coach	\$22,935.00	CSI-Federal	Data Reports Purchase Order
19. Purchase Brain pop an online program that uses learning games, animated movies, and activities designed with relevance, depth, and humor to encourage students on their unique learning paths (inquiry).	2019-2020	Administration Teachers Instructional Coach	\$2,690.00	CSI Federal	Data reports Purchase order
20. Purchase Classroom Mosaic-this software will be used by administrators for observations using Genesis/SC Lead. It will allow for immediate documentation and effective teacher feedback.	2019-2020	Administration	\$963.00	CSI-Federal	Observations
21. Coach Digital is an interactive teacher toolbox that provides a growing variety	2019-2020	Administration Teachers	\$6,954.00	CSI-Federal	

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of instruction, assessment, remediation, learning activities, and assessment activities, all aligned to national and state-specific standards.		Instructional Coach			
22. Freckle Site License: Provides each student with individualized ELA and math instruction. Reports are available to support adjustments to student lessons.		Administration Teachers Instructional Coach	\$25,091.36 600 students @\$23 each (ELA and math); includes onsite training	CSI-Federal	
23. Classroom Instructional and Virtual Learning Assistants placed in 7 <sup>th</sup> and 8 <sup>th</sup> grades Math/ELA Classrooms to assist with differentiated instruction activities/progress monitoring (3). (2019-2020)	2019-2024	Administration Teachers	\$62,464.89	CSI-State	Lesson Plans Observations
24. Purchase ink cartridges to be used in classrooms to print instructional materials for students from various resources (Teachers Pay Teachers),	2019-2024	Administration	\$1,143.26	CSI-Federal	

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data spreadsheets, etc...					
25. Purchase interactive tables and chairs (Pinnacle-30 each) to allow ELA, math, and other subject area classes to solve problems, collaborate with peers when solving problems, and allow for the teacher to check for understanding quickly during instruction. (13 <sup>th</sup> Allocation-2021)	2019-2024	Administration	\$12,312.00	CSI State Technical Assistance Funds/13 <sup>th</sup> Allocation	Purchase orders
26. Purchase ink cartridges to be used in classrooms to print instructional materials for students from various resources (Teachers Pay Teachers) data spreadsheets, etc... to increase student achievement.	2019-2024	Administration	\$4,568.00	Title One	Purchase orders
27. Purchase interactive tables and chairs (Pinnacle-30 each) to allow ELA, math, and other subject area classes to solve problems, and allow for the teacher to check for understanding quickly during instruction (13 <sup>th</sup> Allocation)		Administration	\$12,312.00	CSI Technical Assistance Funds/13 <sup>th</sup> Allocation	Purchase orders

<b>ACTION PLAN FOR STRATEGY #1: Provide appropriately differentiated and leveled interventions for students in Math and ELA.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
28. Pinnacle Interactive tables and chairs (120 each) will allow all 8 <sup>th</sup> grade ELA classes to solve ELA problems on their tables, collaborate with peers when solving problems, and allow for the teachers to check for understanding quickly during instruction.	2019-2024	Administration Teachers	\$47,742.46	CSI-State	Purchase orders
29. Purchase instructional supplies to include markers, erasers, cloths, etc...	2019-2024	Administration Teachers	\$5,000.00	CSI	Purchase orders
30. Purchase supplies for professional development to include chart paper, markers, pens, binders, dividers, easels, etc...	2019-2024	Administration Teachers	\$5,000.00		Purchase orders
31. Provide the following instructional supplies for students in grades 6 <sup>th</sup> -8 <sup>th</sup> : journals, paper, pencils, post-its, poster paper, markers, staples, notebooks, highlighters, glue, paint, baskets, and containers for individual project-based learning units, card stock, colored paper, dice, Ziploc bags, modeling clay, file folders, tape (masking tape,	2019-2024	Administration	\$12,270.59	Title 1 ('22)	Purchase orders

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duct tape, electrical tape, scotch tape), batteries, craft glue, dirt, sheet protectors, sand, 3 prong folders, construction paper.					
32. Purchase the following technology supplies: Synchronous teaching equipment to enable teachers to give virtual students a more engaging classroom experience. Purchase 30 HP USB docking stations (G-5) to support multiple displays for professional graphics and video work during synchronous learning.	2019-2024	Administration	\$4,536	Title 1 ('22)	Purchase order Inventory
33. Purchase ink cartridges to be used in classrooms to print instructional materials for students from various resources, data spreadsheets, etc... in order to increase student achievement.	2019-2024	Administration	\$3,175.95	Title 1 ('22)	Purchase orders
34. Ten teachers will participate in the Clemson University Partnership to obtain a Certificate of Online Teaching Endorsement. (2019-2020)	2019-2024	Administration Teachers	\$40,600.00	CSI-Federal	Data Reports

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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
35. <del>Lowest Academic students will be enrolled in FEV Tutor. This will provide these students with individualized online instruction from a certified teacher. (2019-2020)</del>	2019-2024	Administration Teachers	\$15,156.47	CSI-Federal	Sign-in logs Attendance roster
36. Lowest academic students will be enrolled in FEV Tutor. This will provide these students with individualized online instruction from a certified teacher. (2020-2021)		Administration Teacher	\$9,477.09 @\$25 an hour	CSI-State	Sign-in logs Attendance roster
37. The Media Specialist will purchase books of all genres (online included) to increase student achievement. (2019-2020)	2019-2024	Media Specialist	\$30,000.00	CSI State	Purchase orders
38. Instructional supplies will be purchased to increase student achievement (pens, pencils, markers, binders, paper, etc...). (2019-2020)	2019-2024	Administrators Teachers	\$13,000.00	CSI State	Purchase orders
39. Hire an Instructional Coach to lead weekly PLC meetings in math, observe classroom teachers, provide instructional support, analyze data and		Administration	\$57,583.28 Base: \$40,234.00	CSI-State	Submitted reports Agendas



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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
provide research based strategies for teachers. (2020-2021)			Insur.: \$5,094.00  Retirement: \$8,775.04  Soc. Sec.: \$3,077.90  WC: \$402.34		
40. Hire an Instructional Coach to lead weekly PLC meetings in ELA, observe classroom teachers, provide instructional support, analyze data and provide research based strategies for teachers. (2020-2021)		Administration	\$57,583.28 Base: \$40,234.00  Insur.: \$5,094.00  Retirement: \$8,775.04  Soc. Sec.: \$3,077.90  WC: \$402.34	CSI-State	Submitted reports Agendas

<b>ACTION PLAN FOR STRATEGY #1: Provide appropriately differentiated and leveled interventions for students in Math and ELA.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
41. <del>FEV Tutoring facilitator will facilitate FEV tutoring during an after school instructional program. Students will work with a live tutor in the areas of math and ELA for one hour, two days each week (Monday and Thursday). A facilitator will be present to assist students with any needs during the sessions. (2019-2020)</del>	2019-2024	Administration Teacher	\$1,565.55	CSI-Federal	Sign-in logs Attendance roster
42. <del>Beyond the Bell Afterschool program where students will report to a location in the building with a certified teacher to complete any missed assignments from classes or receive extra assistance for any class.(2019-2020)</del>	2019-2024	Administration Teacher	\$665.35	CSI-Federal	Attendance Roster
43. <del>Squires Afterschool Four teachers (2 ELA and 2 math) will work with a maximum of eight students each for 2 days each week (Monday and Wednesday). They will work with individual students based on their specific needs for the two subjects (basic skills, re-teaching skills not mastered, assistance with make-up or missed assignments, and online programs. (2019-2020)</del>	2019-2024	Administration Teacher	\$6,262.08	CSI-Federal	Attendance Roster

ACTION PLAN FOR STRATEGY #1: Provide appropriately differentiated and leveled interventions for students in Math and ELA.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
44. <del>Squire Academy math and ELA teachers will serve their students three days each week to improve upon their areas of weaknesses. (2019-2020)</del>	2019-2024	Teachers	\$21,369.35	Title 1	Submitted reports Sign-in rosters
45. Squire Academy will serve students one day a week for one hour. The teacher will work with students based on their specific needs in math. This could consist of a review of basic skills, re-teaching skills not mastered, assistance with make-up or missed assignments and online programs.  Beyond the Bell-Teacher will assist students with missed assignments and provide academic assistance one day a week for one hour.  Begins 10/26/2020 (22 full days)	Wording change to Title One (2019-2020)	Teachers	\$1,722.07	Title 1	Sign-in rosters
46. Squire Academy will serve students Monday-Wednesday of each week for one hour (60 days). The teachers will work with students based on their	Wording change to title 1		\$7044.84 (Difference of \$12,602.44 to be spent)	Title 1	Submitted reports Sign-in rosters

ACTION PLAN FOR STRATEGY #1: Provide appropriately differentiated and leveled interventions for students in Math and ELA.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>specific needs in math and ELA. This could consist of a review of basic skills, reteaching skills not mastered, assistance with make-up or missed assignments and online programs.</p> <p>Each math and ELA teacher (grades seven and eight) will tutor students, virtually, M-W. Teachers will tutor and record lessons on days with no students in attendance.</p>					
<p>47. Squire Academy-math and ELA teachers (2 each per grade-4) will serve students three days each week to improve upon their areas of weaknesses. 85 days (2020-2021)</p>		Teachers	\$6,653.46  Ret.- \$1112.31 SS.- \$390.15 WC-\$51.00	CSI-State	Submitted Reports Sign-in rosters
<p>48. Beyond the Bell-Afterschool program where students will report to a location in the building with a certified teacher to complete any missed assignments from classes or receive extra assistance</p>		Administration Teacher	\$782.76 Ret.-130.86 SS-\$45.90 WC-\$6.00	CSI-State	Attendance Rosters

ACTION PLAN FOR STRATEGY #1: Provide appropriately differentiated and leveled interventions for students in Math and ELA.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
for any class. (2020-2021) 20 days					
49. Squires Afterschool-Two teachers (1 ELA and 1 math) will work with a students for 2 days each week, virtually or Face-to-Face (Monday and Wednesday). They will work with individual students based on their specific needs for the two subjects (basic skills, re-teaching skills not mastered, assistance with make-up or missed assignments, and online programs. (2020-2021) 40 days		Administration Teacher	\$1668.96 Ret-\$523.44 SS-\$183.60 WC-\$24.00	CSI-State	Sign-in sheets Rosters

<b>ACTION PLAN FOR STRATEGY #2:</b> Sneed Middle School will devise a systematic process, guided by protocols, to collect and analyze multiple sources of data to measure incremental progress and adjust improvement plans accordingly.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Link It benchmarks will be given 3 times throughout the school year to monitor student progress	2019-2024	Administrators Teachers Testing Coordinator	\$0	N/A	Data Reports
2. Professional Development on pulling data from Link It and other progress monitoring tools will be provided for teachers and staff. This training will be done by administration and outside consultants.  DreamBox Professional Development- onsite instruction for teachers that will deliver learner-centric content focused on educators' individual needs. (2018-2019)	2019-2024  2019-2024	Administrators  Administrators	\$100,000  \$2,100	CSI Title 1  CSI Federal	Data Reports Agenda Minutes  Data Reports Agenda Minutes
3. Site Licenses for district approved sites will provide data reports and tracking of student progress throughout the year.	2019-2024	Administrators Teachers Testing Coordinator	\$41,000	CSI-state & federal Title 1 F1S	Data Reports

<p>(My Path, Coach Digital, Math 180, BrainPop, Sumdog, Writable, Flocabulary)</p> <p>DreamBox</p> <p>This is an adaptive online math program that will close math gaps and increase student achievement. It provides continuous formative assessments to provide individualized math instruction to students. (2018-2019)</p> <p>Math 180</p> <p>This Tier 2 intervention will be used by math lab teacher and SPED teacher focusing on subgroups to increase math knowledge and foundational skills of students. Students will be identified based on LinkIt progress monitoring tool and Math 180 benchmarks. (2018-2019)</p> <p>Kahoot</p> <p>This online program will be used by students and faculty to create an interactive review to understand core content skills. (2018-2019)</p>	<p>2019-2024</p> <p>2019-2024</p> <p>2019-2024</p>	<p>Administrators Teachers Testing Coordinator</p> <p>Administrators Teachers Testing Coordinator</p> <p>Administrators Teachers Testing Coordinator</p>	<p>\$8,753.00</p> <p>\$23,915.93</p> <p>\$4320.00</p>	<p>CSI Federal</p> <p>CSI Federal</p> <p>CSI-Federal</p>	<p>Data Reports</p> <p>Data Reports</p> <p>Data Reports</p>
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<p>4. Develop Data Room to track growth of bottom 20% of students in Math and ELA</p>	<p>2019-24</p>	<p>Administrators Teachers Testing Coordinator</p>	<p>\$5,000</p>	<p>FIS</p>	<p>Observation</p>
<p>5. Math 180 This Tier 2 intervention will be used by math lab teacher and SPED teacher focusing on subgroups to increase math knowledge and foundational skills of students. Students will be identified based on LinkIt progress monitoring tool and Math 180 benchmarks. (2020-2021)</p> <p>6. DreamBox This is an adaptive online math program that will close math gaps and increase student achievement. It provides continuous formative assessments to provide individualized math instruction to students. (2020-2021)</p>		<p>Administrators Instructional Coach Teachers</p> <p>Administrators Instructional Coach Teachers</p>	<p>\$23,915.93</p> <p>\$8,753.00</p>	<p>CSI-Federal</p> <p>CSI-Federal</p>	<p>Data Reports</p> <p>Data Reports</p>
<p>7. Kahoot This online program will be used by students and faculty to create an interactive review to understand core content skills. (2020-2021)</p>		<p>Administrators Instructional Coach Teachers</p>	<p>\$4,320.00</p>	<p>CSI-State</p>	<p>Data Reports</p>



<p>8. Gradual Release of Responsibility- Tap/Touch/Push Lights (60)</p> <p>Teachers follow a lesson plan format that provides focus on the I Do, We Do, You Do method of research-based instruction.</p> <p>The lights will be used to prompt student participation during the three phases of the lesson.(2020-2021)</p>		Teachers	\$1,931.17	CSI-State	Purchase Orders
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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:**

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

SMART goal must include:

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

Sneed Middle School will have fully implemented the Professional Learning Community process at 100% which includes, but is not limited to, data analysis driven by protocols, teacher collaboration, vertical and horizontal alignment, and high expectations, by the end of the 2023-2024 school year as measured by administrator observations, approved meeting agendas, and meeting minutes

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	60%	Projected Data	68%	76%	84%	92%	100%
		Actual Data					

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<b>ACTION PLAN FOR STRATEGY #1:</b> Sneed Middle School will create, implement and evaluate a formalized professional learning program based on data-driven needs assessments, including data collected from supervision and evaluation processes.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Grade Level Teams will meet each Tuesday (every other) with Instructional Coach for PLC meetings and then on Thursdays for Team Planning. Meeting with Instructional Coach will be based on data from assessments and classroom observation data.	2019-2024	Administrators Teachers	\$1,000	F1S	Meeting announcement, agenda, minutes and sign in sheet
2. Professional development will be provided onsite throughout the school year to train teachers to analyze student data and to properly work within a Professional Learning Community. Teachers will learn how to use/follow and conduct protocols. (2018-2019)	2019-2024	Administrators Teachers District Coordinators F1S	\$40,700	CSI-state & federal Title 1 F1S	Meeting announcement, agenda, minutes and sign in sheet  Observations Lesson Plans
3. Collect data continuously from a variety of sources about student performance: a. Formal (e.g. quarterly benchmark assessments)	2019-2024	Administrators Teachers	\$0	N/A	Data Meeting announcement, agenda, minutes and sign in sheet; Data Notebooks

<b>ACTION PLAN FOR STRATEGY #1:</b> Sneed Middle School will create, implement and evaluate a formalized professional learning program based on data-driven needs assessments, including data collected from supervision and evaluation processes.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
b. Informal (e.g. common formative assessments, checks for understanding, student work)					
4. Develop a comprehensive professional development calendar to include PLC and Team Meeting Schedules for planning.	2019-2024	Administrators Teachers	\$2,500	Title 1	PD Calendar

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

SMART goal must include:

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

The percentage of students who report they are satisfied with the learning environment at Sneed Middle School will increase from 72% in 2019-2020 to 87% in 2023-2024 as measured by the South Carolina State Report Card

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	AVERAGE BASELINE		2019–20	2020–21	2021–22	2022–23	2023–24
DATA SOURCE(s):	72%	Projected Data	75%	78%	81%	84%	87%
		Actual Data					

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

<b>ACTION PLAN FOR STRATEGY #1:</b> Sneed Middle School will establish, monitor, and evaluate a student management and engagement program aligned to the school’s vision and goals.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Participate in FIS Excellence in Learning Showcase and other community involvement opportunities.	2019-2024	Administrators Teachers Students	\$200.00	FIS	Announcement Agenda Sign In Photos
2. Develop and implement School-wide Positive Behavioral Intervention System (PBIS) with Ripple Effects online program.	2019-2024	School Leadership Team Teachers Students	\$16,000.00	Title I	PBIS Leadership Team, Behavioral Matrix, Incentive plans, Meeting Agenda Sign-in Sheets Minutes Behavior Reports
3. Provide data analysis, observations, coaching, debriefing, and meetings with math teachers focusing on support for the implementation of best practices, both in the classroom and through virtual learning. (2019-2020)	2019-2024 (2019-2020)	Teachers Administration	\$19,792.50	CSI-State	Sign-in Sheets
4. Provide data analysis, observations, coaching, debriefing, and meetings with math teachers focusing on support for the		Teachers Administration	\$17,463.36	CSI-Federal	Sign-in Sheets

implementation of best practices, both in the classroom and through virtual learning. (2020-2021)					
5. Provide sustained and long-term professional learning through the use of evidence-based practices for teaching reading-based on the science of reading and writing and assessing their impact on students' literacy skills. The interventionist will mentor, model, and coach teachers on how to effectively implement new teaching methodologies and high-leverage practices around their selected reading and writing curricula. Teachers will be given personalized professional guidance on how to identify and address struggling readers and provide appropriate instruction. (13 <sup>th</sup> Allocation-Core)		Teachers Administration	\$25,688.00	CSI State Technical Assistance Funds/13 <sup>th</sup> Allocation	Sign –in sheets Logs
6. Provide Professional Development for teachers on Culture Responsive Education- looking at pedagogical issues and methods of instruction related to social-emotional learning, restorative practices, and developing equity audits for classrooms and school.	2019-2024 (2019- 2020)	Teachers	\$2,703.39	CSI- Federal	Sign-in sheets
7. Develop and implement a school-wide guidance program to include the following: a. Anti-Bullying Curriculum (all types) b. Character Education		School Counselors	\$1403.71	CSI Federal	Program, schedules, flyers

c. <b>School Climate (2020-2021)</b>					
8. Develop and Implement a school-wide guidance program to include: a. Anti-Bullying Curriculum b. Gang Awareness c. Social Media Safety d. Character Education e. Mentoring Programs	2019-2024	School Counselor School Leadership Team	\$1,000.00	CSI Title I	Survey data, behavior data, school-wide and classroom guidance plans
<b>ACTION PLAN FOR STRATEGY #2:</b> Sneed Middle School will design, implement and monitor research-based programs that engage families in activities and programs at school					
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Hire Parent Liaison to help connect with parents of students with attendance issues, or need assistance with home-school relations	2019-2024	Administrators	\$50,000	CSI-state	Observations Submitted Reports
2. Hire Parent Liaison to help connect with parents of students with attendance issues, or need	2019-2024 (2019-2020)	Administrators	\$44,623,38	CSI-Federal	Observations Submitted Reports



assistance with home-school relations.					
3. Math/E-learning Assistants to assist the Virtual Learning Specialist as well as assist students to increase student achievement (3). (2019-2020)	2019-2024	Administrators	\$72,124.50	Title 1 FIS	Salary Observations Submitted Reports
4. Hire a Virtual Learning Behavioral Specialist to implement the operation and development of online e-learning programs. To include working with teachers, staff, students, and parents to ensure successful integration of the virtual program.	2019-2024	Administrators	\$44,232.00	Title 1 FIS	Salary Observations Submitted Reports
5. Host regular open house events for parents and students to give them the opportunity to meet with teachers to learn teacher expectations.	2019-2024	Administrators Faculty/Staff	\$1,000	Title 1 FIS	Announcement Agenda Minutes Sign In

<p>6. Host four Title 1 parent workshops based on parent requests for workshops that are effective and beneficial. To include benefits for four teachers.: Parent Resources, Student Social Issues, STEM, and Careers Information/Exploration</p>	<p>2019-2024</p>	<p>Administration Parent liaison</p>	<p>\$1,200  \$273.72</p>	<p>Title 1 ('22)</p>	<p>Announcement Agenda Sign-in</p>
<p>7. Provide printing cost for parenting workshop materials and information sent home to parents.</p>	<p>2019-2024</p>	<p>Administration Parent Liaison</p>	<p>\$1,200</p>	<p>Title 1 ('22)</p>	<p>Purchase orders</p>
<p>8. Purchase resources for Parent workshops: pizza, hotdogs, or spaghetti, drinks, chips, cookies, cupcakes, paper products for each workshop.</p>	<p>2019-2024</p>	<p>Administration</p>	<p>\$2,377.52</p>	<p>Title 1 ('22)</p>	<p>Purchase orders</p>
<p>9. Create and implement a Communication Plan to include newsletters, social media, website, automated messages,</p>	<p>2019-2024</p>	<p>School Leadership Team Teachers Students</p>	<p>\$500.00</p>	<p>F1S</p>	<p>Communication Plan</p>

local news articles and parent meetings.					
10. Host the following events: Title 1 parent workshops, chorus/band/orchestra concerts, sporting events.	2019-2024	Administrators Teachers Parents Students	\$2,000	Title 1 F1S	Announcements Photos
11. Host the following workshops: Parent Resources, Student Social Issues, STEM, and Careers Information/Exploration (2019-2020)	2019-2024	Administration Teachers Parents Students	\$1,572.00	Title 1 F1S	Announcements Photos

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

**Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at**

**<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/>** .

**For further Read to Succeed questions, please contact the Office of Early Learning and Literacy at 803-734-2577.**