

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:

[2017 BSMS School Report Card](#)

[2018 BSMS 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:

- [2017-2018 – EVASS Growth](#)
- [2017-18 SCReady - 6th Grade ELA](#)
- [2017-18 SCReady - 7th Grade ELA](#)
- [2017-18 SCReady - 8th Grade ELA](#)
- [2017-18 SCReady - 6th Grade Math](#)
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- [2017-18 SCReady - 8th Grade Math](#)
- [2017-18 SCPASS - 6th Grade Science](#)
- [2017-18 SCPASS - 8th Grade Science](#)
- [2017-18 SCPASS - 7th Grade Social Studies](#)
- [2017-18 BSMS EOC Scores](#)

School Climate Data:

- [2018 SCDE BSMS Teacher Survey](#)
- [2018 SCDE BSMS Parent Survey](#)
- [2018 SCDE BSMS Student Survey](#)
- [2018 SCDE BSMS Student Engagement Survey](#)

Gifted and Talented Data:

- 20.7% of our students were served by the gifted and talented program. This is down from 26.7% the previous year.

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):

Elementary/Middle (3–8):

- From the 2018 Report Card, BSMS received an overall Excellent Rating. In the EVASS category, BSMS received 35/35 points. BSMS scored higher than the state average in math, reading, science, and social studies on the SCReady and SCPASS tests.
- Achievement and growth in ELA and Math counts 70% on the new ESSA School Report Card at the middle school level. BSMS scored higher than the district and state average in ELA. We will continue to focus on differentiation of the content standards for all learners using Guided Reading instruction coupled with vetted digital tools and adaptive software to further differentiate and personalize the learning.
- Math data is trending lower than ELA data. BSMS scored lower than the district average but barely scored above the state average in math. 8th grade math has scored significantly lower than 6th and 7th grade for the last two years. We are continuing to share best practices from areas in which there is high achievement.
- Achievement in SCPASS Science and Social Studies counts 10% on the new ESSA School Report Card. A review of SCPASS Social Studies data revealed that 7th grade Spartanburg 2 students rank 1st among all Spartanburg County schools in %Meets & Exceeds and Mean for the past two years. BSMS scored higher than the district and state averages in Social Studies and Science.
- Based on the data and the fact that we are learning how to infuse the Design in Five assessment process and the high impact strategies into our TLT process, there is a need to reorganize our curriculum guides to include these processes in order to establish a more effective guaranteed and viable curriculum for all subjects as well as common unit and benchmark assessments to drive CFAs.
- The English Language Proficiency indicator counts 10% on the ESSA School Report Card: thus there is a need to track individual ELL student progress toward meeting proficiency. BSMS scored significantly less than the district and state averages.

High School (9–12):

Teacher/Administrator Quality

- After reviewing teacher recruitment and retention data from CERRA and discussions with our Director of Personnel regarding filling vacant positions, there is a need to continue to focus on efforts to more effectively recruit and retain effective teachers.
- After reviewing the data from several school TLT teams who have experienced increased student achievement, there is a need to continue to support the TLT process across the district.
- Two teachers are currently showing up as non-certified. Of these, one is waiting on their certification to transfer from out of state. The other is a PACE candidate waiting to receive their Praxis score.

School Climate

- School Quality as measured on the AdvancED Student Engagement Survey counts 10% at the middle school level.
- 57.8% of students scored committed on the student engagement survey. This is an area that we will track and improve in.

Other (such as district and/or school priorities)

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 1:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Meets & Exceeds on SC Ready ELA will increase from 51.4 % in 2017-2018 to 61.4% 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): SC Ready	51.4%	Projected Data	53.4%	55.4%	57.4%	59.4%	61.4%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Develop a supportive independent reading culture in all classrooms.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Add additional time for independent reading at each grade level.	2018-2023	Principal Literacy Coach	\$0	N/A	Continue
2. Increase classroom libraries and digital texts to provide a wide variety of options for readers.	2018-2023	District Literacy Coordinator Literacy Coach	\$2,000/year	District Funds School Funds	Continue

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.	2018-2023	Literacy Coach	None	N/A	Continue
2. Provide Read to Succeed classes for teachers that promote reading and writing across the curriculum.	2018-2023	District Literacy Coordinator	None	N/A	Continue

ACTION PLAN FOR STRATEGY #3: Continue to provide a framework for 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 6th – 8 th grade teachers to strengthen	2018-2023	Literacy Coach	None	N/A	Continue

ACTION PLAN FOR STRATEGY #3: Continue to provide a framework for 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
curriculum gaps and address these gaps.					
2. Utilize the Design in Five and High Impact Teams processes to strengthen 6th – 8 th grade curriculum guides and classroom instruction.	2018-2023	Literacy Coach	None	N/A	Continue
3. Literacy coaches will provide professional development on best practices in literacy for teachers of grades 6-8.	2018-2023	Literacy Coach	None	N/A	Continue
4. Focus on unpacking the standards for teacher clarity and using learning targets.	2018-2023	Literacy Coach	None	N/A	Continue
5. Guided Reading stations will “preview” / “frontload” the standard strands that are low for each school.	2018-2023	Literacy Coach	None	N/A	Continue

ACTION PLAN FOR STRATEGY #3: Continue to provide a framework for 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
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.	2018-2023	Literacy Coach Administration	None	N/A	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 2:

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

SMART goal must include:

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

The percentage of students in grade 6-8 who score Meets & Exceeds on SC Ready Math will increase from 45.4% in 2017-18 to 55.4% 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): SC Ready	45.4%	Projected Data	47.4%	49.4%	51.4%	53.4%	55.4%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in K-12, 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 coaches will offer personalized monthly PD based on individual school needs.	2018-2023	Math Coach	None	N/A	Continue
2. Guided Math stations will “preview” / “frontload” the standard strands that are low for each school.	2018-2023	Math Coach	None	N/A	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.	2018-2023	Math Coach Administration	None	N/A	Continue
4. Conduct vertical teaming/advisory meetings each year with 6 th – 8 th grade teachers to strengthen	2018-2023	Math Coach	None	N/A	Continue

ACTION PLAN FOR STRATEGY #1: Continue support and training for math teachers in K-12, 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
curriculum gaps and address these gaps.					
5. Utilize the Design in Five and High Impact Teams processes to strengthen all curriculum guides and classroom instruction.	2018-2023	Math Coach Administration	None	N/A	Continue
6. Focus on unpacking the standards for teacher clarity and using learning targets.	2018-2023	Math Coach	None	N/A	Continue

ACTION PLAN FOR STRATEGY #2: Continue to provide supplemental student support services to enhance learning and complement classroom instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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.	2018-2023	Technology Coordinator	\$2,000/year	District Funds School Funds	Continue
2. Conduct teacher and coach training of supplemental materials.	2018-2023	Math Coach District Staff Coordinator	District Cost	District Funds School Funds	Continue
3. Math coaches will model lessons utilizing the implementation of supplemental material.	2018-2023	Math Coach	None	N/A	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 3:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Meets & Exceeds on SCPASS Social Studies will increase from 74.5% in 2017-18 to 79.5% 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): SC PASS	74.5%	Projected Data	75.5%	76.5%	77.5%	78.5%	79.5%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Provide a district-wide framework and curriculum guides for Social Studies 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. Rewrite the social studies curriculum guide to reflect the new South Carolina State Standards.	2018-2023	Social Studies lead teachers	None	N/A	Continue
2. Literacy Coaches and social studies teachers will collaborate to create new benchmarks.	2018-2023	Literacy Coach	None	N/A	Continue

ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-12 social studies classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The District Literacy Coordinator and School Literacy Coaches will work closely with teachers to implement the new Social Studies State Standards.	2018-2023	District Literacy Coordinator School Literacy Coach	None	N/A	Continue
2. Social Studies Advisory Team will meet regularly to share best practices.	2018-2023	Social Studies lead teacher	None	N/A	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 4:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Meets & Exceeds on SCPASS Science will increase from 57.9% in 2017-18 to 67.9% 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): SC PASS	57.9%	Projected Data	59.9%	61.9%	63.9%	65.9%	67.9%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Provide a district-wide framework for science 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. Science lead teachers will work with teachers to review the current science curriculum guide to reflect new South Carolina State Standards and support document.	2018-2023	Science Lead Teacher	None	N/A	Continue
2. Math Coaches and district science lead teachers will collaborate to create new benchmarks.	2018-2023	Math Coach and Science Lead teacher	None	N/A	Continue
3. Complete more hands on science labs.	2018-2023	Lead Science Teacher	\$1,500/year	District Funds School Funds	Continue

ACTION PLAN FOR STRATEGY #2: Provide instructional support and direction in all K-8 classrooms by developing professional expertise.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The District Math Coordinator, School Math Coaches, and district science lead teachers will work closely with teachers to implement the new Science Standards.	2018-2023	District Math Coordinator Math Coach Science Lead Teacher	None	N/A	Continue
2. Science Advisory Team will meet regularly to share best practices.	2018-2023	Science Lead Teacher	None	N/A	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 5:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Exceeds on SC Ready ELA will increase from 18.5% in 2017-18 to 23.5% 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): SC Ready	18.5%	Projected Data	19.5%	20.5%	21.5%	22.5%	23.5%
		Actual Data	N/A				

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.	2018-2023	Literacy Coach	None	N/A	Continue
2. Continue to provide professional development regarding the unique needs of the GT population.	2018-2023	Literacy Coach	None	N/A	Continue
3. Use a variety of digital tools and software to extend learning.	2018-2023	Technology Director	\$1,000/year	District Funds School Funds	Continue
4. Provide enrichment opportunities for GT students in the regular classroom.	2018-2023	Literacy Coach	None	N/A	Continue

ACTION PLAN FOR STRATEGY #2: Analyze data specific to instructional levels in TLT meetings in 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 TLT's in order to plan for differentiated instruction and student interventions and/or acceleration.	2018-2023	Literacy Coach Principal	None	N/A	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 6:

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

SMART goal must include:

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

The percentage of students in grades 6-8 who score Exceeds on SC Ready Math will increase from 21.4% in 2017-18 to 26.4% 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): SC Ready	21.4%	Projected Data	22.4%	23.4%	24.4%	25.4%	26.4%
		Actual Data	N/A				

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.	2018-2023	Math Coach	None	N/A	Continue
2. Continue to provide professional development regarding the unique needs of the GT population.	2018-2023	Math Coach	None	N/A	Continue
3. Use a variety of instructional technology resources to extend learning.	2018-2023	Technology Director	\$1,000/year	District Funds School Funds	Continue
4. Analyze student data weekly through TLT's in order to plan for differentiated instruction and student interventions and/or acceleration.	2018-2023	Math Coach Principal	None	N/A	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 7:

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

SMART goal must include:

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

Student growth in grades 6-8 in the Bottom Quintile Students category on SC Ready ELA and MATH will increase from 92.2% in 2017-18 to 97.2% 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): SC Ready	92.2%	Projected Data	93.2%	94.2%	95.2%	96.2%	97.2%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: We will provide differentiated instruction and interventions based on students' needs in ELA and Math.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy Coaches and Math Coaches will offer personalized monthly PD based on individual school needs.	2018-2023	Literacy Coach Math Coach	None	N/A	Continue
2. Guided Reading and Guided Math stations will "preview"/"frontload" the standard strands that are low for each school.	2018-2023	Literacy Coach Math Coach	None	N/A	Continue

ACTION PLAN FOR STRATEGY #2: Analyze diagnostic and common formative assessment data on a weekly basis to adjust instructional strategies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Analyze student data weekly through the TLT/High Impact Team process in order to plan for differentiated instruction and student interventions.	2018-2023	Literacy Coach Math Coach	None	N/A	Continue
2. 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.	2018-2023	Literacy Coach Math Coach Administration	None	N/A	Continue

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

(* required)

PERFORMANCE GOAL 8:

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 teachers with advanced degrees will increase from 55.4% in 2017-18 to 60.4% to 2022-23.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): School Report Card	55.4%	Projected Data	56.4%	57.4%	58.4%	59.4%	60.4%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Increase opportunities for teachers to earn advanced degrees.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Offer the M.Ed. in Applied Learning and Instruction in partnership with USC Upstate free to 75 teachers who do not have Master's Degree.	2018-2023	Asst. Superintendent for Curriculum	District Contract with USC-Upstate	District Contract with USC-Upstate	Continue
2. Offer the M.Ed in Applied Learning and Instruction in partnership with USC Upstate at a nominal cost to teachers who wish to attain a second Master's Degree.	2018-2023	Asst. Superintendent for Curriculum	District Contract with USC-Upstate	District Contract with USC-Upstate	Continue

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

(* required)

PERFORMANCE GOAL 9:

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 grade 8 that are satisfied with the learning environment as measured by Agree on the SCDE Student Survey will increase from 16% in 2017-18 to 26% in 2022-23 and Mostly Agree & Agree on the SCDE Student Survey will increase from 66.6% in 2017-18 to 76.6% 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): SCDE Student Survey	16% Agree 66.6% Mostly Agree & Agree	Projected Data	18% 78.6%	20% 80.6%	22% 82.6%	24% 84.6%	26% 86.6%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Increase the amount of positive student-teacher relationships.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will make positive phone calls to parents.	2018-2023	Administration Teachers	None	N/A	Continue
2. Recognize positive student behavior through student spotlights.	2018-2023	Administration Teachers	\$3,000/year	School Funds	Continue
3. Attend student functions both at school and outside of school hours.	2018-2023	Administration Teachers	None	N/A	Continue

Performance Goal Area:

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

(* required)

PERFORMANCE GOAL 10:

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 parents that are satisfied with the home-school relations as measured by Mostly Agree & Agree on the SCDE Parent Survey will increase from 59.7% in 2017-18 to 69.7% 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): SCDE Parent Survey	59.7% Mostly Agree & Agree	Projected Data	61.7%	63.7%	65.7%	67.7%	69.7%
		Actual Data	N/A				

ACTION PLAN FOR STRATEGY #1: Increase the amount of ways and accuracy that information can be communicated to parents.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Confirm that we have accurate phone numbers and email addresses are in PowerSchool to ensure that School Messenger information is received.	2018-2023	PowerSchool Operator	None	N/A	Continue
2. Encourage parents to keep up with school events using our school website, Facebook, Twitter, Instagram, and our BSMS school APP.	2018-2023	Principal	None	N/A	Continue
3. Invite parents to attend school events and functions.	2018-2023	Principal	None	N/A	Continue