

Lemira Elementary School School Renewal Plan 2017-2022

Revised 2019



Vanessa Smith-Canty, Ed.D., Principal

**952 Fulton Street
Sumter, South Carolina 29153**

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

LEMIRA ELEMENTARY SCHOOL

SUMTER SCHOOL DISTRICT

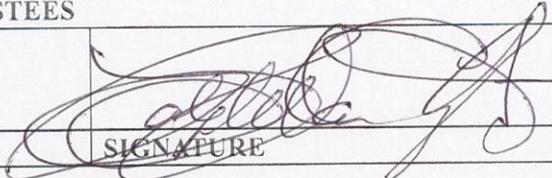
SCHOOL RENEWAL PLAN FOR YEARS 2017-2022

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (*one year*)

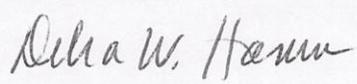
Assurances

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

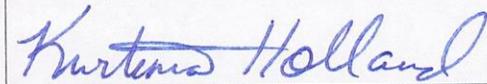
CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|--------------------|--|---------|
| Dr. Ralph W. Canty |  | 4/29/19 |
| PRINTED NAME | SIGNATURE | DATE |

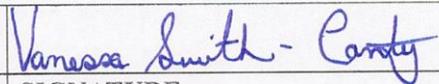
SUPERINTENDENT

| | | |
|-------------------|---|---------|
| Dr. Debra W. Hamm |  | 4/10/19 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|-----------------------|--|--------|
| Mrs. Kwitenia Holland |  | 4-9-19 |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|-------------------------|--|--------|
| Dr. Vanessa Smith-Canty |  | 4-9-19 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|----------------------------|--|--------|
| Mrs. Alfreda Porter-Ousley |  | 4-9-19 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL'S ADDRESS: 952 Fulton Street
Sumter, SC, 29153

SCHOOL'S TELEPHONE: (803)775-0658

PRINCIPAL'S E-MAIL ADDRESS: vanessa.canty@sumterschools.net

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

| <u>POSITION</u> | <u>NAME</u> |
|---|----------------------------|
| 1. PRINCIPAL | Dr. Vanessa Smith-Canty |
| 2. TEACHER | Mrs. Dawn Curlovic |
| 3. PARENT/GUARDIAN | Mrs. Catherine Hallman |
| 4. COMMUNITY MEMBER | Mrs. Cheryl Brown |
| 5. SCHOOL IMPROVEMENT COUNCIL | Mrs. Kwitenia Holland |
| 6. Read to Succeed Reading Coach | Mrs. Alfreda Porter-Ousley |
| 7. School Read to Succeed Literacy Leadership Team Lead | Mrs. Alfreda Porter-Ousley |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

School Read to Succeed Literacy Leadership Team:

| | |
|-------------------------------|----------------------------|
| Reading Coach | Mrs. Alfreda Porter-Ousley |
| Instructional Coach | Mrs. Kwitenia B. Holland |
| Assistant Principal | Ms. Leslie Dowling |
| Kindergarten Teacher | Mrs. Dawn Curlovic |
| 1 st Grade Teacher | Ms. Sarah Bell |
| 2 nd Grade Teacher | Ms. Taylor McLendon |
| 3 rd Grade Teacher | Mrs. Ashleigh Morton |
| 4 th Grade Teacher | Mrs Ryane Ferrell |
| 5 th Grade Teacher | Ms. Tonya Durant |
| Special Education Teacher | Mrs. Sonya Phillips |
| Paraprofessional | Ms. Marcia Wilson |

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

School Renewal Planning Team Members

Student Achievement

Robinson
Moses-Strong
Levine
Washington
McLendon
Ferrell
L. Wilson
Mungo-Kelly
Jackson
Hanenkrath
Phillips
Charles
Dowling
M. Wilson

Teacher/Administrative Quality

Carraway
Taylor
Bell
Cole
Massingill
Rogers
Durant
Smith
Palmer
Ousley
Carter
Gradwell

School Climate

Curlovic
Gamble
Loos
Salaam
Butler
Morton
Green
Howell
Holland
Dr. Canty
Clark-Elliott
Hallman

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

X **Academic Assistance, PreK–3**

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

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

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

X **Parent Involvement**

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

X **Staff Development**

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

X **Technology**

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

X **Innovation**

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

X **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

X **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X **Developmentally Appropriate Curriculum for PreK–3**

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

X **Parenting and Family Literacy**

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

X **Recruitment**

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

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

The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

School Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 43-261 (C) District and School Planning which states:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

Not Applicable

| | | |
|-----------|--|--|
| 1. | Teachers teaching more than 1500 minutes | |
| 2. | Teachers teaching more than 4 preps | |
| 3. | Extension for initial District Strategic and School Renewal Plans | |
| 4. | High School Principal over two schools or grades more than 9-12 | |
| 5. | Other (Write in justification space) | |
| 6. | Other (Write in justification space) | |

TABLE OF CONTENTS

Include a table of contents to ensure inclusion of all required elements, including Read to Succeed.

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

DEMOGRAPHICS

Lemira Elementary School is located in the southeastern section of Sumter, South Carolina and serves 475 students from primarily low socio-economic families. Due to a federal program (Community Eligibility Provision), all students receive free breakfast and lunch. The majority of our students (85.3%) are African American, with the remainder of the population being Hispanic students (9.9%), White students (4.0%), and students of mixed ethnicity (0.8%).

Currently, Lemira has one PCD-Preschool class, which serves 20 students and one CORE Academic Prep class with 13 students. A total of 25 students attend resource, and we have 51 students receiving speech/language therapy. Accommodations are made to meet the needs of 4 students under 504 plans.

We serve students in preschool through fifth grade. Presently, our enrollment is 475 students. However, our enrollment is constantly changing due to high mobility rate of our students.

There are 36 certified teachers at Lemira, and 10 highly qualified paraprofessionals. The staff is 69% African American and 31% White.

NEEDS

The renewal plan has been developed by the school strategic planning team to address needs related to student achievement, teacher quality, and school climate. A plan of action was developed for improvement in each area based on information gained from the school report card, assessment data, and school meetings.

Student Achievement

Assessment data for 2016 shows that 25.9% of our students scored Meets or Exceeds on the ELA portion of the SC READY Test, and 28.9% scored Meets or Exceeds in mathematics 51.5% of our students scored Met or Exemplary on the SC PASS Science test, and 72.6% on the SC PASS Social Studies test. With the new test in ELA and math, our scores decreased from the previous year indicating the need for more rigorous instruction. Our math scores did exceed the overall district percentages, and were only 1.1% lower in ELA. We did see an increase in social studies, showing growth in our students' understanding of academic content.

Teacher Quality

Currently, our professional and support staff is 100% certified according to the state guidelines. We will continue to provide professional development to meet the needs of Read to Succeed endorsement and provide on-going staff development to implement

strategies to address the varying needs and interests of the students. The administration and teachers will be afforded the opportunity to master best practices in all academic areas using current research to provide the highest quality of education to our students.

School Climate

Lemira Elementary is a Title I school that provides parents and students the opportunity to engage in family engagement activities throughout the year to heighten awareness of academic goals, as well as, strengthen the communication between home and school. We have an active PTO, whose focus is on increasing family participation, supporting the staff, and increasing student attendance. Parents support their children during awards ceremonies, parent workshops, Open House, Math and Science Night, after-school programs, and other events to maintain open lines of communication. Improving home-school relations is our focus for this plan as school staff works to improve on initiatives already in place.

Program Planning and Implementation

Program Planning:

Funds will be used for professional development and for the purchase of informational text and math manipulatives. Additional funding will also be used for field experiences and purchasing literature for teachers to be used for book studies.

Our Curriculum and Reading Coaches will play a vital role in the success of these initiatives. They will provide demonstration lessons as necessary and facilitate sessions on best practices. The administration will continue to be supportive by providing professional development opportunities, setting high expectations, and monitoring the implementation of best practices.

Read to Succeed:

To ensure that teachers continue to implement best practices, on-going training will be provided areas such as: independent reading, writers and reader's workshop, conferencing, problem solving skills, responsive teaching, and research workshops. Teachers will have a designated, uninterrupted block of instructional time in ELA as referenced in the Read to Succeed Plan, and will provide small-group instruction based upon student needs in reading and writing. Data will continue to be analyzed with Instructional and Reading Coaches and during grade level planning meetings. Anecdotal notes and running records will be utilized to guide instruction in all grade levels.

MISSION, VISION, VALUES, AND BELIEFS

District Mission:

The mission of Sumter School District is to equip students to be responsible, successful, and productive citizens in a global society.

School Mission:

The mission of Lemira Elementary School is to motivate, inspire, and educate all students to be college and career ready.

District Vision:

Sumter School District will educate all students to embrace diversity, act responsibly, and contribute positively in a competitive, global society.

School Vision:

We envision :

- A school where all parents /caregivers are actively involved in the education of their children.
- A school where there is a strong connection between school, home, and the community.
- A school where all students meet or exceed state standards for mastery in all areas.
- A school where all children integrate what they have learned into real-world situations.
- A school where the staff is supported and has the resources to do their jobs.

District Core Values and Beliefs

1. **Commitment to Excellence:** Educational excellence requires that all stakeholders strive for continual growth and improvement.
2. **Unyielding Ethical Standards:** Build and maintain an abiding sense of honor and integrity that is characterized by high standards.
3. **Accountability:** All stakeholders are accountable for their actions and will be responsive to the needs of others.
4. **Educating the Whole Child:** All students are granted the opportunity to succeed based on individual needs.
5. **Providing a Safe Learning Environment:** Students have the right to learn in an environment conducive to learning.
6. **Collaboration and Support amongst Stakeholders:** Pervasive and valuable collaborative efforts create meaningful strategies and solutions.

School Core Values and Beliefs

We believe that:

- Children are our highest priority.
- All children can learn and have inherent worth.
- Family involvement is essential to positive student performance.
- Positive family and community role models are essential for the development of skills and values.
- Early educational intervention is essential.
- Safety is essential for effective teaching/learning.
- Education for all is essential for the survival of society.
- Knowledge of cultural diversity encourages understanding and tolerance.
- High expectation promotes higher levels of achievement.
- Equal opportunity is an inherent human right.
- Human lives can be positively changed.
- The pursuit of excellence requires hard work and life-long commitment.

SCHOOL RENEWAL PLAN FOR Lemira Elementary School

DATE: April 7, 2017
Updated: April 20, 2019

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

PERFORMANCE GOAL: 1
(Statement of desired progress or result over **five years**)

Students meeting or exceeding expectations on the South Carolina State Assessment will increase by 10% in all subject areas as evidenced by performance on state assessments by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

Students meeting or exceeding expectations on state assessment will increase by 2% annually.

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

- SC READY
- SC PASS
- District Common Assessments

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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

| AVERAGE BASELINE | | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
|------------------|-----------------------|---------|---------|---------|---------|---------|
| ELA 19.7% | Projected Data | 27.9% | 29.9% | 31.9% | 33.9% | 35.9% |
| | Actual Data | 19.7% | | | | |
| AVERAGE BASELINE | | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
| Math 33.3% | Projected Data | 30.9% | 32.9% | 34.9% | 36.9% | 38.9% |
| | Actual Data | 33.3% | | | | |

| AVERAGE BASELINE | | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
|-----------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|
| Science 30.4% | Projected Data | 53.5% | 55.5% | 57.5% | 59.5% | 61.5% |
| | Actual Data | 30.4% | | | | |
| AVERAGE BASELINE | | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
| Social Studies 63.9% | Projected Data | 74.6% | 76.6% | 77.6% | 78.6% | 80.6% |
| | Actual Data | 63.9% | | | | |

| ACTION PLAN FOR STRATEGY #1: Teachers will continue to use reading and writing workshop strategies as stated in the Read to Succeed Plan across the curriculum. | | | | | EVALUATION |
|--|--|---|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Provide opportunities for students to write in a variety of genres across the curriculum. | July 2017 - June 2022 | Teachers | \$500.00 annually | Title I | Journals, projects, portfolios, lesson plans |
| 2. Each classroom has an organized classroom library with leveled texts that maintains a balanced between literary and informational text. | July 2017 - June 2022 | Teachers Curriculum Coach Reading Coach | \$10, 000 | Title I | Classroom libraries |
| 3. Provide additional opportunities with an interventionist for students needing support in reading. | July 2017 - June 2022 | Interventionist | \$60,000 | Title I | Schedule, conference notes, pre-post assessments, lesson plans |
| 4. Guided and independent reading activities included in daily schedule. | July 2017 - June 2022 | Teachers | 0 | 0 | Lesson Plans Observations, conferencing notebooks |
| 5. Teachers conduct reading and writing conferences with students. | July 2017 - June 2022 | Teachers | 0 | 0 | Observations, conferencing notebooks |
| 6. Provide opportunities for students to publish their work and maintain in a writing portfolio. | July 2017 - June 2022 | Teachers | 0 | 0 | Journals, portfolios |

| ACTION PLAN FOR STRATEGY #1: Teachers will continue to use reading and writing workshop strategies as stated in the Read to Succeed Plan across the curriculum. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 7. Recognize student accomplishments in writing through Author of the Month. | July 2017 - June 2022 | Teachers | \$200 annually | Title I | Displayed work, portfolios, GML Show, certificates |
| 8. Utilize technology to implement reading and writing strategies. | July 2017 - June 2022 | Teachers | 0 | 0 | Slide presentations, journals, research projects, Activ Inspire |
| 9. Hire two teachers to reduce class size. | July 2017 - June 2022 | Principal | \$ 80,000 | Title I | Formal and informal evaluations |

| ACTION PLAN FOR STRATEGY #2: Implement programs that use critical thinking to solve math problems. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Provide opportunities for students to use math manipulatives to enhance problem solving skills. | July 2017 - June 2022 | Teachers | 0 | 0 | Lesson Plans Observations |
| 2. Utilize technology such as Mastery Connect, Reflex Math, Education Galaxy, ConnectED, Study Island, and Math Seeds to enhance math skills and engage students. | July 2017 - June 2022 | Teacher, Computer Lab instructor, Curriculum Coach | 0 | TA | Lesson Plan , Review of reports |
| 3. Math journals/binders will be used. | July 2017 - June 2022 | Teachers | 0 | 0 | Lesson Plans, journals/binders |
| 4. Teachers will use math resources available in the Teacher Resource Room. | July 2017 - June 2022 | Teachers Curriculum Coach | 0 | 0 | Lesson plans, Resource Room materials sign-out |
| 5. Provide additional opportunities with an interventionist for students needing support in math. | July 2017 - June 2022 | Interventionist | \$60,000 annually | Title I | Schedule, conference notes, pre-post assessments, lesson plans |
| 6. Parents and students will engage in math activities through school events such as Math/Science Fair, Parent Workshops, etc. | July 2017 - June 2022 | Teachers Curriculum Coach | \$3,000 | Title I | Response journals, agendas, projects, sign-in sheets, evaluation forms |

| ACTION PLAN FOR STRATEGY #3: Incorporate engaging inquiry-based research to promote retention of Social Studies content. | | | | | EVALUATION |
|---|--|---------------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Utilize community resources. | July 2017 - June 2022 | Teachers Guidance counselor | 0 | 0 | Pictures, newsletters, guest speakers |
| 2. Virtual and physical field trips for each grade level. | July 2017 - June 2022 | Teachers | 0 | 0 | Pictures, reflections |
| 3. Use artifacts and support documents. | July 2017 - June 2022 | Teachers | 0 | 0 | Lesson Plans, journal entries |
| 4. Performance-based projects will be implemented. | July 2017 - June 2022 | Teachers, computer lab instructor | 0 | 0 | Lesson plans, graded projects, rubrics |
| 5. Students will use technology to gather and present information. | July 2017 - June 2022 | Teachers, computer lab instructor | 0 | 0 | Projects |
| 6. Non-fiction books will be used for enhancing the curriculum. | July 2017 - June 2022 | Teachers, librarian | \$5,000 | Title I | Classroom and school libraries, Resource Room sign-out |
| 7. Professional development will be provided to address best practices for Social Studies. | July 2017 - June 2022 | Instructional Coach, Reading Coach | 0 | 0 | Sign-in Sheet, Agendas, Evaluations/Reflections |

| ACTION PLAN FOR STRATEGY #4: Provide rigorous, meaningful, and engaging science experiences to promote inquiry-based learning. | | | | | EVALUATION |
|---|--|--------------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Students will visit the STEM lab at least once a month. | July 2017 - June 2022 | STEM Lab Teacher | \$60,000 | Title I | PASS Scores, Exit Slips, Science Notebooks |
| 2. Utilize science kits to enhance science experiences. | July 2017 - June 2022 | STEM Lab Teacher, classroom Teachers | 0 | 0 | Lesson Plans, Classroom Observations, science notebooks, assessments |
| 3. Students will complete science projects. | July 2017 - June 2022 | Teachers | 0 | 0 | Completed projects, photos, student work |
| 4. Students will be engaged in science investigations that reinforce the scientific process. | July 2017 - June 2022 | Teachers | 0 | 0 | Lesson plans, science notebooks, classroom observations |
| 5. Select students in grades 3-5 will participate in STEM Club. | July 2017 - June 2022 | Teachers, Curriculum Coach | \$9,000 | Title I | Sign-in sheets |
| 6. Students will maintain science notebooks. | July 2017 - June 2022 | Teachers | \$3,000 | Title I | Science notebooks |
| 7. Professional development will be provided to address best practices for science. | July 2017 - June 2022 | Teachers | 0 | 0 | Sign-in, Agendas, Evaluations/Reflections |
| 8. Virtual and physical field trips for each grade level. | July 2017 - June 2022 | Teachers | 0 | 0 | Pictures, reflections |

SCHOOL RENEWAL PLAN FOR Lemira Elementary School

DATE: April 7, 2017
 Updated: April 5, 2019

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

PERFORMANCE GOAL: 1
 (Statement of desired progress or result over **five years**)

The percentage of teachers, paraprofessionals, and administrators that are 100% certified will be maintained through 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

The percentage of teachers, paraprofessionals, and administrators that are 100% certified will be maintained through 2019.

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

- Classroom Observational Data
- Teacher Reflections
- Student Progress Data

OVERALL MEASURES:

SOURCE: Student Learning Objective

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

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

** Represents projections of improvement*

| ACTION PLAN FOR STRATEGY #1: Provide effective and relevant professional development activities for certified educators and administrators. | | | | | EVALUATION |
|--|--|---|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Teachers will participate in Read to Succeed professional development as stated in the Read to Succeed Plan. | July 2017 - June 2022 | Reading Coach | 0 | 0 | Endorsement Certificates |
| 2. Quarterly data and other meeting to assist teachers in using data to drive instruction. | July 2017 - June 2022 | Curriculum Coach Reading Coach | 0 | 0 | Data notebooks, Data Room, Data Day Notes, Agendas, Planning meetings |
| 3. Professional development to integrate technology in the classroom. | July 2017 - June 2022 | District Technology Personnel, Teachers, Administration | 0 | 0 | Sign-in sheets, Agendas, Sharing sessions |
| 4. Teachers will attend professional conferences aimed at improving instruction through the use of best practices. | July 2017 - June 2022 | Teachers, Administrators | \$19,000 | Title I | Sharing sessions, Sign-in sheets, Agendas |
| 5. Teacher Resource Room contains a variety of professional literature and other resource materials to assist | July 2017 - June 2022 | Curriculum Coach, Reading Coach, Administrators | \$10,000 | Title I | Resource Room Sign-out Sheet |

| ACTION PLAN FOR STRATEGY #1: Provide effective and relevant professional development activities for certified educators and administrators. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| teachers in meeting their professional goals. | | | | | |

SCHOOL RENEWAL PLAN FOR Lemira Elementary School

DATE: April 7, 2017

Updated: April 5, 2019

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

PERFORMANCE GOAL: 1
 (Statement of desired progress or result over **five years**)

The percentage of parents and teachers who are satisfied with home-school relations will increase 5% by 2022.

INTERIM PERFORMANCE GOAL: (One year goal)

Annually increase the percentage of parents, students, and teachers who are satisfied with home-school relations by 1%.

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

- Teacher, and Parent survey results on State Report Card

OVERALL MEASURES:

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

SOURCE: State Report Card

| AVERAGE BASELINE | | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
|------------------|-----------------------|---------|---------|---------|---------|---------|
| 87.6% | Projected Data | 80.6* | 81.6* | 82.6* | 83.6* | 84.6* |
| | Actual Data | 87.6% | | | | |

** Represents projections of improvement*

| ACTION PLAN FOR STRATEGY #1: Assess and address the school's social and physical environment. | | | | | EVALUATION |
|--|--|---|-----------------------|-------------------------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Perfect Attendance Works (PAW) is implemented to increase student attendance. | July 2017 - June 2022 | Attendance Clerk | \$500 | MTSS, funds/PTO funds/General funds | Attendance records |
| 2. Provide professional development to teachers that address intervention and prevention strategies related to discipline. | July 2017 - June 2022 | Guidance Counselor, School Social Worker, Administrators, MTSS Team | 0 | 0 | Sign-in sheets, Feedback, Agendas |
| 3. Utilize mentors to support at-risk students. | July 2017 - June 2022 | Guidance Counselor, MTSS Team | 0 | 0 | Sign-in sheets, decrease in student referrals |
| 4. School-wide initiative to teach expectations using Time to Teach lesson and character education lessons. | July 2017 - June 2022 | Teachers, Guidance Counselor | 0 | 0 | Lesson plans |
| 5. Promote positive behavior using ROAR Paw incentives. | July 2017 - June 2022 | Behavior Interventionist, Teachers, Administrators | \$2,000 | General Funds | Student incentives |
| 6. School Safety Committee will reinforce a safe school | July 2017 - June 2022 | Committee members | 0 | 0 | Meeting minutes, sign-in sheets |

| ACTION PLAN FOR STRATEGY #1: Assess and address the school’s social and physical environment. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| environment. | | | | | |
| 7. MTSS Team will meet to support teachers and students. | July 2017 - June 2022 | Team members | 0 | 0 | Meeting minutes, sign-in sheets |

| ACTION PLAN FOR STRATEGY #2: Ongoing communication with parents. | | | | | EVALUATION |
|--|--|------------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Send home positive post cards to students monthly. | July 2017 - June 2022 | Teachers | \$750 annually | General Funds | Teacher communication log |
| 2. Students will utilize agendas and homework logs. | July 2017 - June 2022 | Administrator Teacher | 0 | 0 | Student agendas, homework logs |
| 3. Newsletters will be sent home monthly to keep parents abreast of school/classroom news. | July 2017 - June 2022 | Teachers, Staff Administration, | 0 | 0 | Newsletters are sent, posted, and/or emailed |
| 4. Provide parent workshops to assist parents in supporting student achievement. | July 2017 - June 2022 | Curriculum Coach | \$3,500 | Title I | Sign-in sheets, agendas, evaluations |
| 5. Report card pick-up night and parent conference night will be held to discuss student progress. | July 2017 - June 2022 | Administrator Teacher | 0 | 0 | Sign-in Sheets, conference notes |
| 6. PTO meetings will be held quarterly. | July 2017 - June 2022 | Administrator, Teacher, Staff | 0 | 0 | Sign-in Sheets |
| 7. Pride Packets will be sent home twice a month. | July 2017 - June 2022 | Teachers | \$1,000 annually | General Funds | Signed Pride Packets |
| 8. Provide information on school | July 2017 - June | Technology Team | 0 | 0 | Review of information, |

| ACTION PLAN FOR STRATEGY #2: Ongoing communication with parents. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| website and use Facebook page to share positive events happening at school. | 2022 | | | | number of visits |

| ACTION PLAN FOR STRATEGY #3: Implement school-wide health initiatives. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Provide programs that promote healthy choices. | July 2017 - June 2022 | Nurse, Guidance Counselor, Teachers, School Social Worker | 0 | 0 | Lesson plans, guest speakers, nurse, Care Reach |
| 2. Promote positive social skills through various activities (Implement school-wide expectations for behavior). | July 2017 - June 2022 | Guidance Counselor, Teachers, School Social Worker, Administrators | 0 | 0 | Lesson plans, observations |
| 3. School-wide fitness program. | July 2017 - June 2022 | Teachers, PE Teacher | 0 | 0 | Lesson plans, observations |