

1. 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:

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9NDMwMTAzMQ>

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.)

Demographics

Lemira Elementary School is a title one school located in the southeastern section of Sumter, South Carolina that serves 386 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 (87%) are African American, with the remainder of the population being Hispanic students (7.5%), White students (2.8%), students of mixed ethnicity (2.3%), and American Indian/Alaska students (.5%). Currently, Lemira has a 3year old Developmentally Delayed Pre-kindergarten class, which serves 11 students, one combo PreK / Kindergarten (DD) class serving 8 students, and two Academic Prep Core replacement classes. Academic Core for grades K - 3 serves 7 students. Academic Core for grades 4th and 5th serves 9 students. We have 36 students receiving speech/language therapy. Accommodations are made to meet the needs of 4 students under 504 plans.

There are a total of 27 highly qualified, certified teachers at Lemira, and 10 highly qualified, certified paraprofessionals. The staff is 73% African American and 27% White.

Highlighted Programs and Practices:

Lemira Elementary focuses on South Carolina Academic Standards, which provide a rigorous and relevant academic learning environment for all students. All students have access to rich classroom libraries, supplemental resources, and learning opportunities that promote inquiry and characteristics of the Profile of a SC graduate.

AVID: Lemira has an Avid Focus, which centers around Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies. The school has adopted a school-wide focus that integrates a strategy from WICOR, along with ensuring each component is integrated across the curriculum in classrooms.

MTSS: Catering to students' needs under the umbrella of the Multi-Tiered Support System is an integral part of the Lemira foci. An MTSS team, along with a structured MTSS process is in place to ensure students' academic, social, and emotional needs are being met at each tiered level of support. A defined intervention block, Lion Enrichment, is in place to support tier I intervention/enrichment. The Exact Path and Reading Eggs curricula are used to provide personalized learning pathways for each student. Tier Two and Three interventions are in place, such as LLI curriculum and After-School Supports, to provide intensive interventions to close deficit gaps. In addition, the school has embraced a school-wide Social and Emotional (SEL) focus. There is a dedicated block in the master schedule, in

which the school focuses on character development and social/emotional lessons. The school has also incorporated a Sensory Room and Pathway to aide in students' self regulation strategies.

Positive Behavior Interventions and Support (PBIS): Lemira implements the PBIS philosophy, using school-wide procedures, expectations, and positive reinforcements. The ROAR Matrix (*i.e. Responsible, Respectful, On Task, Achievers, and Readers*) is used to reinforce positive behavioral expectations. Regularly scheduled recognition activities are planned by the PBIS committee. Students earn ROAR bucks to be redeemed at the school's PBIS store. Students are also recognized weekly on the "Good Morning Lemira Show" based on staff nominations.

Reach Program (Gifted and Talented): Gifted and talented classes are offered to students who qualify, as defined by district and state criterion. Students receive services two days a week, which provides project based learning to supplement and enrich grade level standards.

Mission

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

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.**

Needs

The Strategic Plan addresses the following performance goals: (1) College and Career Readiness, (2) High Performing WorkForce, (3) Safe and Supportive Schools, (4) Strong Stakeholder Partnerships, and (5) Effective and Efficient Operations. Information gained from the school report card, assessment results, questionnaires, surveys, and committee meetings were utilized to develop this strategic plan. Strengths, weaknesses, and areas that need improving were determined from this information. Strategies and action steps were then developed.

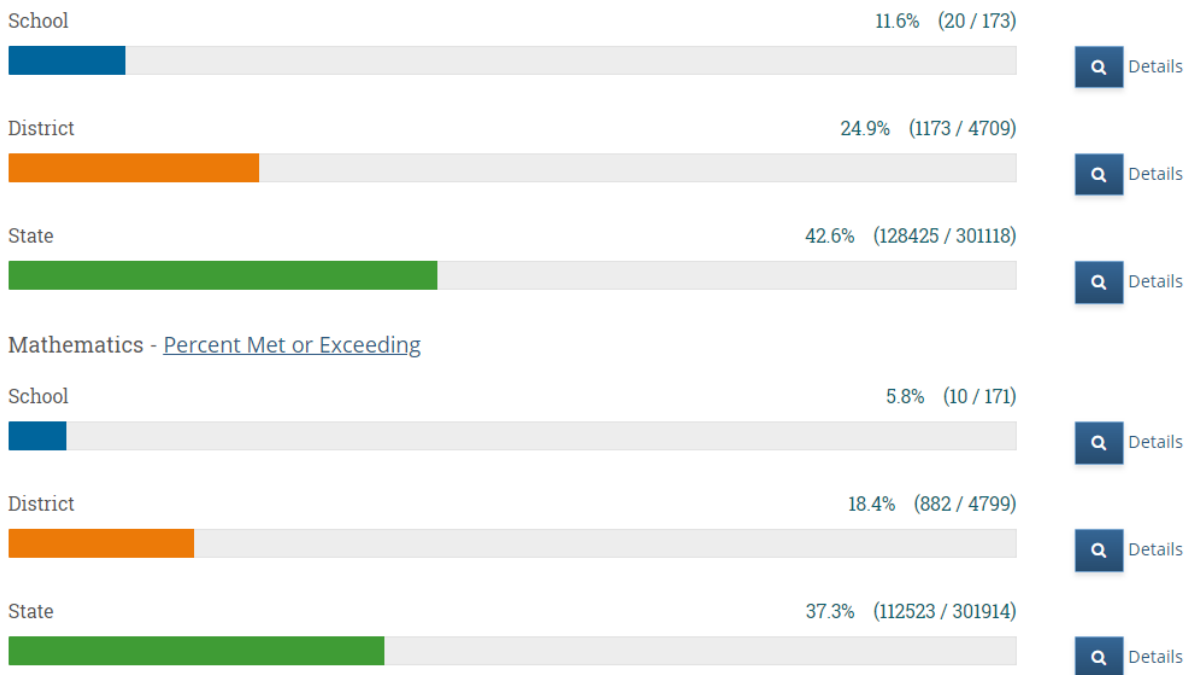
Data - The data provided below provides both formal and informal snapshots of student performance, which became the driving factors for the plan's goals and action steps.

2020-2021 Report Card Data

Overall Student Performance

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)



Overall Student Performance

SCPASS Science

Science - [Percent Met or Exceeding](#)

School 17.1% (7 / 41)



[Details](#)

District 28.6% (471 / 1647)



[Details](#)

State 43.3% (43210 / 99859)



[Details](#)

Kindergarten Readiness Assessment

Percentage of Students enrolling in Kindergarten and [Demonstrating readiness](#) to learn

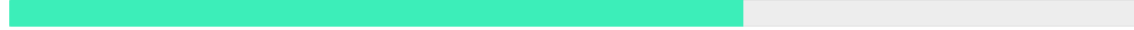
Percentage of students Demonstrating Readiness on the KRA 4.4%



Percentage of students Approaching Readiness on the KRA 30.9%



Percentage of students Emerging Readiness on the KRA 64.7%



	Our School	Our District	Statewide
Overall	4.4%	17.0%	26.8%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)			
Social Foundation	%	%	%
Language and Literacy	14.7%	22.1%	32.4%
Mathematics	8.8%	20.5%	28.3%
Physical Well-Being	%	%	%

First and Second Grade Students on Track for Success in ELA and Math

	Our School		Our District		Statewide	
	%	N	%	N	%	N
Second grade students who are on track for success in English Language Arts at the third grade.	7.7%	78	25.8%	782	51.9%	47348
Second grade students who are on track for success in Mathematics at the third grade.	10.3%	78	36.1%	782	54.2%	47348
First grade students who are on track for success in English Language Arts at the second grade	10.5%	57	41.9%	1020	55.8%	47515
First grade students who are on track for success in Mathematics at the second grade	12.3%	57	28.7%	1020	60.2%	47515

2021-2022 Measure of Academic Progress Data (Fall and Winter Assessment Window)
(School Wide Summary Data)

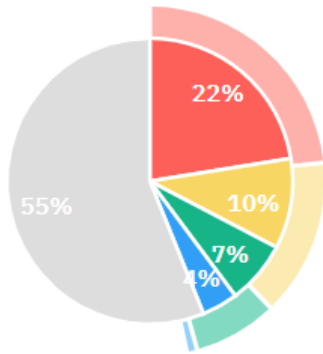
Test Event	ELA		Math	
	Number of Students Scoring Met or Above	Percentage of Students Scoring Met or Above	Number of Students Scoring Met or Above	Percentage of Students Scoring Met or Above
2019 SC Ready	40/212	18.9%	72/212	34.0%
2021 SC Ready	20/173	11.6%	10/171	5.8%
Fall 2021 MAP (Projection for 2022 SC Ready)	25/175	14.3%	9/173	5.2%
Winter 2022 MAP (Projection for 2022 SC Ready)	26/177	14.7%	13/178	7.3%
Spring 2022 MAP (Projection for 2022 SC Ready)	32/172	18.6%	15/171	8.8%

Rally Platform Analysis - Spring 2022

3rd Grade

ELA

State Test Equivalent Performance Level

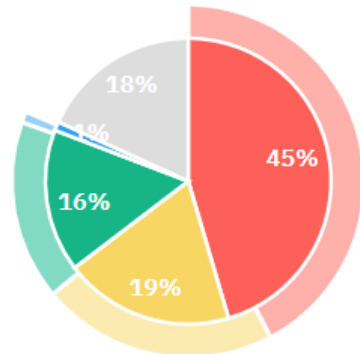


- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations
- Not Assessed

outer ring shows district average

Math

State Test Equivalent Performance Level



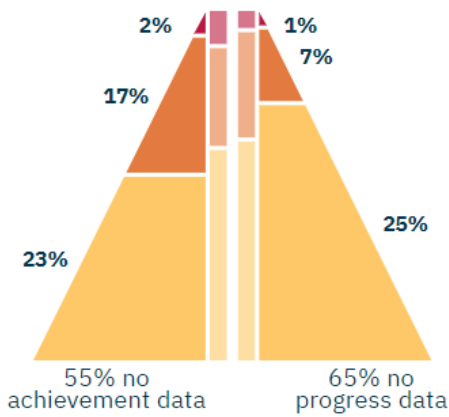
- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations
- Not Assessed

outer ring shows district average

3rd Grade:

ELA Tier

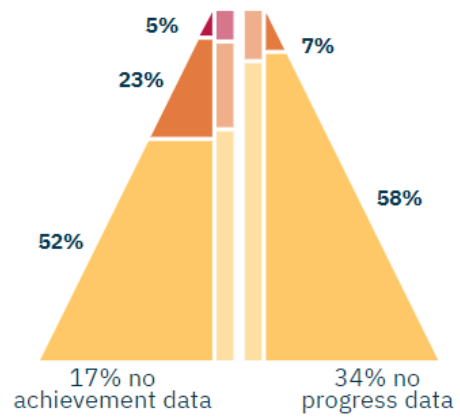
ACHIEVEMENT PROGRESS



inner columns show district average

Math Tier

ACHIEVEMENT PROGRESS



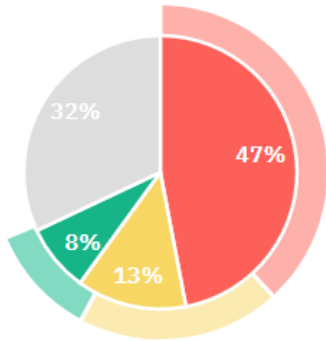
inner columns show district average

Rally Platform Analysis - Spring 2022

4th Grade

ELA

State Test Equivalent Performance Level

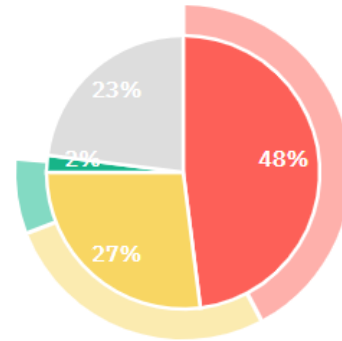


- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations
- Not Assessed

outer ring shows district average

Math

State Test Equivalent Performance Level



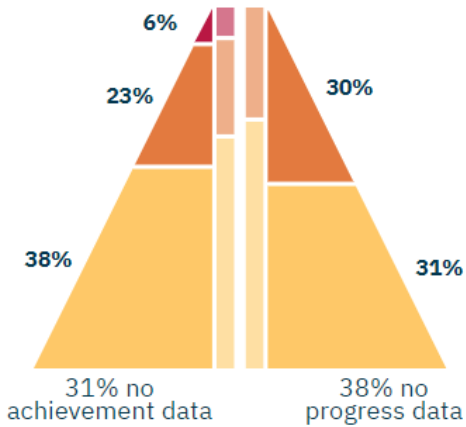
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations
- Not Assessed

outer ring shows district average

4th Grade

ELA Tier

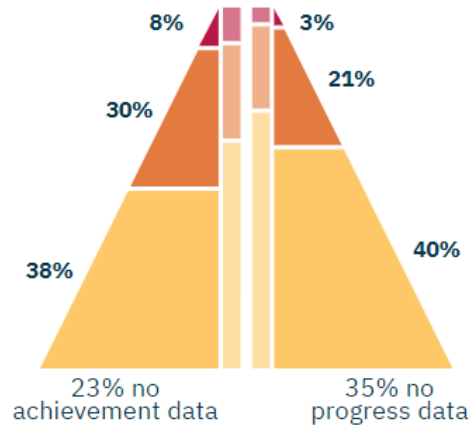
ACHIEVEMENT PROGRESS



inner columns show district average

Math Tier

ACHIEVEMENT PROGRESS



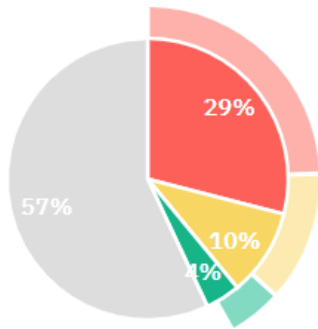
inner columns show district average

Rally Platform Analysis - Spring 2022

5th Grade

ELA

State Test Equivalent Performance Level

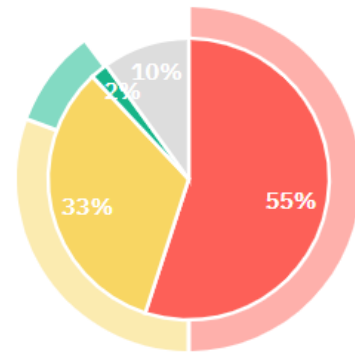


- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations
- Not Assessed

outer ring shows district average

Math

State Test Equivalent Performance Level



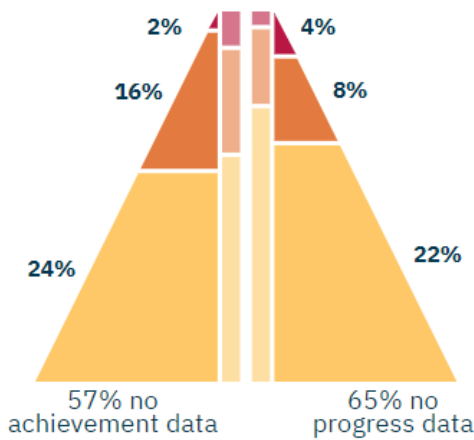
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations
- Not Assessed

outer ring shows district average

5th Grade

ELA Tier

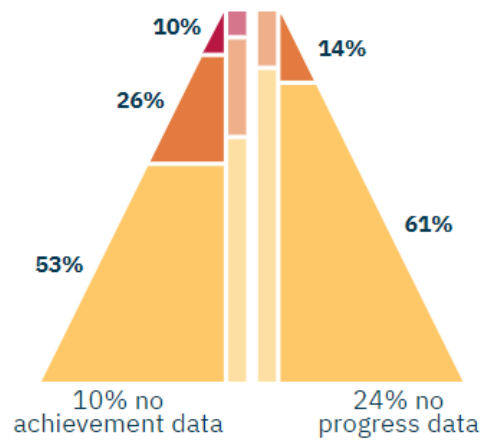
ACHIEVEMENT PROGRESS



inner columns show district average

Math Tier

ACHIEVEMENT PROGRESS



inner columns show district average

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.

College and Career Ready: Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

2020-2021 KRA Data revealed 4.4% of students were demonstrating readiness on the KRA assessment. 30.9 were approaching readiness, and 64.7% were emerging readiness. 2020-2021 School Report Card data revealed 7.7 second grade students were on track for success in English Language Arts once they enter the third grade. 10.3% of Second grade students were on track for success in Mathematics once they enter the third grade. 10.5% of First grade students were on track for success in English Language Arts once they entered the second grade. 12.3% of First grade students were on track for success in Mathematics once they entered the second grade.

Current (2021-2022) Next Steps for Guided Reading Assessment (NSGRA) data shows 60% of the PreK-2nd grade student population increased at least one or more instructional levels.

The data points revealed show a need to provide rigorous, evidence based instruction across the curriculum to ensure students are provided with high quality instruction in order to meet the demands of grade level standards and expectations. The data reveals the need of intensive tiered intervention to close achievement gaps and address subgroup deficits.

Elementary/Middle (3–8):

2020-2021 SCReady data shows 11.6% of students in grades 3rd - 5th met or exceeded proficiency levels in comparison to district (24.9%) and state (42.6%) in the areas of ELA. 5.8% of students in grades 3rd - 5th met or exceeded proficiency levels in comparison to district (18.4%) and state (37.3%) in Math. SCPASS data revealed 17.1% of 4th grade students met or exceeded in Science in comparison to district (28.6%) and state (43.3%) in the area of Science.

The data revealed shows the need for rigorous, project based learning, along with a focus on AVID (Wicor) strategies to further promote inquiry and learning in the areas of ELA, Math, Science, and Social Studies.

High School (9–12):

High Performing Workforce: Teacher/Administrator Quality

Based on the 2020-2021 School Report card data, the retention rate for teachers was 83.3%. The trend data reveals, over the course of three years, an average of 79.6%. Our goal is to retain highly qualified teachers in order to increase continuity and build capacity of staff. Putting systems in place, such as coaching cycles, professional development, and mentoring, will support teaching and learning. Providing opportunities for teacher leadership will create a vested interest and shared ownership of school initiatives and goals. In addition, focusing on staff morale will improve school climate, which also has a direct correlation to a decrease in teacher attrition. As a whole, these activities will boost teacher satisfaction and retention.

Safe and Supportive Schools: School Climate

The Parent Opinion Survey (School Report Card) revealed 85.7% of parents were satisfied with the learning environment. The data reveals a need to focus on tiered intervention to allow for personalized instruction to meet the needs of all learners. The data also shows a need to address social and emotional learning. Strategies and curriculum will be put in place to support students at each tiered level. Monitoring the attendance data will become a focal point of the plan as attendance initiatives, incentives, and strategies will be implemented in order to increase seat time. It will also ensure students have continued access to daily instruction and support systems.

Strong Stakeholder Partnerships

According to the SC Report Card Parent Opinion Survey, 91.4% of parents were satisfied with home-school relations. Our goal is to increase this number to 96.4%. The plan will focus on family engagement and community partnerships. By addressing these areas, we will create meaningful connections between school, home, and the community. Through the goals, we will create two-way partnerships that not only support school initiatives, but provide valuable learning experiences for students that will help prepare them for college and careers within their local community and beyond.

Effective and Efficient Operations

78.3% of faculty members feel they have the necessary resources to provide effective instruction and operations, as measured by the school based technology survey. Teachers were surveyed to determine if they had the necessary resources to allow them to operate efficiently. Our goal is to increase teacher satisfaction by ensuring resources and materials are distributed with equity school wide.

Committee Writers

Performance Goal 1: College and Career Readiness

Dawn Curlovic
Mary Clark Elliott
Kwitenia Holland
Denise Howell
Louise Johnson
Marlene Levine
Ashleigh Morton

Performance Goal 2: High Performing WorkForce

Angela Gleaton
Michelle Hanenkrath
LaCharles Harris
Tonya Henry
Deidra Moses Strong
Kionne Spann
Sadrina Swaringer Edwards

Performance Goal 3: Safe and Supportive Schools

Kenjetta Gavin
Jhamal Howard Cole
Mary Mungo-Kelly
Arnetha Salaam
Jennifer Tisdale
Marcia Wilson

Performance Goal 4: Strong Stakeholder Partnerships

Sarah Bell
Nakia Carter
Kimberly Gamble
Courtney Grant
Emilia Jackson
Briana Pierson
Chantelle Rogers

Performance Goal 5: Effective and Efficient Operations

Latrice Carraway
Stephanie Hickmon
Samantha Smith
Jennie Taylor
Erica Washington
Lovetta Wilson

Performance Goal Area: **College and Career Readiness*** High Performing WorkForce* Safe and Supportive Schools*

Strong Stakeholder Partnerships Effective and Efficient Operations

(* 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.

By 2027, students meeting or exceeding will increase by 31% on the South Carolina Standardized assessment, SCReady in ELA

By 2027, students meeting or exceeding will increase by 31.5% on the South Carolina Standardized assessment SC Ready in Math

By 2027, students meeting or exceeding will increase by 26.5% on SCPASS in the areas of Science.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-26	2026-2027
DATA SOURCE(s):	ELA 11.6%	Projected Data	17.8%	24.0%	30.2%	36.4%	42.6%
		Actual Data	25%				
SCREADY SCPASS Quarterly Benchmark Assessment MAP	Math 5.8%	Projected Data	12.1%	18.4%	24.7%	31.0%	37.3%
		Actual Data	17.6%				

	Science 17.1%	Projected Data	22.4%	27.7%	33.0%	38.3%	43.6%
		Actual Data	23.3%				

ACTION PLAN FOR FOCUS AREA #1: To increase the higher order thinking skills in ELA					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Implementation of Instructional Framework, Reading and Writing Workshop Model	2022-2027	Classroom Teachers Instructional Coach Reading Coach Administration	\$1200 (Split between ELA and Math)	Title One General Funds / Supply Account	Lesson Plans Classroom Observations Rubric / PQP Feedback Protocol Student Work
2. Incorporate Professional Learning Communities and grade level planning to collaborate on instructional strategies and designing of lessons	2022-2027	Classroom Teachers Instructional Coach Reading Coach District ELA consultant	\$600 (Split between ELA and Math)	General Funds Title One	Agendas Sign In Sheet (s) PLC artifacts

ACTION PLAN FOR FOCUS AREA #1: To increase the higher order thinking skills in ELA					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
3. Incorporate and analyze school wide quarterly common assessments, utilizing rigorous test bank and data analysis platforms, that aligns with district pacing guide	2022-2027	Classroom Teachers Instructional Coach Administration	\$400.00 (Split between ELA and Math)	Title One Funding	Copy of Assessment Mastery Connect / Data Analysis Reports Sample of Assessment Collection
4. Staff members will attend conferences that focus on ELA pedagogy that supports SC state standards	2022-2027	Certified and Classified Staff Instructional Coach Administration	\$10,000 (In-State/Out of State)	Title One Funding	Conference Registration artifacts Attendance Certificate
5. Implementation of LETRS training kindergarten-third grade levels	2022-2027	Kindergarten - Third grade Teachers Reading Coach District ELA consultant	District/State Funded	District/State Funded	Lesson Plans Classroom Observation Rubric/ PQP Feedback Protocol Module Completion Certificates
5. Incorporate ELA skills across the curriculum, to include social studies, to	2022-2027	Classroom Teachers	N/A	N/A	Lesson Plans

ACTION PLAN FOR FOCUS AREA #1: To increase the higher order thinking skills in ELA					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
increase higher order thinking skills		Instructional Coach Reading Coach Administration			Classroom Observation Rubric / PQP Feedback Protocol Grade Level Planning Agenda / Minutes Sample Student Work PLC Agenda / Minutes
6. Increase writing opportunities by incorporating Author of the Month	2022-2027	Classroom Teachers Instructional Coach Reading Coach Administration	\$400.00	Title Funds One General Funds	Sample Student Work Author of the Month Display (photos) Lesson Plans Student Writing Portfolios Classroom Observation Rubric / PQP Feedback Protocol
7. Incorporate digital tools into standards based, differentiated instructional learning activities and projects	2022-2027	Classroom Teachers Instructional Coach Reading Coach Administration	\$20,000	Title Funds One	Lesson Plans Classroom Observation Rubric / PQP Feedback Protocol Student Work

ACTION PLAN FOR FOCUS AREA #1: To increase the higher order thinking skills in ELA					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
8. Implementation of AVID WICOR strategies across the disciplines	2022-2027	Classroom Teachers Instructional Coach Administration District Avid Coordinator	\$3,000.00	Title One Funding	Lesson Plans Classroom Observations / PQP Feedback Protocol AVID Notebooks / Binders
9. Provide AVID training	2022-2027	Classroom Teachers Instructional Coach District AVID Coordinator	\$9,400	District Funding Title One Funding	Registration Pre-Travel Approval Paperwork
10. Use of graphic organizers to assist students in metacognition activities	2022-2027	Classroom Teachers Instructional Coach Reading Coach	\$0.00	N/A	Lesson Plans Classroom Observations / PQP Feedback Protocol Sample Student Work

ACTION PLAN FOR FOCUS AREA #1: To increase the higher order thinking skills in ELA					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
		Administration			

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

ACTION PLAN FOR FOCUS AREA #2: To increase higher order thinking skills in Math					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Staff members will attend conferences that focus on Math pedagogy	2022-2027	Certified and Classified Staff Instructional Coach Administration	\$10,000 (In-State/Out of State)	Title One Funding	Conference Registration artifacts Attendance Certificate
2. Participate in Professional Learning Communities and grade level planning to collaborate on instructional strategies,	2022-2027	Classroom Teachers Instructional Coach Administration	\$600.00 (Split between ELA and Math)	Title One Funding / General Fund	Agendas Sign In Sheet (s) PLC artifacts

ACTION PLAN FOR FOCUS AREA #2: To increase higher order thinking skills in Math					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
and designing of lessons					
3. Incorporate and analyze school wide quarterly common assessments, utilizing rigorous test bank and data analysis platforms, that aligns with district pacing guide	2022-2027	Classroom Teachers Instructional Coach Administration	\$400.00 (Split between ELA and Math)	Title One Funding	Copy of Assessment Mastery Connect / Data Analysis Reports Sample of Assessment Collection
4. Implementation of the math workshop instructional model	2022-2027	Classroom Teachers Instructional Coach Administration	\$1200 (Split between ELA and Mah)	Title One Funds General Funds/Supply Account	Math Journals Lesson Plans Classroom Observations Rubric / PQP Feedback Protocol Student Work
4. Opportunities for hands-on math experiences and real world application	2022-2027	Classroom Teachers Instructional Coach	\$0.00	N/A	Lesson Plans Classroom Observations Rubric / PQP Feedback Protocol

ACTION PLAN FOR FOCUS AREA #2: To increase higher order thinking skills in Math					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
		Administration			Student Work Field Experience Artifacts (e.g. Travel Approval, Registration, etc.)
5. Incorporation of Math manipulatives to provide students with a conceptual understanding of math concepts	2022-2027	Classroom Teachers Instructional Coach Administration	\$1000.00	Title One Funding	Lesson Plans Classroom Observations Rubric / PQP Feedback Protocol
6. Provide a focus on academic vocabulary to increase concept understanding	2022-2027	Classroom Teacher Instructional Coach Administration	\$0	N/A	Lesson Plans Classroom Observations Rubric / PQP Feedback Protocol Student Work

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ACTION PLAN FOR FOCUS AREA #3: To increase higher order thinking skills in Science					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Incorporation of Field Studies to enhance science standards beyond the classroom walls	2022-2027	Classroom Teachers Instructional Coach Administration	\$3300	Title One Funds	Field Experiences (in/out of school) - (e.g. Travel Approval Form, Registration, Permission slips, etc.) Student Reflections
2. Implementation of PLTW to provide hands on, inquiry based experiences in the STEM arena	2022-2027	Classroom Teacher Instructional Coach District Science Coordinator Administration	District Funded (PLTW Grant)	PLTW Grant Title One Funding	Training Artifacts/Certificates Classroom Observations / PQP Feedback Protocol Lesson Plans
3. Implementation of inquiry standards to increase hands-on experiences and metacognitive thinking	2022-2027	Classroom Teachers Instructional Coach Administration	\$0	N/A	Lesson Plans Classroom Observations / PQP Feedback Protocol Science Journals

ACTION PLAN FOR FOCUS AREA #3: To increase higher order thinking skills in Science					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
4. Implementation of AVID Note-taking strategy	2022-2027	Classroom Teachers Instructional Coach Reading Coach Administration District AVID Coordinator	\$0	N/A	AVID Binders Graphic Organizers Student Work Lesson Plans Classroom Observations PQP Feedback Protocol
5. Utilization of Science Lab to increase hands on experiences of science concepts	2022-2027	Classroom Teachers Instructional Coach Administration	\$0	N/A	Lesson Plans Classroom Observations / PQP Feedback Protocol Science Journals Science Lab sign up sheet

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

Performance Goal Area: College and Career Readiness* **High Performing WorkForce*** Safe and Supportive Schools*
 Strong Stakeholder Partnerships Effective and Efficient Operations
 (* 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.

By 2027, the retention rate of teachers will increase from 83.3% to 88.3%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

To increase the retention rate by 1% annually.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-25	2025-2026	2026-2027
DATA SOURCE(s):	83.3	Projected Data	84.3%	85.3%	86.3%	87.3%	88.3%
		Actual Data					

ACTION PLAN FOR FOCUS AREA #1: Provide opportunities for Support and Professional Development					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development support provided through SREB or Professional consultants focusing on pedagogical support	2022-2027	Classroom Teachers Instructional Coach Reading Coach Administration	\$36,630.00	Title I	Agendas Sign-in Sheets Perception Surveys
2. Structured school wide PLCs centered around collected data for PLC foci	2022-2027	Classroom Teachers Instructional Coach Reading Coach Administration	\$0	N/A	Agendas Sign-in Sheets Surveys Exit Tickets Perception Surveys
6. Provide mentor teachers for induction teachers and teachers new to the school.	2022-2027	Assigned Mentor Classroom Teacher Admin	\$0	N/A	Mentor Logs
7. Provide coaching support cycles to assist	2022-2027	Instructional Coach	\$0	N/A	Coaching Schedules Coaching Support Logs

ACTION PLAN FOR FOCUS AREA #1: Provide opportunities for Support and Professional Development					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
teachers with pedagogical practices.		Reading Coach Assigned Teacher			PQP Observation Feedback ELEOT Data
5. Provide book studies and professional resources to assist with pedagogical practices	2022-2027	Administration Instructional Coach Reading Coach Classroom Teachers	\$500.00	Title I General Fund	Resource Purchase Orders Resource Room Sign In/Out Sheet
6.Attendance at professional conferences to improve pedagogical or job efficacy	2022-2027	Administration Instructional Coach Reading Coach Classroom Teachers	\$1,200.00	Title I	Agendas Registration and Travel Paperwork
7. Provide common planning times for grade levels	2022-2027	Administration	\$0	N/A	Master Schedule Agendas / Minutes

ACTION PLAN FOR FOCUS AREA #1: Provide opportunities for Support and Professional Development					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Instructional Coach Reading Coach Classroom Teachers			Sign In Sheet(s)
8. Provide differentiated coaching support	2022-2027	Administration Instructional Coach Reading Coach	\$0	N/A	Coaching Schedule PD / PLC Agenda PD / PLC Minutes
9. Conduct perception surveys to determine the needs of the staff	2022-2027	Administration Instructional Coach Reading Coach	\$0	N/A	Staff Data

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ACTION PLAN FOR FOCUS AREA #2: Increase Teacher Leadership Opportunities					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Host internship candidates from local colleges to serve as model classroom sites.	2022-2027	Administration Instructional Coach Reading Coach Classroom Teachers District Level Personnel	\$0	N/A	University Communique (e.g. emails, letters, etc.)
2. Provide model classrooms to assist in coaching cycles/peer observations	2022-2027	Administration Instructional Coach Reading Coach Classroom Teachers District Level Personnel	\$0	N/A	Observer Reflection Notes Classroom Observations Model Classroom Pictures
3. Establish site committees to plan activities centered around school initiatives.	2022-2027	Administration Instructional Coach	\$0	N/A	Agendas Minutes

ACTION PLAN FOR FOCUS AREA #2: Increase Teacher Leadership Opportunities					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Reading Coach Classroom Teachers			
4. Create an established leadership team to assist in the development of school's procedures and initiatives.	2022-2027	Administration Instructional Coach Reading Coach Classroom Teachers	\$0	N/A	Agendas Minutes
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ACTION PLAN FOR FOCUS AREA #2: Increase Teacher Leadership Opportunities					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

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ACTION PLAN FOR FOCUS AREA #3: Focus on Supporting School Climate and Morale					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide staff incentives based on school initiatives (i.e Perfect Attendance, Teacher/Staff of the Month, etc.)	2022-2027	Administration Attendance Data Clerk Community Partnerships	\$500.00/ Partnership Donations	Donation Account Principal Miscellaneous Partnership Donations	Partnership Letters Purchase Orders
2. Implement a Staff Morale Committee	2022-2027	Administration Instructional Coach Reading Coach	\$1000	General Funds / Sunshine Account	Agendas Minutes

ACTION PLAN FOR FOCUS AREA #3: Focus on Supporting School Climate and Morale					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Classroom Teachers			
3. Conduct Perception Surveys to analyze climate data	2022-2027	Administration	\$0	N/A	Staff Data
4. Incorporate the use of team building activities and/or Retreats to foster school community	2022-2027	Leadership Team Staff Morale Committee Administration	\$1500	General Funds/Principal Miscellaneous Account	Agendas Retreat Communique

ACTION PLAN FOR FOCUS AREA #3: Focus on Supporting School Climate and Morale					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

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Performance Goal Area: <input type="checkbox"/> College and Career Readiness* <input type="checkbox"/> High Performing WorkForce* <input checked="" type="checkbox"/> Safe and Supportive Schools* <input type="checkbox"/> Strong Stakeholder Partnerships <input type="checkbox"/> Effective and Efficient Operations (* required)	
PERFORMANCE GOAL: <i>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.</i> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	1. By 2027, 90.7 % of parents will feel satisfied with the learning environment as measured by SC Report Card Opinion Survey

INTERIM PERFORMANCE GOAL: Meet annual targets below.

To _____

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
DATA SOURCE(s): 2020-2021 Parent Opinion Surveys Title One Engagement Surveys	Parents:85.7	Projected Data	86.7%	87.7%	88.7%	89.7%	90.7%
		Actual Data					

ACTION PLAN FOR FOCUS AREA #1: Implement Tiered Interventions (Academics, Behavioral, Social/Emotional, Attendance)					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilization of Exact Path (Reading) and Reading Eggs as Tier I Intervention to target instructional gaps	2022-2027	Teachers/Admin	\$5,400.00	Title I Funds	-NWEA MAP reports Exact Path Usage and Mastery Reports Reading Eggs Usage and Mastery Reports Photos of Exact Path/Reading Eggs Leaderboard
2. Utilization of LLI as Tier II Instruction to target identified needs, as identified through the MTSS process	2022-2027	Teachers/Interventionist	\$2,000.00	Title I	Benchmark Assessment System (BAS) Data Enrich (MTSS) Student File Reading Interventionist Schedule Running Records LLI Student Roster Interventionists Schedules
3. Utilization of After School Programs to remediate or enrich skills based on individualized	2022-2027	Administration Team/Teachers	\$10,000.00	Title One Funds ESSER Funds	After School Attendance Roster FEV Proficiency Reports

ACTION PLAN FOR FOCUS AREA #1: Implement Tiered Interventions (Academics, Behavioral, Social/Emotional, Attendance)					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
needs of support (e.g. FEV Tutoring, Lemira Scholars Club)					Lemira Scholars Club Data Reports
4. Incorporation of Sensory Room/Sensory Path to assist students with self regulation	2022-2027	Behavioral Interventionist	District Sponsored Grant	District Sponsored Grant	Photos of Sensory Room Photos of Sensory Path ISS Log
5. Utilization and implementation of SEL block and focused school-wide SEL curriculum	2022-2027	Counselor/ Teachers	District Funded	District Funded	SEL Lesson Plans Classroom Observations / PQP Feedback Protocol
6. Implementation of MTSS Process and Foundations Team to support and monitor tiered interventions	2022-2027	Counselor Teachers MTSS Foundations Team Administration	\$0	N/A	Agendas Minutes Enrich Dossier

ACTION PLAN FOR FOCUS AREA #1: Implement Tiered Interventions (Academics, Behavioral, Social/Emotional, Attendance)					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Implementation of Attendance H.E.R.O initiative to track and monitor attendance data	2022-2027	Attendance Clerk MTSS Foundations Team Teachers Administration Counselor	\$0	N/A	Agendas Minutes Partnership Letters Photos of Attendance Initiatives (e.g. Banner, Recognition Wall, Incentives, etc.) Attendance / Truancy Reports
8. Implement PBIS initiative (i.e ROAR, PBIS celebrations)	2022-2027	Attendance Clerk MTSS Foundations Team Teachers Administration Counselor	\$500	Partnership Donations	Partnership Letters PBIS Celebration Schedule PBIS Celebration Announcement / Communique

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ACTION PLAN FOR FOCUS AREA #2:					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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ACTION PLAN FOR FOCUS AREA #3:					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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Performance Goal Area: College and Career Readiness* High Performing Work Force* Safe and Supportive Schools*
 Strong Stakeholder Partnerships Effective and Efficient Operations

(* 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.

By 2027, 96.4% of parents will be satisfied with home school relations, as measured by the SC Report Card Parent Opinion Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
DATA SOURCE(s): Self Assessment Survey	91.4%	Projected Data	92.4%	93.4%	94.4%	95.4%	96.4%
		Actual Data					

ACTION PLAN FOR FOCUS AREA #1: Increase Family Engagement					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATIONschool
1.Host quarterly parent workshops to support school improvement initiatives	2022-2027	Instructional Coach	\$5,000.00	Title One	Sign-in Sheets Programs/Agendas Photos
2. Make use of Communication Folders to provide on-going information to parents	2022-2027	Classroom Teacher	\$1500	Primary and Elementary Supply Account	Homework Folder Parent Signature Logs
3. Make use of communication tools (e.g. grade level monthly newsletters, school-wide weekly newsletters, marquee, auto-dials, and social media) to update parents on school/district updates.	2022-2027	Classroom Teacher	\$0	N/A	Newsletters Social Media Posts Auto Dial Logs Photos of Marquee Announcements
4. Host Parent Volunteers	2022-2027	Instructional Coach Classroom Teacher	\$0	N/A	Volunteer Packets Social Media Posts Volunteer Sign-in Sheets

		Counselor			
5. Establish an active SIC consisting of parents and community stakeholders to assist the school in decision making processes	2022-2027	Instructional Coach Administration	\$0	N/A	Agendas Photos Minutes Sign-in sheet
6. Establish an active PTO to supplement and enrich educational experiences for students, staff, and home connections	2022-2027	Administration	\$0	N/A	Agendas Photos Minutes Sign-in sheet
7. Provide Perception Surveys for Parent Feedback	2022-2027	Administration	\$0	N/A	Copy Perception Survey Staff Data
8. Initiate parent conferences each interim to update parents on students' academic and behavioral progress	2022-2027	Classroom Teachers	\$0	N/A	Parent Conference Schedule(s) Parent Conference Notes
9. Update Parent Portal on a weekly basis to provide parents with on-going progress of student performance	2022-2027	Classroom Teachers	\$0	N/A	Parent Portal Access Codes (Parent Letter)

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ACTION PLAN FOR FOCUS AREA #2: Increase Community Partnerships					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Host school activities within the local community to broaden the school to community partnership beyond the school grounds	2022-2027	Administration Instructional Coach Reading Coach Classroom Teachers	\$0	N/A	Sign Up Sheet Communication Post/Flyers
2. Initiate an annual Career Day, which hosts local community workforce agencies.	2022-2027	Guidance Administration	\$500 (Supplies)	General Funding	Sign up sheet Career Day Schedule Career Day Posts Career Day Staff Announcements / Communique
3. Participate in Quarterly Character Education Programs to award nominated students (e.g. Koana Ice, Terrific Kid/Kiwanis Club, etc.)	2022-2027	Guidance	\$0	N/A	Hallway Bulletin Board Display (Photo) Kona Ice Partnership Letter / Communique

ACTION PLAN FOR FOCUS AREA #2: Increase Community Partnerships					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Invite community agencies to school wide events (e.g. Read Across America, etc.) to support school initiatives	2022-2027	Administration Instructional Coach Reading Coach Classroom Teachers	\$0	N/A	Vendor Partnership Letters Social Media Postings
5. Request community sponsorships to support school initiatives (e.g ROAR Store, attendance initiatives, PBIS celebrations, etc)	2022-2027	Administration	\$0	N/A	Partnership Letters Donation Receipts
6. Participate in field studies centered around community resources (e.g. Fire Dept, Museum, local Tours)	2022-2027	Classroom Teachers Counselor	\$500	N/A	Signed Permission Slips Photos / Social Media Postings Field Study Paperwork / Travel Approval Paperwork

ACTION PLAN FOR FOCUS AREA #2: Increase Community Partnerships					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Partnership with local centers (i.e HYPE, Aquatic Center, Tennis Center, etc.)	2022-2027	Administration	\$0	N/A	Sign In sheets Partnership Letters / Communique Flyers / Brochures
8. Establish active community partnerships to support ongoing school wide initiatives	2022-2027	Administration	\$0	N/A	Agendas Sign In Sheets Minutes
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ACTION PLAN FOR FOCUS AREA #3:					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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Performance Goal Area: College and Career Readiness* High Performing WorkForce* Safe and Supportive Schools*
Strong Stakeholder Partnerships **X Effective and Efficient Operations**

(* 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.

Goal: By 2027, 88.3% of faculty will feel they have the materials and supplies necessary to provide effective instruction and operations as measured by a school-based technology survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
DATA SOURCE(s):	78.3%	Projected Data	80.3%	82.3%	84.3%	86.3%	88.3%
		Actual Data					

ACTION PLAN FOR FOCUS AREA #1: Distribute resources with equity					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Progress monitoring of program effectiveness	2022-2027	Administration Team Leads	\$0	N/A	-Faculty and Staff needs assessment(instructional needs) -Parent/students needs assessment -Survey data
2. Bilingual Teacher to support all students and parents in a second language, as well as immersing the student body in a second language / cultural diversity	2022-2027	Administration Human Resource		Title One	-Lesson plans -Student assessments -Record of accommodations/modifications for ESOL population Classroom Observations / PQP Feedback Protocol
3. Technology resources readily available to all students	2022-2027	Administration IT District	\$	Title One	-1 to 1 chromebook distribution inventory Log / Schedule

ACTION PLAN FOR FOCUS AREA #1: Distribute resources with equity					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Instructional resources readily available to all students	2022-2027	Administration Instructional Coach	\$	Title One	Distribution of instructional materials
5. Provide a budget amount for all classroom teachers	2022-2027	Instructional Coach Bookkeeper Administration	\$8000	Primary, RA, Elementary Supply Accounts	Purchase Orders Inventory List
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ACTION PLAN FOR FOCUS AREA #2:					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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ACTION PLAN FOR FOCUS AREA #3:					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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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.