

## FORT MILL ELEMENTARY SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:	X	Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality			Cognia Domain: Leadership	
		Student Achievement	District Goal 2: Equitable Teaching and Learning			Cognia Domain: Learning	
		School Climate	District Goal 3: School Climate and Equitable Resources			Cognia Domain: Resources	
		District Priority	District Goal 4: Equity Building			Cognia Domain: Equity	
Strategy 1.1:	Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate systems and programs						
Performance Goal 1.1a: (Statement of desired progress or result over 5 years)	By 2026, 80% of responses on the Data Integration Survey, completed by designated school leaders, will be at the highest indicator of implementation.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Data Integration Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Data Integration Survey Responses	30.0%	Projected	40.0%	50%	60.0%	70.0%	80.0%
		Actual	36.00%				
*Anticipated baseline. Survey will be given in spring of 2022							

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Strategy 1.1:		Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate systems and programs					
Performance Goal 1.1b: (Statement of desired progress or result over 5 years)		By 2026, 80% 85% of school leaders will use Schoolzilla to inform decisions and evaluate systems and programs.					
Interim Performance Goal: (One year goal)		Meet annual targets below.					
Data Source(s): (List types of data that will be collected or examined to measure progress)		Schoolzilla usage data					
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Schoolzilla Usage Data	30.0%	Projected	40.0%	50% 70%	60% 75%	70% 80%	80% 85%
		Actual	64.7%				
*2020-21 data used for Baseline							

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Strategy 1.1:		Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate Systems and Programs					
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Schedule meetings with grade levels to share Schoolzilla data and other data sources for the purpose of evaluating systems and programs.	2022	2027	FMES Leadership Team, FMES Leadership Intervention Team	\$0	N/A	Continued	Collaborative data meeting notes, Feedback from data integration survey
Work with leadership team and leadership intervention team to identify ways various student data can be more effectively used by teacher and school staff.	2022	2027	FMES Leadership Team, FMES Leadership Intervention Team	\$0	N/A	Continued	Feedback from leadership team and leadership intervention team, feedback from teachers and staff
Schedule meetings with grade levels to share Schoolzilla and other data for the purpose of discussing and reviewing student data (academic, social/emotional, demographic).	2022	2027	FMES Leadership Team	\$0	N/A	Continued	Feedback from leadership intervention team, feedback from teachers and staff, collaborative meeting minutes and notes

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Strategy 1.2:	Effective Communication: Strengthen Stakeholder Involvement in ONGOING Internal and External Communication						
Performance Goal 1.2: (Statement of desired progress or result over 5 years)	By 2026, 100% of parents indicate they are satisfied with timely communication from their child's school (#23). By 2026, <del>63.8%</del> 94% of parents indicate they agree that the their child's school considers changes based on what parents say (#11).						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Parent Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Parent Survey (#23) [1]	100%	Projected	100.0%	<del>100%</del> 97%	<del>100%</del> 98%	<del>100%</del> 99%	100.0%
		Actual	96%				
Source: Parent Survey (#11) [2]	53.8%	Projected	55.8%	<del>57.8%</del> 85%	<del>59.8%</del> 88%	<del>61.8%</del> 91%	<del>63.8%</del> 94%
		Actual	82.40%				
*2020-21 data used for Baseline							

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Strategy 1.2:		Effective Communication: Strengthen Stakeholder Involvement in ONGOING Internal and External Communication					
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Include forms/surveys in parent newsletters to allow for parents to provide feedback on specific topics, in addition to what is already in place (teacher placement, etc.) and report results to parents	2022	2027	FMES Leadership Team	\$0	N/A	Continued	Weekly parent newsletter, results from surveys
Parent email and newsletter templates provided in Ci3T manual	2022	2027	FMES Leadership Team, FMES Staff	\$0	N/A	Continued	Ci3T manual
Social media training for best practices shared with staff, to include easy ways to post updates and available school and district supports.	2022	2027	FMES Administration, District Media Relations Specialist	\$0	N/A	Modified	Training schedule and agendas

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Strategy 1.3:	Educator Quality: Develop and monitor a comprehensive plan for Recruitment, Retention, and Evaluation						
Performance Goal 1.3: (Statement of desired progress or result over 5 years)	By 2026, <del>98%</del> 97.5% of teachers will be satisfied with working conditions.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Teacher Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Teacher Survey (#70) [1]	97.2%	Projected	98.0%	<del>98%</del> 96%	<del>98%</del> 96.5%	<del>98%</del> 97%	<del>98%</del> 97.5%
		Actual	95.50%				
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		District Priority		District Goal 4: Equity Building		Cognia Domain: Equity	
Strategy 1.3:	Educator Quality: Develop and monitor a comprehensive plan for Recruitment, Retention, and Evaluation						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Implement faculty-led PD sessions to allow for unique professional development opportunities, as well as teacher leadership opportunities	2022	2027	FMES Leadership Team	\$0	N/A	Continued	Faculty-led PD sessions, Teacher feedback
Implement and utilize entrance and exit interviews at the beginning and end of each school year to establish priority action steps for retaining teachers and staff	2022	2027	FMES Administration	\$0	N/A	Continued	Teacher feedback, Interview schedule
Survey staff for targeted areas of growth and professional development	2022	2027	FMES Administration	\$0	N/A	Continued	Survey results
Stay interviews performed at the beginning and end of school years	2022	2027	FMES Administration	\$0	N/A	Terminated	Interview notes
Mid-year temperature check survey sent to staff	2023	2027	FMES Administration	\$0	N/A	Continued	Survey results

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Strategy 2.1:		Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.							
Performance Goal 2.1a: (Statement of desired progress or result over 5 years)		By 2026, <del>87%</del> 88% of grade K-1 students will meet district proficiency benchmarks on STAR Early Literacy testing. By 2026, 81.4% of grade 2 students will meet district proficiency benchmarks on STAR Reading testing.							
Interim Performance Goal: (One year goal)		Meet annual targets below.							
Data Source(s): (List types of data that will be collected or examined to measure progress)		STAR Early Literacy and Reading District Benchmark Data from Schoolzilla - Spring Testing							
Overall Measures		Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26	
Source: STAR Early Literacy		77.0%	Projected	79.0%	<del>81%</del> 85%	<del>83%</del> 86%	<del>85%</del> 87%	<del>87%</del> 88%	
Grade K-1			Actual	84.8					
Source: STAR Reading		71.4%	Projected	73.4%	75.4%	77.4%	79.4%	81.4%	
Grade 2			Actual	73.2					
*2020-21 data used for Baseline									



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Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Performance Goal 2.1b: (Statement of desired progress or result over 5 years)	By 2026, <del>81.2%</del> 82.5% of grade 1-2 students will meet district proficiency benchmarks on STAR math testing.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	STAR Math District Benchmark Data from Schoolzilla - Spring Testing						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: STAR Math	71.2%	Projected	73.2%	<del>75.2%</del> 79.5%	<del>77.2%</del> 80.5%	<del>79.2%</del> 81.5%	<del>81.2%</del> 82.5%
Grade 1-2		Actual	78.5				
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Strategy 2.1:		Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.					
Performance Goal 2.1c: (Statement of desired progress or result over 5 years)		By 2026, 73.6% of students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for ELA. By 2026, <del>73.1%</del> 72.5% of students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for Math.					
Interim Performance Goal: (One year goal)		Meet annual targets below.					
Data Source(s): (List types of data that will be collected or examined to measure progress)		SC Ready ELA, Math Data from Schoolzilla					
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: ELA	63.6%	Projected	65.6%	67.6%	69.6%	71.6%	73.6%
Grade 3-5		Actual	67%				
Source: Math	63.1%	Projected	65.1%	<del>67.1%</del> 65%	<del>69.1%</del> 67.5%	<del>71.1%</del> 70%	<del>73.1%</del> 72.5%
Grade 3-5		Actual	62.5%				
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Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Teachers will implement consistent grading and retake practices across the school.	2022	2027	FMES Leadership Team	\$0	N/A	Continued	FMES/FMSD Grading Policy, FMES Retake Policy
Continued implementation and development of PLC practices across all collaborative groups and within grade levels.	2022	2027	FMES Leadership Team	\$0	N/A	Continued	FMES Master Schedule, Collaboration Meeting Notes
The FMES Guiding Coalition will help build instructional capacity by facilitating the PLC process.	2022	2027	FMES Guiding Coalition	\$0	N/A	Modified	Guiding Coalition Meeting Notes, PD Schedules, Data and Planning Meeting Notes, PLT Agendas and Norms
Grade levels will identify Tier 1 Commitments, consistent across the grade level.	2023	2027	FMES Teachers	\$0	N/A	Continued	Tier 1 Commitments

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Strategy 2.2:	Engaging and Rigorous Curriculum and Instruction: Implement a curriculum and professional learning model to support, sustain and build capacity for our innovative learning culture.						
Performance Goal 2.2: (Statement of desired progress or result over 5 years)	By 2026, the percent of student responses indicating satisfaction with their learning environment will be <del>96.4%</del> 94.5%(#18).						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Student Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Student Survey (#18) [1]	95.4%	Projected	95.6%	<del>95.8%</del> 93%	<del>96%</del> 93.5%	<del>96.2%</del> 94%	<del>96.4%</del> 94.5%
		Actual	92.4%				
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Strategy 2.2:	Engaging and Rigorous Curriculum and Instruction: Implement a curriculum and professional learning model to support, sustain and build capacity for our innovative learning culture.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Protected time for collaboration, horizontal and vertical planning, professional development, etc.	2022	2027	FMES Leadership Team	\$0	N/A	Continued	FMES Master Calendar
Grade levels will review and implement essential standards annually.	2022	2027	FMES Leadership Team, FMES Staff	\$0	N/A	Continued	Essential standards documents
Grade levels will review and analyze the validity of common assessments during collaborative planning times.	2022	2027	FMES Leadership Team, FMES Staff	\$0	N/A	Continued	Common Formative Assessments, Collaborative Planning Notes
Grade levels will implement district-created curriculum units and pacing guides.	2022	2027	FMES Leadership Team, FMES Staff	\$0	N/A	Continued	Curriculum Units and Pacing Guides
The FMES Guiding Coalition will help build instructional capacity by facilitating the PLC process.	2022	2027	FMES Leadership Team, FMES Guiding Coalition	\$0	N/A	Terminated	Guiding Coalition Meeting Notes, PD Schedules

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Strategy 2.3:	Personalized, Responsive Academic Support/Recovery: Develop and implement a systematic process to collect and analyze formative assessment data in order to provide tiered intervention and supplemental programs for students in need of support with academic achievement and SEL.						
Performance Goal 2.3: (Statement of desired progress or result over 5 years)	By 2026-27 school year, fully implement a multi-tiered system of prevention using a consistent framework across all schools to support the academic, behavioral and social competencies of all students by maintaining 80% or higher treatment integrity.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Ci3T Treatment Integrity Measures to include Teacher Self-Report, Direct Observations, and Tiered Fidelity Inventory.						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Ci3T Treatment Integrity (Elementary)	To be collected in 22-23	Projected	N/A	Baseline TBD	70.0%	75.0%	80.0%
		Actual	N/A	81.0%			

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Strategy 2.3:		Personalized, Responsive Academic Support/Recovery: Develop and implement a systematic process to collect and analyze formative assessment data in order to provide tiered intervention and supplemental programs for students in need of support with academic achievement and SEL.					
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Develop a comprehensive framework to include all stakeholders that establishes a process for utilizing existing data systems to target students needs K-5	2022	2023	FMES Leadership Intervention Team, FMES Staff	\$0	N/A	Continued	Schoolzilla data usage (see Perf. Goal 1.1a)
Engage in an annual cycle of data review, analysis, and interpretation with developmental, reciprocal, and accountable steps at grade/content, school, grade band, and district levels.	2023	2027	FMES Leadership Intervention Team, FMES Staff	\$0	N/A	Continued	Schoolzilla data usage (see Perf. Goal 1.1a)
Develop a 3-tiered structured framework of prevention to address all students academic, behavioral, and social needs to include staffing to implement K-5 (Elementary Implementation).	2022	2024	FMES Ci3T Leadership Team, FMES Staff	\$0	N/A	Continued	Ci3T Implementation Data
Use data to a) determine specific areas in need of academic growth for targeted supplemental programs such as after school and summer programs and b) measure academic growth of participants.	2022	2027	FMES Leadership Intervention Team	TBD (varies by year)	General Fund, Grants, ESSER Funds, Title Funds	Continued	Student achievement data (see Perf. Goal 2.1a-f)

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Strategy 3.1:	Safe, Clean and Healthy School Environments: Develop and implement a systems' approach to improving a safe, clean, and healthy learning environments.						
Performance Goal 3.1: (Statement of desired progress or result over 5 years)	By 2026, the percent of teacher responses indicating satisfaction with the social and physical environment in their school will be <del>100%</del> 96.5% (#47) By 2026, the percent of parent responses indicating satisfaction with the social and physical environment in their school will be <del>92.3%</del> 96% (#19) By 2026, the percent of student responses indicating satisfaction with the cleanliness of the school bathrooms will be <del>67.7%</del> 62.8 (#21)						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Teacher, Parent, Student Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Teacher Survey (#47) [1]	100.0%	Projected	100.0%	<del>100%</del> 95%	<del>100%</del> 95.5%	<del>100%</del> 96%	<del>100%</del> 96.5%
		Actual	94.4%				
Source: Parent Survey (#19) [2]	82.3%	Projected	84.3%	<del>86.3%</del> 90%	<del>88.3%</del> 92%	<del>90.3%</del> 94%	<del>92.3%</del> 96%
		Actual	87.8%				
Source: Student Survey (#21) [3]	52.7%	Projected	55.7%	<del>58.7%</del> 53.8%	<del>61.7%</del> 56.8%	<del>64.7%</del> 59.8%	<del>67.7%</del> 62.8%
		Actual	50.8%				
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Strategy 3.1:	Safe, Clean and Healthy School Environments: Develop and implement a systems’ approach to improving a safe, clean, and healthy learning environment.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Implement consistent behavior expectations and management system throughout the school.	2022	2027	FMES Administration, FMES Staff	\$0	N/A	Continued	FMES Expectation Matrix and Ci3T Reactive Plan
Biweekly meeting and school walkthrough with administration, maintenance staff, and custodial staff	2022	2027	FMES Administration, Maintenance and Custodial Departments	\$0	N/A	Continued	Meeting Notes, Work Orders
Monthly-Quarterly parent meetings with administration to discuss various school related topics.	2022	2027	FMES Administration	\$0	N/A	Modified	Feedback from Parents
Development and implementation of schoolwide safety plan by FMES Safety Committee.	2022	2027	FMES Administration, Safety Committee	\$0	N/A	Continued	FMES Safety Plan

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Strategy 3.2:	Effective Social Emotional Learning and Support Services							
Performance Goal 3.2: (Statement of desired progress or result over 5 years)	By 2026, the percent of student responses indicating satisfaction with their social and physical environment will be 95.6% 93.5%. By 2026, the percent of SRSS-IE Screener ratings that fall in the typical or strength range will be maintained at 84% or higher.							
Interim Performance Goal: (One year goal)	Meet annual targets below.							
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Student Survey, SRSS-IE Screener							
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26	
Source: Student Survey (#36) [1]	94.6%	Projected	94.8%	95% 90.5%	95.2% 91.5%	95.4% 92.5%	95.6% 93.5%	
		Actual	89.5%					
Source: SRSS-IE Screener	TBD**	Projected	84.0%	84.0%	84.0%	84.0%	84.0%	
		Actual	N/A					
*2020-21 data used for Baseline								
** Will use Spring 2022-23 SRSS-IE Data as Baseline								

## FORT MILL ELEMENTARY SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:		Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality			Cognia Domain: Leadership		
		Student Achievement	District Goal 2: Equitable Teaching and Learning			Cognia Domain: Learning		
	X	School Climate	District Goal 3: School Climate and Equitable Resources			Cognia Domain: Resources		
		District Priority	District Goal 4: Equity Building			Cognia Domain: Equity		
Strategy 3.2:		Effective Social Emotional Learning and Support Services						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation	
Implement consistent social emotional learning curriculum throughout school.	2022	2023	FMES Administration, FMES Counselors, FMES Teachers and Staff	\$0	N/A	Continued	SEL PD Sources, Staff Trainings	
Implement evidence-based interventions to address social, emotional, or behavioral concerns identified through universal screener data.	2022	2027	FMES Administration, Lead Teacher, School Counselors, Registered Behavior Technician, Behavior Interventionist	\$0	N/A	Continued	MTSS Data from Enrich	
Continued implementation of morning meeting, including social emotional learning curriculum components.	2022	2023	FMES Administration, FMES Counselors, FMES Teachers and Staff	\$0	N/A	Continued	FMES Master Schedule, Classroom Walkthroughs	

## FORT MILL ELEMENTARY SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:		Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality			Cognia Domain: Leadership		
		Student Achievement	District Goal 2: Equitable Teaching and Learning			Cognia Domain: Learning		
	X	School Climate	District Goal 3: School Climate and Equitable Resources			Cognia Domain: Resources		
		District Priority	District Goal 4: Equity Building			Cognia Domain: Equity		
Strategy 3.3:		Technology Resources: Provide equitable student learning opportunities with current technology resources.						
Performance Goal 3.3: (Statement of desired progress or result over 5 years)		By 2026, increase the average launches per user in ClassLink to <del>453</del> 169.						
Interim Performance Goal: (One year goal)		Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)		ClassLink App Usage Report						
Overall Measures	Average Baseline		2021-22	2022-23	2023-24	2024-25	2025-26	
Source: ClassLink Usage Data	113	Projected	121	<del>129</del> 154	<del>137</del> 159	<del>145</del> 164	<del>153</del> 169	
		Actual	149					

## FORT MILL ELEMENTARY SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:		Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality			Cognia Domain: Leadership	
		Student Achievement	District Goal 2: Equitable Teaching and Learning			Cognia Domain: Learning	
	X	School Climate	District Goal 3: School Climate and Equitable Resources			Cognia Domain: Resources	
		District Priority	District Goal 4: Equity Building			Cognia Domain: Equity	
Strategy 3.3:	Technology Resources: Provide equitable student learning opportunities with current technology resources.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Include ClassLink statistics and Digital Resource Request process in staff communication	2022	2027	FMES Admin	\$0	N/A	Continued	Teacher and Staff Feedback
ClassLink information will be included in parent newsletters and communications for students to be able to access outside of school.	2022	2027	FMES Admin, FMES Teachers and Staff	\$0	N/A	Continued	School and Classroom Newsletters, Blackboard communications
FMES Administration will regularly review and analyze Classlink statistics.	2022	2027	FMES Admin	\$0	N/A	Continued	ClassLink Analytics

**FORT MILL ELEMENTARY SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027**

GOAL AREA:		Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality		Cognia Domain: Leadership		
		Student Achievement	District Goal 2: Equitable Teaching and Learning		Cognia Domain: Learning		
		School Climate	District Goal 3: School Climate and Equitable Resources		Cognia Domain: Resources		
	X	District Priority	District Goal 4: Equity Building		Cognia Domain: Equity		
Strategy 4.1:		Equity Building: In order to empower all learners to achieve their greatest success, implement the district's equity action plan.					
Performance Goal 4.1a: (Statement of desired progress or result over 5 years)		By 2026, 55% of students in the Pupils in Poverty subgroup will demonstrate proficiency on the SC Ready Reading Assessment. By 2026, 42% of Disabled students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for ELA. By 2026, 44.4% of Disabled students in grades 3-5 will demonstrate proficiency on the SC Ready Assessment for Math.					
Interim Performance Goal: (One year goal)		Meet annual targets below.					
Data Source(s): (List types of data that will be collected or examined to measure progress)		SC Ready ELA Assessment Data					
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: SC Ready ELA Performance Data in grades 3-5	35.2%*	Projected	39.0%	43.0%	47.0%	51.0%	55.0%
		Actual	39%				
Source: ELA	22.0%**	Projected	N/A	27.0%	32.0%	37.0%	42.0%
Disabled		Actual	22.0%				
Source: Math	24.4%**	Projected	N/A	29.4%	34.4%	39.4%	44.4%
Disabled		Actual	24.4%				
*2020-21 data used for Baseline							
**2021-22 data used for Baseline							

## FORT MILL ELEMENTARY SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:		Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality			Cognia Domain: Leadership	
		Student Achievement	District Goal 2: Equitable Teaching and Learning			Cognia Domain: Learning	
		School Climate	District Goal 3: School Climate and Equitable Resources			Cognia Domain: Resources	
	X	District Priority	District Goal 4: Equity Building			Cognia Domain: Equity	
Strategy 4.1:	Equity Building: In order to empower all learners to achieve their greatest success, implement the district’s equity action plan.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Teachers and staff will participate in recurring Culturally Relevant teaching practices professional development sessions.	2022	2027	FMES Teachers and Staff	\$3,000	Professional Development Budget	Continued	PD Artifacts and Notes, FMES PD Calendar
Teachers and staff will implement district created equity action plan.	2022	2027	FMES Admininstration, FMES Teachers and Staff	\$0	N/A	Continued	FMSD Equity Action Plan
Development and implementation of an FMES DEI Committee (Diversity, Equity, Inclusion) for the purpose of developing culturally relevant curriculum and PD.	2022	2027	FMES Administration, FMES DEI Committee	\$0	N/A	Continued	DEI Committee Meeting Notes, FMES Meeting Calendar
Grade levels will identify Tier 1 Commitments, consistent across the grade level.	2023	2027	FMES Teachers	\$0	N/A	Continued	Tier 1 Commitments