Horry County Schools HCS Inspiring Possibilities

Palmetto Bays Elementary School

SCHOOL RENEWAL PLAN

2022-2027

School Renewal Plan
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Our Vision:

Palmetto Bays Elementary School, as part of Horry County Schools, shares the vision to be a premier, world-class school in which every student acquires an excellent education. Our school will be a welcoming center organized around high-quality teaching and learning.

Our Beliefs:

Our vision is guided by a set of Beliefs that serve as the foundation for all our efforts. Foremost, we believe that…
Our purpose is to develop the potential of each student and ensure that all graduates become productive members of their community, able to adapt to a diverse, ever-changing world.
We also believe that…
We have the obligation to challenge every student to meet higher academic standards *than his/her current level.*
In order to accomplish this, we believe that…
Our students deserve exceptional and passionate staff who share our CORE VALUES. *Our core values are stated as expectations for staff members:*

- **We put service to students above all else.**
- **We take responsibility for the success of all students.**
- **We care passionately about our work with students.**
- **We build strong positive relationships with students, staff, parents, and community.**
- **We model and promote civility and integrity.**

We must also provide support for continuous improvement for students and staff.
We believe…
Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.
And…
All who share our schools deserve a safe, respectful and nurturing environment.
Finally, acknowledging that we all have a role in reaching our vision, we believe that
Partnerships among family, community and school are imperative to students' social and academic success.

Performance Goals
Strategies/Action Plans

STRATEGY 1:

Purpose and Direction

We will maintain and communicate at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

Action Steps	Timeline	Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1.1: Palmetto Bays Elementary School develops a Plan, Do, Study, Act (PDSA) and S.M.A.R.T. goals for continuous improvement regarding student learning. ● The building principal establishes the school leadership and data team at the start of the year. ● The school leadership team reviews data on (state and local assessments) to determine the goals for the year in reading and math. ● The curriculum coaches, teachers and administrative team members will post a data wall that shows the academic progress of students on DIBELS and MAP by grade level, teacher, sub-group, and percentile rankings. ● The leadership team implements strategies and progress monitoring points on the PDSA and a budget is established from available funding sources to support the work of the plan. ● Teachers are provided opportunities to provide feedback on set goals and make suggestions in regards towards the PDSA. ● The PDSA plan is submitted to the District office for approval. ● These goals are communicated with the staff at Palmetto Bays Elementary, the SIC, PTO, Advisory Board and any other opportunities we have with our stakeholder/community members, ● School Improvement Council members help determine a focus for the year after reviewing the school's assessment results (state and local) to support the goals	2021-22	Administration, School Leadership Team, Curriculum Coaches	N/A	N/A	PDSA plan, SMART Goals, SIC and Team Leader meeting agendas; PLC agendas, SLO's, Progress-monitoring on DIBELS, MAP, Lexia, ALEKS, and Achieve 3000

of the school. ● Teachers conference with students at the beginning of the year to set MAP goals in reading and math for the year. These goals are shared with parents during the fall parent-teacher conferences in October after 1st quarter report cards. ● The administrative team aligns professional development needs to support blended learning, digital content in reading and math, small group instruction in reading and math, Kagan structures to enhance engagement, Direct Instruction, and Text-Dependent Analysis to support the goals of our PDSA plan. ● SLO's and GBE conferences are set by the building Principal to review goals set by the teachers to support the school-wide goals for the year. ● District Learning Specialists and consultants support the administrative team and staff with the professional development that is linked to our PDSA plan.					
1.2: Palmetto Bays Elementary School's core values are stated as expectations for staff members and are aligned with our District's core values and beliefs: *We put service to students above all else.* *We take responsibility for the success of all students.* *We care passionately about our work with students.* *We build strong positive relationships with students, staff, parents, and community.* *We model and promote civility and integrity.* In support of these values and beliefs, we foster a safe and nurturing learning environment that is student and parent-centered. ● School-wide Community building events include: Theatrical Performances, Horry County Schools recycling program, Salvation Army Food Drive, Teacher Scholarship Fund, Veterans Day Ceremony, Jump Rope for Heart, Pennies for Patients, Relay for Life and Solid Waste Authority Recycling Program. ● Teachers create an atmosphere of learning through implementing Kagan structures to optimize student engagement.	2021-22	Administration, Curriculum Coaches and School Leadership Team	N/A	N/A	Agendas, brochures, and newsletters

1.3: ● School Improvement Council will be utilized to involve more business partners in the overall purpose and academic needs of our school. ● Stakeholders are welcomed into the building for school events. ● Monthly newsletters, brochures, school calendar, Parent/Student handbook, and student achievement acknowledgements are provided for parents. ● Palmetto Bays Elementary School has established a website, ParentLink, Remind101 texting tool (teacher use), Facebook page, and school marquee to post information about school programs, and events. ● Parent nights are held four times a year including overview of curriculum and procedures necessary to make their school year a success. ● School-wide programs are held to enhance parent involvement: Open House Event, Curriculum Nights, 5th Grade Spaghetti supper, Fine Arts Day, School Performances, Internet Safety and Drug Awareness, Help4Kids (Backpack Buddies), and Career Caravan. ● Parentlink, our school calling system, can provide phone calls, e-mail, and text within seconds to make our staff and parents aware of events. System can be used from the district level as well. ● We have a television in our building to provide information to parents, staff, students and visitors as they enter our office. ● School staff and administration speak to service organizations as well as government agencies to share school programs and successes.	2021-22	Administrators, SIC, and other Stakeholders	N/A	N/A	Parenting surveys, monthly newsletters, brochures, school calendar, student handbook, website, school Facebook page, PTO Facebook page, district webpage, and marquee

STRATEGY 2:

Governance and Leadership

We will operate under governance and leadership that promote and support student performance and school/system effectiveness.

Action Steps	Timeline	Responsible	Estimated Cost	Funding Source	Indicators of Implementation
2.1: Create and implement a school renewal plan ● All staff will review the school and district handbook and sign off indicating they have knowledge of the location of district policy. ● Parents, staff, and community members will be offered opportunities to give input into district and school initiatives during faculty meetings, Professional Learning Communities, PTO meetings, SIC meetings, and local Advisory Board meetings. ● The school renewal plan will be monitored throughout the year and updates and adjustments will be made as needed. ● Opportunities for teachers to participate in leadership roles will be provided - such as grade level team leaders, district advisory cabinet members, committee members at the district and school level, and data team participants.	2021-22	Administrators	N/A	N/A	Adhere to all school, district, and state policy and regulations; Sign-in forms; PDSA plan; Parent, student and staff surveys

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27

School Name:	Palmetto Bays Elementary
SIDN:	2601056
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Horry
Address 1:	8900 Highway 544
Address 2:	
City:	Myrtle Beach, SC
Zip Code:	29588
School Renewal Plan Contact Person:	Dawn McKinney
School Plan Contact Phone:	843-236-6200
School Plan E-mail Address:	dmckinney@horrycountyschools.net

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
_____ Printed Name	_____ Signature	_____ Date
Principal		
Dawn McKinney Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
_____ Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
Nicole Price Printed Name	_____ Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
Robyn Rhyne Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
Yes	**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).
Yes	**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).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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.
Yes	**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.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**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).

Yes	**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.
No	**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. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	**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.
Yes	**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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district 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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district 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.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	Dawn McKinney
2.	**Teacher**	Kourtni Hardee
3.	**Parent/Guardian**	Molly Bridgeman
4.	**Community Member**	JV Mott
5.	**Paraprofessional**	Kristen Coon
6.	**School Improvement Council Member**	Nicole Price
7.	**Read to Succeed Reading Coach**	Robyn Rhyne
8.	**School Read To Succeed Literacy Leadership Team Lead**	Robyn Rhyne
9.	**School Read To Succeed Literacy Leadership Team Member**	Jessica Hucks
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *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.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

☑ **Not Applicable**

District Wavier Requested and Approved	**Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.**
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	

Palmetto Bays Elementary School
2020-2021 School Report Card

https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjYwMTA1Ng

Kindergarten- DIBELS Data

- Kindergarten BOY DIBELS Composite Data:
- https://docs.google.com/document/d/1CrOUXRYLQMwU7N526W1xmzvAYlu3w4fzjbdKkhU6-F4/edit?usp=sharing

2021-2022 1st Grade DIBELS & MAP Data

- 1st grade BOY DIBELS Data:
- https://docs.google.com/document/d/18cDDYULcIFXMKH5Ye97WbBnwgI_pDmpJVGX1Qdj5wzg/edit?usp=sharing

- 1st grade BOY MAP Data Reading and Math:
- https://docs.google.com/document/d/1H8eWLfci3jDxXJ8l8qdbkYahuQ3EHeB3bRGxDfLbF7Q/edit?usp=sharing

2021-2022 2nd Grade DIBELS & MAP Data

- 2nd gr. BOY DIBELS Data:
- https://docs.google.com/document/d/1Eiir0oubt8Pr46hufoSsG1mgAIjh1-KCXKs1PNU6K2g/edit?usp=sharing

- 2nd gr. BOY MAP data ELA &Math:
- https://docs.google.com/document/d/1dDaDCLqzE2F4V2I9Qj6PNKirwtB_SEHTtpUmYfYTjPg/edit?usp=sharing

3rd Grade 2021-2022 BOY MAP Data

- 3rd grade BOY MAP data ELA and Math:
- https://docs.google.com/document/d/1EIO4pzW2wIQz4X6PlWAgzzD52U9MpfZvH1EuFdZpoDs/edit?usp=sharing

4th Gr. 21-22 BOY MAP Data

- 4th gr. BOY MAP Data ELA and Math
- https://docs.google.com/document/d/1TEwj9S1mVVMOBdochpfBCfGVBrdzR5FLBDzR_WL7vz0/edit?usp=sharing

5th Gr. 21-22 BOY MAP Data

- 5th gr. BOY MAP Data ELA and Math
- https://docs.google.com/document/d/1DQf3iuLk4vDqo-HkBYY5hlWU8RV_JbrowKl88uC7ziM/edit?usp=sharing

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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

State Report Card for districts and schools data: http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
Primary School (K - 2)	
1.	In conclusion for our primary grades we were lower in 1st and 2nd grades for several years compared to schools like ours, however with COVID we have now dropped in kindergarten and come up in 1st grade. We are identifying our weaknesses in our students and we have hired additional interventionist to help identify their needs and target them in small group instruction. Our goal is for at least 85% of our K-2 students to meet benchmark by the end of the 2022 school year.
Elementary/Middle School (3 - 8)	
2.	In conclusion our MAP data shows that in ELA our scores are right in line with our district scores, we are even above the district in 3rd and 5th grades. However on SC READY we did not meet any of our goals. We did show growth in 5th grade. Our students are behind dur to our Title I status and the pandemic. We have hired 1 additional full time interventionist and an additional part time interventionist to help serve our students in small groups based on their academic needs. We are focusing on standards work in ELA in our classrooms and planning strategic small group lessons for the teachers to deliver during small group time in the classroom.
Teacher/Administrator Quality	
3.	Our percentage of teachers with advanced degrees is slightly lower at 65%, however we had several teachers with advanced degrees retire. We currently have 5 teachers in our building working towards their masters degrees.
School Climate	
4.	In conclusion our school climate needs are as follows: our strengths include a high percentage 80% of students, 98% of teachers and 100% of parents satisfied with the social/physical environment. A high percentage 100% of teachers, 81% of students and 89% of parents are satisfied with the learning environment and a high percentage 100% of teachers and 94% of parents are satisfied with home school relations. Our attendance rates are steadily in line with the district at 94% for students.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027 the satisfaction level among parents, students, and teachers about the Learning Environment, Social and Physical Environment, and Home-School Relations will increase each year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Learning Environment: Parents Students Teachers	P-89% S-81% T-100%	**Projected Data:** P-90% S-85% T-100%	P-92% S-90% T-100%	P-95% S-95% T-100%	P-98% S-98% T-100%	P-100% S-100% T-100%
Social and Physical Environment: Parents Students Teachers	P-100% S-80% T-98%	**Projected Data:** P-100% S-85% T-99%	P-100% S-90% T-100%	P-100% S-92% T-100%	P-100% S-95% T-100%	p-100% S-100% T-100%
School-Home Relations: Parents Students Teachers	P-83% S-77% T-100%	**Projected Data:** P-85% S-80% T-100%	P-88% S-85% T-100%	P-90% S-90% T-100%	p-95% S-95% T-100%	9-100% S-100% T-100%

Action Plan

Strategy #1: Improve the percentage of respondents who have a favorable opinion of the school on the annual survey of teachers, students and parents.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implementation of parent communication logs. Fostering positive relationships between school and home by offering parent workshops, grade-level family nights, Title I family nights, PTO events, and social media. Increase of staff presence at all events.	2021-2027	Teachers Title I Team Parents Students	$6821	Title I Fund	Title I newsletters and fliers, communication logs, parent workshop agendas and meeting notes
2. Availability of RBHS counselors and guidance counselor. Implementation of community circle and class building structures. Classroom and small group guidance.	2021-2022	RBHS Counselors, Guidance Counselor, Teachers, Leadership Team	$139,000	Title I	Lesson Plans, RBHS and Guidance Counselor notes and files
3. Professional development opportunities offered by the district. Focused PLCs and job embedded staff development.	2021-2022	Teachers, Leadership Team	$0		True North Logic reports, PLC agendas and notes
4. Exterior doors are secured. Identification for admittance is required. School Check-In system is required to gain entry. Visitor passes must be worn. Teacher ID cards must be worn. Utilize school and school bus camera system. District Supplied full time security officer on site daily.	2021-2022	Administration, Front Office Staff, Teachers, Community members, parents	$0		School check in system reports, video from school and bus cameras

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	100% of parents/guardians will participate in virtual or in-person conferences about their child's academic performance every year.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
100% of parents/guardians will participate in a conference about their child's academic performance every year.	100%	**Projected Data:** 100%	100%	100%	100%	100%

Action Plan

Strategy #1: We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Offering multiple opportunities for parent conferences. Flexible scheduling of parent conference times. ESOL translators are available for support. Virtual parent conferences being utilized to meet with all parents.	2021-2022	Teachers, Parents, Administration			Conference logs and notes, calendars

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	ENGLISH LANGUAGE ARTS: By 2027… Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 70% of students in grades 3-8 will score at Level 3 or higher on SC READY ELA.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC READY ELA (Percentage of students scoring Level 3 or higher: Approaches, Meets or Exceeds. 3rd Grade	58%	**Projected Data:** 60%	62%	64%	66%	70%
SC READY ELA (Percentage of students scoring Level 3 or higher: Approaches, Meets or Exceeds. 4th grade	52%	**Projected Data:** 60%	62%	64%	66%	70%
SC READY ELA (Percentage of students scoring Level 3 or higher: Approaches, Meets or Exceeds. 5th grade	46%	**Projected Data:** 50%	55%	60%	65%	70%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. A data team will meet and discuss student needs including, special education teachers. A data wall will be designed to encompass all components and subgroups to determine student needs. Examine student data as measured by MAP, to guide small group instruction and plan for implementation of instruction. Classroom observations will be conducted. Allocation of 1.75 hours of daily reading instruction in grades 3-5. Plan and implement ELA instruction with fidelity. Instructional coaches are working towards Read to Succeed endorsement. Implement state standards with fidelity. Ensure proper placement of special education students and monitor progress, based on IEP and program specific goals.	2021-2022	Leadership team, Teachers, District office learning specialist in curriculum and special education	$0		Data wall, PLC minutes and agendas, NWEA reports, Classroom observations, IEP meetings
2. Implementation of the following intervention programs in ELA: Tier II- Voyager Passport and Imagine It Pre-/Re-Teach Tier III A- Language!, Kaleidoscope, Imagine It Pre-/Re-Teach Tier III B- SPIRE, Imagine It Pre-/Re-Teach and Language!. Create and intervention schedule. Implement reading interventions for grades 3-5. Implement and monitor a progress monitoring system including the interventions listed above. Examine progress monitoring results and regroup as needed. Classroom observations will be conducted. Implement the RTI model including; Tier 2, Tier 3A, and Tier 3B.	2021-2022	Leadership Team, Teachers, District office learning specialist in curriculum and special education	$180,00 $167,000	General Fund Title I Funds	Intervention schedules, Master schedule, Progress monitoring data, classroom observations
3. Utilize the districts PK-12 model. Use Imagine It program in writing and vocabulary. (Including ESOL teachers.) Work with district ESOL learning specialists to provide training and strategies for teachers to implement. Monitor lesson plans to ensure student language objective is present. Work with ESOL coaches from IDRA and HCS.	2021-ongoing	Teachers, ESOL learning specialist, Leadership team ESOL Consultants		District funding	ESOL training agendas and notes, Teacher lesson plans

4. Provide opportunities for collaboration with national consultant John Antonetti from Colleagues on Call. Provide bi-weekly focused PLC meetings. Special education teachers will work with Direct Instruction consultant to implement curriculum with fidelity, as well as monitor student progress.	2021-2022	Teachers, Leadership team, Colleagues on Call Consultant, Direct Instruction Consultant, HCS Special Education learning specialist, HCS Elementary Learning specialist	$0		Classroom observations, PLC agendas, notes and next steps from all consultants and learning specialist
5. Parent Nights will be held to discuss reading strategies with parents. Communicate student progress with parents via progress letters, conferences, interims, and report cards. Maintain up-to-date website and social media account. A Title-I newsletter will be published 3 times a year to inform parents on reading strategies to support student learning in the home.	2021-2022	Administrative team, Teachers, Parents, Students	$6281	Title I	Agendas from Title I events and parent nights, Title I meeting notes, Title I newsletter, Social media accounts and websites
6. Create PDSA goals that are targeted to close the gap between all students in our special education, African American, and ESOL subgroups. Subgroups are tracked throughout the school year using MAP data and are flagged on the data wall in the subject of ELA. Continually analyze data from core and intervention programs to monitor student progress in all subgroups. Provide adjustments to interventions based on students' needs and data. Use district approved interventions to close the literacy achievement gap.	2021-2022	Leadership team, Teachers,	$11,000	PDSA Funds from HCS	PDSA, MAP data, Classroom observations, intervention schedules and notes, progress monitoring data,

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	ENGLISH LANGUAGE ARTS: By 2027… Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 90% of K - 2 students will score benchmark or above on DIBELS 8.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Kindergarten students scoring benchmark or above on DIBELS.	69%	**Projected Data:** 70%	75%	80%	85%	90%
1st grade students scoring benchmark or above on DIBELS.	83%	**Projected Data:** 85%	88%	90%	93%	95%
2nd grade students scoring benchmark or above on DIBELS.	62%	**Projected Data:** 70%	75%	80%	85%	90%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in English language arts.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. A data team will meet and discuss student needs including, special education teachers. A data wall will be designed to encompass all components and subgroups to determine student needs. Examine progress monitoring results as measured by DIBELS, to guide small group instruction. Classroom observations will be conducted. Allocation of 2.5 hours of daily reading instruction in K-2. Plan and implement ELA instruction with fidelity. Instructional coaches are working towards Read to Succeed endorsement. Implement state standards with fidelity. Ensure proper placement of special education students and monitor progress, based on IEP and program specific goals.	2021-2022	Leadership team, Teachers, District office learning specialist in curriculum and special education	$1000 $72,000	General Fund Title I Funds	Data wall, PLC minutes and agendas, MClass, Classroom observations, IEP meetings
2. Create and intervention schedule. Implement reading interventions for grades K-2. Implement and monitor a progress monitoring system including, Burst. Examine progress monitoring results and regroup as needed. Classroom observations will be conducted. Implement the RTI model including; Tier 2, Tier 3A, and Tier 3B.	2021-2022	Leadership Team, Teachers, Support Staff School Psychologist for the RTI meetings	Salaries for teachers, coach and paraprofessionals $239,000	General Fund Title I Fund	Master Schedule with intervention times, Progress monitoring data, Classroom observations, RTI notes
3. Utilize the districts Imagine It phonics program in K-2, Use the Being a Writer program in K-2. Work with district and school ESOL teachers and learning specialist to provide trainings and strategies for teachers to implement with vocabulary.	2021-ongoing	Teachers, ESOL learning specialist, Leadership team	$0		ESOL training agendas and notes
4. Implement Lexia Core 5 online learning in grades K-2. Teachers will user interactive white boards, iPads, laptops, Imagine It, and DIBELS online tools. Work with digital integration specialist.	2021-2022	Teachers, Leadership team, Digital Integration specialist, District Learning	$0		Lexia training notes and agendas, PLC agendas, Digital Integration specialists next steps and meeting notes

		specialist			
5. Parent Nights will be held to discuss reading strategies with parents. Communicate student progress with parents via progress letters, conferences, interims, and report cards. Maintain up-to-date website and social media account. A Title-I newsletter will be published 3 times a year to inform parents on reading strategies to support student learning in the home.	2021-ongoing	Administrative team, Teachers, Parents, Students	$6281	Title I	Agendas from Title I events and parent nights, Title I meeting notes, Title I newsletter, Social media accounts and websites

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	MATHEMATICS: By 2027… Students will demonstrate the necessary mathematics knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 53% of students in grades 3-8 will score at Level 3 or higher on SC READY Math.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
3rd grade SC Ready Math data from SC Report Card	49%	**Projected Data:** 50%	50%	51%	52%	53%
4th grade SC Ready Math data from SC Report Card	43%	**Projected Data:** 45%	47%	50%	52%	53%
5th grade SC Ready Math data from SC Report Card	30%	**Projected Data:** 35%	40%	45%	50%	53%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in mathematics.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. A data team will meet and discuss student needs including, special education teachers. A data wall will be designed to encompass all components and subgroups to determine student needs. Examine student data as measured by MAP, to guide small group instruction and plan for implementation of instruction. Classroom observations will be conducted. Allocation of 1.5 hours of daily math instruction in grades 3-5. Plan and implement Math instruction with fidelity. Implement state standards with fidelity. Ensure proper placement of special education students and monitor progress, based on IEP and program specific goals.	2021-2022	Leadership team, Teachers, District office learning specialist in curriculum and special education, EDM consultant	$72,000	Title I	Data wall, PLC minutes and agendas, NWEA reports, Classroom observations, IEP meetings, notes from EDM consultant
2. Implementation of the following intervention programs in Math: Tier II- EDM Pre-/Re-Teach Tier III A- EDM It Pre-/Re-Teach Tier III B- EDM Pre-/Re-Teach, CMC. Create and intervention schedule. Implement math interventions for grades 3-5. Implement and monitor a progress monitoring system including the interventions listed above. Examine progress monitoring results and regroup as needed. Classroom observations will be conducted. Implement the RTI model including; Tier 2, Tier 3A, and Tier 3B.	2021-2022	Leadership Team, Teachers, District office learning specialist in curriculum and special education	$239,000	Title I Funds General Funds	Intervention schedules, Master schedule, Progress monitoring data, classroom observations
3. Implement ALEKS Math, DREAMBOX and MAP Accelerator online learning in grades 3-5. Teachers will user interactive white boards, iPads, laptops, and EDM online tools. Work with digital integration specialist. Implementation of the one to one devices in all grades CD-5. Collaboration using a variety of applications and digital based tools as a platform for student learning. Special ed teachers will use special education resources.	2021-2022	Teachers, Leadership team, Digital Integration specialist, District Learning specialist	$72,000	Title I	Aleks training notes and agendas, PLC agendas, Digital Integration specialists next steps and meeting notes, HCS learning specialist next steps, Classroom observations and notes,

4. Parent Nights will be held to discuss math strategies with parents. Communicate student progress with parents via progress letters, conferences, interims, and report cards. Maintain up-to-date website and social media account. A Title-I newsletter will be published 3 times a year to inform parents on reading strategies to support student learning in the home.	2021-2022	Administrative team, Teachers, Parents, Students	$6281	Title I Parenting Plan	Agendas from Title I events and parent nights, Title I meeting notes, Title I newsletter, Social media accounts and websites
5. 3.3.f Implement district consensus documents that are based on SC Standards. Utilize and adhere to state support documents. Teachers will work with district learning specialist in order to gain a deeper understanding of SC Standards. Bi-weekly PLCs will be provided. Administration will monitor lesson plans developed by teachers to ensure they reflect the use of SC Standards.	2021-2022	Leadership team, Teachers District Learning specialist	$72,000	Title I	PLC agendas and meeting notes, District Learning Specialist next steps and notes, teacher lesson plans, Classroom observations

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	SCIENCE: By 2027… Students will demonstrate the necessary science knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 65% of students in grade 4 will score at Level 3 or higher on SC PASS.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
4th grade students scoring level 3 or higher in SC PASS- science	47%	**Projected Data:** 50%	52%	55%	60%	65%

Action Plan

Strategy #1: Implement SC College and Career-Ready Standards in order to improve student achievement in science					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Use data from state and district assessments to adjust curriculum, instruction, and assessment. Utilize and adhere to state support documents. Utilize district consensus documents. Ensure all teachers are trained in science kits for their specific grade level. Administer and monitor results of benchmark assessments and identify trends in grades 3-5.	2021-2022	Leadership team, Teachers, District office learning specialist in curriculum and special education	$72,000	Title I	PLC minutes and agendas, Classroom observations, IEP meetings, True North Logic Reports
2. Teachers will use accommodations and modifications as determined by IEPs and ILPs.	2021-ongoing	Teachers, Administrative team	$0		IEP's, lesson plans
3. Implement district consensus documents that are based on SC Standards. Utilize and adhere to state support documents. Teachers will work with district learning specialist in order to gain a deeper understanding of SC Standards. Bi-weekly PLCs will be provided, in which Achievement Series benchmark data will be disaggregated and used to plan purposeful instruction. Administration will monitor lesson plans developed by teachers to ensure they reflect the use of SC Standards.	2021-2022	Leadership team, Teachers District Learning specialist	$0		PLC agendas and meeting notes, District Learning Specialist next steps and notes, teacher lesson plans, Classroom observations

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	STUDENT PROGRESS: By 2027... students in grades 2-8 will demonstrate annual academic progress in the areas of English Language Arts and mathematics. At least 67% of all students in grades 2-8 will meet target growth goals in reading based on fall-to-spring MAP measures. At least 67% of all students in grades 2-8 will meet target growth goals in math based on fall-to-spring MAP measures.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Grade 2-NWEA MAP Percent Meeting Target Growth Goal: Spring	R: 78% M: 70%	**Projected Data:** R:78% M:70%	R:79 M:71%	R:80% M:72%	R:81% M:73%	R:82% M:74$
Grade 3-NWEA MAP Percent Meeting Target Growth Goal: Spring	R:61% M;71%	**Projected Data:** R:61% M:71%	R:63% M:72%	R:64% M:73%	R:65% M: 74%	R:67% M:75%
Grade 4-NWEA MAP Percent Meeting Target Growth Goal: Spring	R:49% M:61%	**Projected Data:** R:50% M:62%	R:55% M:63%	R:60% M:64%	R:65% M:66%	R:68% M:67%
Grade 5-NWEA MAP Percent Meeting Target Growth Goal: Spring	R:56% M:41%	**Projected Data:** R:57% M:45%	R:60% M:50%	R:62% M:55%	R:65% M:60%	R:68% M:67%

Action Plan

Strategy #1: Monitor implementation effectiveness system-wide through analysis of NWEA - Measures of Academic Progress (MAP) data.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Focused PLCs will be provided. NWEA MAP data will be disaggregated to identify deficits and determine direction of small group instruction. NWEA Learning Continuum will be utilized to plan small group instruction. Small group lesson plans will be monitored to ensure that NWEA Learning Continuum and SC Standards is being utilized with fidelity. Classroom observations will be conducted. Special education students will be properly placed and accommodations and modifications will be followed.	2021-2022	Leadership team, Teachers, District office learning specialist in curriculum and special education	$0		NWEA MAP Data, PLC agendas and meeting notes, District Learning Specialist next steps and notes, teacher lesson plans, Classroom observations
2. Develop, implement, and update annually a comprehensive research-based reading plan that includes tiered interventions provided to students and identifies resources to ensure sustainability (Section 59-155-110, South Carolina Read to Succeed Act)	2021-2022	Leadership team and teachers	$0		Read to Succeed plan, classroom observations, lesson plans
3. Ensure communication between our school and receiving middle school about students that received interventions in elementary school and may need interventions at the middle school level. School visits by our 5th grade students to our receiving middle school. Partnership with the receiving middle schools fine arts department to provide opportunities for collaboration and mentoring.	2021-2022	Special Education teachers, Administration, students, District office special education learning specialist	$200	General Fund	IEP meetings and notes, notes between middle school and elementary school regarding students, District office special education learning specialist next steps and notes
4. Use Measures of Academic Progress (MAP) to monitor student progress and growth and provide differentiated instruction based on student needs beginning in grade 2.	2021-2022	Teachers, Administration, Intervention teachers, school psych.	$0		Curriculum implementation, MAP data, professional development offerings in TrueNorthLogic, school level PDSA plans, District assessment calendar, data walls

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	100% of teachers and staff will feel appreciated and supported by administration at school.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
100% of teachers and staff will feel appreciated and supported at PBE.	94%	**Projected Data:** 94%	95%	96%	98%	100%

Action Plan

Strategy #1: We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.	2021-2022	Administration	$500	General Fund	Spotlight on Staff information sheets, and emails
2. Implementation of Principal's cabinet meeting for teachers to represent their grade levels and areas. We will meet once a month to discuss issues that teachers have with the school and administration.	2021-2022	Administration and Teacher leaders	$0		Meeting notes and attendance

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	ADVANCED DEGREES: By 2027... The percentage of teachers with an advanced degree will increase to 70%. Interim Performance Goal: The annual benchmark percentage will be met.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Percentage of teachers with advanced degrees as reported on the annual SC Report Card	56%	**Projected Data:** 58%	60%	63%	66%	70%

Action Plan

Strategy #1: Implement plan to increase the number of teachers with advanced degrees, including:					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Courses through accredited universities are promoted and encouraged. Teachers can earn free courses through Coastal Carolina University, by hosting an intern or student teacher.	2021-2022	Teachers, administration	$0		Internship documentation

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A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready
- Universal Screener
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - iReady
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Team Focused Data Based Decision Making
  - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge.	☐	☐	X	Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	☐	☐	X	
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).	☐	☐	X	
A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention.	☐	☐	X	

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B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☐	X	Anecdotal Notes from small group instruction and individual conference schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors. Agendas and notes from consultants hired to work specifically with reading instruction. PLC agendas and notes.
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	☐	☐	X	
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	☐	☐	X	
B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina.	☐	☐	X	
B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	☐	☐	X	

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	Rarely	Sometimes	Routinely	
B6. Teachers use shared writing experiences to model accuracy and fluency in writing.	☐	☐	X	
B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	☐	☐	X	
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	☐	X	
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	☐	☐	X	
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	X	

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C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.				
Supplemental Instruction ● Foundational Reading Skills o Listening Comprehension o Concepts about Print o Phonemic Awareness and Phonics ● Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) ● Small Group and Individual Instruction to Target and Intensify Instruction				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	☐	☐	X	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	☐	X	
C3. Teachers provide targeted, effective in-class intervention which o must provide targeted and intensified individual and small-group instruction; and **o** must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☐	X	

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D. This school embeds practices reflective of exemplary literacy-rich environments.				
Inquiry-based Learning: ● Immersion, Investigation, Coalescing, Going Public ● Read Aloud/Shared Reading/Shared Writing/Interactive Writing ● Immersion into How Words Work (Phonics – Affixes) ● Independent reading, writing, researching ● South Carolina College and Career Ready Standards for Inquiry ● Profile of the South Carolina Graduate				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for much of the instructional time.	☐	☐	X	Teacher Observations, Schedules, Lesson Plans Data Anecdotal notes from teachers regarding students and their reading behaviors Teacher small group schedules and plans. Intervention groups are utilized to help with instruction for struggling first graders.
D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	☐	X	
D3. Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	☐	☐	X	
D4. Teachers ensure texts and materials are organized and easily accessible by students**.**	☐	☐	X	
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts)	☐	☐	X	
D6. Teachers prominently display artifacts reflective of student learning**.**	☐	☐	X	

D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	☐	☐	X	

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Reading Engagement: ● Student Choice ● Blocks of time to read, write, and research ● Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	☐	☐	X	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries Students reading logs, reading celebrations in the library and in the classrooms Reading program Achieve 3000 to monitor lexile growth. A minimum of 1 hour of small group ELA time per day. Library has inventoried classrooms to purchase additional books of interest for students. Money from our Title I plan is used to buy books for classroom libraries.
E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	☐	☐	X	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☐	X	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	X	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts.	☐	☐	X	

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F. This school provides teacher and administrator training in reading and writing instruction.				
Professional Development ● Literacy Competencies for PreK-5th Grade Teachers ● Literacy Competencies for Administrators ● South Carolina College and Career Ready Standards ● Standards for Professional Learning ● Early Learning Standards for 4K ● REL Practice Guides on WWC ● Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: o Study groups o Collaboration with school coach o Book clubs o Teacher action research o Collaborative planning o Peer coaching	☐	☐	X	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: o Study groups o Collaboration with school coach o Book Clubs	☐	☐	X	

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G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Literacy Partnerships				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. o County libraries are used to increase the volume of reading in the community over the summer o State and local arts organizations o Volunteers o Social service organizations o School media specialists	☐	☐	X	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	☐	☐	X	

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H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Family Support of Literacy Development				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	X	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

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Section I: Analysis of Data

Strengths	Possibilities for Growth
● 1st grade moved a large portion of their yellow kids to green by end of the year benchmark testing. 83% finished green or blue in DIBELS. ● 3rd grade 58% of our students scored Meets or Exceeds on SC Ready in Spring 2021.	● Increase number of students in grades 2, 3,4 and 5 scoring above the cut line according to the MAP NWEA Linking study. ● Increase in student percentages meeting Dibels benchmark in k and 2nd grades. ● Increase numbers of students in 5th grade scoring Meets or Exceeds from 30% to at least 50%.

Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).	
Goal #1: Third Grade Goal: Reduce the percentage of third graders performing below grade level in the fall of 2020-21 as determined by _MAP growth as predicted from the NWEA Linking Study from _33% % to 10 % in the spring of 2021.	**Progress:** **-EOY 3rd grade MAP ELA data shows that 30% of our students scored Does Not Meet as measured by the NWEA Linking Study.** **-On SC Ready 30% of our students scored Does Not Meet.** **-Fall 2021 3rd grade MAP data shows that 28% of our students scored Does Not Meet according to the 2020 NWEA Linking Study.**
Goal #2:	**Progress:**
Goal #3:)	**Progress:**

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name:Palmetto Bays Elementary

Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.	
Goal #1: <u>Third Grade Goal:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from **30**% to **10** % in the spring of 2022.	**Action Steps:** **Grade level data meetings including special ed and ML teachers to create plans for growth with our special ed and ML learners.** **Administrators and instructional coaches will analyze data from MAP, progress monitoring data, digital content data and teacher observations from classroom walkthroughs to support classroom instruction.** **Instructional coaches will conduct PLCs to focus on deep standards work to successfully implement the SC Content standards in all classroom lessons.** **Job embedded professional development with instructional coaches, district learning specialists, and consultants to strengthen reading instruction.** **Instructional coaches will conduct PLCs on deconstructing the ELA standards and making the information accessible to children.** **Instructional coaches will conduct PLCs with 3rd grade teachers on the science of reading and how to meet the needs of our struggling learners in phonemic awareness and phonics.**
Goal #2: The percentage of students achieving spring 2022 composite benchmark score on DIBELS will increase as follows (including ELL and SPED):	**Action Steps:** **Grade level data meetings including special ed and ML teachers to create plans for growth with our special ed and ML learners.**

● Kindergarten from **69%** to 85% ● 1st grade from **83%** to 90% ● 2nd grade from **62%** to 85% (Fall 2021 to Spring 2022)	**Administrators and instructional coaches will analyze data from MAP, progress monitoring data, digital content data and teacher observations from classroom walkthroughs to support classroom instruction.** **Instructional coaches will conduct PLCs to focus on deep standards work to successfully implement the SC Content standards in all classroom lessons.** **Job embedded professional development with instructional coaches, district learning specialists, and consultants to strengthen reading instruction.** **Instructional coaches will conduct PLCs on deconstructing the ELA standards and making the information accessible to children.**
Goal #3: 90% of all students in grades 3-5 (including EL and SPED) will perform at Level 2 or higher on SC Ready ELA as predicted by the NWEA MAP Linking study and their spring 2022 MAP Reading Scores. ● 3rd grade from **80%** to 90% ● 4th gr. from **72%** to 90% ● 5th gr from **76%** to 90% (Spring 2021-Spring 2022	**Action Steps:** **Grade level data meetings including special ed and ML teachers to create plans for growth with our special ed and ML learners.** **Administrators and instructional coaches will analyze data from MAP, progress monitoring data, digital content data and teacher observations from classroom walkthroughs to support classroom instruction.** **Instructional coaches will conduct PLC's to focus on deep standards work to successfully implement the SC Content standards in all classroom lessons.** **Job embedded professional development with instructional coaches, district learning specialists, and consultants to strengthen reading instruction.**

	Instructional coaches will conduct PLCs on deconstructing the ELA standards and making the information accessible to children. **Instructional coaches will conduct PLCs with 3rd-5th grade teachers on the science of reading and how to meet the needs of our struggling learners in phonemic awareness and phonics.**