

## **School Renewal Plan Table of Contents**

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## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28**

<b>School Name:</b>	Edith L. Frierson Elementary
<b>SIDN:</b>	1001075
<b>Plan Submission:</b>	School utilizes Cogna
<b>Grade Span:</b>	PK To 5
<b>District:</b>	Charleston
<b>Address 1:</b>	6133 Maybank Highway
<b>Address 2:</b>	
<b>City:</b>	Wadmalaw Island, SC
<b>Zip Code:</b>	29487
<b>School Renewal Plan Contact Person:</b>	Dr. Deborah Davis-Cummings
<b>School Plan Contact Phone:</b>	(843) 559-4500
<b>School Plan E-mail Address:</b>	deborah_cummings@charleston.k12.sc.us

### 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

<b>Superintendent</b>		
<u>Mr. Donald Kennedy, Sr.</u> Printed Name	 Signature	<u>4.25.23</u> Date
<b>Principal</b>		
<u>Dr. Deborah Davis-Cummings</u> Printed Name	 Signature	<u>4/6/23</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Ms. Pamela McKinney</u> Printed Name	 Signature	<u>4.25.23</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Mrs. Ashley Carrigan</u> Printed Name	 Signature	<u>4/6/23</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Mrs. Samantha Kurtz</u> Printed Name	 Signature	<u>4/6/23</u> 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.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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	<p><b>Developmental Screening</b></p> <p>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.</p>
Yes	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (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.</p>
Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>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.</p>
Yes	<p><b>Parenting and Family Literacy</b></p> <p>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.</p>
Yes	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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.</p>

## 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.	<b>Principal</b>	Dr. Deborah Davis-Cummings
2.	<b>Teacher</b>	Mrs. Traci Rhoden
3.	<b>Parent/Guardian</b>	Mrs. Casey Thaler
4.	<b>Community Member</b>	Mrs. Ruth Flynn
5.	<b>Paraprofessional</b>	Ms. Katherine Simmons
6.	<b>School Improvement Council Member</b>	Mrs. Ashley Carrigan
7.	<b>Read to Succeed Reading Coach</b>	Mrs. Samantha Kurtz
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Mrs. Samantha Kurtz
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Mrs. Crystal Blue
	<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) <b>** Must include the School Literacy Leadership Team for Read to Succeed</b>	

## 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/>



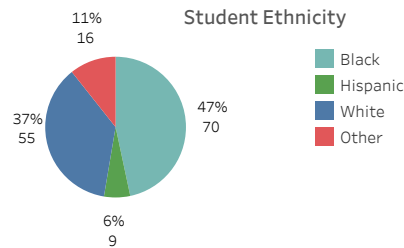
**Not Applicable**

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 ( <i>SBE Regulation 43-261</i> )	
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

## FALL 2022 SCHOOL DASHBOARD

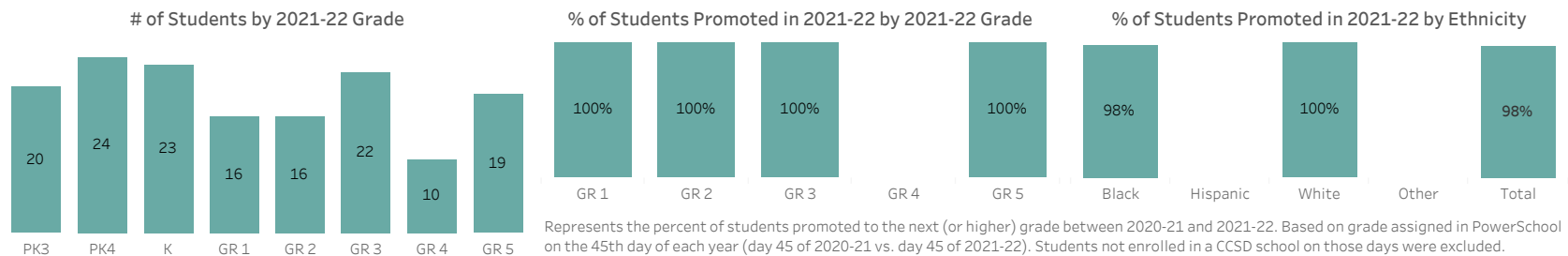
### EDITH L. FRIERSON ELEMENTARY

### 2021-22 ENROLLMENT & DEMOGRAPHICS



Total Enrollment	% Gifted Academic &/or Artistic	% Special Education	% 504 Plan	% Multilingual Learners	% Pupils in Poverty
150	0.0%	9.3%	0.0%	4.0%	64.2%

Demographic data is based on active enrollment on the 45th day of 2021-22. % Gifted Academic &/or Artistic shown for students in grades 3 and higher and represents students who are qualified to receive services though not all students may be served. Multilingual Learners includes students who have exited ESOL services but are still being monitored. % Pupils in Poverty shown for students in grades K and higher.



### 2021-22 ATTENDANCE

Total	90.3%
Black	89.5%
Hispanic	93.7%
White	91.1%
Other	89.7%
PK3	90.8%
PK4	89.1%
K	87.3%
GR 1	92.2%
GR 2	90.9%
GR 3	91.7%
GR 4	92.3%
GR 5	90.1%

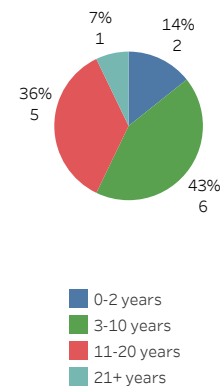
Attendance Rate includes grades PK-12. To compute it, the total number of days students were in attendance in 2021-22 was divided by the number of days they were enrolled in a CCSD school in 2021-22. Excused and unexcused absences were counted as absences.

### 2021-22 DISCIPLINE

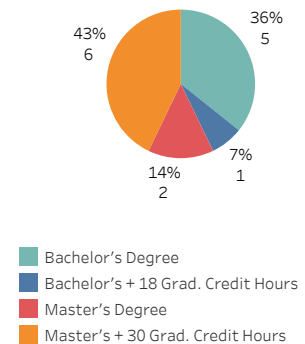
	Black	Hispanic	White	Other	Total
<b>Disciplinary Infraction</b>					
# of Students with ≥1 Level 1/2 Offenses	6	1	2	0	9
% of Students with ≥1 Level 1/2 Offenses	7.3%	9.1%	3.2%	0.0%	5.2%
One or More Level 3 N=10	1	0	0	0	1
One or More Level 3 %	1.2%	0.0%	0.0%	0.0%	0.6%
Total # of Level 3 Offenses	1	0	0	0	1
<b>Disciplinary Consequences</b>					
# of Students with ≥1 Referrals	25	1	4	2	32
% of Students with ≥1 Referrals	32.5%	10.0%	6.9%	12.5%	19.9%
# of Students with ≥1 ISS	5	0	1	0	6
% of Students with ≥1 ISS	6.5%	0.0%	1.7%	0.0%	3.7%
# of Students with ≥1 OSS	21	0	3	1	25
% of Students with ≥1 OSS	27.3%	0.0%	5.2%	6.3%	15.5%

ISS = In-School Suspension. OSS = Out-of-School Suspension. Referrals represent office-managed referrals only (does not include teacher-managed). Level 1 and 2 offenses represent behavior misconduct and disruptive conduct. Truancies are not included. Level 3 represents criminal conduct. Learn more about district discipline policies at [www.ccsdschools.com/Page/1281](http://www.ccsdschools.com/Page/1281).

### 2021-22 TEACHER EXPERIENCE



### 2021-22 TEACHER DEGREE



Includes teachers, teacher librarians, and school counselors as of October 26, 2021. Years of experience is based on the step awarded by the state, which includes experience working as a Teacher Assistant.

Notes. Promotion, attendance, and discipline data only shown when results represent a group of at least 10 students or more to ensure no individual student is identified. "Other" ethnicity includes American Indians, Alaskan Natives, Asians, Native Hawaiians, Pacific Islanders, students of multiple ethnicities, and students who have not identified their ethnic background.



## EARLY CHILDHOOD PROFICIENCY



### % of PreKindergarten Students by Tier\*

■ Tier II/III ■ Cut Range ■ Tier I

Fall 2021

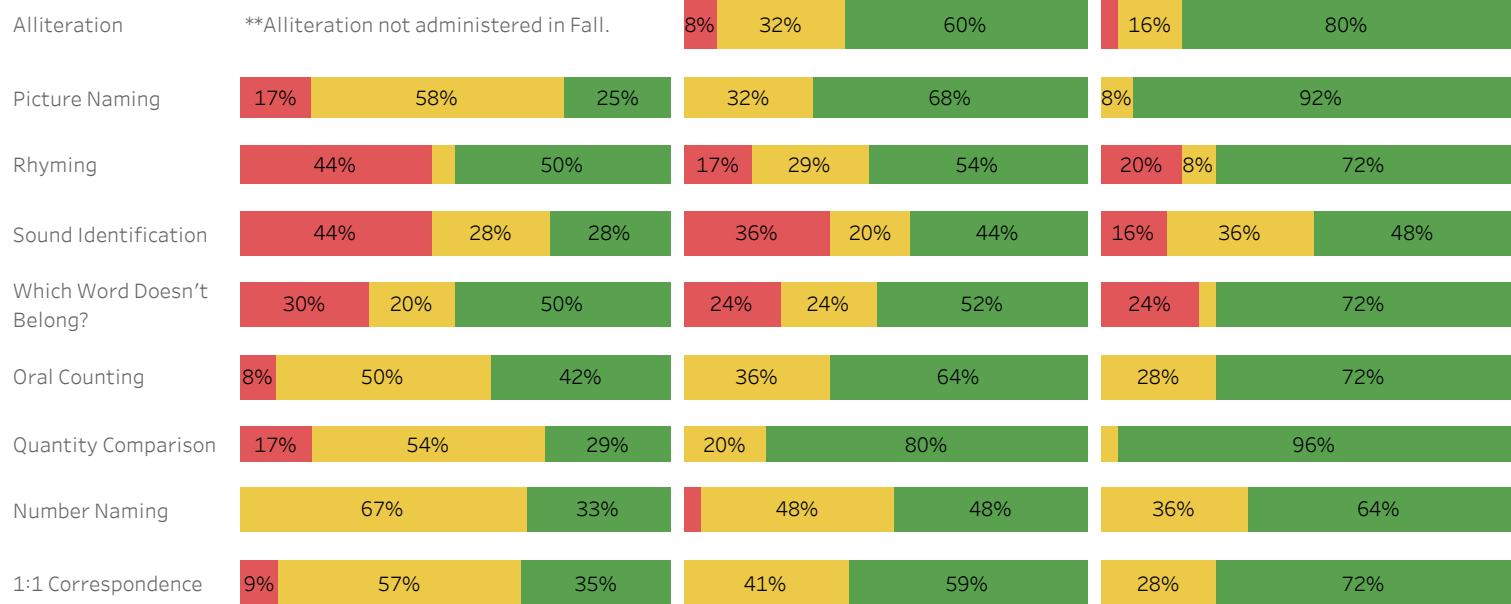
Winter 2021-22

Spring 2022

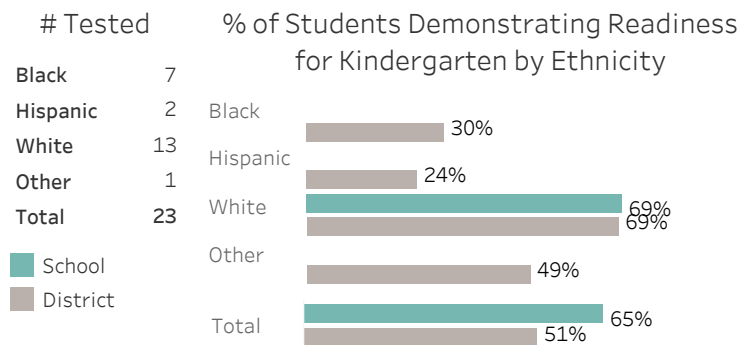
# Students Taking 1 or More Sub-Test

	Literacy	Numeracy
Fall	24	24
Winter	25	25
Spring	25	25

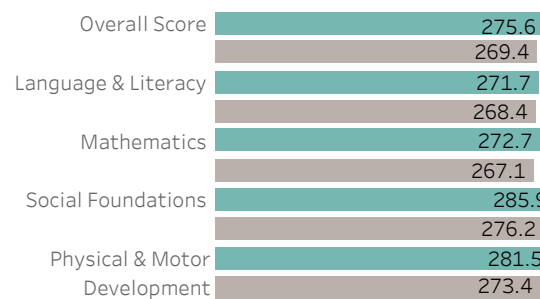
\*Students who score in Tier I are demonstrating strong progress. Cut Range indicates that more information is needed to determine the most appropriate level of intervention and tier status for the student. Students who score in Tier II/III are not making necessary progress and would likely benefit from further interventions and support. The state's goal is for students to achieve in Tier I by spring.



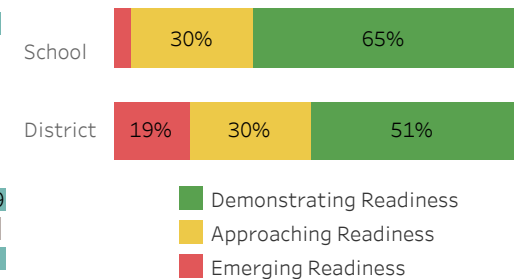
### Fall 2021 Kindergarten Readiness Assessment (KRA) Results



#### Average Overall & Sub-Test Scores



#### % of Students in Each Readiness Level



EDITH L. FRIERSON ELEMENTARY

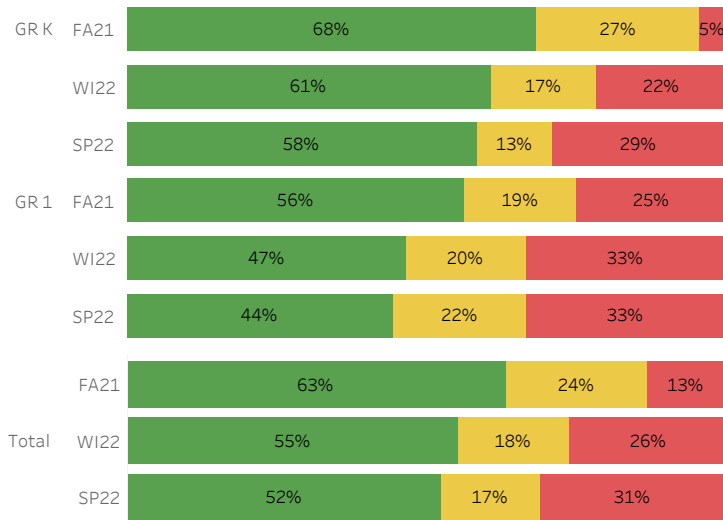
Note. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.



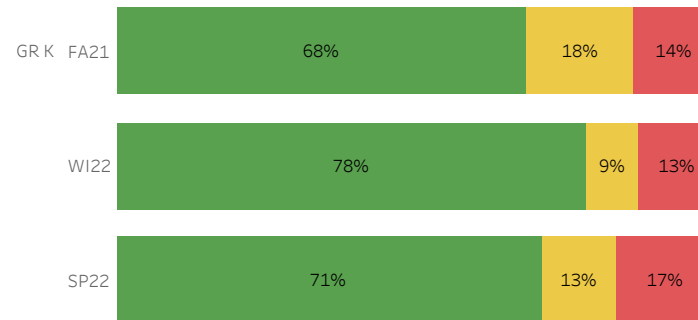
## EARLY CHILDHOOD PROFICIENCY

### Early Reading

Fall 2021, Winter 2022, & Spring 2022 FastBridge: % of K-1 Students in Each Risk Category



### Early Math



### # Tested

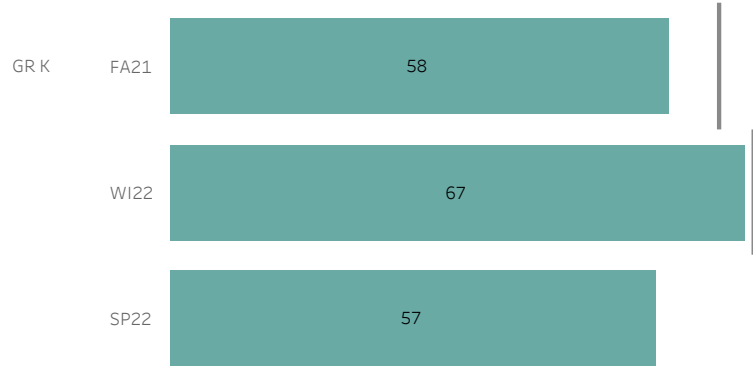
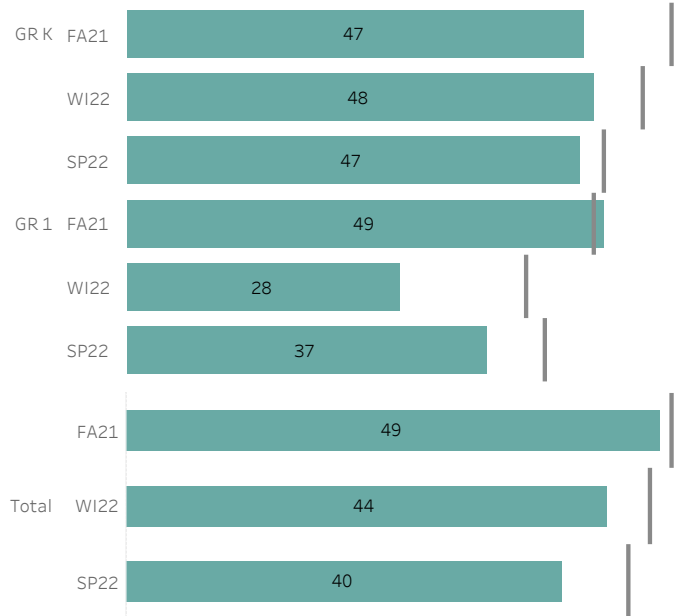
Reading			
	FA21	WI22	SP22
GR K	22	23	24
GR 1	16	15	18

### Math

	FA21	WI22	SP22
GR K	22	23	24



Fall 2021, Winter 2022, & Spring 2022 FastBridge: Median Student Percentile Among K-1 Students



EDITH L. FRIERSON ELEMENTARY

Notes. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

# PROFICIENCY BY GRADE & ETHNICITY

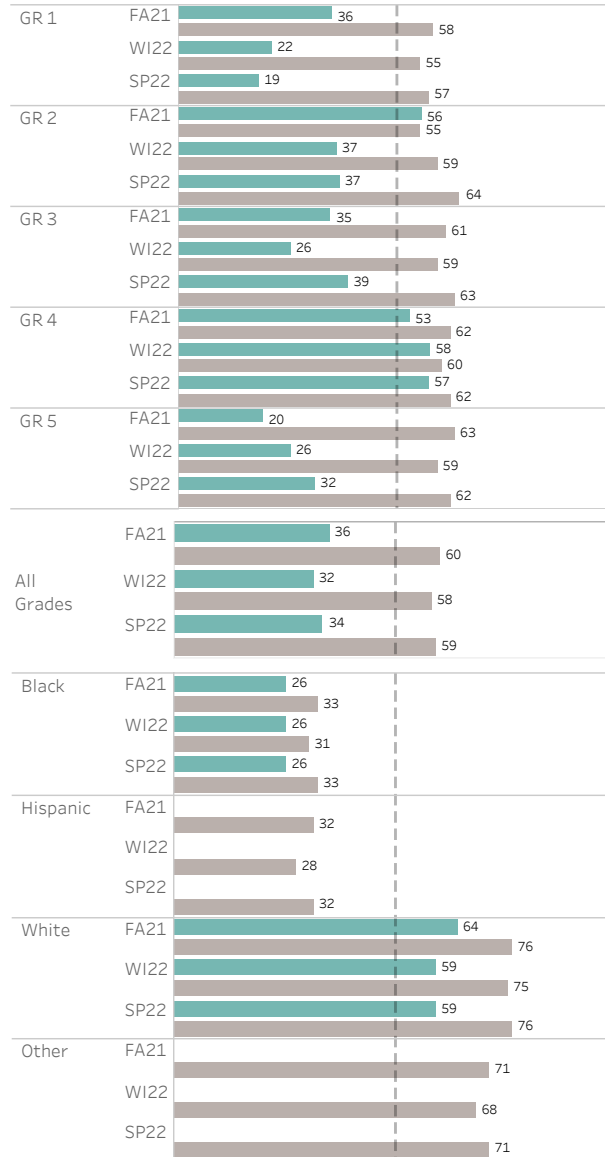


■ School ■ District

## # Tested in Reading

	FA21	WI22	SP22
GR 1	16	17	18
GR 2	16	16	17
GR 3	23	25	26
GR 4	10	10	11
GR 5	17	17	18
Total	82	85	90

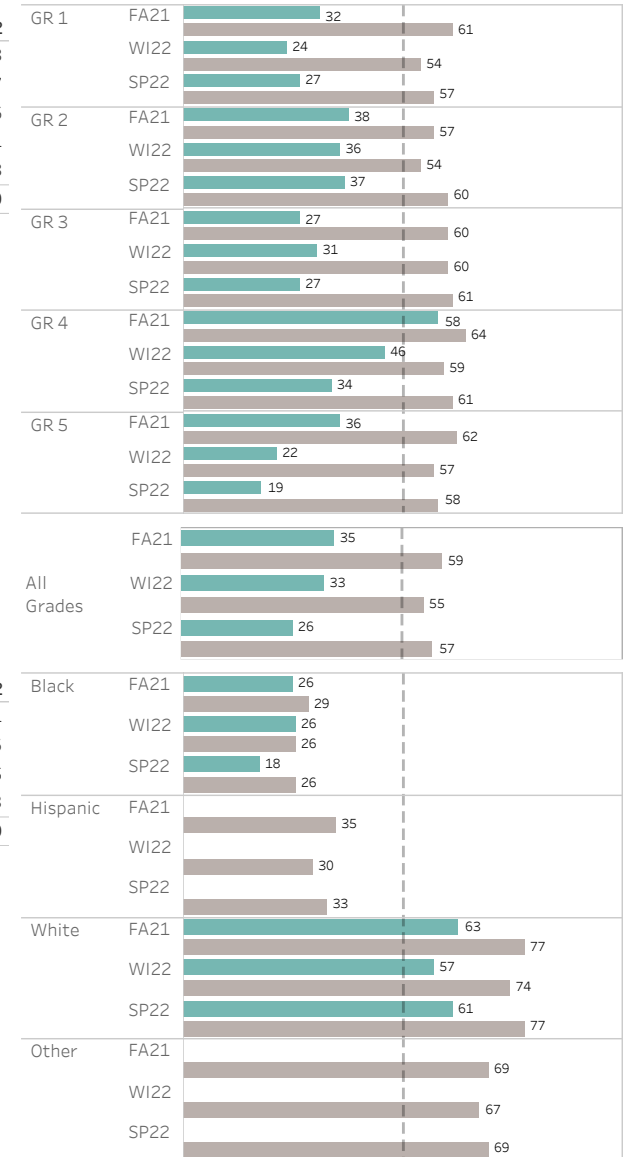
## Median Percentile in Reading



## # Tested in Math

	FA21	WI22	SP22
GR 1	16	17	18
GR 2	16	16	17
GR 3	23	25	26
GR 4	10	10	11
GR 5	17	17	18
Total	82	85	90

## Median Percentile in Math



	FA21	WI22	SP22
Black	46	47	51
Hispanic	6	6	6
White	22	24	25
Other	8	8	8
Total	82	85	90

	FA21	WI22	SP22
Black	46	47	51
Hispanic	6	6	6
White	22	24	25
Other	8	8	8
Total	82	85	90

## GROWTH BY GRADE & ETHNICITY



■ School
 ■ District

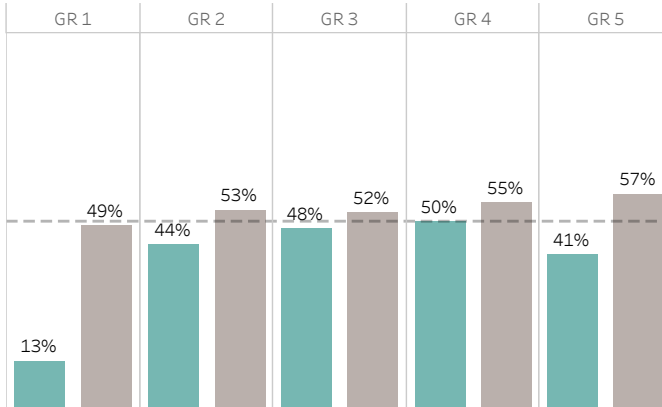
# Tested in Reading  
in Fall & Spring

Reading: % of Students who Met or Exceeded Fall 2021 to  
Spring 2022 Growth Projection

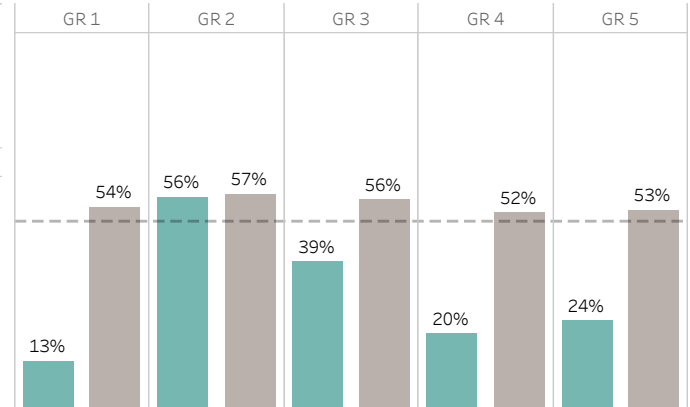
# Tested in Math in  
Fall & Spring

Math: % of Students who Met or Exceeded Fall 2021 to  
Spring 2022 Growth Projection

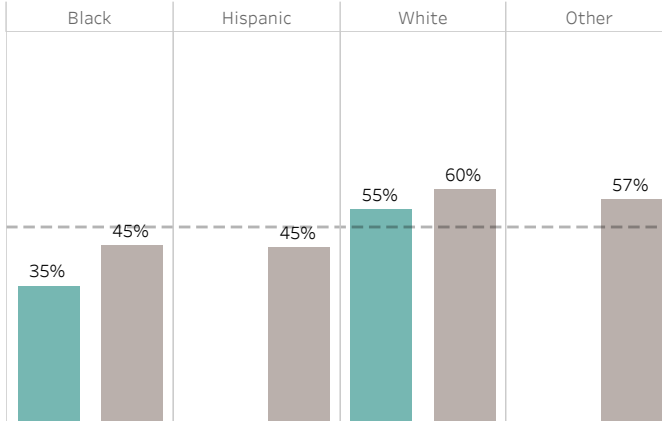
GR 1	16
GR 2	16
GR 3	23
GR 4	10
GR 5	17
<b>Total</b>	<b>82</b>



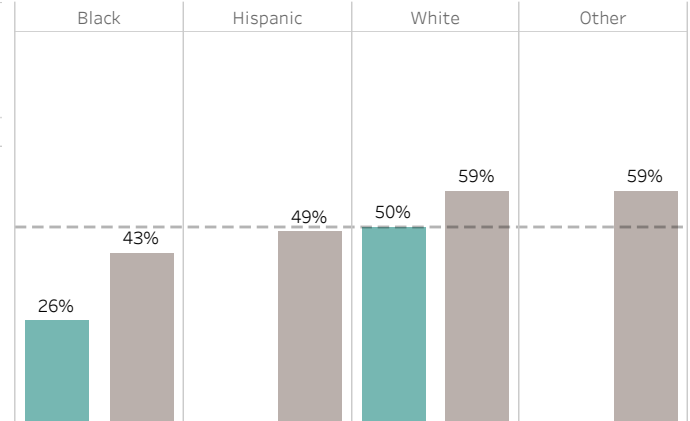
GR 1	16
GR 2	16
GR 3	23
GR 4	10
GR 5	17
<b>Total</b>	<b>82</b>



Black	46
Hispanic	6
White	22
Other	8
<b>Total</b>	<b>82</b>



Black	46
Hispanic	6
White	22
Other	8
<b>Total</b>	<b>82</b>

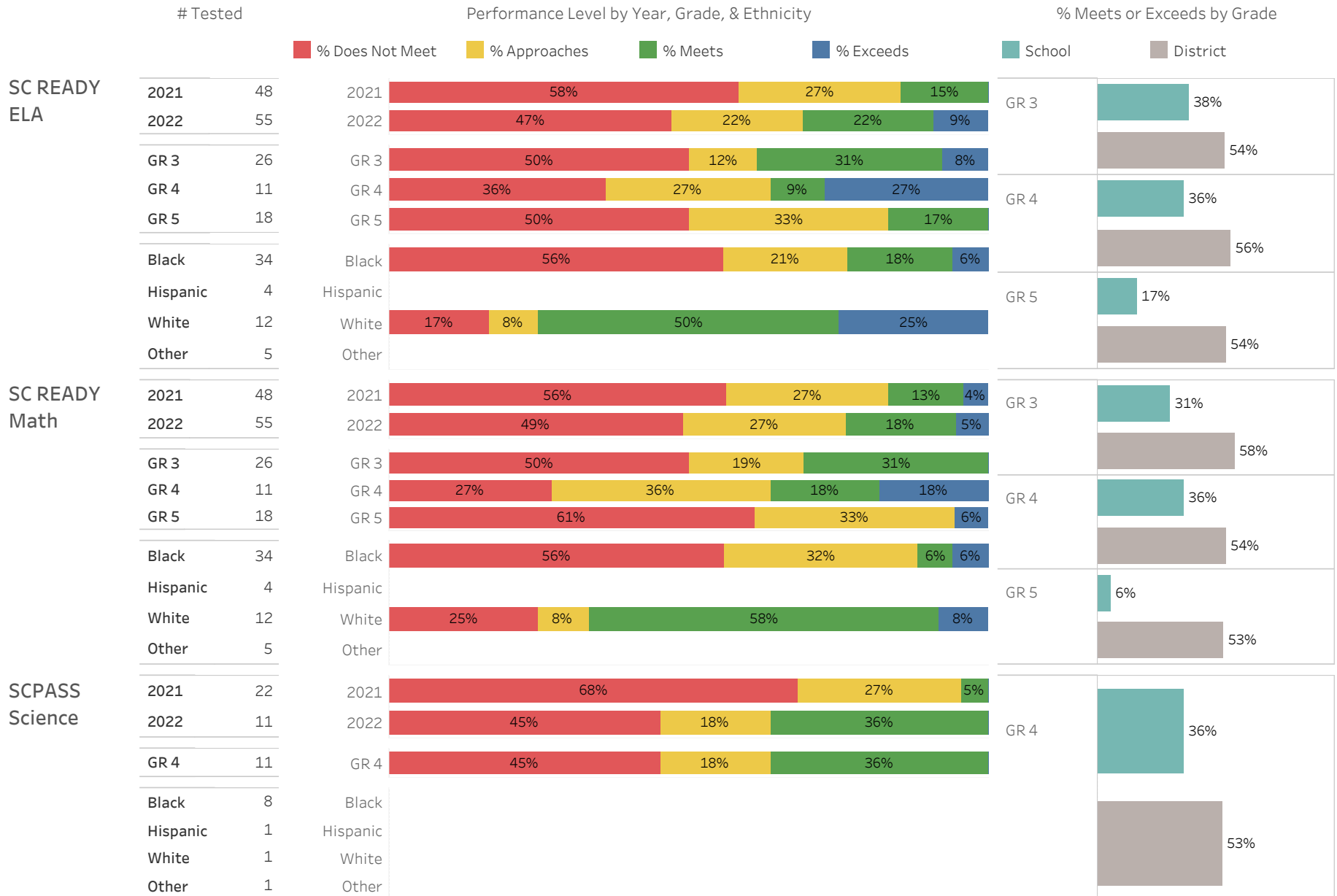


% of Students who Met or Exceeded Growth Projection Across Years\*

	2018-19 Gr 2-5	2019-20 Gr 2-5	2020-21 Gr 2-5	2021-22 Gr 1-5
# Tested in Reading	65	54	67	82
% Met in Reading	42	37	31	39
# Tested in Math	65	54	67	82
% Met in Math	28	33	51	32

Notes. Dotted gray horizontal lines represent the national average. "% of Students who Met or Exceeded Fall 2021 to Spring 2022 Growth Projection" represents a matched group of students who completed testing in both fall 2021 and spring 2022. \*For growth across years, 2019-20 results represent fall-to-winter growth, given school closures. Other years shown represent fall-to-spring growth. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

## ACADEMIC PROFICIENCY: SC READY & SCPASS



EDITH L. FRIERSON ELEMENTARY

Note. Results represent 2022 data except the rows labeled "2021."  
Results only shown when data represent at least 10 students or more  
to ensure no individual student is identified.

## 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.	<p>Frierson Elementary is one of CCSD's rural schools located on beautiful Wadmalaw Island. Frierson has a diverse population of approximately 160 students and a poverty level of 72.9%. We are proud to be District 9's only Montessori School. The 2022-23 school year was our first year as a full Montessori School and our sixth year as CCSD's newest Montessori School. For the 23-24 school year we anticipate an attendance of approximately 190 students. Next year we will have 3 Primary Montessori Classrooms, 3 Lower Elementary Classrooms, and 2 Upper Elementary Classrooms of grades 4th-6th. All of our Montessori Instructors undergo a 2-3 year extensive training in the Montessori Theory, Methodology, Curriculum, and Instructional practices beyond their Bachelor's or Master's Degrees. This training is supported through funding from the commitment of our school district and its partnership with Lander University.</p> <p>Our PK4 students take an assessment called, "My Individual Growth Development Indicators" (myIGDIs). This test is an assessment given to all 4-year-old students in our district's PK4 programs. MyIGDIs assess both Early Literacy and Early Numeracy skills.</p> <p>Our district's Montessori programs show some of the highest percentages of students scoring in Tier I. In MyIGDIs Early Literacy, 68% of our students scored highest in Oral Language. In MyIGDIs Early Numeracy 80% of our students scored highest in Quantity Comparison. We are very proud of the progress our students are making.</p> <p>Kindergarten students take the Kindergarten Readiness Assessment (KRA) to determine readiness. Overall, 65.2% of our Kindergarten students demonstrated readiness on KRA, and 68.4% of the Kindergarten students who attended our 4K program demonstrated readiness. This was quite a feat to have so many demonstrating readiness when many of our students had not been in a school building since 2019. The readiness of our kindergarteners is in part a result of the success of our Montessori implementation. To better assist our Primary learners, our teachers in the Primary and Lower Elementary classes will focus on the Montessori curriculum, the EL Reading curriculum, OGAP assessments, and Bridges and Montessori math which we believe will help to close achievement gaps between our students and others in the District. We anticipate good growth in the future.</p>
Elementary/Middle School (3 - 8)	
2.	<p>On October 17th the SDE Report Card was released for public viewing. The State Report Card rates all South Carolina schools based on SCReady, SCPASS, and the School Climate Survey which is given to all students in grades 3rd through 8th. We received a score of "Unsatisfactory" and earned 32 points out of 100 points on our school performance. It is important to note that all schools with less than 20 students in a grade will receive a score of "Not Rated", however, the 4th and 5th-grade results are calculated into our overall score. There are fewer than 20 students at each grade level in Edith Frierson ES, which skews some results and provides little opportunity for subgroup analysis. On the 2022 SC Ready ELA assessment, 30.6% of students in grades 3-5 scored Meets or Exceeds compared to 53.3% for the District and 46.6% for the State, and 22.4% scored Meets or Exceeds on SC Ready Math compared to 49.2% for the District and 38.9% for the State. In the 22-23 school year we chose to train our staff in grades K-5th in the EL curriculum. As a result, we saw great success using the EL Modules Curriculum for the 22-23 academic school year. After the implementation of the 1st module of EL, Frierson had a growth rate of 67% on the District's iReady ELA assessment as compared to fall-to-winter results. This was 49% higher than our growth rate during the winter of 21-22 in ELA. Our third-grade students grew at a rate of 118% from fall to winter in 22-23. Typical annual growth suggests that students grow 50% by the midpoint of the year, meaning our third-grade students scored 68% higher than the expected growth rate. Not only did the third graders grow, but every tested grade level met or exceeded the 50% growth goal for the midpoint in the year. It is also important to note that when we looked further into our data</p>

our students with IEPs, 504s, ILAPS, and Gifted and Talented students all grew from fall to winter. This showed that this curriculum and the instructional practices embedded into the curriculum impacted all of our students positively. Additionally, we chose to train all instructors in OGAP, which is a systemic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics. Future efforts in the instruction of our tested grades will focus on the Montessori curriculum, The EL Reading curriculum, OGAP assessments, and Bridges and Montessori math which we believe will help to close achievement gaps between our students and others in the District.

#### Teacher/Administrator Quality

3. When comparing our school's performance in the area of teacher and administrator quality we can see the following: The percentage of teachers returning from the previous year is 63.9% and the percentage of inexperienced teachers is 20%. It is important to note that in order to work in our school our Montessori instructors choose to go to school an additional 2 years beyond their Bachelor's and Master's degree to obtain a Master's degree as a Montessori Instructor. These additional years of study prepare them on three planes of development and how to meet their students where they are. We will focus on the three lowest areas in the SDE Climate Survey report. 16.7% of Teachers report that they mostly agree that "Parents at my school know about school activities." Secondly, 26.5% of teachers mostly agree that "Families participate as volunteer helpers in the school or classroom." We believe that supporting our families to increase their level of overall engagement in our school and classroom activities will increase the level of teacher and staff morale agreeing and mostly agreeing from 74.2% to 80%. Increasing overall engagement will provide useful feedback for addressing teacher morale and the improvement of administrators.

#### School Climate

4. Frierson's average Attendance Rate is 92.1%. Data for the 22-23 school year reflects 14.2% chronic absenteeism, this remains a concern, and increasing attendance and student engagement are high on our priorities. Student perception of school climate improved with 30.0% (an increase of 5%) agreeing that students of different backgrounds get along and only 54.2.% (an increase of 16.7%) expressing satisfaction with the learning environment. For the 23-24 school year, our goal is to increase the overall level of satisfaction so that more students believe they can do good work, behave in all areas of our school, and feel that classrooms are interesting and fun. Finally, it is important to note that during the 22-23 school year our goal was to provide more support to all learners. Using ESSER funds we had two support staff to provide direct assistance to our students who were experiencing trauma at any point of the day. We are proud to share that all of our staff participated in intense training in the Restorative Practices social-emotional learning model. Our goal next year is to ensure the school-wide use of this model for the social and emotional growth of our students and staff.

## 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 June 2028, decrease the percentage of students who are chronically absent from 14.2% to 11.4%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Attendance/Chronic Absenteeism	14.2%	Projected Data: 13.6%	13.1%	12.5%	11.9%	11.4%



## Action Plan

<b>Strategy #1: 1. Decrease the number of students who are chronically absent.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Contact parents by phone, email, and text when students reach the 3rd, 5th, and 7th day of being absent.	July 2023-June 2028	Data Clerk Family Service Advocate/(Parent Advocate) School Social Worker	NA \$87,326 NA	NA ESSER III NA	Decrease the rate of student absenteeism as noted in PowerSchool, state reporting and Contact Logs.
2. Hire a Family Service Advocate/(Parent Advocate) whose job will be to contact families of chronically absent students for guidance and support.	July 2023-June 2028	Data Clerk Family Service Advocate/(Parent Advocate)	NA \$87,326	NA ESSER III	Decrease the rate of student absenteeism as evidenced in the Contact Log and PS Attendance Data.

## 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.	From June 2022 to June 2028, decrease the percentage of African American students with one or more days of OSS from 27.3% to 20.5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
OSS Rates for African American Studetns	27.3%	Projected Data: 25.9%	24.6%	23.2%	21.8%	20.5%

## Action Plan

Strategy #1: Decrease the number of African American students placed in OSS.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Students engaging in Level 1: Behavioral Misconduct and less severe Level 2: Disruptive Conduct behavior will serve time in ISS and receive instruction from interventionists for math and classroom teacher for EL-ELA instruction.	July 2023-June 2028	Student Concern Specialist	\$87,326	ESSER III	Decrease in OSS referrals

## 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.	From June 2022 to June 2028, improve school climate as measured by increasing the percentage of elementary/middle students mostly agreeing/agreeing “I am satisfied with the social and physical environment at my school” from 54.2% to 65.7%; “Students of different backgrounds get along well at my school” from 30.0% to 47.5%; “Students at my school believe they can do good work” from 52.0% to 64.0%; “Students at my school behave well in the hallways, in the lunchroom, and on school grounds” from 12.0% to 34.0%; and, “My classes are interesting and fun” from 46.2% to 59.7%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
I am satisfied with the social and physical environment at my school.	54.2%	Projected Data: 56.5%	58.8%	61.1%	63.4%	65.7%
Students of different backgrounds get along well at my school.	30.0%	Projected Data: 33.5%	37.0%	40.5%	44.0%	47.5%
Students at my school believe they can do good work.	52.0%	Projected Data: 54.4%	56.8%	59.2%	61.6%	64.0%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds	12.0%	Projected Data: 16.4%	20.8%	25.2%	29.6%	34.0%
My classes are interesting and fun.	46.2%	Projected Data: 48.9%	51.6%	54.3%	57.0%	59.7%

## Action Plan

Strategy #1: Implement Restorative Practices social and emotional learning curriculum and school culture-building programs to improve school climate.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement social and emotional learning curriculum and school culture-building programs to improve the school climate.	July 2023-June 2028	Principal: Teachers Behavior Specialist	NA	GOF	Teacher lesson plans, Classroom observations and notes, Decrease in discipline referrals
Strategy #2: Designate a Behavioral Specialist to promote safety, support positive school climate, and monitor student application of SEL curriculum in real-life contexts.					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Employ 1.0 FTE Family Service Advocate/(Parent Advocate) with a focus on building/supporting a positive school climate.	July 2023-June 2028	Teacher MTSS Team Student Concern Specialist	\$87,326	ESSER FY 23-24	Panorama Survey SDE Student Survey

## 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.	From June 2022 to June 2028, improve stakeholder involvement and communication as measured by increasing the percentage of parents agreeing/mostly agreeing “My child’s teachers contact me to say good things about my child” from 66.7%% to 75.0%; “My child’s teachers tell me how I can help my child learn” from 58.3% to 68.7%; and, “My child’s school considers changes based on what parents say” from 30.0% to 47.5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
My child’s teachers contact me to say good things about my child	66.7%	Projected Data: 68.4%	70.0%	71.0%	73.4%	75.0%
My child’s teachers tell me how I can help my child learn	58.3%	Projected Data: 60.4%	62.5%	64. 6%	66.6%	68.7%
My child’s school considers changes based on what parents say	30.0%	Projected Data: 33.5%	37.0%	40.5%	44.0%	47.5%

## Action Plan

Strategy #1: Implement enhanced parent communication to improve school climate.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide support to families to sign-up on Parent Portal, respond to surveys, and enhance communication to improve school climate through 3 quarterly parent-principal meetings, and 3 quarterly family events.	July 2023-June 2028	Principal Data Clerk Teachers Guidance	0 \$1500	NA Title One-Parenting	Increase in the number of responses to surveys and use of the parent portal. Increased attendance at "Quarter-Mug w/the Principal", "Deputies, Donuts and Dads", "Muffins for Moms".
2. Continue to do a weekly call-out using the BlackBoard message system.	July 2023-June 2028	Principal	0	NA	Increase in the number of individuals who answer the Principal's weekly Call-Out and email.



## 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.	From June 2022 to June 2028, improve administrator quality as measured by increasing the percentage of teachers agreeing/mostly agreeing “The rules for behavior are enforced at my school” from 72.8% to 75.5%; “The level of teacher and morale is high at my school” from 36.4% to 52.3 %; and, “The school leadership makes a substantial effort to address teacher concerns” from 58.3% to 68.7%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
The rules for behavior are enforced at my school.	72.8%	Projected Data: 73.3%	73.9%	74.4%	75.0%	75.5%
The level of teacher and morale is high at my school	36.4%	Projected Data: 39.6%	42.8%	45.9%	49.1%	52.3%
The school leadership makes a substantial effort to address teacher concerns	58.3%	Projected Data: 60.4%	62.5%	64.6%	66.%	68.7%

## Action Plan

Strategy #1: Provide opportunities for staff development in PDP during PLCs.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Begin training with the International Institute for Restorative Practices (IIRP), with the goal of providing students and staff with the tools they need to effect change within the school	July 2023-June 2028	Principal Support Staff Teachers Student Concern Specialist Guidance	0	NA	Decrease in discipline referrals. Referrals will match PDP

## 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.	From June 2022 to June 2028, the percentage of inexperienced teachers in core courses will decrease from 25.0% to 22.5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Inexperienced Teachers in Core Classes	25.0%	Projected Data: 24.5%	24.0%	23.5%	23.0%	22.5%

## Action Plan

Strategy #1: Increase Teacher Retention					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide the opportunity for a team of teachers to attend the American Montessori Society conference to collaborate and build capacity.	July 2023-June 2028	District Principal	9,000.00	Title One	Staff in attendance will turnkey training in PLCs. Attendance at conference
2. Teachers new to Frierson Montessori enlist in a 2-year program with Lander University, paid by the district with the goal of increasing teacher competency in the Montessori curriculum and providing teachers with a Master's Degree.	July 2023-June 2028	District Principal	NA	GOF	Increase in student achievement Classroom observations and walkthroughs Lesson plans
3. Increase teacher satisfaction with the overall quality of the school by doing an internal survey of desired support activities, ie, Jeans and t-shirt days, snack bar, duty-free lunches.	July 2023-June 2028	All School Staff	0	0	Staff participation in surveyed activities. Improved teacher satisfaction surveys.

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	From June 2022 to June 2028, increase the percentage of PK4 African American and Hispanic students scoring Tier 1 on myIGDIs in both Sound Identification and Rhyming from 41.7% to 69.2%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
myIGDIs	41.7%	Projected Data: 48.7%	54.9%	60.3%	65.0%	69.2%

## Action Plan

<b>Strategy #1: Build teacher content knowledge in literacy strategies and in pedagogical practice.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Engage instructional coaches to provide model lessons, formative feedback, and coaching cycles for teachers, and literacy assistant.	July 2023-June 2028	Principal Instructional Coaches Literacy Interventionist Literacy Assistant	0 0 \$74,640.80 \$24,153.60 \$24,153.60	NA NA ESSER III ESSER III Title I	Increase in student achievement. Instructional coaches schedule. Formative feedback documentation. Agendas and feedback on coaching cycles.
2. During weekly PLC align standards, curricula, interventions, and support across grade levels using a verified curriculum to improve student achievement.	July 2023-June 2028	Principal Instructional Coaches Teachers	0	NA	Increase in student performance on assessments.

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	From June 2022 to June 2028, increase the percent of all Kindergarten students demonstrating readiness on KRA from 61.5%% to 69.2%, and increase the percent of Kindergarten students who attended CCSD 4K demonstrating readiness on KRA from 68.4% to 74.7%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
All Kindergarten students demonstrating readiness on KRA	61.5%	Projected Data: 63.0%	64.6%	66.1%	67.7%	69.2%
CCSD 4K demonstrating readiness on KRA	68.4%	Projected Data: 69.7%	70.9%	72.2%	73.5%	74.7%



## Action Plan

Strategy #1: Implement the rigorous Montessori curriculum with fidelity and monitor grade-level readiness.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Continuously monitor student growth and provide personalized support, supplemental instructional materials, and/or extended learning opportunities to support all learners.	July 2023-June 2028	Principal Teacher Coach	0	NA	Increase in the percent of Kindergarten students demonstrating readiness. Monthly Data Review sessions. Bi-Weekly progress-monitoring. MTSS and PLC agendas.
2. Support teachers as a function of weekly PLCs, and use that time to evaluate and assess student work samples, and monitor classroom data from myIGDIs, FastBridge, and KRA.	July 2023-June 2028	Principal Teacher Coach Interventionist Literacy Assistant	0	NA	Increase in the percent of Kindergarten students demonstrating readiness. Student work samples. Monthly Data Review sessions. Bi-Weekly progress-monitoring. MTSS and PLC agendas and Action Steps.

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	From June 2022 to June 2028, increase the percentage of students scoring Meets or Exceeds on SC Ready ELA from 30.6% to 44.5% for all students, and 23.5% to 31.2% for African American students					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY ELA School Report Card; All Students	30.6%	Projected Data: 33.4%	36.2%	38.9%	41.7%	44.5%
SC READY ELA School Report Card; African American Students	23.5%	Projected Data: 25.0%	26.6%	28.1%	29.6%	31.2%

## Action Plan

Strategy #1: Implement rigorous curriculum and support effective instructional practices.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provide students with the opportunity to engage in instructionally-based enrichment opportunities such as field trips, performances, and presentations.	July 2023-June 2028	Principal Teachers	TBD	Title I	Attendance at instructionally-based field experiences.
2. Work with teachers to align scope and sequence. Assess benchmarks on a consistent basis to provide explicit direct re-teaching and develop data analysis tools for instructional leaders to efficiently disaggregate and visualize student assessment data by student demographics.	July 2023-June 2028	Principal Instructional Coaches Reading Coach Literacy Interventionist	NA \$74,640.80	NA ESSER III	Improved student achievement for all student groups. Agendas from MTSS, PLC, and Data Review sessions.
3. Use common planning, assessments, and assessment practices to support the collaboration of instructors.	July 2023-June 2028	Principal Instructional Coaches Reading Interventionist	NA NA NA \$74,640.80	NA NA NA ESSER III	Improved student achievement for all student groups. Agendas from MTSS, PLC, and Data Review sessions.
4. Establish and communicate district expectations for the PLC process and outcomes.	July 2023-June 2028	Principal Instructional Coaches Reading Coach Master	NA NA NA \$74,640.80	NA NA NA ESSER III	Improved student achievement for all student groups. Agendas from MTSS, PLC, and Data Review sessions.

## Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	From June 2022 to June 2028, increase the percentage of students scoring Meets or Exceeds on SC Ready Math from 22.4% to 37.9% for all students, 11.8% to 29.4% for African American students					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SDE Report Card; SC READY Math Overall	22.4%	Projected Data: 25.5%	28.6%	31.7%	34.8%	37.9%
SC READY Math; African American Students	11.8%	Projected Data: 15.3%	18.9%	22.4%	25.9%	29.4%

## Action Plan

<b>Strategy #1: Build teacher content knowledge in numeracy and in pedagogical practice.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Provision of hands-on manipulatives, supplies and materials aligned to Bridges, OGAP and the Montessori Curriculum	July 2023-June 2028	Principal Instructional Coaches Teachers	TBD	Title I	Identification of materials aligned to Bridges, OGAP and Montessori Curriculum. Purchase Orders for Identified Materials.
2. Have instructional coaches provide model lessons, formative feedback, and professional coaching cycles to classroom teachers and building-level coaches.	July 2023-June 2028	Principal Instructional Coaches Teachers	0	NA	Increase in Math achievement for all students.
3. Administer OGAP common assessments in grades K-5 and Bridges Core lessons.	July 2023-June 2028	Principal Instructional Coaches Teachers	0	NA	Alignment of student support to needs.