

LIES 2024-2029 School Renewal Plan

Student Achievement, including sub-groups

Early Childhood/Primary (PK-2):

Our data does not support the expectation that all students are reading on grade level at the end of third grade. We need to have 75% or higher percentage of students ready to begin third grade. We are seeing an influx of students in early childhood that have no prior schooling experience, literacy experience and do not interact with language or books at home. At the end of the 2023-2024 school year, iReady benchmark data indicates that 25% of first graders and 34% of second graders are on track for success in third grade with reading. In math, 31% of first graders and 37% of second graders are on track for success in third grade. This aligns with behavior data seen in those grade levels.

Elementary/Middle (3-8):

Our data does not support the expectation that all students are reading on grade level at the end of third grade. We need to increase ELA achievement from 40 to 65% proficiency or higher in grades 3-5. iReady benchmark data at year-end does not align with SC Ready data, showing that proficiency in reading is at 68% in third grade, 35% in fourth grade, and 51% in fifth grade. Math data is similarly out of alignment, showing 84% proficiency in third grade, 66% in fourth grade, and 57% in fifth grade.

Teacher/Administrator Quality

Our teacher turnover rate has increased from 2.5% in 2021-2022 to 14% at the end of the 2023-2024 school year primarily due to retirements and cost-of-living concerns with young teachers moving to our area. During the 2023-2024 school year, we had two long-term sub positions during the year of which only one was filled by a certified teacher. The assistant principal has one year of experience in the role. The principal has two years of experience in the role. Teachers receive weekly PLC aligned to content standards and frequent district-level professional development but do not often have the opportunity to attend regional, state, and national events to learn from others. Spring 2024 Upbeat (internal survey) data indicates that only 73% of teachers feel that current professional development meets their needs.

School Climate

Disciplinary referrals increased from approximately 120 major/320 minor per year in 2021-22 to approximately 325 major/625 minor per year in 2023-2024 with an increase of approximately 50 additional students. This is a reflection of a revised district-level code of conduct and a change in administration at the school level. The majority of the incidents take place in PK-2 classrooms which demonstrates a lack of readiness for school and a need to improve executive functioning and social skills in younger students. The overall stakeholder survey for Leader in Me Measurable Results in the areas of Leadership, Culture, and Academics is 81/100 from families, staff, and students. Upbeat data trends similarly with 78% satisfaction in the functioning of the school from the staff perspective.

Goal 1: ELA Achievement

By the end of 2028-2029 school year, ELA achievement will increase from 40% proficiency in Grades 3-5 to 65% proficiency or higher.

45% in 24-25	50% in 25-26	55% in 26-27	60% in 27-28	65% in 28-29
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Action	FY	Leadership (Title)	Cost	Funding Source	Indicator of Implementation
Part Time Tutor Hire a part-time MTSS tutor to provide small group instruction.	24-25 Fall 90 Day Goal 1	Principal, MTSS Coordinator	\$9985	Title I	Position is approved and funded with the grant. Candidates are available for the position.
Implement LETRS Implement LETRS Science of Reading System for all teachers.	24-25 Fall 90 Day Goal 1	Principal, Literacy Coach, Leadership Team	No cost	State funding	100% of teachers pass the required LETRS exams and complete the course.
Leveled Text Library Provide additional decodables, leveled readers and mentor texts (as needed yearly) for implementing small group reading and writing instruction in classrooms.	24-25	Literacy Coach	\$ < 5000	General Fund Title I	Observations show effective small group reading and writing instruction using the additional materials.
Afterschool Program ELA Provide an after school program for students identified as needing extra instructional support in reading.	25-26	Literacy Coach Principal	\$10,000	Title 1	Increase in student achievement in ELA for students who have consistent attendance.
GT ELA Enrichment Maintain 1.0 FTE GT enrichment position to provide small group instruction for advanced learners.	24-25	Principal District Leadership	\$ < 100,000	District General Fund	Increased number of students identified as academic and artistic gifted-and-talented.
Writing PD Provide professional development, both in-house and via external sources, to	24-25 Fall 90 Day Goal 1	Literacy Coach District Literacy Coach	\$1500/day	None	Writing proficiency will increase by 3% each year as measured by benchmarks.

<p>develop teacher understanding of the 2023 ELA standards, including the shift from text-dependent analysis to text-dependent writing and research. Activities will include model lessons and co-teaching.</p>					
<p>Integrate Arts into ELA Provide resources, collaborative planning time, and lessons between classroom teachers and arts specialists for integrating reading with the arts.</p>	<p>24-25 Fall 90 Day Goal 2</p>	<p>Arts Team Lead Literacy Coach Leadership Team</p>	<p>Varies</p>	<p>General Fund ABC</p>	<p>Observations show arts concepts and skills integrated into whole and small group reading and/or writing lessons in a variety of formats.</p>
<p>Play-Based Kindergarten ELA Provide materials, equipment, and supplies to implement Purposeful Play-Based Kindergarten in early childhood classrooms in ELA.</p>	<p>24-25 Fall 90 Day Goal 2</p>	<p>District Leadership School Leadership Team Literacy Coach</p>	<p>\$<3000</p>	<p>District Funds General Fund Title I</p>	<p>Decrease in major behavior issues from early childhood students.</p>
<p>Media Center Collection Provide a yearly allocation in the General Fund and Title I Fund for replenishment of the media center collection to ensure that books are approximately 10 years old or less in order to support the interests of students for improved literacy achievement.</p>	<p>24-25</p>	<p>Bookkeeper Media Specialist</p>	<p>\$7500</p>	<p>General Fund Title I</p>	<p>Increase in physical books being read by students based on their interests.</p>
<p>Author/Illustrator Visit Provide a yearly visit/experience from a published author and/or illustrator to increase engagement with literacy. Alternate between genres and between fiction and non-fiction selections.</p>	<p>24-25</p>	<p>Bookkeeper Media Specialist</p>	<p>\$2500</p>	<p>Title I</p>	<p>Increase in student attitudes toward literacy, creative writing, and engagement with texts.</p>
<p>Materials, Equipment, Supplies Provide materials, equipment, and supplies to implement ELA curriculum & instruction initiatives in all classrooms.</p>	<p>24-25</p>	<p>School Leadership Team Literacy Coach</p>	<p>\$<3000</p>	<p>General Fund Title I</p>	<p>Increase in student achievement in ELA.</p>

Goal 2: Math Achievement

By the end of 2028-2029 school year, math achievement will increase from 55% proficiency in Grades 3-5 to 67% proficiency or higher.

58% in 24-25

62% in 25-26

65% in 26-27

68% in 27-28

71% in 28-29

Action	FY	Leadership (Title)	Cost	Funding Source	Indicator of Implementation
<p>Math Interventionist Maintain 1.0 FTE math interventionist to provide small group instruction to Tier 2 and 3 students.</p>	24-25	Principal	\$>85,000	Title I	Position is approved in the grant and funded yearly. Number of students exiting Tiers 2 and 3 increases yearly.
<p>STEAM Lab Continue partnering with DoDEA for implementation of the REMICS grant for STEAM activities that utilize the STEAM lab.</p>	24-25	Principal Numeracy Coach	\$10,000	DoDEA funding	Utilization of STEAM lab increases.
<p>After-school Program in Math Provide an after school program for students identified as needing extra instructional support in math, across all grades.</p>	25-26	Numeracy Coach Principal	\$10,000	Title 1	Increase in student achievement in math for students who have consistent attendance.
<p>Tier 1 Small Group Math Implement Tier 1 small group math instruction in all classrooms, based upon prerequisite skills gaps from iReady diagnostic and district benchmarks. Provide supplies and materials to implement instruction.</p>	24-25	Numeracy Coach	\$2500	General Fund Title I DoDEA funding	Observations show effective small group math instruction using manipulatives and other materials.
<p>Arts Integration in Math Provide resources, collaborative planning time, and professional development between/for classroom teachers and arts</p>	24-25 Fall 90 Day Goal 2	Arts Team Lead Numeracy Coach Leadership Team	Varies	General Fund ABC	Observations show arts concepts and skills integrated into whole and small group math lessons in a variety of

specialists for integrating math with the arts.						formats.
Differentiated Math Instruction Hire a consultant, if needed, to assist with implementation of differentiated math instruction across the tiers with a focus on prerequisite skills needed and gaps that exist. Activities will include model lessons and co-teaching.	24-25	Numeracy Coach District Math Coordinator	Up to \$1500 per day	General Funds Title I	Increased achievement on benchmarks across all tiers at a minimum of 10%	
Materials, Equipment, Supplies Provide materials, equipment, and supplies to implement math curriculum & instruction initiatives in all classrooms.	24-25	School Leadership Team Numeracy Coach	\$ < 3000	General Fund Title I	Increase in student achievement in math.	
Play-Based Kindergarten Math Provide materials, equipment, and supplies to implement Purposeful Play-Based Kindergarten and other math curriculum & instruction initiatives in early childhood classrooms in Math.	24-25 Fall 90 Day Goal 2	District Leadership School Leadership Team Numeracy Coach	\$ < 3000	District Funds General Fund Title I	Decrease in major behavior issues from early childhood students.	

Goal 3: Teacher/Admin Quality

The turnover percentage of certified staff and paraprofessionals on staff will decrease from 14% to less than 5% through 2028-2029 by a comprehensive program of recruitment, retention, and professional development.

12% in 24-25	10% in 25-26	8% in 26-27	5% in 27-28	3% in 28-29
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Action	FY	Leadership (Title)	Cost	Funding Source	Indicator of Implementation
Maintain 1.0 FTE dance teacher as a specialist class in order to provide additional collaborative planning time for classroom teachers.	24-25	Principal	\$85,000	General Fund or Title I	Dance Teacher is on the staffing sheet and the position is filled.
Hire 0.5 FTE teacher for theater/drama as a specialist class in order to provide additional collaborative planning time for classroom teachers and to provide direct arts integration instruction in support of ELA standards.	26-27	Principal	\$50,000	District staffing	Theater teacher is on the staffing sheet and the position is filled.
Implement a refined PLC process aligned to DuFour's questions that allows teachers to obtain targeted support and tools that teams can immediately use in the classroom to address specific challenges.	24-25 Fall 90 Day Goal 1	Principal Instructional Coaches	N/A	N/A	Observations of PLC meet "deep execution" stage of district's rubric.
Implement LETRS Science of Reading System for all teachers in accordance with state requirements	24-25 Fall 90 Day Goal 1	Principal, Literacy Coach, Leadership Team	No cost	State funding	100% of teachers pass the required LETRS exams and complete the course.
Provide professional development related to effective Leader in Me implementation such as use of coaching days, attendance at regional symposium events, leadership days, and summer	24-25	Principal Lighthouse Coordinator Lighthouse Team	\$10,000 yearly	SCDE LIM Grant General Fund Title I	Implementation of learning in classrooms upon return.

Leadership academies.						
Provide professional development sessions for administrators through attendance at state and national conferences such as SREB, SCASA and SCATA.	24-25	Principal	\$10,000 yearly	Title I General Fund	Incorporation of research-based new learning into school 90 day plans.	
Utilize the DoDEA consultant to provide mini professional development sessions to classroom teachers on differentiating the math standards through STEAM activities	25-26	Numeracy Coach	No additional cost	N/A	Observation of STEAM lessons.	
Provide professional development related to Arts Integration and the Arts Disciplines in accordance with arts certification requirements, to include attendance at local, regional, and state events and conferences such as PSAE, ArtsNow, ABC site meetings, and Principal Peer-to-Peer Meetings.	24-25 Fall 90 Day Goal 2	Principal Arts Team Lead Arts Grant Manager	\$7500 Yearly	Title I ABC General Fund	The school will score "distinguished" on its next arts certification renewal.	
Provide professional development to administrative office staff pertaining to the use of PowerSchool in order to improve the efficiency of school operations.	25-26	Principal	\$2000	Title I General Fund	Travel documents from PSUG and a decrease in time needed to execute functions in PowerSchool.	
Gather feedback on the quality of leadership, culture, and academics through surveys such as UpBeat, Leader in Me MRA, and others. Analyze data from each administration and create actionable steps for areas under 75% positive rating.	24-25 Fall 90 Day Goal 3	Leadership Team	N/A	N/A	75% positive rating in all areas on Upbeat and MRA. 80% or higher overall rating on Upbeat during each administration.	

Goal 4: School Climate

By the end of the 2028-2029 school year, office referrals will decrease from present levels of 300 major and 600 minor offenses per year to 150/300 per year.

270/540 in 24-25	240/480 in 25-26	210/420 in 26-27	180/360 in 27-28	150/300 in 28-29
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Action	FY	Leadership (Title)	Cost	Funding Source	Indicator of Implementation
Maintain 1.0 FTE Behavior Management Specialist for MTSS support.	24-25	Principal MTSS Coordinator	\$65,000	General Fund, Title I	Position is maintained on staffing and filled with a highly effective candidate.
Advocate for 1.0 FTE School Social Worker to continue supporting attendance, family needs, and mental health support for students.	24-25	Principal	\$50,000	District Staffing	Position is maintained on staffing and filled with a highly effective candidate.
Continue implementation of Leader in Me with fidelity to achieve Lighthouse designation.	24-25	Lighthouse Coordinator Lighthouse Team	\$50,000	District General Fund, Title I	Lighthouse designation is earned by end of 25-26 school year.
Continue teaching 7 Habits daily during Habit Huddle time using Student Leadership Guides.	24-25 Fall 90 Day Goal 2	Lighthouse Team Assistant Principal	\$2,000 yearly for materials	Title I	Student leadership guides are being used during habit huddle.
Implement student clubs during the school day to teach and reinforce Leader in Me Habit #7	24-25 Fall 90 Day Goal 2	Lighthouse Team Lighthouse Coordinator	\$1000 yearly	General Fund	Student reflections from clubs explain how students are practicing the habits during the events.
Maintain a Student Services Team that meets weekly to collaboratively problem-solve student needs.	24-25 Fall 90 Day Goal 2	Assistant Principal	N/A	N/A	Agendas, Weekly Meeting Minutes
Continue to provide Arts opportunities to students through the D'Arts program before & after school.	24-25	Principal Grant Manager	\$5,000	ABC	Attendance will improve in D'Arts clubs.

Host Family Nights throughout the school year to highlight student learning and provide parental support. Provide childcare at all family events.	24-25 Fall 90 Day Goal 3	Individual Action Teams Lighthouse Coordinator	<\$2500	Title I	Family Night Programs, photographs
Continue monthly NEHS Chapter meetings, at least two field trips yearly, and the group's participation in school wide service projects.	24-25	NEHS Advisor NEHS Faculty Council	\$5,000	Title I Donations	NEHS agendas, minutes, photographs
Recruit and retain members for SIC and PTO and hold monthly meetings on the same day in order to increase attendance at each.	24-25 Fall 90 Day Goal 3	Principal Assistant Principal	N/A	N/A	SIC Report to the People PTO Meeting Minutes
Implement Purposeful Play Based Kindergarten in PK/K classrooms to provide executive functioning skills to early childhood students.	24-25	District Leadership School Leadership Team Numeracy Coach	\$<3000	District Funds General Fund Title I	Decrease in major behavior issues from early childhood students.
Explore the implementation of an outside agency-based parenting program in order to provide parental coaching to early childhood families with an identified need.	24-25 Fall 90 Day Goal 3	Principal Student Services Team	<\$1000	General Fund	Decrease in major behavior issues from early childhood students.