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School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25

School Name:	Edith L. Frierson Elementary
SIDN:	1001075
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Charleston
Address 1:	6133 Maybank Highway
Address 2:	
City:	Wadmalaw Island, SC
Zip Code:	29487
School Renewal Plan Contact Person:	Latrice Smalls
School Plan Contact Phone:	(843) 559-4500
School Plan E-mail Address:	latrice_smalls@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

<i>Superintendent</i>		
<u>Ms. Anita Huggins</u> Printed Name	_____ Signature	_____ Date
<i>Principal</i>		
<u>Ms. Latrice Smalls</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Keith Grybowski</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, School Improvement Council</i>		
<u>Mrs. Kristina Harvey</u> Printed Name	_____ Signature	_____ Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. Samantha Kurtz</u> 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 <i>et seq.</i> (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	<p>Developmental Screening</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>Half-Day Child Development</p> <p>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.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3</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>Parenting and Family Literacy</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>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</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.	Principal	Ms. Latrice Smalls
2.	Teacher	Mrs. Tameka Smalls Robinsob
3.	Parent/Guardian	Mr. Brad Kalota
4.	Community Member	Mrs. Audrey Mack
5.	Paraprofessional	Ms. Katherine Simmons
6.	School Improvement Council Member	Mrs. Kristina Harvey
7.	Read to Succeed Reading Coach	Mrs. Samantha Kurtz
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Samantha Kurtz
9.	School Read To Succeed Literacy Leadership Team Member	Mrs. Crystal Blue
	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 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.

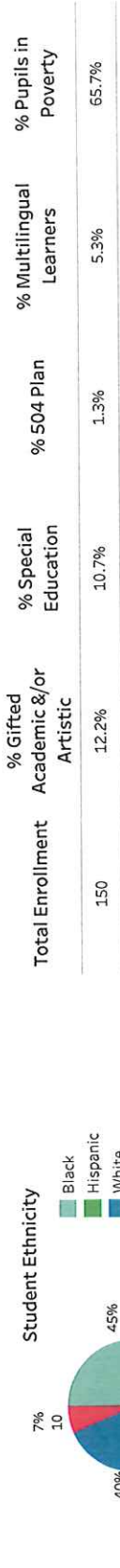
All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

☒ Not Applicable

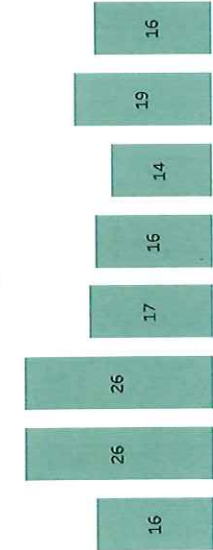
District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<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 2023 SCHOOL DASHBOARD
EDITH L. FRIERSON ELEMENTARY
2022-23 ENROLLMENT & DEMOGRAPHICS

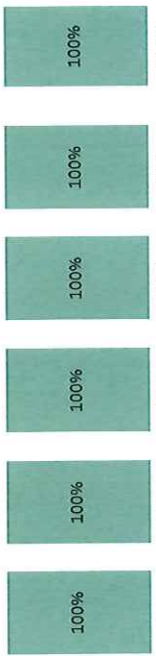


Demographic data is based on active enrollment on the 45th day of 2022-23. % Gifted Academic &/or Artistic shown for students in grades 3 and higher and represents students who are qualified to receive services though not all students may be served. Multilingual Learners includes students who have exited ESOL services but are still being monitored. % Pupils in Poverty shown for students in grades K and higher.

of Students by 2022-23 Grade



% of Students Promoted in 2022-23 by Grade



% of Students Promoted in 2022-23 by Ethnicity



Represents the percent of students promoted to the next (or higher) grade between 2021-22 and 2022-23. Based on grade assigned in Powerschool on the 45th day of each year (day 45 of 2021-22 vs. day 45 of 2022-23). Students not enrolled in a CCSD school on those days were excluded.

2022-23 ATTENDANCE

Total	91.3%
Black	89.9%
Hispanic	90.7%
White	93.3%
Other	90.5%
PK3	86.5%
PK4	92.0%
K	91.4%
GR1	88.4%
GR2	93.7%
GR3	91.5%
GR4	93.1%
GR5	93.4%

Includes actively enrolled PK-12 students on the 135th day. To compute attendance rate, the total number of days students were in attendance in 2022-23 was divided by the number of days they were enrolled in a CCSD school in 2022-23. Excused and unexcused absences were counted as absences.

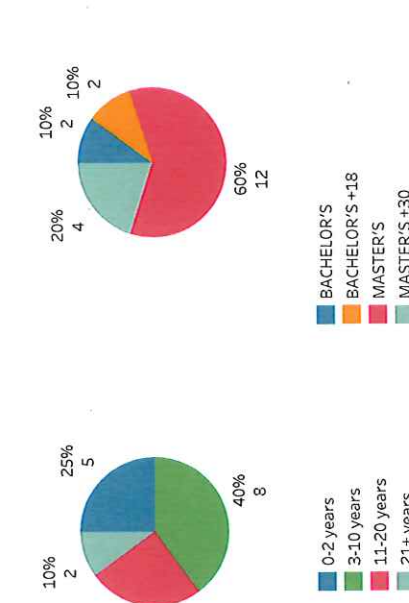
Notes: Promotion, attendance, and discipline data only shown when results represent a group of at least 10 students or more to ensure no individual student is identified. "Other" ethnicity includes American Indians, Alaskan Natives, Asians, Native Hawaiians, Pacific Islanders, students of multiple ethnicities,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

2022-23 DISCIPLINE

	Total	Black	Hispanic	White	Other
Disciplinary Infraction					
# of Students with ≥1 Level 1/2 Offenses	12	5	2	5	
% of Students with ≥1 Level 1/2 Offenses	8.4%	7.6%	14.3%	9.3%	
# of Students with ≥1 Level 3 Offense	1	1	0	0	
% of Students with ≥1 Level 3 Offense	0.7%	1.5%	0.0%	0.0%	
Total # of Level 3 Offenses	1	1	0	0	
Disciplinary Consequences					
# of Students with ≥1 Referrals	36	24	3	8	
% of Students with ≥1 Referrals	25.2%	36.4%	21.4%	14.8%	
# of Students with ≥1 ISS	20	14	2	4	
% of Students with ≥1 ISS	14.0%	21.2%	14.3%	7.4%	
# of Students with ≥1 OSS	17	13	2	1	
% of Students with ≥1 OSS	11.9%	19.7%	14.3%	1.9%	

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.

2022-23 TEACHER EXPERIENCE



Includes instructional staff employed during 2022-23. Years of experience is based on the step awarded by the state, which includes experience working as a Teacher Assistant.

EARLY CHILDHOOD PROFICIENCY

% of PreKindergarten Students by Tier*



■ Tier II/III
 ■ Cut Range
 ■ Tier I

Spring 2023

Winter 2022-23

Fall 2022

Students Taking 1 or More Sub-Test

Literacy	Numeracy
Fall 26	26
Winter 26	25
Spring 25	25

**Alliteration not administered in Fall.

Alliteration

Picture Naming

Rhyming

Sound Identification

*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.

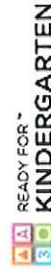
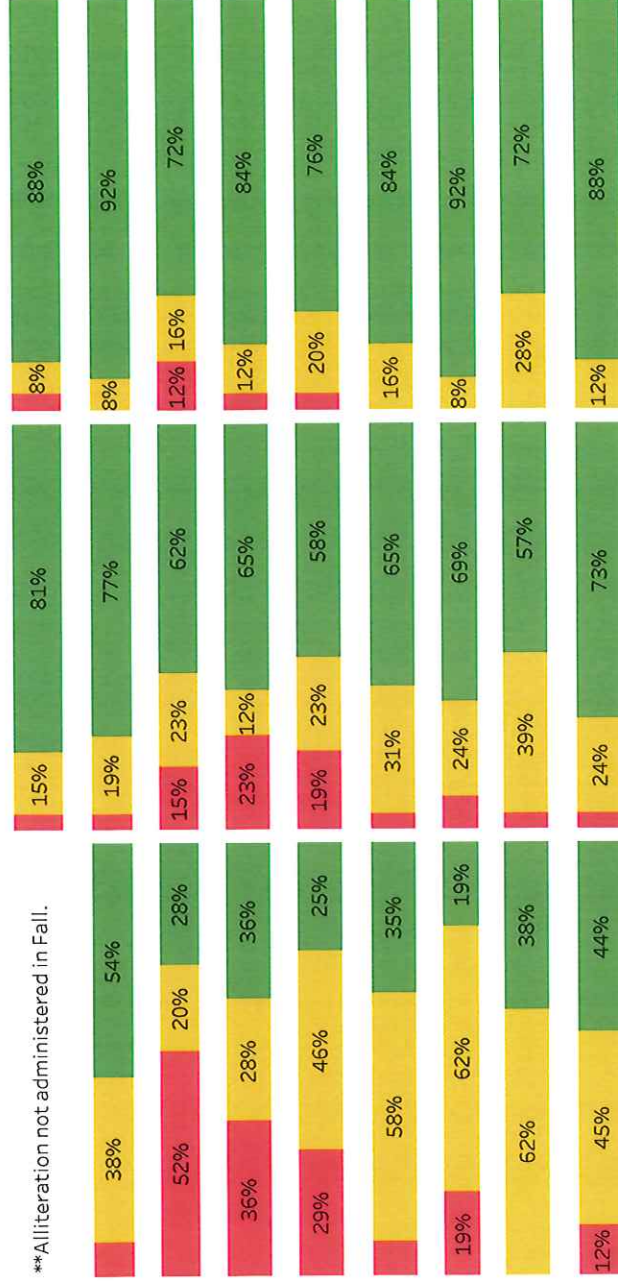
Which Word Doesn't Belong?

Oral Counting

Quantity Comparison

Number Naming

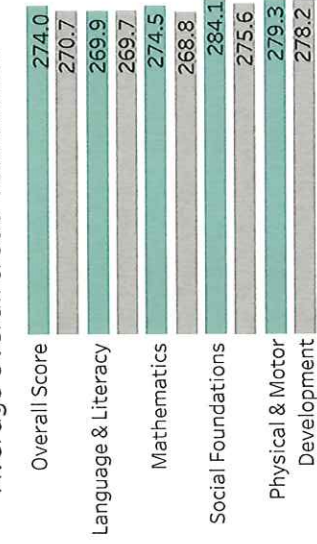
1:1 Correspondence



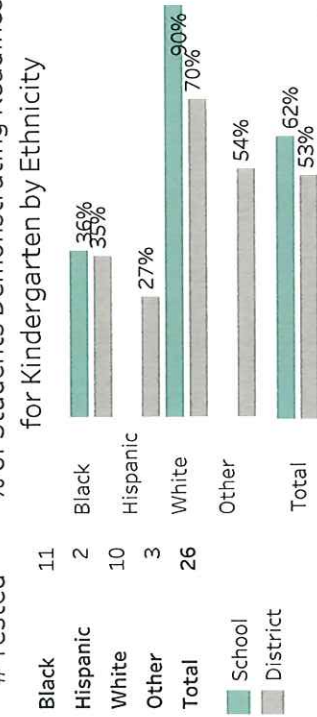
Fall 2022 Kindergarten Readiness Assessment (KRA) Results

% of Students in Each Readiness Level

Average Overall & Sub-Test Scores



% of Students Demonstrating Readiness for Kindergarten by Ethnicity



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

Charleston County SCHOOL DISTRICT

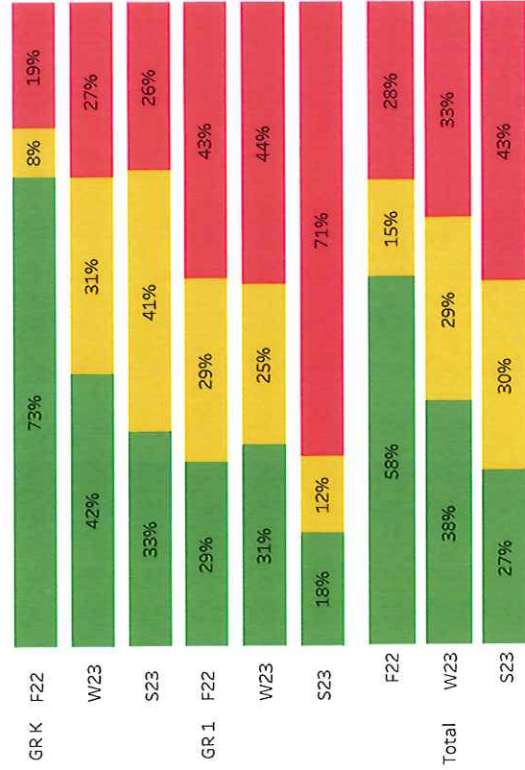
EARLY CHILDHOOD PROFICIENCY

Early Reading

Early Math

Tested

Fall 2022, Winter 2023, & Spring 2023 FastBridge: % of K-1 Students in Each Risk Category



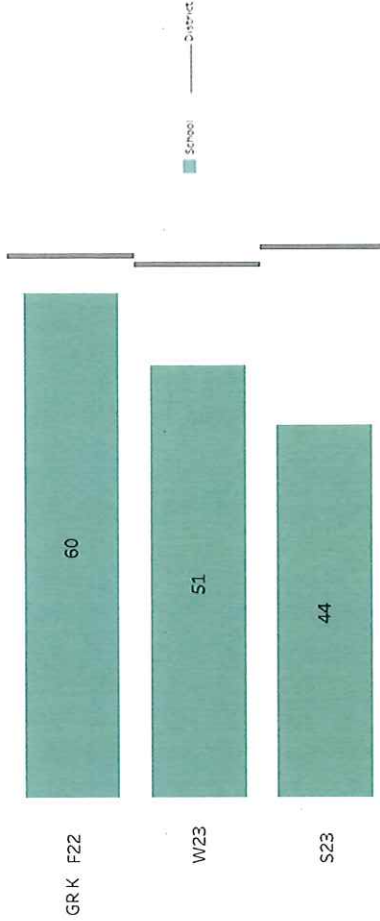
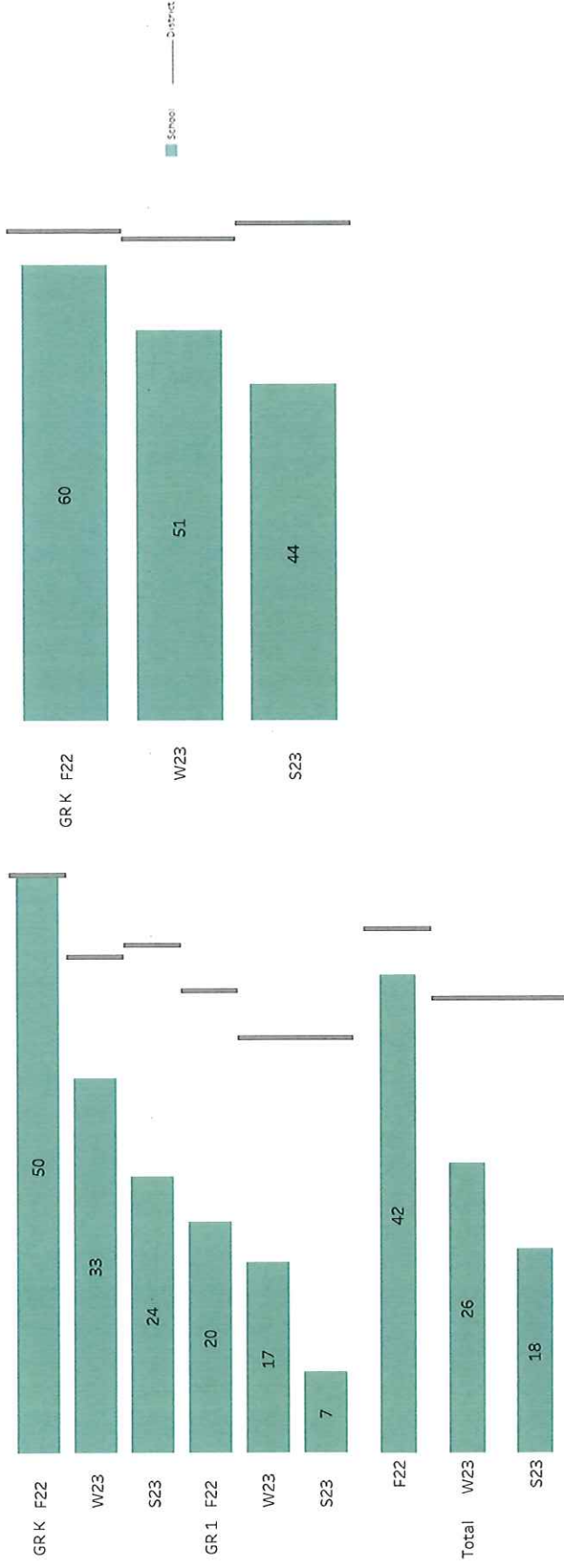
Reading
F22 W23 S23
26 26 27
GR K GR 1 14 16 17

Math

F22 W23 S23
26 26 27
GR K GR 1 14 16 17

High Risk
Some Risk
Low Risk

Fall 2022, Winter 2023, & Spring 2023 FastBridge: Median Student Percentile Among K-1 Students



EDITH L. FRIERSON ELEMENTARY

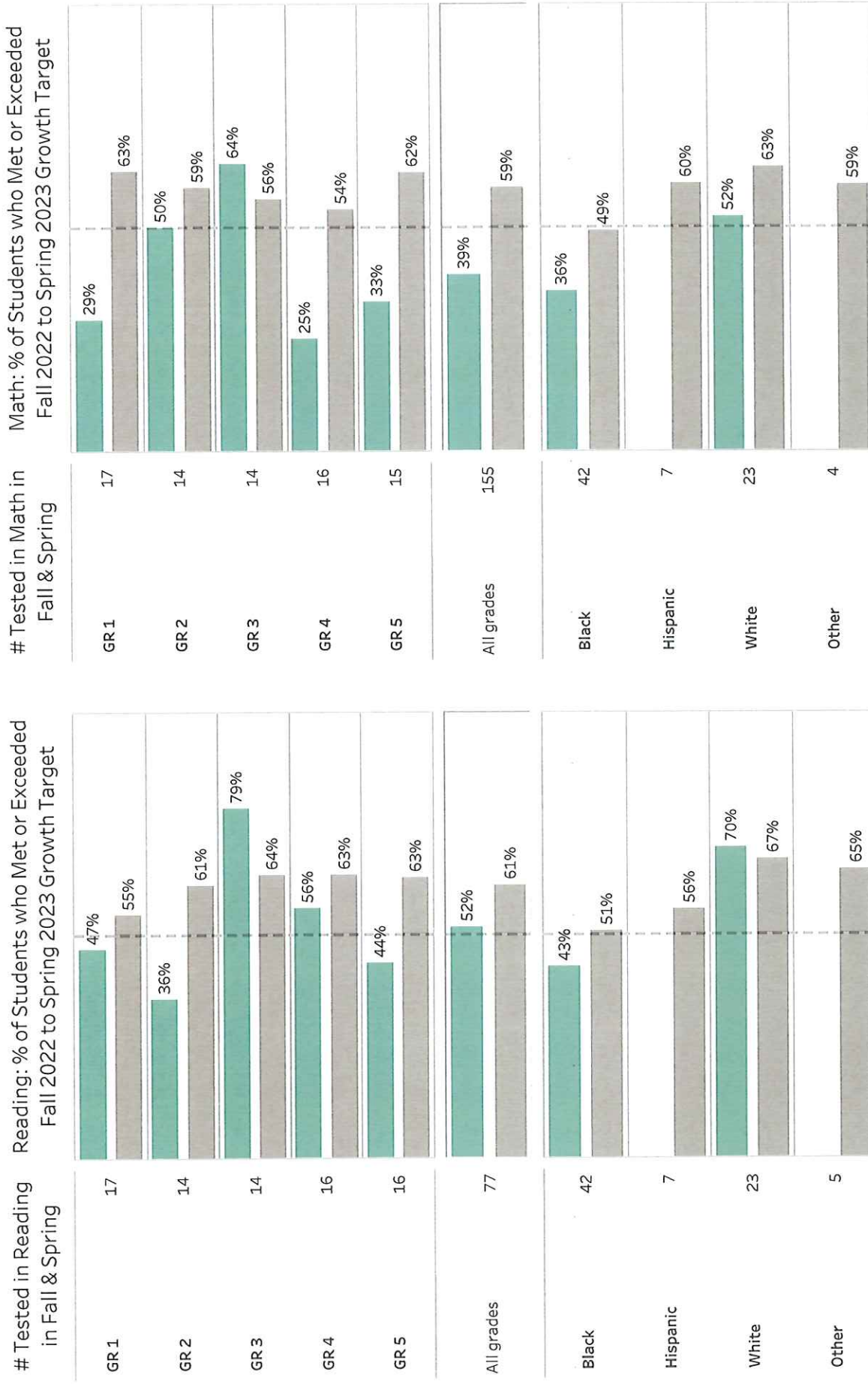
Notes: Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

PROFICIENCY BY GRADE & ETHNICITY



Notes. Median percentiles represent all students tested during each test administration. Dotted gray vertical lines represent the national average. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

GROWTH BY GRADE & ETHNICITY



EDITH L. FRIERSON ELEMENTARY

Notes: Median percentiles represent all students tested during each test administration. Dotted gray vertical lines represent the national average. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

ACADEMIC PROFICIENCY: SC READY

Performance Level by Year, Grade, & Ethnicity

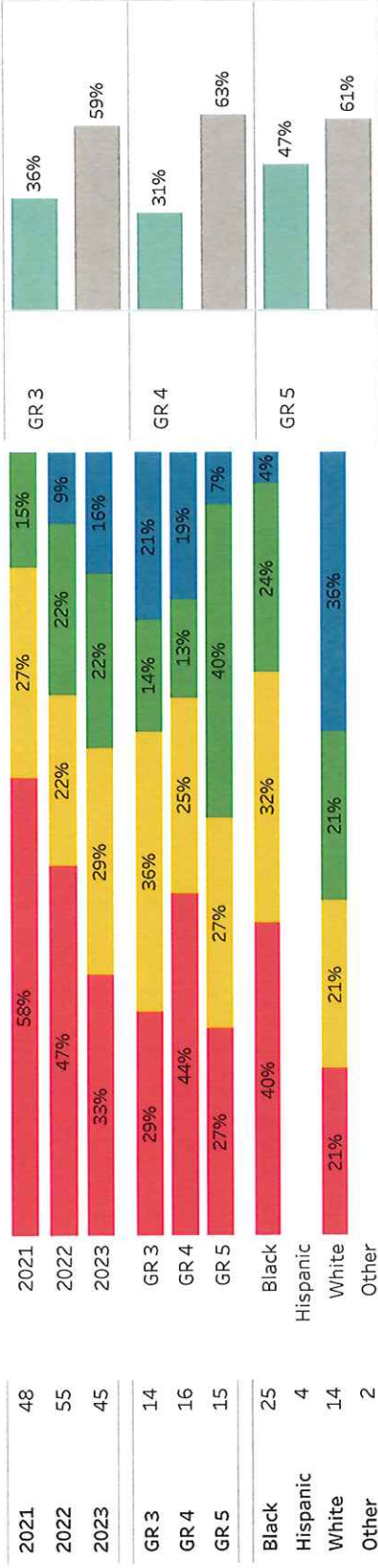
Tested

■ % Does Not Meet
 ■ % Approaches
 ■ % Meets
 ■ % Exceeds

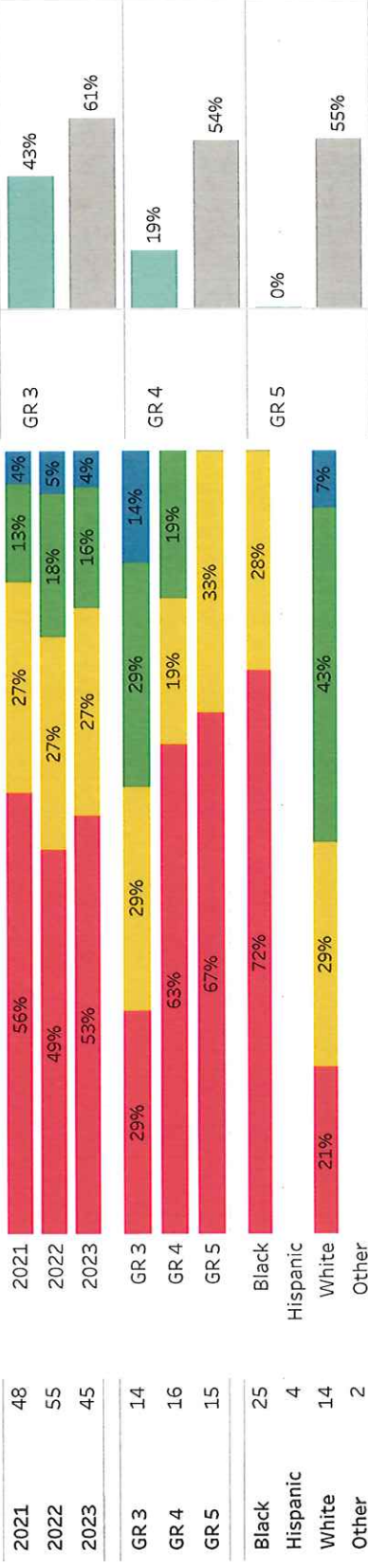
■ School
 ■ District

% Meets or Exceeds by Grade

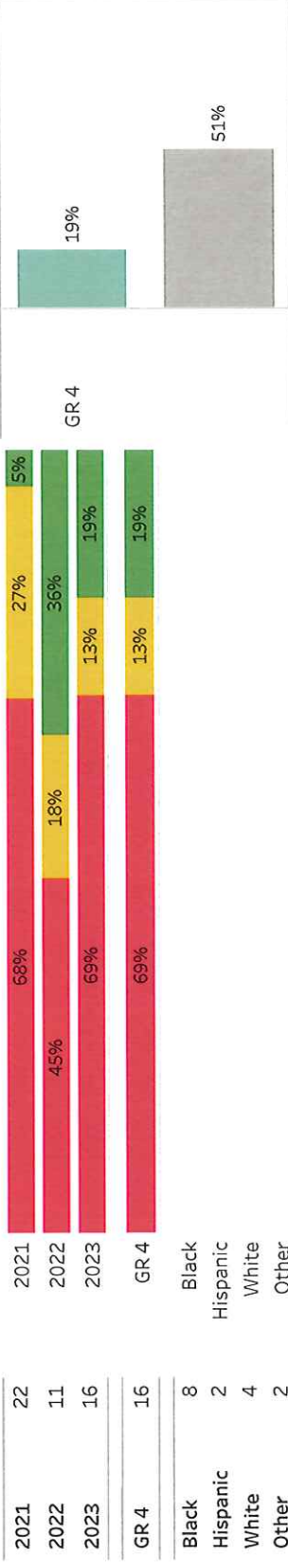
SC READY ELA



SC READY Math



SC READY Science



Note. Results represent 2023 data except the rows labeled "2021" and "2022." 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 150 students and a poverty level of 64.6%. We are proud to be constituent 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. All of our Montessori Instructors undergo 2-3 years of 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. The percentage of students PK4 African-American and Hispanic students who scored Tier I in both the rhyming and sound ID subtests was listed as "Not Applicable" for this school year, as the number of minority students taking this assessment at our school was below 20. We will continue to implement our rigorous PK4 curriculum with fidelity, as measured through classroom walkthrough observations, and use all stakeholders to reach out to our community during special events to increase our PK4 enrollment.</p> <p>We are very proud of the progress our students are making in kindergarten. Kindergarten students take the Kindergarten Readiness Assessment (KRA) to determine readiness. This year the percentage of all kindergarten students who scored "demonstrating readiness" on this assessment increased from 61.5% to 79.2%, higher than the district rate of 54.7%. The percentage of kindergarten students who attended a CCSD 4K program and scored "demonstrating readiness" on this assessment also increased from 68.14% to 84.2% this year, and again is higher than the district rate of 53.2%. The readiness of our kindergarteners is in part a result of the success of our Montessori implementation. To better assist our Primary learners increase these scores, our teachers in the Primary and Lower Elementary classes will focus on the Montessori curriculum, the ELA 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>
2.	<p>STUDENT ACHIEVEMENT GRADES PK-2 GOALS: (GOAL 1)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%.</p> <p>(GOAL 2)From June 2022 to June 2028, increase the percent of all Kindergarten students demonstrating readiness on KRA from 61.5% to 83.2%, and increase the percent of Kindergarten students who attended CCSD 4K demonstrating readiness on KRA from 68.4% to 86.2%.</p>
Elementary/Middle School (3 - 8)	
3.	<p>Student achievement data shows that ELA instruction is a strength for our school. Our percentage of students scoring meets or exceeds on the SC READY ELA assessment increased this year from 30.6% to 39.5%, compared to the district rate of 61.4%. For this same assessment, our percentage of African-American students who scored meets or exceeds also increased from 23.5% to 28%, compared to the district rate of 30.9%. In the 22-23 school year we chose to provide extra training to our staff in grades K-5 on the district's new ELA curriculum. As a result, we saw great success in our ELA SC READY Scores. We will continue to use the instructional practices embedded into the curriculum and provided to teachers through this increased professional development to increase SC READY ELA performance.</p>

- Our SC READY MATH data shows that math instruction is an area for improvement at our school. Our percentage of students scoring meets or exceeds on the SC READY MATH assessment decreased this year from 22.4% to 20.9%, compared to the district rate of 51.4%. For this same assessment, our percentage of African-American students who scored meets or exceeds also decreased from 11.8% to 0%, compared to the district rate of 18.3%. We will address this area of need by training all teachers in OGAP, which is a systematic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics in order to impact all of our students positively. We will also use data-driven PLC's to dive deeper into this data in order to close achievement gaps between our general population and those students with IEP's, 504's, and ILAPS.
4. STUDENT ACHIEVEMENT GRADES 3-8 GOALS: (GOAL 1)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(GOAL 2)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.

Teacher/Administrator Quality

5. Updates to this year's data for our teacher/administrator quality goals shows both areas of strengths and areas in need of improvement for our school. Based on results from the SCDE climate survey, the percentage of teachers who agreed/mostly agreed that teacher morale is high at our school increased this year from 36.4% to 38.5%, compared to the district rate of 73.4%. In addition, the percentage of teachers who agreed/mostly agreed that our school addresses teacher concerns also increased this year from 58.3% to 69.3%, compared to the district rate of 83.7%. We will continue to focus on increasing family engagement in our school and classroom activities to increase these scores, as we believe that additional family involvement will help to increase staff morale. In addition, we will provide additional feedback opportunities for teachers in order to improve our administration's ability to respond to teacher concerns. On this same survey, however, the percentage of teachers who agreed/mostly agreed that rules are enforced at our school decreased this year from 72.8% to 53.9%, compared to the district rate of 77.4%. We will address this area of concern by utilizing the district's updated progressive discipline policy through systems such as our MTSS structure and family support staff in order to ensure that rules are enforced in equitable and visible ways at our school. An area of improvement for our school is seen in our rate of inexperienced teachers teaching core classes. This year, the percentage of inexperienced teachers at our school increased from 25% to 27.3%, compared to the district rate of 17.8%. We will address this area of concern by utilizing district human resources staff to assist our school in hiring staff with Montessori backgrounds and provide additional coverage to teachers so they can attend professional development during the school year. 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. Although these additional years of learning are invaluable to our staff, it does often lead us to hire newer, more inexperienced teachers who are willing to engage in this extra professional development, thus leading to an increase in our rate of inexperienced teachers.
6. TEACHER/ADMINISTRATOR QUALITY GOALS: (GOAL 1)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 73.3%. (GOAL 2)From June 2022 to June 2028, the percentage of inexperienced teachers in core courses will decrease from 25.0% to 15.0%.

School Climate

7. Our school has seen tremendous growth in the area of School Climate, with scores improving in all performance goal areas except chronic absenteeism. The percentage of students who are chronically absent increased this year from 14.2% to 28.8%, compared to the district rate of 23%. We will address this area of concern by using the district's new chronic absenteeism outreach resources and family support staff to more frequently reach out to our families about the benefits of attending school and getting to school on time. We have seen great improvement in our rate of African-American students receiving out of school (OSS) suspensions. The percentage of African-American students who received 1 or more OSS referrals decreased this year from 27.3% to 19.7%, compared to the district rate of 19.4%. We will continue to use the updated district progressive discipline policy to address student behavior concerns and provide training to our staff on this plan as well. In addition, we will continue to use Restorative Practices throughout our school to build strong relationships with our students to more effectively assist struggling students. Based on SCDE climate survey results, both students and parents positive perceptions of our school have increased this year. The percentage of students agreeing/mostly agreeing that they are satisfied with our school's social and physical environment increased this year from 54.2% to 71.4%, compared to the district rate of 82.4%. The percentage

of students agreeing/mostly agreeing that students from different backgrounds get along also increased this year from 30% to 70.2%, compared to the district rate of 82.9%. The percentage of students agreeing/mostly agreeing that they can do good work increased almost thirty percent this year, from 52% to 81%, compared to the district rate of 84.4%. In addition, the percentage of students agreeing/mostly agreeing that students behave throughout the school environment increased this year from 12% to 45.9%, compared to the district rate of 57.75. Finally, the percentage of students agreeing/mostly agreeing that learning is interesting and fun at our school increased this year from 46.2% to 69.2%, compared to the district rate of 73.2%. We will continue to support these goals by using our designated support staff to provide direct assistance to our students who are experiencing trauma at any point of the day. We will also continue to use the Restorative Practices social-emotional learning model throughout our school to support our students and staff.

Based on the SCDE Climate Surveys, parent climate satisfaction levels consistently maintained or improved over the past year. This improvement in parent survey responses was noticed in all 5 survey items chosen for our SRP, with numbers increasing so much that new goals were required for the school climate section. Specifically, goals for parents are now based solely on those parents STRONGLY AGREEING with the selected survey items, not those either agreeing

or strongly agreeing. This increases the rigor for this section of our School Renewal Plan and sets the stage for future measurement of school climate growth.

The percentage of parents who strongly agreed that they hear good things about their child from our school was at 69.2% this year, surpassing the district rate of 48.9%. The percentage of parents who strongly agreed that they are given information on how to help their child learn was at 64.3%, surpassing the district rate of 50.8%. Finally, the percentage of parents who believe that our school considers changes based on their input was at 76.9% this year, again surpassing the district rate of 52.6%. We will continue to use multiple modalities of communication (newsletters, call-outs, emails, electronic messages) to reach out to our families frequently, increase our requests to families to participate in school-based activities, and utilize our school family support staff to meet individual family needs in order to increase these scores.

8. SCHOOL CLIMATE GOALS: (GOAL 1)By June 2028, decrease the percentage of students who are chronically absent from 14.2% to 11.4%.
(GOAL 2)From June 2022 to June 2028, decrease the percentage of African American students with one or more days of OSS from 27.3% to 15.7%.
(GOAL 3)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 75.4%;
"Students of different backgrounds get along well at my school" from 30.0% to 74.2%;
"Students at my school believe they can do good work" from 52.0% to 85.0%;
"Students at my school behave well in the hallways, in the lunchroom, and on school grounds" from 12.0% to 49.9%;
and,
"My classes are interesting and fun" from 46.2% to 73.2%.
(GOAL 4)From June 2022 to June 2028, improve stakeholder involvement and communication as measured by increasing the percentage of parents STRONGLY agreeing
"My child's teachers contact me to say good things about my child" from 69.2% to 73.2%;
"My child's teachers tell me how I can help my child learn" from 64.3% to 68.3%; and,
"My child's school considers changes based on what parents say" from 76.9% to 80.9%.

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 (School Report Card)	14.2%	Projected Data: 13.6%	13.1%	12.5%	11.9%	11.4%	
		Actual Data: 28.8%					

Action Plan

Strategy #1: 1. Decrease the number of students who are chronically absent.					
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. Contact parents by phone, email, and text when students reach the 3rd, 5th, and 7th day of being absent.	July 2023-June 2028 July 2023-June 2024 July 2023-June 2028	Data Clerk Family Service Advocate/(Parent Advocate) School Social Worker	NA \$87,326 NA	NA ESSER III GOF	Decrease the rate of student absenteeism as noted in PowerSchool, state reporting and Contact Logs.
2. 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 July 2023-June 2024	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 15.7%.					
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 Students (CCSD Data File)	27.3%	Projected Data: 25.9%	18.7%	17.7%	16.7%	15.7%
		Actual Data: 19.7%				

Action Plan

Strategy #1: Decrease the number of African American students placed in OSS.					
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. 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 2024	Student Concern Specialist	\$87,326	ESSER III	Decrease in OSS referrals
2. Use PBIS Rotations throughout the year along with recognizing scholars via positive referrals/	July 2023-June 2028	Administrators Support Staff	\$0	N/A	Discipline Referral Data PBIS Rotation Schedule

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 75.4%; “Students of different backgrounds get along well at my school” from 30.0% to 74.2%; “Students at my school believe they can do good work” from 52.0% to 85.0%; “Students at my school behave well in the hallways, in the lunchroom, and on school grounds” from 12.0% to 49.9%; and, “My classes are interesting and fun” from 46.2% to 73.2%.						
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. (Climate Survey)	54.2%	Projected Data: 56.5%	72.4%	73.4%	74.4%	75.4%	
		Actual Data: 71.4%					
Students of different backgrounds get along well at my school. (Climate Survey)	30.0%	Projected Data: 33.5%	71.2%	72.2%	73.2%	74.2%	
		Actual Data: 70.2%					
Students at my school believe they can do good work. (Climate Survey)	52.0%	Projected Data: 54.4%	82%	83%	84%	85%	
		Actual Data: 81%					
Students at my school behave well in the hallways, in the lunchroom, and on school grounds (Climate Survey)	12.0%	Projected Data: 16.4%	46.9%	47.9%	48.9%	49.9%	
		Actual Data: 45.9%					

My classes are interesting and fun. (Climate Survey)	46.2%	Projected Data: 48.9%	70.2%	71.2%	72.2%	73.2%
		Actual Data: 69.2%				

Action Plan

Strategy #1: Implement Restorative Practices social and emotional learning curriculum and school culture-building programs to improve school climate.					
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. 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
2. Employ 1.0 FTE Family Service Advocate/(Parent Advocate) with a focus on building/supporting a positive school climate.	July 2023-June 2024	Teacher MTSS Team Student Concern Specialist	\$87,326	ESSER GOF	Panorama Survey SDE 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 STRONGLY agreeing “My child’s teachers contact me to say good things about my child” from 69.2%% to 73.2%; “My child’s teachers tell me how I can help my child learn” from 64.3% to 68.3%; and, “My child’s school considers changes based on what parents say” from 76.9% to 80.9%.					
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 (Climate Survey)	69.2%	Projected Data: NA	70.2%	71.2%	72.2%	73.2%
		Actual Data: 69.2%				
My child’s teachers tell me how I can help my child learn (Climate Survey)	64.3%	Projected Data: NA	65.3%	66.3%	67.3%	68.3%
		Actual Data: 64.3%				
My child’s school considers changes based on what parents say (Climate Survey)	76.9%	Projected Data: NA	77.9%	78.9%	79.9%	80.9%
		Actual Data: 76.9%				

Action Plan

Strategy #1: Implement enhanced parent communication to improve school climate.					
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. 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:	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-AA and Hispanic students (CCSD Data File)	41.7%	Projected Data: 48.7%	54.9%	60.3%	65.0%	69.2%
		Actual Data: NA				

Action Plan

Strategy #1: Build teacher content knowledge in literacy strategies and in pedagogical practice.					
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. 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 83.2%, and increase the percent of Kindergarten students who attended CCSD 4K demonstrating readiness on KRA from 68.4% to 86.2%.					
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 (School Report Card)	61.5%	Projected Data: 63.0%	80.2%	81.2%	82.2%	83.2%
		Actual Data: 79.2%				
CCSD 4K demonstrating readiness on KRA (School Report Card)	68.4%	Projected Data: 69.7%	84.7%	85.2%	85.7%	86.2%
		Actual Data: 84.2%				

Action Plan

Strategy #1: Implement the rigorous Montessori curriculum with fidelity and monitor grade-level readiness.						
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. 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 (School Report Card)	30.6%	Projected Data: 33.4%	40.2%	40.9%	41.7%	44.5%	
		Actual Data: 39.5%					
SC READY ELA School Report Card; African American Students (School Report Card)	23.5%	Projected Data: 25.0%	28.5%	29.0%	29.6%	31.2%	
		Actual Data: 28%					

Action Plan

Strategy #1: Implement rigorous curriculum and support effective instructional practices.					
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. 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 / GOF	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 / GOF	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 / GOF	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 (School Report Card)	22.4%	Projected Data: 25.5%	28.6%	31.7%	34.8%	37.9%
		Actual Data:				
SC READY Math; African American Students (School Report Card)	11.8%	Projected Data: 15.3%	18.9%	22.4%	25.9%	29.4%
		Actual Data: 0%				

Action Plan

Strategy #1: Build teacher content knowledge in numeracy and in pedagogical practice.						
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. 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.	

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
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 73.3%.					
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. (Climate Survey)	72.8%	Projected Data: 73.3%	73.9%	74.4%	75.0%	75.5%
		Actual Data: 53.9%				
The level of teacher and morale is high at my school (Climate Survey)	36.4%	Projected Data: 39.6%	42.8%	45.9%	49.1%	52.3%
		Actual Data: 38.5%				
The school leadership makes a substantial effort to address teacher concerns (Climate Survey)	58.3%	Projected Data: 60.4%	70.3%	71.3%	72.3%	73.3%
		Actual Data: 69.3%				

Action Plan

Strategy #1: Provide opportunities for staff development in PDP during PLCs.					
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. 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:	Teacher/Administrator Quality *						
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 15.0%.						
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 (School Report Card)	25.0%	Projected Data: 23.0%	21.0%	19.0%	17.0%	15.0%	
		Actual Data: 27.3%					

Action Plan

Strategy #1: Increase Teacher Retention						
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. 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.	