

**Shaw Heights Elementary
1495 Frierson Road
Shaw AFB, SC 29152
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**School Renewal Plan for 2022-2027
Update for 2024**



**Dr. Melissa Morris
Principal**

**Adrienne Kennedy
Internal Facilitator**

All Children Excel in School

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ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the school complies with all applicable Act 135 requirements.

X **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).

N/A **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).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's 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.

X **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 the requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X 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).

X Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

N/A Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X Parenting and Family Literacy

The school provides a four-component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and 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 age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade-specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their

literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Recruitment

The school 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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

<u>POSITION</u>	<u>NAME</u>
1 PRINCIPAL	Dr. Melissa Morris
2 TEACHER	Adrienne Kennedy
3. PARENT/GUARDIAN	Shirley Odell
4. COMMUNITY MEMBER	Joshua Campbell
5. SCHOOL IMPROVEMENT COUNCIL	Melissa Morris, Melissa Porter, Jaleesa Benbow, Jennifer Barrett, Joshua Campbell Allison Mathis, Whitney Forrest, Shirley Odell, Terrette Smith, Aniya Sanders, Tamara Collier, Anthony Dennis, Kristen Wildman, Rose Byrd, Adrienne Kennedy
6. READ TO SUCCEED READING COACH	Melissa Porter
7. SCHOOL READ TO SUCCEED LITERACY	Jordan Logan and Kayla Durant

LEADERSHIP TEAM LEAD

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Guidance Counselor	Terrette Smith
Internal Facilitator	Adrienne Kennedy
School Wide Facilitator	Dr. Melissa Morris
School Read to Succeed Literacy Team	Melissa Porter, Adrienne Kennedy, Kayla Durant

Stakeholders' Involvement for School Renewal Plan

College and Career Readiness	High Performing Workforce
Adrienne Kennedy, chairperson	Jordan Logan, chairperson
Cynthia Smiley	Victoria Duke
Morgan Sargent	Gina Hoover
Leo Rosaldo	Leslie Glover
Cecelia Norton	Stephanie Craven
Craig Mayer	Eden Williams
Abby Rich	Melissa Porter
Emilee Fisher	Kayla DuRant

Stakeholders' Involvement for the School Renewal Plan

Safe and Supportive Schools	Strong Stakeholder Partnerships
Adrienne Kennedy, chairperson	Pam King, chairperson
Charlotte Easley	Lori Moore
Sandra Burrows	Estervina Rogers
Stephanie Nix	Rachel Pressley
Terrette Smith	Addison Risinger
Jaleesa Benbow	Peyton Kyker
Arealia Norton	Daphene Kennedy
Effective and Efficient Operations	
Jennifer Barrett	
Eric Hunter	
Tanjanique Mack	
Allison Mathis	
Pat Wilcox	

NEEDS ASSESSMENT DATA

2023 SC School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9UCZzaWQ9NDMwMTAxOQ>

Data Source: South Carolina SC-READY

Report Type: Scores by Tested Grade Level

Term Tested: 2019-2023

3rd Grade SC READY	ELA Does Not Meet or Approaches	ELA Meets or Exceeds	Math Does Not Meet or Approaches	Math Meets or Exceeds
2023	57%	43.0%	31.3%	48.7%
2022	59.4%	40.6%	58.9%	41.1%
2021	70.5%	29.5%	70.5%	29.5%
2020	covid-19	covid-19	covid-19	covid-19
2019	55%	45%	47%	54%

Data Source: NWEA MAP Growth Assessment

Report Type: Projected Proficiency Summary Report
Term Tested: Winter 2023

Math: Math K-12

Shaw Heights Elementary School

Projected to: **South Carolina College- and Career-Ready Assessment (SC READY)** taken in **spring**.

View Linking Study: <https://www.nwea.org/state-solutions/south-carolina>

Grade	Student Count	Does Not Meet		Approaches		Meets		Exceeds	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	220	38	17.3%	86	39.1%	77	35.0%	19	8.6%
3	201	25	12.4%	65	32.3%	80	39.8%	31	15.4%
Total	421	63	15.0%	151	35.9%	157	37.3%	50	11.9%

Language Arts: Reading

Shaw Heights Elementary School

Projected to: **South Carolina College- and Career-Ready Assessment (SC READY)** taken in **spring**.

View Linking Study: <https://www.nwea.org/state-solutions/south-carolina>

Grade	Student Count	Does Not Meet		Approaches		Meets		Exceeds	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	219	47	21.5%	100	45.7%	66	30.1%	6	2.7%
3	201	42	20.9%	62	30.8%	55	27.4%	42	20.9%
Total	420	89	21.2%	162	38.6%	121	28.8%	48	11.4%

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Shaw Heights is a public Title I school on Shaw Air Force Base. Our school serves both military and non-military families. We strive to create a warm, nurturing environment for our students so that they will excel and achieve in all areas. Many parent involvement opportunities are implemented throughout the school year. Teachers work collaboratively with parents to ensure all children have a positive learning experience. Our School Improvement Council has committed to providing support for the school's mission and performance goals and to encourage the involvement of the community.

School-level administrators, teachers, parents, and community members served on action teams to develop the Shaw Heights Renewal Plan. These members examined numerous documents to create the educational road map for the next five years. During the planning process, the members analyzed data from the 2019 - 2023 school years. The sources included data from SC READY, MAP, discipline reports, attendance reports, the Next Step Guided Reading Assessment, and the Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool. To understand other factors that affect academic growth trends, the school and community teams analyzed survey results from parents and teachers.

College and Career Readiness (Student Achievement)

An analysis of the results of the 2023 SC-READY testing showed our third-grade students performed above district achievement levels but below state achievement levels on the end-of-year required assessment. On the ELA assessment, 43.0% of our third-grade students met or exceeded expectations as compared to 34.2% of Sumter School District's third-grade students and 48% statewide. On the Math assessment, 48.7% of our third graders also met or exceeded expectations as compared to 30.6% of third graders in the Sumter School district and 51% statewide.

An analysis of the results of the 2023 Winter NWEA MAP Projected Proficiency Summary Report shows the correlation between the scores and the projected proficiency on SC-Ready when taken in the Spring of 2023. 55.2% of our third-grade students are projected to meet or exceed expectations in Math, while 48.3% of our third-grade students are projected to meet or exceed expectations in ELA.

While we are proud of what our students have accomplished, we are not satisfied with the percentage of our students who met or exceeded expectations on the 2023 SC-READY assessment or who are projected to meet or exceed expectations according to NWEA MAP since our ultimate goal is to ensure that all of our students are college and career ready upon graduation. We realize the importance of building foundations for future success with our students. Therefore, the plan for the next five years includes goals and action steps designed to increase the percentage of our third-grade students who meet or exceed expectations on state assessments.

High Performing Workforce (Teacher Quality)

Ninety-four percent of our teachers at Shaw Heights are certified, proficient, and effective in supporting the overall vision, mission, and beliefs of our school. It is our goal to maintain that percentage.

Shaw Heights Elementary believes to ensure our students develop into literate individuals who are college and career-ready upon graduation, our teachers must have the skills necessary to actively engage their classes in authentic reading, writing, and research experiences throughout the school day. Implementation of our Read to Succeed (R2S) plan has resulted in improvement in the quality of instruction in these areas. Using the Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool, we determined that our teachers need additional professional development addressing delivering targeted, effective in-class instruction and interventions for students who are struggling in reading and writing. This need is addressed in both this School Renewal Plan and our R2S plan. Our goal is to increase the percentage of teachers who are Read to Succeed endorsed over the next five years.

Safe and Supportive Schools (School Climate)

School leaders utilize data sources, including student attendance numbers, discipline records, test scores, and feedback from surveys, to prioritize professional and support staff allocations and fiscal resources. An area of strength as reflected in survey results is that our school provides a healthy environment for all students and staff. Our Multi-Tiered System of Supports (MTSS) team meets regularly to monitor the progress of at-risk students, including those with behavior, academic, or attendance issues. Academic, social, and emotional intervention programs are offered. Our reading and academic interventionists support students who are reading below grade level. Teachers provide targeted small-group instruction in both reading and math in the classroom. Our After School Tutoring program, Exact Path Credit Recovery program, and Collaborative Small Group program also serve students who need additional support in reading and math. Shaw Heights Elementary emphasizes appropriate behavior through our Positive Behavioral Interventions and Supports (PBIS) discipline program. PBIS is a proactive model that

not only teaches behaviors but also reinforces and recognizes students who are able to model appropriate behavior. The Leader in Me program has been implemented school-wide as a tool for building leadership qualities in our students with the goal of improving behavior and reducing the number of behavior referrals. Our mental health partner and guidance counselor offer counseling services, as well as training to our teachers and our families.

While we recognize many positives related to our school climate, reflection has led us to acknowledge that the number of class actions and referrals can be decreased by the continued use of support programs.

Strong Stakeholder Partnerships

Building strong stakeholder partnerships is a priority for Shaw Heights Elementary, and we believe building relationships with our stakeholders will positively impact student achievement. Based on data from our Title I Self-Assessment Survey, we need to build upon and strengthen our relationship with Shaw AFB and the community at large through collaboration, effective communication, and opportunities for engagement between our stakeholders, parents, teachers, and students. Tasking committees with increasing the number of business partners, working closely with our SAFB school liaison, having a set schedule for parent conferences after each quarter, and developing a strong parent volunteer presence in our school will help us reach this goal.

Effective and Efficient Operations

The use of technology is an integral part of our daily operations at Shaw Heights Elementary. Students have access to one-to-one Chromebooks for classroom use; and various apps and programs are used to facilitate, remediate, accelerate, and extend the learning in our classrooms. Over 80% of our teachers and parents stated that they use technology on a regular basis and believe it is an integral part of student learning and as a means of regular communication between school and home. As part of our five-year plan, we will continue to offer training for staff, students, and parents on the use of appropriate technological programs and applications to enhance learning and communication as well as monitoring the use and effectiveness of this technology.

To further ensure effective and efficient operations of Shaw Heights Elementary, we will utilize procedures to ensure our facilities are comfortable, compliant, safe, and in good repair. We will also ensure that our budgets and materials are used to improve and enhance the academic well-being of our students.

Performance Goal Area: X College and Career Readiness* ☐ High Performing WorkForce* ☐ Safe and Supportive Schools* ☐ Strong Stakeholder Partnerships ☐ Effective and Efficient Operations

PERFORMANCE GOAL:

By the end of 2027, the percentage of our third-grade students who meet or exceed expectations in English Language Arts and Math as measured by SC-READY will increase in ELA from 29.5% in 2021 to 44.5% in 2027 and in Math from 29.5% in 2021 to 44.5% in 2027.

INTERIM PERFORMANCE GOAL:

The percentage of our third-grade students who meet or exceed in English Language Arts and Math as measured by SC-READY will increase by an average of three percentage points in each area annually.

DATA SOURCE(s):
SC-READY

AVERAGE BASELINE 2020-2021			2022	2023	2024	2025	2026
29.5	MATH	PROJECTED DATA	32.5	35.5	38.5	41.5	44.5
		ACTUAL DATA	41.1	48.7			
29.5	ELA	PROJECTED DATA	32.5	35.5	38.5	41.5	44.5
		ACTUAL DATA	40.6	43.0			

ACTION PLAN FOR FOCUS AREA #1 Math Utilize instructional techniques to ensure an increase in the percentage of students who meet or exceed expectations in Math on SC-READY each year.	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Provide a developmentally appropriate, standards-based curriculum. Keep teachers abreast of current trends and strategies.	July 2022-June 2027	District Math Coordinator and Specialists Principal Instructional Coach	TBD	District	Improved MAP scores, improved SC-READY scores, curriculum guides, lesson plans, observations <i>Continue 2024-2025</i>
2. Provide staff development training on best practices in math instruction.	July 2022-June 2027	District Math Coordinator and Specialists Principal Instructional Coach	TBD	District and Title I	Improved MAP scores, improved SC-READY scores, curriculum guides, lesson plans, observations <i>Continue 2024-2025</i>
3. Provide math review, remediation, and challenging activities during the school day through the use of classroom instruction and technology apps and programs.	July 2022-June 2027	District Math Coordinators and Specialists Technology Coach Principal Instructional Coach Classroom Teachers	TBD	District and Title I	Improved MAP scores, improved SC-READY scores, lesson plans, observations, timed math drills <i>Continue 2024-2025</i>

4. Provide Instructional Coach to assist teachers with instructional strategies, implementation, and data analysis.	July 2022-June 2027	Principal Instructional Coach	\$95,000 (Salary and Benefits)	Title I	Improved MAP scores, improved SC-READY scores, PD agendas, classroom visits <i>Continue 2024-25</i>
5. Monitor data (MAP, SC-READY) to identify strengths/weaknesses and set goals to improve student progress in Math.	July 2022-June 2027	Principal Instructional Coach Leadership Team Classroom Teachers	\$0.00	N/A	Improved MAP Math scores, improved SC-READY scores, PLC agendas, school-wide, classroom, and student goals <i>Continue 2024-2025</i>
6. Monitor and evaluate best practices for Math instruction in all classrooms.	July 2022-June 2027	Principal Asst. Principal Instructional Coach	\$0.00	N/A	Improved MAP Math scores, improved SC-READY scores, classroom observations <i>Continue 2024-2025</i>
7. Provide mainstreaming opportunities for special needs students in Math..	July 2022-June 2027	District Principal Special Education Teacher Classroom Teachers	\$0.00	N/A	Improved MAP Math scores, improved SC-READY scores, student schedules <i>Continue 2024-2025</i>
8. Provide differentiation/intervention for students with	July 2022-June 2027	Principal Instructional Coach Support Staff	\$0.00	N/A	Improved MAP Math scores, improved SC-READY scores, lesson plans

weaknesses in Math.		Classroom Teachers			<i>Continue 2022-23</i>
9. Utilize MTSS to monitor progress of at-risk students	July 2022-June 2027	Principal MTSS Team Classroom Teachers	\$0.00	N/a	Improved MAP Math scores, improved SC-READY scores MTSS Meeting Schedules and minutes. <i>Continue 2024-2025</i>

ACTION PLAN FOR FOCUS AREA #2 ELA Utilize instructional techniques to ensure an increase in the percentage of students who meet or exceed expectations in ELA on SC-READY each year.	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Provide a developmentally appropriate, standards-based curriculum. Keep teachers abreast of current trends and strategies.	July 2022-June 2027	District ELA Coordinator and Specialists Principal Instructional Coach Reading Coach	TBD	District	Improved MAP scores, improved SC-READY scores, curriculum guides, lesson plans, observations <i>Continue 2024-2025</i>

2. Provide staff development training on research-based best practices in literacy designed to enhance reading and writing instruction and evaluation as per our R2S plan.	July 2022-June 2027	District ELA Coordinator and Specialists Principal Instructional Coach Reading Coach	TBD	District and Title I	Improved MAP scores, improved SC-READY scores, curriculum guides, lesson plans, observations <i>Continue 2024-2025</i>
3. Provide ELA review, remediation, and challenge activities during the school day through the use of classroom instruction and technology apps and programs.	July 2022-June 2027	District ELA Coordinators and Specialists Technology Coach Principal Instructional Coach Reading Coach Classroom Teachers	TBD	District and Title I	Improved MAP scores, improved SC-READY scores, NSGRA, lesson plans, observations <i>Continue 2024-2025</i>
4. Provide Instructional Coach to assist teachers with instructional strategies, implementation, and data analysis.	July 2022-June 2027	Principal Instructional Coach	\$95,000 (Salary and Benefits)	Title I	Improved MAP Reading scores, improved SC-READY scores, NSGRA, PD agendas, classroom visits <i>Continue 2024-2025</i>
5. Provide Reading Coach to assist teachers with instructional strategies, implementation, and data analysis	July 2022-June 2027	Principal Reading Coach	TBD	District	Improved MAP Reading scores, improved SC-READY scores, NSGRA, PD agendas, classroom visits <i>Continue 2024-2025</i>

6. Monitor data (MAP, SC-READY) to identify strengths/weaknesses and set goals to improve student progress in Reading.	July 2022-June 2027	Principal Instructional Coach Leadership Team Classroom Teachers	\$0.00	N/A	Improved MAP Reading scores, improved SC-READY scores, PLC agendas, school-wide, classroom, and student goals <i>Continue 2024-2025</i>
7. Monitor and evaluate best practices for Reading instruction in all classrooms.	July 2022-June 2027	Principal Asst. Principal Instructional Coach	\$0.00	N/A	Improved MAP Reading scores, improved SC-READY scores NSGRA, classroom observations <i>Continue 2024-2025</i>
8. Provide mainstreaming opportunities for special needs students in ELA.	July 2022-June 2027	District Principal Special Education Teacher Classroom Teachers	\$0.00	N/A	Improved MAP Reading scores, improved SC-READY scores, student schedules <i>Continue 2024-2025</i>
9. Provide academic assistance through intervention and guided reading	July 2022-June 2027	Principal Reading Interventionist Reading Coach Classroom Teachers	TBD	Title I	Improved MAP Reading scores, improved SC-READY scores, NSGRA, intervention schedule, lesson plans guided reading plans <i>Continue 2024-2025</i>

Performance Goal Area: X College and Career Readiness* XHigh Performing WorkForce* ☐ Safe and Supportive Schools* ☐ Strong Stakeholder Partnerships ☐ Effective and Efficient Operations																											
PERFORMANCE GOAL:	By the end of 2027, the teaching staff of Shaw Heights Elementary who have their R2S endorsement on their SC teaching certificate will increase from 88% to 98%.																										
INTERIM PERFORMANCE GOAL	The percentage of teachers with their R2S endorsement will increase by 2% each year.																										
DATA SOURCE(s): SC Certification R2S Endorsement	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 5px;">Average Baseline 2021-2022</th> <th style="padding: 5px;"></th> <th style="padding: 5px;">2022-2023</th> <th style="padding: 5px;">2023-2024</th> <th style="padding: 5px;">2024-2025</th> <th style="padding: 5px;">2025-2026</th> <th style="padding: 5px;">2026-2027</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Projected Data</td> <td style="padding: 5px;">90%</td> <td style="padding: 5px;">92%</td> <td style="padding: 5px;">94%</td> <td style="padding: 5px;">96%</td> <td style="padding: 5px;">98%</td> </tr> <tr> <td style="padding: 5px;">88%</td> <td style="padding: 5px;">Actual Data</td> <td style="padding: 5px;">84%</td> <td style="padding: 5px;">95%</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>						Average Baseline 2021-2022		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027		Projected Data	90%	92%	94%	96%	98%	88%	Actual Data	84%	95%			
Average Baseline 2021-2022		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027																					
	Projected Data	90%	92%	94%	96%	98%																					
88%	Actual Data	84%	95%																								

ACTION PLAN FOR FOCUS AREA #1 R2S Endorsement Provide professional development opportunities designed to develop or meet R2S requirements.	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Keep teachers and administrators abreast of requirements for earning R2S endorsements.	July 2022-June 2027	Principal Reading Coach Instructional Coach	\$0.00	N/A	Documentation of notifications <i>Continue 2024-2025</i>
2. Provide approved professional development for teachers that support and develop R2S requirements in the classroom.	July 2022-June 2027	District Principal Reading Coach Instructional Coach	TBD	District Title I	Documentation of professional development Science of Reading coursework <i>Continue 2024-2025</i>
3. Keep teachers abreast of outside opportunities for professional development that meet R2S requirements.	July 2022-June 2027	District Principal Reading Coach Instructional Coach	\$0.00	N/A	Documentation of notifications <i>Continue 2024-2025</i>

☐ **Performance Goal Area:** College and Career Readiness* ☐ High Performing WorkForce* **X Safe and Supportive Schools***
☐ Strong Stakeholder Partnerships ☐ Effective and Efficient Operations

PERFORMANCE GOAL:

By the end of the 2027 school year, the number of discipline referrals will decrease by 25% from 200 in 2020-21 to 150 in 2026-27 school year.

INTERIM PERFORMANCE GOAL:

The average number of discipline referrals will decrease by 5% each year.

DATA SOURCE(s):

ABE Discipline Data

AVERAGE BASELINE 2020-2021		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Projected Data	190	180	170	160	150
200	Actual Data	162	157			

ACTION PLAN FOR FOCUS AREA #1 Support Programs and Procedures By the end of the 2027 school year, 100% of the faculty and staff will be trained in Positive Behavioral Interventions and Supports (PBIS) and Leader in Me (LIM) to implement these positive approaches to discipline and leadership in the classroom and throughout the school.	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Faculty/staff training in PBIS.	July 2022- June 2027	Principal Asst. Principal Guidance	\$0.00	N/A	Staff development <i>Continue 2024-2025</i>

2. Educate students on rules, rewards, and consequences using PBIS.	July 2022-June 2027	Principal Asst. Principal Guidance Teachers	\$0.00	N/A	Lesson plans, Code of Conduct, discipline policy, behavioral charts, posted expectations <i>Continue 2024-2025</i>
3. Implement ACE Tickets and School ACE Store as PBIS rewards for expected behavior.	July 2022-June 2027	Principal Asst. Principal Guidance Teachers Staff	TBD	School Funds	ACE Store Schedule <i>Continue 2024-2025</i>
4. Faculty/staff training in the Leader in Me program.	July 2022-June 2027	Principal Asst. Principal Guidance Lighthouse Team Leader in Me Coach	\$8,500	Title I	Staff development <i>Continue 2024-2025</i>
5. Implement the principles of the Leader in Me program in each classroom and throughout the school through instruction.	July 2022-June 2027	Principal Asst. Principal Guidance Teachers Staff	\$3,600	Title I	Lesson plans, observations, Leadership notebooks, LIM workbooks, posted LIM goals <i>Continue 2024-2025</i>

6. Communicate student behavior and leadership expectations to parents.	July 2022-June 2027	Principal Asst. Principal Guidance Teachers Staff	TBD	School Funds Title I	Agenda, student handbook, newsletters, Classtag, website, Leader in Me celebrations <i>Continue 2024-2025</i>
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☐ **Performance Goal Area:** College and Career Readiness* ☐ High Performing WorkForce* ☐ Safe and Supportive Schools*
X Strong Stakeholder Partnerships ☐ Effective and Efficient Operations

PERFORMANCE GOAL:

By the end of the 2027 school year, increase parent and community involvement by providing opportunities to collaborate with stakeholders, enhancing parent conferences, and improve volunteer activities to increase investment/satisfaction to 80% in five years.

**INTERIM
PERFORMANCE GOAL:**

The average baseline data will increase by 6% each year.

DATA SOURCE(s):

Average Baseline		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Title I Self Assessment Surveys (% very satisfied)	Projected Data	56%	62%	68%	74%	80%
50%	Actual Data	71%	77%			

ACTION PLAN FOR FOCUS AREA #1 Collaboration with Stakeholders Increase opportunities for stakeholder involvement by 5% each year	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Conduct a partnership assessment to identify current and potential business partners	July 2022-June 2027	Principal Asst. Principal Guidance	\$0	N/A	Partnership Assessment <i>Continue 2022-23</i>
2. Develop a Parent and Community Action Team	July 2022-June 2027	Teachers Community Representatives	\$0	N/A	Parent and Community Action Team roster <i>Continue 2024-2025</i>
3. Task the Parent and Community Action Team with soliciting business partners	July 2022-June 2027	Parent and Community action team	\$0	N/A	Partnership Assessment <i>Continue 2024-2025</i>
4. Work in collaboration with the Shaw Air Force Base liaison to increase military involvement in our school	July 2022-June 2027	Principal Asst. Principal Guidance	\$0	N/A	Documentation of military involvement <i>Continue 2024-2025</i>

ACTION PLAN FOR FOCUS AREA #2 Enhancing Parent Conferences	EVALUATION
Enhance parent conferences to improve parent/guardian participation by 5% each year	

ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Designate fall and spring conference dates on the parent calendar	July 2022-June 2027	Principal Asst. Principal Guidance	\$0	N/A	Parent annual calendar <i>Continue 2024-2025</i>
2. Provide virtual or in-person options for our parents	July 2022-June 2027	Teachers	\$0	N/A	Conference flier <i>Continue 2024-2025</i>

3. Conduct conferences in the fall and spring for all parents	July 2022-June 2027	Teachers	\$0	N/A	Sign-in sheets <i>Continue 2024-2025</i>
4. Implement student-led conferences in the spring.	July 2022-June 2027	Teachers Students	\$1000	Title I	Sign-in sheets, Student Leadership notebooks <i>Continue 2022-23</i>

ACTION PLAN FOR FOCUS AREA #3 Volunteer Activities Increase opportunities for parents and community members to volunteer at school by 5% each year	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
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1. Conduct annually a volunteer interest survey	July 2022-June 2027	Principal Asst. Principal Guidance	\$0	N/A	Volunteer survey <i>Continue 2024-2025</i>
2. Implement a Positive School Climate Action Team	July 2022-June 2027	Teachers Community Representatives	\$0	N/A	Positive School Climate Action Team roster <i>Continue 2024-2025</i>
3. Monitor the number of volunteers who come to the school	July 2022-June 2027	Positive School Climate Action Team	\$0	N/A	Roster of volunteers <i>Continue 2024-2025</i>
4. Show appreciation to volunteers by sending thank you notes and holding a volunteer reception at the end of the year	July 2022-June 2027	Positive School Climate Action Team	\$750	Title I	Documentation of tokens of appreciation <i>Continue 2024-2025</i>

☐ **Performance Goal Area:** College and Career Readiness* ☐ High Performing WorkForce* ☐ Safe and Supportive Schools*
☐ Strong Stakeholder Partnerships ☒ **Effective and Efficient Operations**

PERFORMANCE GOAL:

By the end of the 2027 school year, facilitate effective and efficient use of resources to support classroom instruction in an effort to increase faculty and staff satisfaction to 88% in five years.

**INTERIM
PERFORMANCE GOAL:**

The average baseline data will increase by 3% each year.

DATA SOURCE(s):

Average Baseline		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
School Self Assessment Surveys (% satisfied)	Projected Data	76%	79%	82%	85%	88%
76%	Actual Data	96%	93%			

ACTION PLAN FOR FOCUS AREA #1 technology Increase the use of instructional technology by 3% each year	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Survey teachers to determine types of software programs to purchase	July 2022-June 2027	Principal Asst. Principal Guidance Instructional Coach Teachers	\$0	N/A	Survey <i>Continue 2024-2025</i>
2. Provide monthly technology training	July 2022-June 2027	District Technology Coach	\$0	N/A	Agendas, sign-in sheets <i>Continue 2024-2025</i>
3. Monitor technology lessons and provide feedback	July 2022-June 2027	Principal Asst. Principal Guidance Instructional Coach Teachers	\$0	N/A	Lesson Plans ELEOT observation SAM-R reflection form <i>Continue 2024-2025</i>
4. Monitor student usage of the software programs	July 2022-June 2027	Principal Asst. Principal Guidance	\$0	N/A	Software reports <i>Continue 2024-2025</i>

		Instructional Coach Teachers			
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ACTION PLAN FOR FOCUS AREA #2 Physical Environment Improve physical environment of the school	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Keep Faculty and Staff updated on work orders	July 2022-June 2027	Principal Asst. Principal Bookkeeper Head Custodian	\$0	N/A	Emails Work Order Spreadsheet <i>Continue 2024-2025</i>
2. Develop an exit survey to determine room maintenance requests	July 2022-June 2027	Principal Asst. Principal Bookkeeper Head Custodian	\$0	N/A	Survey <i>Continue 2024-2025</i>
3. Create a Faculty and Staff lounge	July 2022-June 2027	Positive School Climate Action Team	\$2000	Student Activity Account	Designated room <i>Continue 2024-2025</i>

4. Complete the Safety Assessment Report and address deficiencies	July 2022-June 2027	Principal Asst. Principal Bookkeeper Head Custodian Safe Schools Team	\$0	N/A	Safe Schools Report <i>Continue 2024-2025</i>
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ACTION PLAN FOR FOCUS AREA #3 Finance/Instructional Resources Distribute resources across the school with equity	EVALUATION
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ACTIVITY (Action steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Provide a budget amount for all classrooms	July 2022-June 2027	Principal Asst. Principal Bookkeeper Head Custodian	\$8000	Supply Account	Budget report <i>Continue 2024-2025</i>
2. Organize and distribute math and reading resources	July 2022-June 2027	Instructional Coach Reading Coach	\$0	N/A	Math and Reading room check-out system <i>Continue 2024-2025</i>
3. Organize and distribute science resources	July 2022-June 2027	Instructional Coach	\$0	N/A	Science room check-out system <i>Continue 2024-2025</i>

4. Organize and distribute professional resources for teachers.	July 2022- June 2027	Instructional Coach Reading Coach Media Specialist	\$0	N/A	Professional resource checkout system <i>Continue 2024-2025</i>

South Carolina Department of Education
Read to Succeed Primary and Secondary Exemplary Literacy Reflection Tool
2023-24

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

Assessment

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

Possible Sources of Evidence:

Universal Screening Data, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, PAST (Phonological Assessment Screening Test)

Reflections	Rarely	Sometimes	Routinely
A1. Teachers use a comprehensive formative assessment system.	☐	☐	☒
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	☐	☐	☒
A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data).	☐	☐	☒
A4. Teachers collect and analyze data to determine targeted, effective in-class interventions.	☐	☒	☐

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

Research-Based and Evidence-Based Instructional Practices

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Explicit and Systematic Phonics, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading, Explicit Reading Instruction, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Possible Sources of Evidence:

Teacher Observations, Schedules, Lesson Plans

Reflections	Rarely	Sometimes	Routinely
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☒	☐
B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	☐	☐	☒
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	☐	☐	☒
B4. Teachers monitor student engagement in reading and writing and use this data to build stamina.	☐	☒	☐
B5. Teachers make instructional decisions and program choices aligned with scientific research, strategic use of assessments, and observations of students.	☐	☒	☐
B6. Teachers model reading using literary texts and informational texts to build accuracy and fluency in reading.	☐	☒	☐
B7. Teachers model through interactive writing experiences to build accuracy and fluency in writing.	☐	☒	☐
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, and speaking.	☐	☒	☐

Reflections	Rarely	Sometimes	Routinely
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses.	☐	☒	☐
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	☒

Section C: This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Supplemental Instruction

- Foundational Reading Skills
 - Listening Comprehension
 - Print Concepts
 - Decoding and Encoding
 - Phonological Awareness and Phonics
 - Fluency
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)
- Small Group and Individual Instruction to Target and Intensify Instruction

Possible Sources of Evidence:

Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-for and action plans, lesson plans focused on teaching strategic reading behaviors

Reflections	Rarely	Sometimes	Routinely
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	☐	☒	☐
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	☒	☐
C3. Teachers provide targeted, effective in-class intervention which: ● must provide individual and small-group instruction; and ● must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☐	☒

Section D: This school embeds practices reflective of exemplary literacy-rich environments.

Literacy-Rich Environmental Components

- Immersion in literacy and language experiences
- Classroom libraries across disciplines
- Materials meet the needs of all children including students with disabilities and multi-language learners
- Appropriate academic language including student-led conversations
- Atmosphere of room conducive to learning

Possible Sources of Evidence:

Schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

Reflections	Rarely	Sometimes	Routinely
D1. Teachers use predictable structures so that students construct knowledge by reading and writing authentic texts.	☐	☒	☐
D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	☒	☐
D3. Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching.	☐	☐	☒
D4. Teachers ensure text and materials are organized and easily accessible by students.	☐	☐	☒
D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	☒
D6. Teachers prominently display artifacts reflective of student learning.	☐	☒	☐
D7. Teachers immerse students in print-rich environments.	☐	☒	☐

Section E: This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels.

Reading Engagement

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous grade-level appropriate books and other nontraditional forms of texts (audiobooks, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genres.

Possible Sources of Evidence:

Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

Reflections	Rarely	Sometimes	Routinely
E1. Teachers provide students choices in what they read, write, and research.	☐	☒	☐
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	☐	☒	☐
E3. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	☒
E4. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and culturally diverse, authentic texts.	☐	☐	☒

Section F: This school provides teacher and administrator training in evidence-based reading and writing strategies.

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on What Works Clearinghouse
- Foundational Reading Skills

Possible Sources of Evidence:

Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans, LETRS Progress Reports

Reflections	Rarely	Sometimes	Routinely
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: ● Study groups ● Collaboration through coaching cycles with school coach ● Professional book clubs ● Teacher action research ● Collaborative planning ● Peer coaching	☐	☐	☒
F2. Administrators participate in professional learning opportunities within and outside the school district based on personal needs and/or school-wide data: ● Study groups ● Collaboration with school coach ● Professional book clubs	☐	☐	☒

Section G: This school strategically partners with county libraries, state, and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Literacy Partnerships

Possible Sources of Evidence:

Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Reflections	Rarely	Sometimes	Routinely
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists	☐	☒	☐
G2. Specific actions are taken to foster partnerships.	☐	☒	☐

Section H: This school utilizes a system for helping parents understand how they can support the student as a reader at home.

Family Support of Literacy Development

Possible Sources of Evidence:

Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Reflections	Rarely	Sometimes	Routinely
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	☒

Section I: Analysis of Data

Strengths	Possibilities for Growth
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. C3. Teachers provide targeted, effective in-class intervention. D4. Teachers ensure text and materials are organized and easily accessible by students. E4. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms. Texts should include decodable texts and culturally diverse, authentic texts. F1. Teachers participate in ongoing, job-embedded professional learning opportunities. H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	B7. Teachers model through interactive writing experiences to build accuracy and fluency in writing. D2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers. E1. Teachers provide students choices in what they read, write, and research.

Section J: Previous School Year SMART Goals and Progress Toward Those Goals

Please provide your school's goals from last school year and the progress your school has made toward these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from 33 % to 28 % in the spring of 2023.	The percentage of third graders scoring Does Not Meet as determined by SC READY was reduced from 33% in the spring of 2022 to 24% in the spring of 2023.
<u>Goal #2:</u>	
<u>Goal #3:</u>	

Section K: Current SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third-grade reading proficiency goal. Schools that do not serve third-grade students may choose a different goal. **Schools may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan and the Academic Recovery plans. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set a reasonable goal(s) for the current school year.

Goals	Action Steps
<u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 24 % to 19 % in the spring of 2024.	1. Review SC READY data from spring 2023. 2. Complete teacher self-reflections at the beginning and end of the year to determine how teachers use data to plan reading instruction. 3. Provide professional development training by the instructional coach and reading coach on the use of SC READY data to plan targeted reading instruction. 4. Provide LETRS training to all classroom teachers. 5. Provide opportunities for teachers to collaborate on using data to plan targeted reading instruction. 6. Provide feedback by administrators on their observations of reading instruction.
<u>Goal #2:</u> Reduce the percentage of 2 nd and 3 rd grade students performing below grade level in the fall of 2023 as determined by MAP from 69% to 64%.	1. Review MAP data from fall 2023. 2. Complete teacher self-reflections at the beginning and end of the year to determine how teachers use data to plan reading instruction. 3. Provide professional development training by the instructional coach and reading coach on the use of MAP data to plan targeted reading instruction. 4. Provide LETRS training to all classroom teachers. 5. Provide opportunities for teachers to collaborate on using data to plan targeted reading instruction. 6. Provide feedback by administrators on their observations of reading instruction.

<u>Goal #3:</u>	
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