



SUMTER SCHOOL DISTRICT



**CHESTNUT OAKS
MIDDLE SCHOOL**

2022-2027 SCHOOL RENEWAL PLAN

Mrs. Jenaii D. Edwards, Principal

Ms. Floydean Palmer-McLeod, Assistant Principal

Ms. Steffanie Taylor, Instructional Coach

TABLE OF CONTENTS

School Renewal Plan Signature Page

Assurances for School Renewal Plans

Stakeholders Involvement for School Renewal Plan

District Requested Strategic/Renewal Plan Waiver

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

SCHOOL RENEWAL PLAN SIGNATURE PAGE
SCHOOL RENEWAL PLAN COVER PAGE (Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Chestnut Oaks Middle School

DISTRICT Sumter School District

SCHOOL RENEWAL PLAN FOR YEARS 2022-2027 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2023-2024 (*one year*)

Assurances: The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Ralph W. Canty, Sr., D. Min.		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. William T. Wright, Jr.		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Ariel Porter		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Jenaii D. Edwards		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Steffanie Taylor		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1200 Oswego Rd. Sumter, SC 29153

SCHOOL'S TELEPHONE: (803)775-7272

PRINCIPAL'S EMAIL ADDRESS: jenaii.edwards@sumterschools.net

STAKEHOLDERS INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION NAME

- 1. PRINCIPAL..... Mrs. Jenaii D. Edwards**
- 2. TEACHER..... Ms. Christal Tisdale**
- 3. PARENT/GUARDIAN..... Ms. La'Shawne' Ham**
- 4. COMMUNITY MEMBER.....Mrs. Deborah Dunbar**
- 5. SCHOOL IMPROVEMENT COUNCIL.....Ms. Ariel Porter**
- 6. OTHERS Ms. Floydean McLeod**

2024 Strategic Planning Feedback by Stakeholder Group

Leadership Team

Jenaii Edwards, Principal

Floydean McLeod, Assistant Principal

Steffanie Taylor, Instructional Coach

Lawhan Jordan, Guidance

Bryant Nelson, Guidance

Marie Grady, Career Specialist

Tampla Hearrell, CTE

Brenetta Thomas, Media Specialist

Adrina Ragin, Social Worker

James Dixon, Social Studies

Raymone Rogers, Math

Katrina Frierson, ELA

James Dixon, Social Studies/8th grade Team Lead

Leighandra Mitchell, Special Education Lead

Ronnie Flowers, 6th grade Team Lead

Christal Tisdale, Science/ 7th grade Team Lead

Tampla Hearrell, Elective Team Lead

Performance Goal Area 1: College and Career Readiness:

Chaired by: Jenai Edwards

Floydean McLeod, Assistant Principal
Steffanie Taylor, Instructional Coach
Lawhan Jordan, Guidance

Bryant Nelson, Guidance
Marie Grady, Career Specialist
Brenetta Thomas, Media Specialist

Performance Goal Area 2: High Performing Workforce

Chaired by: James Dixon

Jamila Ricks, Science
Raymone Rogers, Math
Juliana Bebli, ELA

Leighandra Mitchell, Special Education

Performance Goal Area 3: Safe and Supportive Schools

Chaired by: Ronnie Flowers

Lousie-Anna Taylor, Science
Elizabeth Flowers, ELA

Shanlone Martin, ELA
LaRonda Shaw, Special Education

Performance Goal Area 4: Strong Stakeholder Partnerships

Chaired by: Christal Tisdale

Eric Anokye, Math
Katrina Frierson, ELA
Tiara Turner, Social Studies

Performance Goal Area 5: Effective and Efficient Operations

Chaired by: Tampla Hearrell

Thomas Slater, Chorus
Megon Pedroza Art
Carlton McFadden, Math Assistance

Taylor Little-Band
Jaysson Leach, PE
Zaria Jones- Math Assistance

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card:

[2021 SC School Report Card- Chestnut Oaks Middle School](#)

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Student Engagement

Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	11.4	Up from 11.3
Percent of students served by gifted and talented program	12.8	Down from 12.9
Percent of students retained	0.0	Down from 0.2
Principal's/Superintendent's/Director's years at school/district	5	Up from 4
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	100	No change
Chronic Absenteeism Rate (Note: Data are from prior school year)	20.0	Down from 27.4
Percent of 8th Graders with Individual Graduation Plan (IGP)	100.0	Up from 96.8

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	22	81	9
Percent satisfied with learning environment	72.8%	75.3%	66.7%
Percent satisfied with social and physical environment	81.9%	82.7%	66.7%
Percent satisfied with school-home relations	54.5%	72.9%	55.5%

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	22	Down from 23
Teacher attendance rate	90.6	N/A
Average teacher salary	\$46,711	Down from \$48,307
Percent of teachers returning from previous year - current year	85.0	Down from 93.8
Percent of teachers returning from previous year - three year average	84.0	Up from 77.9
Percent of teacher vacancies for more than 9 weeks	9.1	Up from 4.3
Prime instructional time	70.6	N/A
Student-teacher ratio in core subjects	26.4 to 1	N/A
Percent of inexperienced teachers teaching in core classes	25.0	Up from 22.2
Number of inexperienced teachers teaching in core classes	3	Up from 2
Percent of out-of-field teachers teaching in core classes	8.3	Down from 11.1
Number of out-of-field teachers teaching in core classes	1	No change

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Safety

Evaluations By Parents	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	66.7	9
"My child's teachers and school staff prevent or stop bullying at school."	88.9	9
Evaluations By Teachers	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	90.9	22
"The rules for behavior are enforced at my school."	77.3	22

Unsafe Incident Information as reported in the 2020-2021 Incident Management System (IMS)

	Number of Incidents
Have there been any incidents involving a firearm?	No
Was a homicide committed at your school?	No
Incidents of rape or attempted rape	0
Incidents of sexual assault (not rape)	0
Incidents of robbery w/ weapon	0
Incidents of robbery w/ firearm or explosive	0
Incidents of robbery w/out weapon	0
Incidents of physical attack w/ weapon	0
Incidents of physical attack w/ firearm or explosive	0
Incidents of physical attack w/out weapon	0
Incidents of threats of physical attack w/ weapon	0
Incidents of threats of physical attack w/ firearm or explosive	0
Incidents of threats of physical attack w/out weapon	1
Incidents of possession of firearm or explosive	0
Students with in-school suspensions	13
Students with out of school suspensions	43
Students expelled	0
School related arrests and referrals to law enforcement	0
Incidents of bullying and harassment	0

NOTE: For additional information, visit the National Civil Rights Data Collection (CRDC) website here: <https://ocrdata.ed.gov/>

Financial Data

School level Financial Information

	Our School	Change from Prev Year
Average teacher salary	\$46,711	Down from \$48,307
Percent of expenditures for instruction	49.0	Down from 70.2
Percent of expenditures for teacher salaries	45	Down from 58.4
Average administrator salary	\$87,575	Down from \$88,944
Percent of students in poverty (TANE , Medicaid, SNAP , foster child, homeless or migrant)	92.9	Down from 95.9
Prior fiscal year State & Local Personnel Per Pupil Expenditure	\$6,836	Down from 7206
Prior fiscal year Federal Personnel Per Pupil Expenditure	\$1,133	Down from 1240
Prior fiscal year State & Local Non-Personnel Per Pupil Expenditure	\$1,146	Down from 1438
Prior fiscal year Federal Non-Personnel Per Pupil Expenditure	\$408	Down from 534
Prior fiscal year Total State & Local Per Pupil Expenditure	\$7,983	Down from 8644
Prior fiscal year Total Federal Per Pupil Expenditure	\$1,542	Down from 1774
Prior fiscal year Total Per Pupil Expenditure	\$9,524	Down from 10418

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/>

Chestnut Oaks Middle School opened its doors in August 1999. It houses students in three grade levels - sixth, seventh, and eighth. The layout of the school is unique in that all buildings are visible and accessible from a very attractive center courtyard. Classes for each grade level, elective classes, physical education, administrative offices, the media center, and the cafeteria are contained in separate facilities within the school's physical plant.

Known as the Gamecock City, Sumter lies near the geographic center of the state. Sumter offers a highly diversified industrial structure and is famed for its lovely gardens and charming residential neighborhoods. Columbia, the state capital, lies 44 miles to the west. Sumter is proud to be the home of Shaw Air Force Base and the Third Army, which are integral parts of our community.

Sumter School District was formed on July 1, 2011 by consolidating Sumter School Districts Two and Seventeen. The newly formed district enrolls more than 17,000 students in grades preschool through 12. Chestnut Oaks, located approximately 1½ miles north of Sumter on rural Oswego Road, has a present enrollment of 422 students. Our stakeholders promote and maintain a safe, healthy, nurturing, and compassionate atmosphere for all students.

Chestnut Oaks students are housed in three buildings. The majority of students are transported by bus beginning at 7:00 A.M. daily. Breakfast is served from 7:15-7:50 A.M. in the school cafeteria. School personnel supervise students upon arrival after eating breakfast. School officially begins at 8:00 A.M. with all students reporting to homeroom/first period, and afternoon dismissal is 3:00 P.M.

Staff and curriculum are important elements of any educational system or institution. The curriculum consists of four academic subjects: English/Language Arts, Mathematics, Science, and Social Studies. Elective courses include physical education, band, chorus, keyboarding, art, drama, AVID and READ 180 (a reading intervention program).

The academic program at Chestnut Oaks is supplemented with several grade-level educational field trips, grade-level teaching teams, and school-wide departments. Additional tutorial services are available from individual subject-area teachers, district programs, and parent, school, and community volunteers. Six fully-equipped computer labs are also available on campus to help meet the academic needs of our students.

Chestnut Oaks offers its students a variety of school and extracurricular activities and clubs which foster interest, citizenship/leadership qualities, and social/teamwork skills. Many of these clubs and their activities have a positive impact on the school, the district, the community and the state. Clubs and organizations at Chestnut Oaks include the following: Student Council, National Junior Honor Society, Future Business Leaders of America/Middle Level, and the Poetry Club. The After-School Sports Program at Chestnut Oaks consists of girls volley ball, football, basketball, track, and cheerleading. These activities tend to have a positive impact on social and teamwork values, self-discipline, and health issues.

The school's counseling services and health support personnel promote the physical, social, and emotional well-being of our students. The guidance department offers both individual and group counseling to facilitate good study habits, appropriate peer and adult relationships, course selection, career planning, and tutoring. Other areas of intervention include classroom guidance, personal student issues and responsibilities, decision making, social awareness, and career and character education. A registered nurse, registered psychologist, certified speech therapist, mental health counselor, and certified social worker is provided by the district and are available as needed for any unique health-related matters or emergency situations.

A majority of students surveyed at Chestnut Oaks indicate a positive personal view of their school. The survey indicates that students are satisfied with the learning environment (75.3%), the social and physical environment (82.7%), and school-home relations (72.9%). Parent survey revealed (66.7%) satisfied with the learning environment, (66.7%) satisfied with the social and physical environment, and (55.5%) satisfied with school-home relations.

Community support for Chestnut Oaks is primarily provided by the school's business partners. Their support includes special student and staff awards and financial support for school supplies. Our business partners help bridge the school-to-work gap and encourage local employers to enhance development of the progressive Sumter community.

We at Chestnut Oaks believe that students should be rewarded for their accomplishments, improvements, and achievements. Our students are recognized with A, A/B, and B Average Honor Rolls and perfect attendance quarterly. Honor Roll students have been rewarded with luncheons, meals from area restaurants and ice cream socials. Students are also recognized for exhibiting excellent behavior and modeling good citizenship while on the campus. Quarterly acknowledgements are scheduled to honor students for their school, district, state, and community achievements. Sports awards are presented to deserving and skilled athletes during the Athletic Banquet.

The daily operational procedures and necessary activities needed to make our school progressive and successful depend on the support, leadership, cooperation, and vision of all who support its mission - the administration, staff, students, parents, and support personnel. A sound, real-world curriculum, supported with diverse enrichment programs, a wholesome learning environment, and the dedicated employees are the forces that strengthen and drive the success and accomplishments of the school.

The comprehensive needs assessment developed by the school strategic planning members, the action team members, and the school administration addressed the following areas: College and Career Ready, High Performing Workforce, Safe and Supportive Schools, Strong Stakeholder Partnerships, and Effective and Efficient Operations. For each of these areas, a plan of action has been determined for improvement. Information gained from the school report card, other assessment data, community meetings, and school personnel meetings was utilized to develop this strategic plan.

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.

College and Career Ready: Student Achievement, including sub-groups
<i>Early Childhood/Primary (PK–2):</i>
<i>Elementary/Middle (3–8):</i>
At Chestnut Oaks Middle School, we are constantly analyzing data. This data clearly indicates a definite need to increase the academic rigor for all students. The school believes it is necessary to implement effective

instructional strategies and best practices to move all of our students towards meeting grade level standards, as well as scoring met or higher on the annual SC READY and SC PASS standardized assessments. Chestnut Oaks is also committed to preparing our students for college and career readiness. To meet the academic needs of all students, teachers are expected to use various instructional strategies in their lesson preparation and delivery, such as teaching critical thinking skills, clear modeling, high quality questioning, differentiated instruction, close reading, text-dependent questions, argumentative writing, student engagement activities, and formative assessments. The continued use of AVID and WICOR strategies enhance the teaching and learning for all of the students. There is an additional need to more support staff for interventions and to reduce the number of students in Tier 1 and Tier 2.

High School (9–12):

High Performing Workforce: Teacher/Administrator Quality

We strive to enhance and strengthen the capacity of all teachers at Chestnut Oaks Middle School. We will continue to provide support to all teachers to enhance their instructional practices and utilize best practice strategies. We require additional certified, highly qualified staff due to the teacher shortage nationwide and the added stress of the pandemic. All teachers will continue to receive individualized and meaningful professional development weekly as well as content specific training in/out of state. Vertical planning opportunities are provided for teachers to collaborate quarterly. Chestnut Oaks will continue to retain competent and effective teachers annually, as well as recruit highly qualified teachers.

Safe and Supportive Schools: School Climate

The adults in our building drive the school climate. We have developed and implemented various strategies to not only build classroom communities and a strong, positive school culture, but also to build our school culture and sustain a safe and supportive school system. We recognize the challenges that our students face and strive to strengthen our culture and support our staff and families. We have implemented several social and emotional (SEL) supports that have been useful as we navigate through this pandemic. Chestnut Oaks Middle School also has a full time school resource officer (SRO). We recognize the need for more parental support and family engagement and will continue to increase opportunities for them. We also aim to increase parent/teacher conferences, and parent information sessions moving forward. As a Title I school, use of the funding provided will also assist us with those endeavors. Based on the number of discipline referrals reported during the past full school year, student discipline continues to show an area needing attention and improvements. Chestnut Oaks stakeholders will continue to seek ways to educate, and empower students to take responsibility for their behavior. At Chestnut Oaks we will continue to focus on ensuring positive student growth and making it a priority.

Strong Stakeholder Partnerships

Chestnut Oaks Middle School is a community based school. We have numerous partnerships with USC/Sumter, Central Carolina, Morris College, and Shaw Air Force Base, etc. Although the pandemic has put a strain on various outreach programs and assistance, we strive to revamp and re engage with those community partnerships. We need to strengthen our communication with all stakeholders and provide additional opportunities for parent and community engagement.

Effective and Efficient Operations
Chestnut Oaks was established in 1999. Since then very few if any renovations have been made. There are numerous repairs and updates that are needed to ensure a safe, clean, and healthy environment for all stakeholders. Due to COVID, we have implemented new cleaning, and deep cleaning protocols, but there is still a need for updated furniture, powerwashing, and lighting. Some repairs have already begun, but there is still work to be done. Our commitment to safety is evident through our documentation of safety procedures, protocols for various hazards or hazardous situations, adequate signage, and compliance with our safety drill calendar.

CHESTNUT OAKS MIDDLE SCHOOL

2022-2027

Performance Goals

Pillar One: College and Career Readiness/Student Achievement

Goal: We will best prepare students to become college and career ready by implementing strategies and practices that increase student growth in ELA and Math by 10% over the next five years

Focus Areas:

Academic Recovery-We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.

Equity within Subgroups-We will provide equitable resources within our Special Education subgroup to increase growth in ELA by 8 points, over the next 5 years, as measured by MAP results.

Innovative Projects-We will prepare students for college and career readiness by increasing student attendance by 10% over the next 5 years

Pillar Two: High Performing Workforce / Teacher/Administrator Quality

Goal: Chestnut Oaks Middle will attract, develop, and retain high quality teachers by supporting effective leadership practices, diversifying faculty and staff and ensuring equity and inclusion for 100% of our faculty and staff.

Focus Area:

Supportive Leadership Practices: All teachers will participate in professional learning opportunities and ongoing continuing education for 120 hours by 2027.

Diversifying Faculty and Staff-We will create a diverse staff by recruiting and hiring at least 1 to 2 staff members from various cultures and backgrounds with efficacy each year by 2027.

Ensuring Equity and Inclusion- We will enhance the diversity, equity, and inclusion of our staff through a 100% participation rate in professional development and studies.

Pillar Three: Safe and Supportive Schools / School Climate

Goal: Enhance and sustain an all-inclusive school environment that supports social/emotional wellbeing, cultural diversity, and individualized needs through the improvement of classroom management techniques.

Focus Area

Social/Emotional Wellbeing- In the next 5 years, we will increase the amount of SEL resources by 60% as measured by SEL activities and lesson plans

Inclusive Climate-In the next 5 years, we will improve the inclusive climate by increasing community involvement by 20% as measured by Title 1 Family and engagement activities

Safety Planning-In the next 5 years, we will improve the security and safety of the campus by keeping safety protocols and safety equipment up to date with 100% fidelity as measured by drills, trainings and observations

Pillar Four: Strong Stakeholder Partnerships

Goal: We will expand involvement and engagement with community partnerships, internal/external communication and military personnel with 100% fidelity as determined by the confirmation and documentation of the amount of partnerships and engaged community activities.

Focus Area:

Community Partnerships-Community Partnerships will be doubled in active involvement over the next 5 years using Google forms and surveys to track partnerships.

Internal/External Communication- Internal/external communication will increase and be followed with 100% fidelity to communicate with those faculty, staff and all stakeholders over the next 5 years through the use of Robo calls, emails, and newsletters.

Military-Military involvement will increase by 30% over the next 5 years with close communication with a military liaison to assist students in career discovery and mentorship opportunities.

Pillar Five: Effective and Efficient Operations

Goal: Chestnut Oaks will continue effective use of 100% of our funding allotment, as well as seek additional funds to address school safety, technology, and efficient school operations over the next five school terms.

Focus Area:

School Safety-In order to ensure safety throughout Chestnut Oaks Middle school, communication tools and hallways cameras will be functional, as well as security doors locked 100% of the active school day.

Technology-We will ensure 100% of students have access to working technology inside and outside of school, with back-up devices made available as necessary.

Efficient Facilities Operations-Chestnut Oaks Faculty and Staff will work cohesively to develop efficient school operation procedures and provide resources 100% of the time as measured by drills, budget allocations, walkthroughs, and school climate data.

Performance Goal Area: **X College and Career Readiness*** ☐ High Performing WorkForce* ☐ Safe and Supportive Schools*

☐ Strong Stakeholder Partnerships ☐ Effective and Efficient Operations

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will best prepare students to become college and career ready by implementing strategies and practices that increase student growth in ELA and Math by 10% over the next five years.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-26	2026-2027
DATA SOURCE(s): South Carolina State Standardized Assessments (SCREADY) scores for subject area	SCREADY (ELA) 2021-18%	Projected Data	ELA 21%	ELA 23%	ELA 25%	ELA 27%	ELA 29%
		Actual Data	ELA 21.1%	27.1%			

ACTION PLAN FOR FOCUS AREA #1: ACADEMIC RECOVERY We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Provide Reading intervention classes for students that require additional support based on SC READY scores	July 2022-June 2027	Instructional Coach, Teachers, School Administrators, Guidance Counselors, Non-Certified classroom staff	TBD	District School Title I	Lesson plans, Observations, Presentations, Mastery Connect, Schoology, Peer observations, Attendance, Presentation, Standards, Field Studies, Reports from Newsela, IXL, Exact Path and ALEKS Continuing

ACTION PLAN FOR FOCUS AREA #1: ACADEMIC RECOVERY We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
		Teachers, Non-certified Staff in Classrooms, Administrators		ESSER Funds	provided by the EL Teacher Continuing
5. Continue to analyze MAP data to drive instruction and instructional decisions	July 2022-June 2027	Instructional Coach, Teachers, School Administrators, Guidance Counselors, Non-Certified classroom staff	TBD	District School Title I	MAP Reports, Lesson Plans & IEP's Continuing
6. Continue to reinforce AVID schoolwide and the use of WICOR strategies.	July 2022-June 2027	Instructional Coach, Teachers,		General Fund CATE Funds ESSER	Lesson plans, Observations, Presentations, Mastery Connect, Schoology, Peer observations, Attendance,

ACTION PLAN FOR FOCUS AREA #1: ACADEMIC RECOVERY We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
		School Administrators, Guidance Counselors, Non-Certified classroom staff		Funds Title I funds	Presentation, Standards, Field Studies, Reports from Newsela, IXL, Exact Path and ALEKS Continuing with WICOR strategies, and AVID strategies

To add a row, go to the last box and press the tab button.

Performance Goal Area: **X College and Career Readiness*** ☐ High Performing WorkForce* ☐ Safe and Supportive Schools*

☐ Strong Stakeholder Partnerships ☐ Effective and Efficient Operations

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will best prepare students to become college and career ready by implementing strategies and practices that increase student growth in ELA and Math by 10% over the next five years.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-26	2026-2027
DATA SOURCE(s): South Carolina State Standardized Assessments (SCREADY) scores for subject area	SCREADY (MATH) 2021-3%	Projected Data	Math 5%	Math 7%	Math 9%	Math 11%	Math 13%
		Actual Data	Math 2.3%	4.3%			

ACTION PLAN FOR FOCUS AREA #1: ACADEMIC RECOVERY We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Provide Math intervention classes for students that require additional support based on SC READY scores	July 2022-June 2027	Instructional Coach, Teachers, School Administrators, Guidance Counselors, Non-Certified classroom staff	TBD	District School Title I	Lesson plans, Observations, Presentations, Mastery Connect, Schoology, Peer observations, Attendance, Presentation, Standards, Field Studies, Reports from Newsela, IXL, Exact Path and ALEKS Continuing

ACTION PLAN FOR FOCUS AREA #1: ACADEMIC RECOVERY We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
2. Continue to provide individualized support and tools via Edmentum, Exact Path, Newsela, and IXL	July 2022-June 2027	Instructional Coach, Teachers, School Administrators, Guidance Counselors, Non-Certified classroom staff	TBD	District School Title I General Fund ESSER Funds	Reports from ALEKS, IX, Edmentum and Newsela Continuing
3. Initiate regularly occurring incentives and celebrations of student academic success	July 2022-June 2027	All school staff	TBD	District School Title I	Social Media Posts, Achievement Stickers,, Pictures, Certificates Continuing
4. Provide EL support within all classes by a paraprofessional	July 2022-June 2027	Instructional Coach, EL Lead Teacher,	TBD	District School Title I	Lesson Plans, Agendas and Action Plans from Professional Development

ACTION PLAN FOR FOCUS AREA #1: ACADEMIC RECOVERY We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
		Teachers, Non-certified Staff in Classrooms, Administrators		ESSER Funds	provided by the EL Teacher Continuing
5. Continue to analyze MAP data to drive instruction and instructional decisions	July 2022-June 2027	Instructional Coach, Teachers, School Administrators, Guidance Counselors, Non-Certified classroom staff	TBD	District School Title I	MAP Reports, Lesson Plans & IEP's Continuing
6. Utilize VMath for students struggling with Mathematics.	July 2022-June 2027	Instructional Coach, Teachers,		General Fund CATE Funds ESSER	Lesson plans, Observations, Presentations, Mastery Connect, Schoology, Peer observations, Attendance,

ACTION PLAN FOR FOCUS AREA #1: ACADEMIC RECOVERY We will decrease the number of students in the Tier 2 and Tier 3 category as identified in data extracted from teacher observations and report cards by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
		School Administrators, Guidance Counselors, Non-Certified classroom staff		Funds Title I funds	Presentation, Standards, Field Studies, Reports from VMath Continuing

Performance Goal Area:

X College and Career Readiness*

☐ High Performing WorkForce*

☐ Safe and Supportive Schools*

☐ Strong Stakeholder Partnerships

☐ Effective and Efficient Operations

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will best prepare students to become college and career ready by implementing strategies and practices that increase student growth in Science by 10% over the next five years.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-26	2026-2027
DATA SOURCE(s): South Carolina State Standardized Assessments (SCREADY) scores for subject area	SCPASS (Science) 2021-17%	Projected Data	SCPASS 19%	SCREADY 21%	SCREADY 23%	SCREADY 25%	SCREADY 27%
		Actual Data	19.6%	N/A			

--

ACTION PLAN FOR FOCUS AREA #2: EQUITY WITHIN SUBGROUPS					EVALUATION
We will provide equitable resources within our Special Education subgroup to increase growth in ELA by 8 points, over the next 5 years, as measured by MAP results.					
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Provide professional development in equitable teaching and learning practices to support students of diverse backgrounds and learning styles	July 2022-June 2027			District School Title I	Agendas, Meeting Notes, Observations, Literature Continuing
2. Review and modify the master schedule to reflect equity amongst all students.	July 2022-June 2027			District School Title I	Schedule, Powerschool Data Continuing
3. Special Education Teachers will loop with their current grade level to continue their current progress	July 2022-June 2027			District School Title I	Master Schedule, Staff Schedule Continuing

ACTION PLAN FOR FOCUS AREA #2: EQUITY WITHIN SUBGROUPS We will provide equitable resources within our Special Education subgroup to increase growth in ELA by 8 points, over the next 5 years, as measured by MAP results.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
4. Training on inclusive practices and reading strategies	July 2022-June 2027			District School Title I	Professional Development, Observations, Lesson Plans Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #3: INNOVATIVE PROJECTS We will prepare students for college and career readiness by increasing student attendance by 10% over the next 5 years.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION (Evidence)
1. Incentives will be held monthly to recognize attendance excellence and improvement in attendance	July 2022-June 2027			District School Title I	Social Media Posts, Achievement Stickers, Pictures, Certificates Continuing
2. Parent recognition for student attendance.	July 2022-June 2027			District School Title I	Social Media Posts, Achievement Stickers, Pictures, Certificates Continuing
3. Faculty and staff recognition for student attendance	July 2022-June 2027			District School Title I	Social Media Posts, Achievement Stickers, Pictures, Certificates Continuing
4. Review master schedule for possible flex time for good attendance weekly.	July 2022-June 2027			District School Title I	Social Media Posts, Achievement Stickers, Pictures, Certificates Continuing
5.					

To add a row, go to the last box and press the tab button.

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

PERFORMANCE GOAL:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

COMS will attract, develop, and retain high quality teachers with 100% of our teaching positions filled by appropriately certified teachers by 2027.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-25	2025-2026	2026-2027
DATA SOURCE(s): CERRA, Employment applications, District Personnel Database (CSI), State Certification requirements and School Report Card.	22/26 positions 2021	Projected Data	23	24	25	26	26
		Actual Data	23	23			

ACTION PLAN FOR FOCUS AREA #1: Supportive leadership practices: All teachers and staff will participate in professional learning opportunities and ongoing continuing education for no less than 120 hours by 2027.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will be provided with professional development opportunities monthly synchronous and asynchronous.	July 2022-June 2027	Leadership District All staff	\$2500	School/District/Title I	Registration/Certificates Continuing
2. Provide teachers with common planning time for collaboration in both planning and assessments.	July 2022-June 2027	All staff	\$1500	School/District/Title I	Agendas/ Sign-in sheets/ Certificates Continuing
3. Support teachers in meeting requirements for being highly qualified in renewal course work and advanced degrees.	July 2022-June 2027	Leadership District All staff	\$2500	School/District/Title I	Registration/Certificates Continuing
4. Provide opportunities for recognition and advancement of teacher leadership.	July 2022-June 2027	Leadership District All staff	\$2500	School/District/Title I	Falcon Gems/certificates/staff incentives/description of roles and responsibilities Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #2: DIVERSIFYING FACULTY AND STAFF We will create a diverse staff by recruiting and hiring at least 1 to 2 staff members from various cultures and backgrounds with efficacy by 2027.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize a school interview team for the purpose of interviewing prospective teachers.	July 2022-June 2027	School Administrators School staff	\$1500	District School Title I	Interview sheets identifying the interviewer Continuing
2. Utilize new and innovative strategies for marketing the school and district in order to interview and reach more candidates in and out of state (Social Media, Zoom, Google Meets, etc.)	July 2022-June 2027	School Administrators District Staff School staff	\$1500	District School Title I	Social Media, Zoom, Google Meets Continuing
3. Participate in state and district career fairs.	July 2022-June 2027	School Administrators District Staff	\$1500	District School Title I	Sign-in sheets Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #3: ENSURING EQUITY AND INCLUSION We will enhance the diversity, equity, and inclusion of our staff through a 100% participation rate in professional development and studies.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop and implement strategies to foster collegiality and collaboration among all staff.	July 2022-June 2027	Leadership Staff	TBD	District School Title I	Registration/sign in sheets/travel logs Continuing
2. A book study on diversity and equity.	July 2022-June 2027	District Employees School Administrators	\$2500	District School Title I	Sumter County school transcripts Budgets Teacher Preparation Transcript Continuing
3. Identify paraprofessionals, substitute teachers, or non-certified district staff and encourage them to consider teaching	July 2022-June 2027	School Administrators Current Teachers	\$2500	District School Title I	Previous Sumter County professional contracts Continuing
4. Routine professional development to better educate	July 2022-June 2027	District Employees	\$2500	District School Title I	Professional Development, Agendas, Signature Pages Continuing

ACTION PLAN FOR FOCUS AREA #3: ENSURING EQUITY AND INCLUSION We will enhance the diversity, equity, and inclusion of our staff through a 100% participation rate in professional development and studies.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
our faculty and staff in the DEI arena.		School Administrators Current Teachers			

To add a row, go to the last box and press the tab button.

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

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Enhance and sustain an all-inclusive school environment that supports social/emotional wellbeing, cultural diversity, and individualized needs through the improvement of classroom management techniques to decrease the number of referrals by 25% over the next five years.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
DATA SOURCE(s):		Projected Data	596	536	483	434	391
PowerSchool (#number of discipline referrals)	596 2021	Actual Data	776	677			
		453					

ACTION PLAN FOR FOCUS AREA #1: SOCIAL AND EMOTIONAL WELL-BEING In the next 5 years, we will increase the amount of SEL resources by 60% as measured by SEL activities and lesson plans					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide SEL survey to all students	July 2022-June 2027	All Staff	TBD	District School Title I	Survey implementation Continuing
2. Provide a weekly check-in to address SEL	July 2022-June 2027	All Staff	TBD	District School Title I	Google forms; School counselors/staff check-ins Continuing
3. Incorporate an advisory/SEL time into our schedule.	July 2022-June 2027	Admin Staff	TBD	District School Title I	Revising the master schedule; teacher observations; weekly newsletter Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #2: INCLUSIVE CLIMATE In the next 5 years, we will improve the inclusive climate by increasing community involvement by 20% as measured by Title 1 Family and engagement activities					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide monthly Title I family engagement activities/events	July 2022-June 2027	Title 1 Team	TBD	District School Title I	Sign-in sheets, flyers, parent and family notifications via social media outlets and email Continuing
2. Establish a mentoring program during and after school	July 2022-June 2027	Teachers/Admin Staff	TBD	District School Title I	Sign-in sheets, teacher and attendance logs, and scheduling Continuing
3. Provide a girls club and boys club	July 2022-June 2027	Teachers/Counselors/Admin Staff	TBD	District School Title I	Sign-in sheets, weekly logs/agendas from meetings Continuing
4. Implement an MTSS program to triangulate students' attendance, discipline, and academic needs.	July 2022-June 2027	Teachers/ Admin Staff	TBD	District School Title I	Monthly meetings to decide on intervention/resources for students; classroom rosters; PowerSchool Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #3: SAFETY PLANNING In the next 5 years, we will improve the security and safety of the campus by keeping safety protocols and safety equipment up to date with 100% fidelity as measured by drills, trainings and observations					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Hold drills twice a month in order to get students better acquainted with the procedures.	July 2022-June 2027	Admin Staff	TBD	District School Title I	Drill Google Form of Completion Continuing
2. Provide safety binders/bags for every classroom.	July 2022-June 2027	All staff	TBD	District School Title I	All classroom teachers/staff have a binder/bag readily available Continuing
3. Provide de-escalation and restraint certification for all SPED teachers and members of the DIRT safety team.	July 2022-June 2027	District/Admin staff	TBD	District School Title I	Agendas, sign-in sheets, certificate of completion Continuing

To add a row, go to the last box and press the tab button.

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

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will expand involvement and engagement with community partnerships, internal/external communication and military personnel with 100% fidelity as determined by the confirmation and documentation of the amount of partnerships and engaged community activities.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
DATA SOURCE(s): Partnership Outreach Log	5 community based partnerships 2021	Projected Data	by 5%	by 5%	by 5%	by 5%	by 5%
		Actual Data	8 partners	10 partners			

ACTION PLAN FOR FOCUS AREA #1: COMMUNITY PARTNERSHIPS Community Partnerships will be doubled in active involvement over the next 5 years using Google forms and surveys to track partnerships.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop a community garden	July 2022-June 2027	Teachers Community Members	TBD	District State Title 1 Donations	Observation, Pictures, Social Media, Garden Continuing
2. Develop a mentoring program with colleges/universities	July 2022-June 2027	Teachers Community Members	TBD	District State Title 1	Meetings, Conferences, Mentoring Logs, Journals, Continuing
3. Provide community outreach to our families within our neighborhood centers	July 2022-June 2027	Administration Teachers Community Members	TBD	District State Title 1	Meetings, Conferences, Schedule at the centers, Signature Pages Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #2: INTERNAL/EXTERNAL COMMUNICATION Internal/external communication will increase and be followed with 100% fidelity to communicate with those faculty, staff and all stakeholders over the next 5 years through the use of Robo calls, emails, and newsletters.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide information via Remind App or district approved platform	July 2022-June 2027	Administration/ Leadership Team	TBD	District State Title 1	EduLink documentation, Social Media posts, Classroom Posts Continuing
2. Increase the posts to the Schoology platform for internal communication .	July 2022-June 2027	Administration/ Leadership Team	TBD	District State Title 1	Social Media Posts, Google Classroom Posts, Schoology Posts Continuing
3. Increase the frequency of posts to social media platforms	July 2022-June 2027	Administration/ Leadership Team Media Specialists Title 1 Team	TBD	District State Title 1	EduLink documentation, Social Media posts, Classroom Posts Continuing
4. Increase the posts to parent classrooms via Schoology.	July 2022-June 2027	Administration Teachers	TBD	District State Title 1	Schoology Posts Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #3: MILITARY Military involvement will increase by 30% over the next 5 years with close communication with a military liaison to assist students in career discovery and mentorship opportunities.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase the opportunities for military involvement in school activities.	July 2022-June 2027	Counselor Administration District Liaison	TBD	District State Title 1	Attendance Log, Signature Pages, Agendas, Observations, Invites Continuing
2. Invite military personnel to school activities and events	July 2022-June 2027	Administration	TBD	District State Title 1	Attendance Log, Signature Pages, Agendas, Observations, Invites Continuing
3. Provide support for the creation of a mentorship between students and military personnel	July 2022-June 2027	Administration	TBD	District State Title 1	Attendance Log, Signature Pages, Agendas, Observations, Invites Continuing

To add a row, go to the last box and press the tab button.

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

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, 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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Ensure Building Services staff properly clean 100% of classrooms during and/or after every school day by following a cleaning schedule and checklist by 2027.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
DATA SOURCE(s):	65% 2021	Projected Data	70%	80%	90%	100%	100%
Cleaning Schedule		Actual Data	70%	75%			
Cleaning Checklist							

ACTION PLAN FOR FOCUS AREA #1: SCHOOL SAFETY In order to ensure safety throughout Chestnut Oaks Middle school, communication tools and hallways cameras will be functional, as well as security doors locked 100% of the active school day.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Daily walk through log to check security of doors	July 2022-June 2027	Administration Building Maintenance Staff	TBD	District State Title 1 ESSER	Observations, Building Maintenance Staff Logs Continuing
2. Daily monitoring of the Spotter App to ensure functionality of the camera system.	July 2022-June 2027	Administration Building Maintenance Staff	TBD	District State Title 1 ESSER	Observations, Building Maintenance Staff Logs, Spotter App Login Continuing
3. Oversee district installation of security cameras.	July 2022-June 2027	Administration IT department Building Maintenance Staff	TBD	District State Title 1 ESSER	Observations, Spotter App usage Continuing

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #2: FACILITIES Ensure the building and its resources are used and maintained effectively and efficiently.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide a safe and secure learning environment by ensuring all windows and doors open, close, and lock properly.	July 2022-June 2027	Administration Building Maintenance Staff	-0-	N/A	Safety walkthrough checklists
2. Conduct all safety drills in accordance with district and state regulations.	July 2022-June 2027	Administration Building Maintenance Staff	-0-	N/A	Safety Drill Logs
3. Ensure the school's reception area, hallways, bathrooms, and facilities are kept clean in order to give all stakeholders a sense of school and community pride.	July 2022-June 2027	Administration Building Maintenance Staff	-0-	N/A	Cleaning checklists/logs
5. Assigned each Building	July 2022-June 2027	Administration	-0-	N/A	Facilities logs

ACTION PLAN FOR FOCUS AREA #2: FACILITIES Ensure the building and its resources are used and maintained effectively and efficiently.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Services staff member an specific area and/or responsibility		Building Maintenance Staff			
6. Provide each Building Services staff member a checklist for cleaning rooms effectively and efficiently.	July 2022-June 2027	Administration Building Maintenance Staff	-0-	N/A	Facilities logs/checklists

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR FOCUS AREA #3: EFFICIENT FACILITIES OPERATIONS Chestnut Oaks Faculty and Staff will work cohesively to develop efficient school operation procedures and provide resources 100% of the time as measured by drills, budget allocations, walkthroughs, and school climate data.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Reviewing procedures and providing feedback about best practices and needs.	July 2022-June 2027	Administrators Operations Director Building Maintenance Staff DIRT Team	TBD	District State Title I	Observations, Questionnaires, Surveys Continuing
2. Reviewing feedback before/after drills	July 2022-June 2027	All faculty and staff Administrators Operations Director Building Maintenance Staff DIRT Team	TBD	District State Title I	Observations, Questionnaires, Surveys, Time Logs Continuing

ACTION PLAN FOR FOCUS AREA #3: EFFICIENT FACILITIES OPERATIONS Chestnut Oaks Faculty and Staff will work cohesively to develop efficient school operation procedures and provide resources 100% of the time as measured by drills, budget allocations, walkthroughs, and school climate data.					EVALUATION
ACTIVITY (Action Steps)	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Reviewing budget items and revising the plan to address areas of needs based on importance	July 2022-June 2027	Administrators Operations Director Finance Department Representative	TBD	District State Title I	Observations, Questionnaires, Surveys, Budget Report, Financial Report, Budget Meeting Continuing
4.					

To add a row, go to the last box and press the tab button.

Schools will complete and upload the appropriate Exemplary Literacy Classroom Reflection Tool on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plan-s-state-district-and-school/> .

Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plan-s-state-district-and-school/> .

For further Read to Succeed questions, please contact the Office of Early Learning and Literacy at 803-734-2577.