

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Pine Grove Elementary (4001090) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
4/28/2024 7:18:48 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/28/2024 7:03:01 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/28/2024 7:02:51 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
4/28/2024 6:37:53 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/17/2024 12:55:10 PM	Tracy Pickett	Status changed to 'School Renewal Plan Completed'.	S
4/16/2024 1:41:59 PM	Tracy Pickett	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:17 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Pine Grove Elementary (4001090) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

* Plan Submission

- ☐ School does not utilize Cognia
- ☒ School utilizes Cognia

* Phase of Plan

- ☒ Initial 5-year plan
- ☐ Update 1
- ☐ Update 2
- ☐ Update 3
- ☐ Update 4
- ☐ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

Priority ▼

School Plan Contact Information

* Name

Dr. Tracy M. Pickett

* Phone

8032142380

* Email

tracy.pickett@richlandone.org

* Principal's Name

Dr. Tracy M. Pickett

* Board of Trustees Chairperson's Name

Rev. Dr. Aaron Bishop

* Date of Plan Approval by the Board

04/23/2024



Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Pine Grove Elementary (4001090) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name * Dr. Tracy M. Pickett

Teacher

Name * Shelley Walls

Parent/Guardian

Name * Sequoia Dowling

Community Member

Name * Denise Ross

School Level Administrators

Name * Dr. Wendy Fanning

School Read to Succeed Literacy Leadership Team Lead

Name * Dr. Tracy M. Pickett

School Read to Succeed Literacy Leadership Team Member

Name * Sangeetar Ragoonath

School Improvement Council Member(s)

Name * Erika Bates

School Gifted and Talented Coordinator

Name * Nicollette Brannum

School Federal Programs Coordinator		
Name	* Bridget Barwick	
Other Stakeholders		
Position		Name
Curriculum Resource Teacher		Camilla Mack-Whaley
(Optional) Enter mission, vision, beliefs, and/or values. Mission Pine Grove Elementary School's mission statement is: We are Pine Grove Elementary, a leader in transforming lives through education, empowering all students to achieve their potential and dreams. The mission statement was developed in collaboration with our school district. Vision Pine Grove Elementary, in collaboration with an engaged community, is committed to ensuring each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world. Beliefs: The beliefs of Pine Grove Elementary were developed with parents, community members, the School Improvement Council, and the staff members. The eight beliefs are: 1. Education is a team effort involving students, teachers, parents, and community leaders. 2. Every person has a right to a fair and equitable education. 3. Students should be respectful to peers and adults at all times. 4. Students should be taught to be lifelong learners. 5. Communication between home and school is important to a student's school success. 6. Parental involvement is essential in a child's educational experience. This includes academic involvement, field trips, and parent/teacher conferences. 7. Every child has great potential and should be encouraged to reach that potential. 8. A safe and healthy learning environment is essential to student success		

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Pine Grove Elementary (4001090) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

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

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDawMTA5MA>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

The enrollment at Pine Grove Elementary School for 2023-2024 school year as of March 2024 was 540 students. The enrollment fluctuated from 515 to 543 throughout the school year and consists of 252 males and 288 females. The demographic make-up of the school is 77.02% African American, 4.89% Caucasian, .18% Asian, 9.22% Hispanic, and 6.59% two or more races. The current school year, we saw a decrease in African American and Asian demographic make-up and increases in Caucasian, Hispanic and two or more races. Currently, there are 59 English Language Learners which is 11% of the student population which is an increase of one percent from the previous school year with 14 different languages. The top three languages are Spanish, Swahili and Karen. The 2023-2024 poverty index for Pine Grove is 91.8 %, an increase of 28.62 from last year. Pine Grove Elementary School serves students in prekindergarten through fifth grade. There are two resource classes, one developmentally delayed class which serves 3-year-olds, and two intellectually disabled self-contained class. The academic ability levels of our students range from special education classes, which includes students with IEPs and 504s to students in academically advanced classes. The percentage of students receiving special education services in 2023 was 11%. Currently, we have 12% of the student population receiving special education services. There are 16 students being served in the developmentally delayed self-contained 3- and 4-year-old class, 17 students being served in the intellectually disabled self-contained class, 22 students receiving resource services and 10 students who receive speech only services. There are twenty-eight state and locally identified gifted and talented students in third-fifth grades. We have started an accelerated class in second grade to increase our numbers of state identified gifted and talented students for third grade.

Faculty and staff consist of pre-kindergarten through fifth grade teachers, related arts teachers, special education teachers, a curriculum resource teacher, math/reading interventionists, two guidance counselors, a media specialist, a secretary, a receptionist, instructional assistants, one in-school suspension monitor, custodians, cafeteria staff, a school nurse, a parent engagement specialist, a district social worker. The educational levels of the teachers range from bachelor's degrees to doctorate degrees. The student/teacher ratio differs by grade level. The student/teacher ratio is as follows:

Pre-Kindergarten- 20:1

Kindergarten-27:1

First grade-18:1

Second grade -27:1

Third grade -22:1

Fourth grade-22:1

Fifth grade-21:1

Academics- Pickett

The faculty at Pine Grove makes a continuous effort to reflect upon its academic progress, achievements, and challenges. Our school's informational snapshot reflects the progress of our students for the current state assessments. The school continues to be identified as a Title One school, and after the 2021-22 assessment period, it was identified as a Priority school for the first time. This is the third year of identification as a Priority School. The school has also been designated as a Continuous Improvement School,

There are several assessments given during the school year to assess student achievement. This year pre-kindergarten students were assessed using MyIGDIs, kindergarten students were assessed using KRA and STAR Early Literacy/Reading and Math, and first-fifth grade students are assessed using the universal screener STAR Early Literacy/Reading and Math.

Prekindergarten students were assessed in the fall using MyIGDIs. Students were assessed in picture naming, rhyming, sound identification and which one does not belong. The percentages of students scoring "Strong Progress" from the Fall of 2022 to the Fall of 2023 is listed below.

Picture Naming	Rhyming		Sound Identification		Which One Does Not Belong	
	Fall 2022	Fall 2023	Fall 2022	Fall 2023	Fall 2022	Fall 2023
10.9	28.6	12.1	3.8	21.2	19.4	24.1

Figure 1: MyIGDIs Scores- Literacy

The prekindergarten students entering school in the fall showed an increase of strong progress in picture naming and which one does not belong. However, students were weaker in rhyming and sound identification when compared to the 2022 and 2023 scores.

Prekindergarten students were assessed for oral counting, number naming, quantity comparison, and 1-to-1 correspondence. The percentages of students scoring "Strong Progress" from the Fall of 2022 to the Fall of 2023 is listed below.

Oral Counting	Number Naming		Quantity Comparison		1-to-1 Correspondence	
	Fall 2022	Fall 2023	Fall 2022	Fall 2023	Fall 2022	Fall 2023
15.2	9.5	31.1	23.8	17.8	26.2	20.5

Figure 2: MyIGDIs Scores- Numeracy

The prekindergarten students entering school in the fall showed an increase of strong progress in quantity comparison and 1-to-1 correspondence. However, students were weaker in oral counting and number naming when compared to the 2022 and 2023 scores.

Kindergarten students are assessed once a year at the beginning of the school year with the Kindergarten Readiness Assessment (KRA). Overall, 31% of the students demonstrated readiness when assessed at the beginning of the school year. This was a decrease from the 2022-2023 scores of 46% of the student's demonstrating readiness when they entered kindergarten. When analyzing data to determine the readiness of students who participated in a pre-kindergarten program versus students who did not participate in a kindergarten program, the percentage of students scoring on the demonstrating level was higher for students who attended a pre-kindergarten program before coming to kindergarten.

Kindergarten-fifth grade students were assessed using the STAR Literacy/Reading for the Universal Screener this school year. Students were assessed in the fall and winter and will be assessed again in the spring. Figure 3 shows the percentages for students scoring At/Above District Benchmark and the State Benchmark Projections for Meets/Exceeds and the subgroups for the school for the winter administration.

Focus areas would be grade levels and subgroups that have below 40% of students scoring At/Above District Benchmark or State Benchmark Projections, these areas include: Grades 1-5 and subgroups males, AA males, AA females, MLL, and SPED.

Grade Level/ Subgroup	District Benchmark At/Above	State Benchmark Projections Meets/Exceeds
K	60	
1	42.3	
2	36.3	
3	44.6	44.6
4	44.8	42.5
5	29.1	29.1
Subgroups		
Males	34.1	34.6

Females	49.8	50.3
AA Males	34.8	32.7
AA Females	52.2	51.1
MLL	14.9	19.0
SPED	13.6	11.8
GT 3rd-5th Grades	83.9	83.9

Figure 3: STAR Reading Winter Scores

Kindergarten-fifth grade students were assessed using the STAR Math for the Universal Screener this school year. Students were assessed in the fall and winter and will be assessed again in the spring. Figure 4 shows the percentages for students scoring At/Above District Benchmark and the State Benchmark Projections for Meets/Exceeds and the subgroups for the school for winter administration.

Focus areas would be grade levels and subgroups that have below 40% of students scoring At/Above District Benchmark or State Benchmark Projections, these areas include: Grades K and 5 and subgroups males, AA males, MLL, and SPED.

Grade Level/ Subgroup	District Benchmark At/Above	State Benchmark Projections Meets/Exceeds
K	33.8	
1	57.1	
2	41.3	
3	41.8	34.2

4	49.4	39.1
5	31.3	24.1
Subgroups		
Males	38.4	34.3
Females	45.5	43.1
AA Males	39.4	30.5
AA Females	45.6	42.3
MLL	26.4	29.8
SPED	15.6	11.4
GT 3rd-5th Grades	85.7	76.8

Figure 4: STAR Math Winter Scores

The focus on continued student achievement will remain the number one goal. Reading and Math will be priority subjects for Pine Grove students and increasing the number of students who are reading on grade level will continue. Increasing the use of interventions, best practices, and strategies to improve student learning by monitoring and tracking student achievement on individual levels in the areas of Writing, ELA, Math, Science and Social Studies is another goal. The school will continue with the two initiatives used which are Visible Learning and AVID.

In ELA, teachers will continue to use the district-approved units of study focusing on guided reading and small groups as the core of our reading program and provide additional resources to be used as supplements. Teachers are currently being trained in Orton-Gillingham which is a teaching strategy that was designed to help struggling readers. It explicitly teaches the connections between letters and sounds. Additional interventions and resources include:

- Orton-Gillingham and LETRS
- Student writing journals
- Mock Writing Assessments (TDAs)

- Grade Level and District Common Formative Assessments
- Flexible small groups
- AVID/Visible Learning Strategies
- Web-based programs such as Lexia, Pathblazer, Reading A-Z
- Purchased books and materials for students to use at home (start home libraries)
- SC READY Coach Success Books/Digital Coach Practice

In math, the textbook used to guide instruction for grades kindergarten through fifth is the Big Ideas math series. This textbook provides a systemic step-by-step approach to developing mathematical concepts. Teachers are required to utilize the district pacing guide and framework, and the Math Support Documents to guide instruction and develop plans based on these guides. Other strategies used to address mathematic gaps and/or enrichment includes:

- Use of manipulatives in math lessons
- Flexible Small Groups
- Grade Level and District Common Formative Assessments
- AVID/Visible Learning Strategies
- Web-Based Programs such as DreamBox and Pathblazers
- Purchased math books and materials for students to use at home
- SC READY Coach Success Books/Digital Coach Practice

In social Studies, the district and school provided subscriptions to Studies Weekly, Time for Kids, USA Weekly, AVID Strategies, and Scholastic News. Teachers can integrate reading and writing strategies in the learning process. With a goal of increasing student engagement, digital resources are provided to teachers and students such as Discovery Education, DISCUSS, Flocabulary, SC ETV, PBS Kids, and BrainPop. Pacing guides and support documents also serve as resources for teachers to use, when providing instruction.

In science, our district adopted a base program that supports the Science Instructional Framework, State standards and science and engineering practices. The focus is to engage our students in the scientific processes using AVID strategies and the science kits. The kits include Full Option Science System (FOSS). The resources provide activities that support the five components in the framework where students are provided opportunities to implement the 5 E's: engage, explore, explain, extend, and evaluate. The textbook used is Interactive Science Tech Book by Person which offers supplemental resources that support the science kits, Science Technology Math Engineering and Math (STEM) and the state standards. Science hands on activity experiences provided by these programs are appropriate for cognitive development and serve as a foundation for more advanced ideas that prepare students for an ever-increasing scientific world. These programs provide teachers with a complete program that reflects the current research-based strategies. For active learning they provide skills for real world problem solving, exploratory learning, and critical thinking, integration of disciplines, content areas, and standards-based learning.

The MLL population has over 68.1% of students in the urgent intervention range for reading according to the District Benchmark. The MLL population decreased in the 2022-23 school year. Interventions to assist students in reading are still needed. Staff members will continue to participate in several professional developments focused on MLL topics and purchasing materials and resources to assist with MLL instruction. Inclusion practices as well as pullout practices will be two methods that we will continue to use. The school will continue to work with the International Welcome Center for research-based resources and progress monitoring tools.

Students will continue to be assessed throughout the school year using the District Universal Screening (STAR Reading and Math) and Mastery Connect and CFAs. Math and Reading interventionists will be used to provide interventions to students throughout the school year.

Needs: Our weaknesses in reading and math will be addressed by encouraging teachers to participate in collaborative learning communities to improve instruction and student learning. Early Planning before school starts, weekly collaborative meetings, guided planning, PLCs, cross curricular projects and maintain vertical collaboration as well as grade level meetings will be used to monitor and track student learning as well as the use of the data room/wall. All grade levels will continue to use Visible Learning Strategies in all classrooms and in grades 3-5, teachers will continue to use AVID strategies across the curriculum and integrate them with the workshop model. Training in Visible Learning and AVID is needed to ensure that staff stay abreast of the best practices for advancing student achievement. Supplemental resources for science to promote hands-on engaging activities will be used and the introduction of robotics activities focusing on inquiry skills in science for 2nd-5th grade students. Increasing core instruction in the classrooms, small group instruction, using instructional assistants in upper grade classrooms, field experiences to enhance state standards, and having the Title One tutors start earlier next year will be interventions used to increase student progress to 40% or better on District Benchmarks and State Benchmark Projections next school year.

Progress monitoring for MLL students is needed to track progress of the students for WIDA testing. Professional developments for ML teachers and special education teachers will be used to improve the subgroups' achievement levels for those students. During the day tutors and/or Saturday academy tutoring for reading and math is needed to work with the urgent intervention and intervention students. An after-school program for gifted and talented students is also needed to address students who are not performing above grade level. Interventionists for reading and math will be used to work with students in small groups. Additional resources for the reading and math interventionists to use with small groups will be used such as The Foundations Workshop, additional LLI kits, math kits and math manipulatives. Additional resources for the Literature Room and additional SC READY Coach Success Books or licenses for the COACH Digital software will need to be purchased for the 2024-2025 school year.

SC READY Reading and Math Data

Over the last four years of testing, the following has been Pine Grove's trends for SC READY Reading and Math scores.

- In 2020, students did not take the state assessment.
- In 2021, parents could opt out of testing, so 36 students in grades 3-5 took the assessment.
- In 2022, it was the first school year since 2019 that all students in grades 3-5 were assessed using SC READY and ML data was included in this data.
- In 2023, this is the second year of all students assessed using SC READY with ML data included.

English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Standard Score	Standard Deviation
3	84	35.7%	23.8%	25.0%	15.5%	40.5%	64.3%	413.5	125.6
4	81	32.1%	35.8%	18.5%	13.6%	32.1%	67.9%	471.3	112.1
5	85	42.4%	38.8%	15.3%	3.5%	18.8%	57.6%	483.4	102.5

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Standard Score	Standard Deviation
3	84	41.7%	26.2%	17.9%	14.3%	32.1%	58.3%	404.9	107.7
4	81	48.1%	27.2%	16.0%	8.6%	24.7%	51.9%	422.0	103.3
5	85	50.6%	40.0%	8.2%	1.2%	9.4%	49.4%	450.0	61.3

Figure 5: ELA and Math

Data by grade level:

In 2023, 40% of 3rd graders, 32.1% 4th graders, and 3.5% 5th graders scored at the Meets or Exceeds Expectations in ELA. There were 32.1% 3rd graders, 24.7% 4th graders, and 9.4 % 5th graders that scored at the Meets or Exceeds Expectations level in math. The goal is to have all grade levels 40% or better at the Meets or Exceeds Expectation level. For approaches or better all grade levels were over 50% in ELA and all but 5th grade was over 50% in math.

	ELA Meets or Exceeds Expectations	Math Meets or Exceeds Expectations
African Americans	28.1	19.7
Males	24%	19.2
Females	36.8%	24.8
SPED	7.7%	7.7%
GT	65.9%	47.7%

Figure 6: Percentages by Subgroups

In 2023, the African Americas, Males, Females, and SPED scored below 40% in the Meets or Exceeds Expectations level in ELA. With the special education students scoring the lowest at the Meets or Exceeds Expectation level in ELA. In math, all subgroups except gifted and talented scored below 40% in the Meets and Exceeds Expectations level. The gifted and talented subgroup scored 65.9% Meets or Exceeds Expectations in ELA and 47.7% in math. The goal is to have all subgroups at 40% or better in the Meets or Exceeds Expectations level.

Strategies to improve our subgroups include capturing male students' interest in reading and comprehension, using more books and reading passages that may interest male students. For special education students and multi-language learners, we will continue to focus on ensuring students can function in a regular general education setting using a push-in and pull-out method for instruction.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Pine Grove Elementary (4001090) Public School - School Renewal Plan - Rev 0

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 report card 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 school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

There are several assessments given during the school year to assess student achievement. This year pre-kindergarten students were assessed using MyIGDIs, kindergarten students were assessed using KRA and STAR Early Literacy/Reading and Math, and first-fifth grade students are assessed using the universal screener STAR Early Literacy/Reading and Math.

Prekindergarten students were assessed in the fall using MyIGDIs. Students were assessed in picture naming, rhyming, sound identification and which one does not belong. The percentages of students scoring "Strong Progress" from the Fall of 2022 to the Fall of 2023 is listed below.

Picture Naming	Rhyming		Sound Identification		Which One Does Not Belong	
	Fall 2023	Fall 2022	Fall 2023	Fall 2022	Fall 2023	Fall 2022
10.9	28.6	12.1	3.8	21.2	19.4	15.6
						24.1

Figure 1: MyIGDIs Scores- Literacy

The prekindergarten students entering school in the fall showed an increase of strong progress in picture naming and which one does not belong. However, students were weaker in rhyming and sound identification when compared to the 2022 and 2023 scores.

Prekindergarten students were assessed for oral counting, number naming, quantity comparison, and 1-to-1 correspondence. The percentages of students scoring "Strong Progress" from the Fall of 2022 to the Fall of 2023 is listed below.						
Oral Counting		Number Naming		Quantity Comparison		1-to-1 Correspondence
Fall 2022	Fall 2023	Fall 2022	Fall 2023	Fall 2022	Fall 2023	Fall 2022
15.2	9.5	31.1	23.8	17.8	26.2	20.5
						25
Figure 2: MyIGDIs Scores- Numeracy The prekindergarten students entering school in the fall showed an increase of strong progress in quantity comparison and 1-to-1 correspondence. However, students were weaker in oral counting and number naming when compared to the 2022 and 2023 scores. Kindergarten students are assessed once a year at the beginning of the school year with the Kindergarten Readiness Assessment (KRA). Overall, 31% of the students demonstrated readiness when assessed at the beginning of the school year. This was a decrease from the 2022-2023 scores of 46% of the student's demonstrating readiness when they entered kindergarten. When analyzing data to determine the readiness of students who participated in a pre-kindergarten program versus students who did not participate in a kindergarten program, the percentage of students scoring on the demonstrating level was higher for students who attended a pre-kindergarten program before coming to kindergarten. Kindergarten-fifth grade students were assessed using the STAR Literacy/Reading for the Universal Screener this school year. Students were assessed in the fall and winter and will be assessed again in the spring. Focus areas would be grade levels and subgroups that have below 40% of students scoring At/Above District Benchmark or State Benchmark Projections, these areas include: Grades 1-5 and subgroups males, AA males, AA females, MLL, and SPED.						
Grade Level/ Subgroup	District Benchmark At/Above		State Benchmark Projections Meets/Exceeds			
K	60					
1	42.3					

2	36.3	

Kindergarten-fifth grade students were assessed using the STAR Math for the Universal Screener this school year. Students were assessed in the fall and winter and will be assessed again in the spring.

Focus areas would be grade levels and subgroups that have below 40% of students scoring At/Above District Benchmark or State Benchmark Projections, these areas include: Grades K and 5 and subgroups males, AA males, MLL, and SPED.

Grade Level/ Subgroup	District Benchmark At/Above	State Benchmark Projections Meets/Exceeds
K	33.8	
1	57.1	
2	41.3	

* Elementary/Middle (3-8)

Third-fifth grade students were assessed using the STAR Reading. The chart below shows the percentage of students scoring At/Above according to the District Benchmark and State Projections for the winter administration of the assessment. Both 3rd and 4th grade students scored above 40% on the District and State projections. The 5th grade class was below 40% in both areas.

Grade Level/	District Benchmark At/Above	State Benchmark
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Subgroup		Projections Meets/Exceeds
3	44.6	44.6
4	44.8	42.5
5	29.1	29.1

Third-fifth grade students were assessed using the STAR Math. The chart below shows the percentage of students scoring At/Above according to the District Benchmark and State Projections for the winter administration. For the District Benchmark, third grade and fourth grade was above 40% for District Benchmark. All grade levels were below 40% for the State projections.

Grade Level/ Subgroup	District Benchmark At/Above	State Benchmark Projections Meets/Exceeds
3	41.8	34.2
4	49.4	39.1
5	31.3	24.1

SC READY Reading and Math Data

Over the last four years of testing, the following has been Pine Grove's trends for SC READY Reading and Math scores.

- In 2020, students did not take the state assessment.

· In 2021, parents could opt out of testing, so 36 students in grades 3-5 took the assessment.

· In 2022, it was the first school year since 2019 that all students in grades 3-5 were assessed using SC READY and ML data was included in this data.

· In 2023, this is the second year of all students assessed using SC READY with ML data included.

English Language Arts (ELA)

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4	81	32.1%	35.8%	18.5%	13.6%	32.1%	67.9%	471.3	112.1
5	85	42.4%	38.8%	15.3%	3.5%	18.8%	57.6%	483.4	102.5

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	84	41.7%	26.2%	17.9%	14.3%	32.1%	58.3%	404.9	107.7
4	81	48.1%	27.2%	16.0%	8.6%	24.7%	51.9%	422.0	103.3
5	85	50.6%	40.0%	8.2%	1.2%	9.4%	49.4%	450.0	61.3

Figure 5: ELA and Math

Data by grade level:

In 2023, 40% of 3rd graders, 32.1% 4th graders, and 3.5% 5th graders scored at the Meets or Exceeds Expectations in ELA. There were 32.1% 3rd graders, 24.7% 4th graders, and 9.4 % 5th graders that scored at the Meets or Exceeds Expectations level in math. The goal is to have all grade levels 40% or better at the Meets or Exceeds Expectation level. For approaches or better all grade levels were over 50% in ELA and all but 5th grade was over 50% in math.

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In 2023, the African Americas, Males, Females, and SPED scored below 40% in the Meets or Exceeds Expectations level in ELA. With the special education students scoring the lowest at the Meets or Exceeds Expectation level in ELA. In math, all subgroups except gifted and talented scored below 40% in the Meets and Exceeds Expectations level. The gifted and talented subgroup scored 65.9% Meets or Exceeds Expectations in ELA and 47.7% in math. The goal is to have all subgroups at 40% or better in the Meets or Exceeds Expectations level.

Strategies to improve our subgroups include capturing male students' interest in reading and comprehension, using more books and reading passages that may interest male students. For special education students and multi-language learners, we will continue to focus on ensuring students can function in a

regular general education setting using a push-in and pull-out method for instruction.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Teacher Retention has been a concern for Pine Grove since the pandemic. Pine Grove Elementary School teacher turnover rate went down to 20% of teachers leaving compared to 33% the year before. The 2023-2024 school year, all vacancies were filled with certified staff members.

his includes 16 vacancies which 12 were classroom teachers, 1 multilingual learner teacher, 1 special education teacher, 1 librarian, and 2 vacancies, and 1 position taken away. About thirty percent of the staff have been employed at Pine Grove for over 15+ years, where some have even been on staff since the school's opening in 1999. One new to the profession, 6 teachers within the first few years of their career, 2 non-certified teachers and 1 alternative certified teacher. One hundred percent of our teachers are experienced in teaching children of poverty. There are three administrators at the school whom all have doctorate degrees.

* School Climate

Student discipline is monitored yearly to ensure that Pine Grove provides a safe, learning environment for all students. Daily classroom disruptions cause a loss of instructional time. The goal is to increase students' time on task and limit classroom disruptions. Student discipline will be monitored, PBIS and Zones of Regulation will be used to improve student discipline as well as the use of the Behavior Interventionist. Students who are in special education who display aggressive, disruptive behavior will receive additional counseling sessions, behavior plans and the interventionist will work with the parents.

Several interventions were put in place by the Administration of Pine Grove Elementary, to decrease the number of students who received exclusionary discipline (OSS) as well as the number of students who receive In-School Suspension (ISS). This school year, the behavior interventionist along with two counselors and an in-school suspension monitor provided interventions to students. As of April 2024, 6.53% of students received referrals for In-School Suspension (ISS) or Out of School Suspension (OSS).

Students continue to move into the area from the other side of the city where city housing has been shut down, this is adding a different dynamic to the school that we have not experienced before. We also are doing a lot with social- emotional learning for students since the pandemic,

Other (such as school priorities)

N/A

* Gifted and Talented

N/A

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 60% of students in grades 3-8 will score meets or exceeds on the SC READY ELA and math assessments.

PM 1.1 For 2024-2025, 60% of students in grades 3-5 will score meets and exceeds on the SC READY ELA.

Analysis of Actual vs. Projected Data:

Actual: The SC READY 2023 Assessment meets or exceeds for all students 32.1% Projected: 60% meets or exceeds in ELA.

S 1.1.1 Lesson Plans, Sign In Sheets, Agenda and Minutes, Evaluation, Student Reports, Data charts, Quarterly Reports, Attendance Sheets, Progress Reports

Evidence-Based Research:

Alignment between instructional practices and assessment ensures there is consistency between what is taught and measured in the classroom which is ultimately what state standardized assessments seek to reinforce. Instructional frameworks designed to balance student needs and levels of support must reflect a direct and focused connection to state learning standards. This alignment comes with teachers' understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Fisher, 2019). There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. "It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012). We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). For high-quality instruction and assessment to take place, effective teachers who are willing to improve and revise practices must be present. The work of Bill Sanders has been pivotal in reasserting the importance of teacher effectiveness on student learning. Over a multi-year period, he discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade (Tucker & Stronge, 2005). Faubert, B. (2012). A literature review of school practices to overcome school failure, OECD Education Working Papers, No. 68. Paris: OECD Publishing. Fisher, Douglas. (2019). Effective Use of the Gradual Release of Responsibility Model The Gradual Release of Responsibility Model. Tucker, Pamela & H. Stronge. James. (2005). Linking Teacher Evaluation and Student Learning. Association for Supervision and Curriculum Development. AVID Research: <https://www.avid.org/research>

AS 1.1.1.1 Professional Training

Action Step:

Provide Professional development on reading and writing workshop (Grades PK-2). Provide professional development and training for AVID strategies (Grades 3-5)

Person Responsible:

Tracy Pickett

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$20,000.00
Other	Other		\$11,000.00
Total			\$31,000.00

AS 1.1.1.2 Data and PLC Meetings

Action Step:

Quarterly data meetings and Monthly PLC Meetings.

Person Responsible:

Tracy Pickett

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.3 Parental Opportunities

Action Step:

Parental Involvement Opportunities (Parent University, etc...)

Person Responsible:

CRT

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$10,000.00

AS 1.1.1.4 Provide extended learning opportunities for students

Action Step:
 During the day tutors and Reading Interventionist After school tutoring Program for remediation and for GT students

Person Responsible:
 CRT

Estimated Begin Date:
 8/8/2024

Estimated Completion Date:
 6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Fund- Math Interventionist Salary	\$52,000.00

PM 1.2 By 2024-2025, 55% of students in grades 3-8 will score meets or exceeds on the SC READY math assessments.

Analysis of Actual vs. Projected Data:
 Actual: The SC READY 2023 Assessment for approaches and above was 52.4% Projected 55% meets or exceeds in math.

SS 1.2.1 Lesson Plans, Agenda and Minutes, Sign In Sheets, Evaluation, Student Reports, Classroom Observations, Data charts, Quarterly Reports, Attendance Sheets, Progress Reports

Evidence-Based Research:

AVID Research <https://www.avid.org/research> and Alignment between instructional practices and assessment ensures there is consistency between what is taught and measured in the classroom which is ultimately what state standardized assessments seek to reinforce. Instructional frameworks designed to balance student needs and levels of support must reflect a direct and focused connection to state learning standards. This alignment comes with teachers' understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Fisher, 2019). There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. "It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012). We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). For high-quality instruction and assessment to take place, effective teachers who are willing to improve and revise practices must be present. The work of Bill Sanders has been pivotal in reasserting the importance of teacher effectiveness on student learning. Over a multi-year period, he discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on

Tennessee's statewide mathematics assessment at the end of 5th grade (Tucker & Stronge, 2005). Faubert, B. (2012). A literature review of school practices to overcome school failure, OECD Education Working Papers, No. 68, Paris: OECD Publishing. Fisher, Douglas. (2019). Effective Use of the Gradual Release of Responsibility Model The Gradual Release of Responsibility Model. Tucker, Pamela & H. Stronge, James. (2005). Linking Teacher Evaluation and Student Learning. Association for Supervision and Curriculum Development.

AS 1.2.1.1 Professional Trainings Action Step: Provide Professional development on math kits, Every Day Math, Framework, etc. Provide professional development and training for AVID strategies (Grades 3-5) Person Responsible: Tracy Pickett Estimated Begin Date: 8/8/2024 Estimated Completion Date: 6/8/2029			
Funding Application Title I Part A	Grant Title I Part A	Notes	Amount \$10,000.00
AS 1.2.1.2 Data and PLC Meetings Action Step: Quarterly data meetings and Monthly PLC Meetings. Person Responsible: CRT Estimated Begin Date: 7/29/2019 Estimated Completion Date: 4/30/2020			
AS 1.2.1.3 Parental Opportunities Action Step: Parental Involvement Opportunities (Parent University, etc...) Person Responsible: CRT Estimated Begin Date: 7/29/2019			

	Estimated Completion Date: 4/30/2020 AS 1.2.1.4 Provide extended learning opportunities for students Action Step: Math Interventionist to work with K-5 grade students, during the day tutors, and after school tutoring Program Person Responsible: Tracy Pickett Estimated Begin Date: 7/29/2019 Estimated Completion Date: 6/5/2020
2 Student Achievement* Performance Goal: By 2029, 45% of students in grades 4 will score meets or exceeds on the SC READY science assessment.	PM 2.1 For 2024-2025, 50% of students in grades 4 will score meets or exceeds on the SC READY science. Analysis of Actual vs. Projected Data: Actual: The SC READY 2023 Assessment for students who scored meets and exceeds was 20.8% Projected: 50% meets or exceeds on SC READY Science for 4th grade. S 2.1.1 Agendas/Minutes, Sign In Sheets, Lesson Plans, Classroom Observations, Science Fair Projects, Science Kits Evidence-Based Research: The passage of the No Child Left Behind Act in 2002 focused on high-stakes tests measuring student performance in literacy and math. With this policy, there is no mention of social studies (Fitchett & Heafner, 2010). The pressure to improve test scores led to a narrowing of the curriculum and a drastic reduction of instructional time formally allotted for elementary social studies (Leming, Ellington, & Schug, 2006). The same is true for science. The National Science Teachers Association created a Position Statement for Elementary Science Education. According to the NSTA, "In many schools and districts, elementary science instruction often takes a back seat to math and reading and receives little time in the school day." Additionally, many elementary educators do not receive an adequate amount of professional learning to gain the confidence needed to teach social studies and science. The data above accentuates the need to invest more time and efforts into improving the quality of social studies and science teacher preparation and the learning experiences that we provide for our children. There are several studies and research findings to support the need for social studies and science to be given equal priority as the other core subjects, so schools should strive for a least 60 minutes of instruction a day (NSTA, 2019). Furthermore, the researchers suggest that students need to be engaged in activities to promote problem-solving and critical thinking as they make connections to their community, country, and the world (McCrae-Jones, 2017). Also, this integration of learning experiences allows students to explore social studies and science concepts, make sense of the world around them, and engage in collaborative practices. Lastly, daily high-quality social studies and science instruction supports the goals listed in the Profile of the South Carolina Graduate and our College and Career Ready Standards. Fitchett, P. & Heafner, T. (2010) A national perspective on the effects of high-stakes testing and standardization on elementary social studies

marginalization. Theory and Research in Social Education, 38(1), 114 - 130. National Science Teachers Association (2018). NSTA Position Statement: Elementary Science Education. McCrae-Jones, W. "Using Inquiry-Based Instructional Strategies to Increase Student Achievement in 3rd Grade." (2017). Electronic Theses and Dissertations. Retrieved from: <https://search.proquest.com/docview/1929976056>

AS 2.1.1.1 Professional Trainings Action Step: Provide professional development and training for science kits, framework, and inquiry skills. Provide professional development and training for AVID strategies in science (Grades 3-5) Person Responsible: Lead Science Teacher Estimated Begin Date: 8/8/2024 Estimated Completion Date: 6/8/2029			
Funding Application Other	Grant Other	Notes	Amount \$500.00
AS 2.1.1.2 Science Fair Action Step: Implement Science Fair Projects grades 2-5. Person Responsible: Lead Science Teacher Estimated Begin Date: 8/8/2024 Estimated Completion Date: 6/8/2029			
AS 2.1.1.3 Use Science Kits Action Step: Use of Science Kits and Refurbish science kits Person Responsible: Lead Science Teacher Estimated Begin Date: 8/8/2024 Estimated Completion Date:			

6/8/2029			
Funding Application		Grant	Notes
Title I Part A		Title I Part A	Amount
			\$2,000.00
3 Teacher/Administrator Quality* Performance Goal: By 2029, 90% or more of classroom teachers, excluding retiring teachers will return to Pine Grove.			
PM 3.1 For 2024-2025, 80% or more of classroom teachers, excluding retiring teachers will return to Pine Grove. Analysis of Actual vs. Projected Data: In 2023, the retention rate of Pine Grove was 67%. Projected: 80% return rate of teachers			
S 3.1.1 Sign In Sheets, Agenda/Minutes, Incentive Criteria, Surveys, Evaluations Evidence-Based Research: Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.			
AS 3.1.1.1 District and School Professional Development Action Step: Provide opportunities for teachers to attend district and school level professional developments. Person Responsible: Tracy Pickett Estimated Begin Date: 8/8/2024 Estimated Completion Date: 6/8/2029			
AS 3.1.1.2 School PLCs and Book Studies Action Step: Provide opportunities for teachers to learn from each other through PLCs and school-wide book studies. Person Responsible: CRT/Admin Estimated Begin Date:			

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,000.00

AS 3.1.1.3 Staff Incentives

Action Step:

Provide incentives for teachers throughout the year to promote positive staff morale.

Person Responsible:

Tracy Pickett

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$5,000.00
Other	Other		\$2,000.00
Total			\$7,000.00

AS 3.1.1.4 Staff Input

Action Step:

Provide opportunities for staff members to provide schoolwide feedback.

Person Responsible:

Tracy Pickett

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

4 School Climate*

Performance Goal:

By 2029, the percentage of student with office referrals will be 10% or less. (unduplicated students).

PM 4.1 For 2024-2025 school year, 8% or less of the students will receive office referrals. (unduplicated students).

Analysis of Actual vs. Projected Data:

Actual 2023 numbers: As of April 2024, 6.53% of students received office referrals. 2024-25 Projected: 8% or less of students will receive office referrals.

S 4.1.1 Weekly Logs, Behavior Reports, Monthly Discipline Reports, PBIS celebrations documentation, Grade Level Town Halls, PANDA Praise Cards for students and parents, Student of the Month Wall, Agendas, Surveys, Student Reflection Logs, List of student participates, Counseling Logs and Zones of Regulation

Evidence-Based Research:

Noltemeye, A., Ward, M. and McLoughline, C. (2015). Relationship Between School Suspension and Student Outcomes: A Meta-Analysis. School Psychology Review, Volume 44, No. 2, pp. 224 -240 Abstract. Although the association between school suspension and deleterious outcomes is widely acknowledged, policy and practice need to be informed by an evidence base derived from multiple studies revealing consistent trends. This meta-analysis aims to address this void by examining the degree to which different types of school suspensions (in-school versus out-of-school) are associated with both academic achievement and school dropout, while concurrently examining study or participant characteristics that moderate these relationships. Data sources included peer-reviewed and non-peer-reviewed studies from 1986-2012 obtained via bibliographic databases. A meta-analysis was conducted on 53 cases from 34 studies. The results revealed a significant inverse relationship between suspensions and achievement, along with a significant positive relationship between suspensions and dropout. Furthermore, study or participant characteristics and type of suspension significantly affected the relationship between suspensions and the outcome variables. Implications for policy, practice, and research are emphasized.

AS 4.1.1.1 PBIS

Action Step:

Implement Positive Behavior Interventions Support (PBIS) and incentives for positive behaviors.

Person Responsible:

Guidance

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Salaries and Incentives	\$55,000.00
Other	Other	Incentives	\$1,000.00
Total			\$56,000.00

AS 4.1.1.2 College and Career

Action Step:

Promote college and career activities to reinforce positive behaviors in the classroom

Person Responsible:

Guidance

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	College and Career Activities	\$2,000.00
Other	Other		\$500.00
Total			\$2,500.00

AS 4.1.1.3 Mentor Programs

Action Step:

Provide mentor programs such as the boys club, girls club, student's council, etc.... designed to advocate for students and reinforce positive behavior in the classroom.

Person Responsible:

Guidance

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.4 Increase school counseling services including adding sessions from the school social worker and assistance from the parent engagement specialist.

Action Step:

Increase school counseling services to provide strategies for students to use when dealing with situations in order to promote positive behavior in the classrooms.

Person Responsible:

Guidance

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/10/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$2,000.00

Assurances	
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Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
* Yes ☐	Academic Assistance, PreK-3 The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ☐	Academic Assistance, Grades 4-12 The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ☐	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes ☐	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes ☐	Technology The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes ☐	Innovation The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes ☐	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes ☐	Developmental Screening The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* ☐ Yes	Half-Day Child Development
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* ☐ Yes	Developmentally Appropriate Curriculum for PreK-3
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* ☐ Yes	Parenting and Family Literacy
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* ☐ Yes	Recruitment
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* ☐ Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Waiver

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☒ Not Applicable

Related Documents

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Optional Documents	
Type	Document/Link
Additional Documentation	N/A

Checklist	
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Checklist Description Collapse All Expand All	
1. Plan Information and stakeholders	Not Reviewed ▼
1.01 Information is complete and appropriate.	
2. Needs Assessment	Not Reviewed ▼
2.01 Needs assessment link is correct	
2.02 Needs assessment is clear, thorough and appropriate.	
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Not Reviewed ▼
3.01 All required goal areas have been addressed.	
3.02 Goal statements are complete and appropriate.	
3.03 Goals have all required parts completed.	
3.04 Action steps are complete and appropriate.	
4. Read to Succeed	Not Reviewed ▼
4.01 Responses are complete, thorough and appropriate.	
5. Assurances	Not Reviewed ▼
5.01 Responses are complete, thorough and appropriate	
6. Related Documents	Not Reviewed ▼
6.01 If applicable, uploaded documents are correct and appropriate.	