

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2025-2030

Upcoming School Year: 2026

School Name:	Shaw Heights Elementary
SIDN:	4301019
Plan Submission:	
Grade Span:	2nd - 3rd grade
District:	Sumter School District
Address 1:	1495 Frierson Rd.
Address 2:	
City, State:	Shaw AFB, SC
Zip Code:	29152
School Renewal Contact Person:	Jennifer Barrett
School Plan Contact Phone:	803-666-2335
School Plan E-mail Address:	jennifer.barrett@sumterschools.net

Superintendent

Dr. Gerald Gary		4/14/2026
Printed Name	Signature	Date

Principal

Jennifer Barrett		4/14/2026
Printed Name	Signature	Date

Chairperson, District Board of Trustees

Dr. Shawn Ragin		4/14/2026
Printed Name	Signature	Date

Chairperson, School Improvement Council

Allison Mathis		4/14/2026
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Emilee Fisher		4/14/2026
Printed Name	Signature	Date

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy

	skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan. A participant for each numbered position is required.

	Position	Name
1.	Principal	Jennifer Barrett
2.	Teachers	Abigail Timmons Kayla DuRant
3.	Parent/Guardian	Adrienne Kennedy
4.	Community Member	Chris Moore
5.	Paraprofessional	Allison Mathis
6.	School Improvement Council Member	Kathy Lyons
7.	Read to Succeed Reading Coach	Emilee Fisher
8.	School Read to Succeed Literacy Leadership Team Lead	Emilee Fisher
9.	School Read to Succeed Literacy Leadership Team Member	Charlotte Easley
10	Assistant Principal	Latasha Robertson
11	District Representative/Coordinator of FACE	Tamara Collier

Stakeholders' Involvement for School Renewal Plan

Student Achievement - Math	Student Achievement - ELA
Rachel Pressley, chairperson	Stephanie Craven, chairperson
Jessica Sanders	Emilee Fisher
Charlotte Easley	Leo Rosaldo
Leslie Glover	Cecelia Norton
Tanji Mack	Kaleigh Christmas
Sandra Burrows	Angelita Lladones
Emily Jones	Patricia Wilcox
	Kimberly Alston

School Climate	Teacher/Administrator Quality
Kayla DuRant, chairperson	Adrienne Kennedy, chairperson
Whitney Forrest	Allison Hines
Terette Smith	Abigail Timmons
Heather Brewer	Ashley Ramirez
Jakyla Walker	Susan Faddis
Craig Mayer	Stephanie Nix
Pamela King	

Shaw Heights Elementary, a public Title I school with grades 2 and 3, located at Shaw Air Force Base, serves a diverse population of both military and non-military families. The school is committed to fostering a warm, nurturing environment where all students can excel academically and socially. Strong family and community partnerships, along with active parent involvement opportunities and support from the School Improvement Council, remain central to the school's mission and continued growth.

To develop the Shaw Heights Renewal Plan, school-level administrators, teachers, parents, and community stakeholders collaborated through action teams to analyze multiple data sources spanning 2019–2025. These sources included SC READY, MAP assessments, discipline and attendance reports, and the Read to Succeed Literacy Reflection Tool, along with parent and teacher survey feedback. This comprehensive review provided a clear picture of academic progress, persistent gaps, and priority areas for improvement.

Comprehensive Needs Assessment Data

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.

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 Achievement Data

Data Source: South Carolina SC-READY

Report Type: Scores by Tested Grade Level

Term Tested: 2019-2025

****Note:** Shaw Heights Elementary only serves 2nd and 3rd grade students. Therefore, the only grade level with SC Ready data is 3rd grade.

3rd Grade SC READY	ELA Does Not Meet or Approaches	ELA Meets or Exceeds	Math Does Not Meet or Approaches	Math Meets or Exceeds
2025	39%	61%	44%	56%
2024	45%	55%	43.1%	56.9%
2023	57%	43.0%	31.3%	43.7%
2022	59.4%	40.6%	58.9%	41.1%
2021	70.5%	29.5%	70.5%	29.5%
2020	covid-19	covid-19	covid-19	covid-19
2019	55%	45%	47%	54%

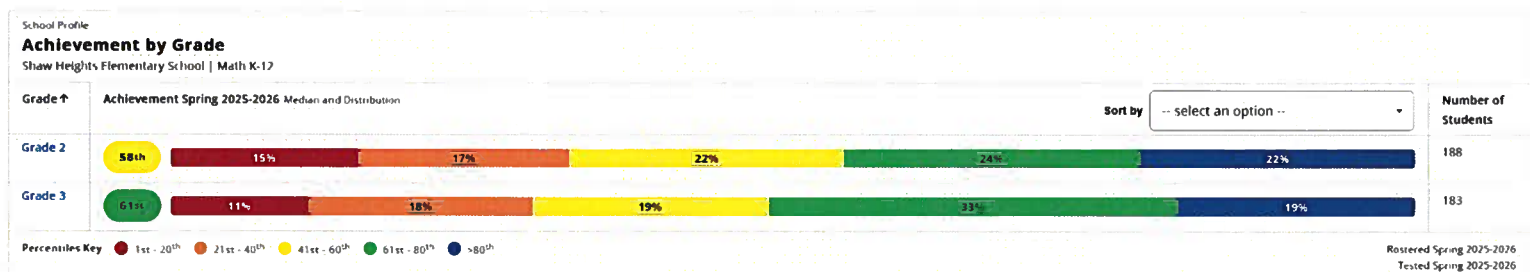
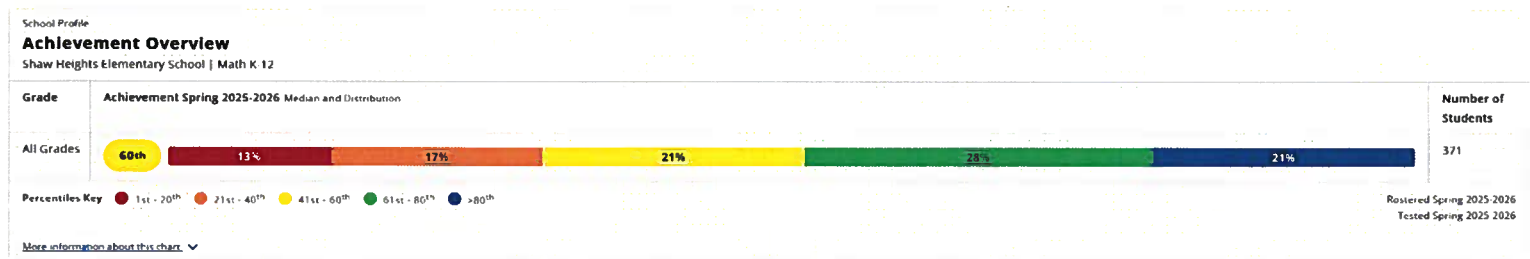
The 2025 SC Ready data represents a "historic peak" for this cohort. For the first time in the recorded period, over 60% of students are proficient in ELA, and over 55% are proficient in Math.

<u>Subject</u>	<u>% Meets/Exceeds (2025)</u>	<u>% Change from 2024</u>	<u>Status vs. 75% State Goal</u>
<u>ELA</u>	<u>61%</u>	<u>+6.0%</u>	<u>Gap of 14%</u>

<u>Subject</u>	<u>% Meets/Exceeds (2025)</u>	<u>% Change from 2024</u>	<u>Status vs. 75% State Goal</u>
<u>Math</u>	<u>56%</u>	<u>-0.9%</u>	<u>Gap of 19%</u>

Data Source: NWEA MAP Growth Assessment
Report Type: School Profile: Achievement Overview
Term Tested: Spring 2026

Shaw Heights Elementary School



Data Source: NWEA MAP Growth Assessment
Report Type: School Profile: Projected Proficiency Summary
Term Tested: Spring 2026
Discipline Data

School Years

2024 - 2025

☐ Include Alternative School Data

Analysis of Office Referral Records for School Year 2024 - 2025

120 Bus Referrals

Grade	Office Referrals Recorded		Behavior Significance				Gender						Interventions			
			Major		Minor		Male		Female		Not Set		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2	208	47.49	60	13.70	148	33.79	192	43.84	16	3.65	-	-	-	-	208	47.49
3	230	52.51	43	9.82	187	42.69	185	42.24	45	10.27	-	-	-	-	230	52.51
Total	438	100.00	103	23.52	335	76.48	377	86.07	61	13.93	-	-	-	-	438	100.00

2025 - 2026

☐ Include Alternative School Data

Analysis of Office Referral Records for School Year 2025 - 2026

152 Bus Referrals

Grade	Office Referrals Recorded		Behavior Significance				Gender						Interventions			
			Major		Minor		Male		Female		Not Set		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2	204	50.87	50	12.47	154	38.40	168	41.90	36	8.98	-	-	26	6.48	178	44.39
3	197	49.13	55	13.72	142	35.41	168	41.90	29	7.23	-	-	33	8.23	164	40.90
Total	401	100.00	105	26.18	296	73.82	336	83.79	65	16.21	-	-	59	14.71	342	85.29

Executive Summary of Needs Assessment Data Findings

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

Student Achievement, including sub-groups

Primary/Elementary (2-3):

Student achievement data from SC READY and MAP assessments indicate that Shaw Heights Elementary has made significant academic progress, particularly in reading, while also revealing clear areas for continued growth over the next five years. The 2025 academic year reflects a historic peak in overall performance, with English Language Arts (ELA) proficiency reaching 61%, a 6% increase from 2024, and mathematics proficiency at 56%, representing a slight decline of 0.9%. Notably, both content areas have surpassed pre-pandemic (2019) levels, demonstrating a strong recovery from COVID-19 learning loss. Despite this progress, proficiency rates remain below the state benchmark goal of 75%, leaving a gap of 14 percentage points in ELA and 19 percentage points in mathematics, signaling the need for sustained, strategic improvement.

Reading data shows the most substantial growth, with proficiency more than doubling from 29.5% in 2021 to 61% in 2025. This upward trend reflects the positive impact of strong Tier 1 instruction and the implementation of Read to Succeed initiatives. MAP data further supports this progress, with the school performing slightly above the national median at the 58th percentile overall, including 60th percentile in third grade and 56th percentile in second grade. In addition, NWEA Student Growth Summary data indicates that reading growth has exceeded projected targets, with Grade 2 students achieving 11 RIT points of growth compared to a projection of 9.5, and Grade 3 students achieving 9 points compared to a projection of 7.4. Approximately 57% of second graders and 61% of third graders met or exceeded their individual growth projections, with the school performing in the 66th to 67th percentile nationally for growth. However, a deeper analysis reveals that 56.8% of students are still projected to fall below the "Meets" standard, indicating that while growth is evident, a majority of students have not yet reached proficiency. The 28.1% of students in the "Approaches" category represent the most significant opportunity for

improvement, as these students are likely only one or two skills away from meeting expectations. Additionally, 18% of students fall within the lowest percentile band and require intensive Tier 3 interventions and specialized literacy support, while 23% of students in the highest percentile require enrichment to ensure continued academic growth. Moving forward, the focus in reading should be on maintaining strong foundational literacy practices rooted in the Science of Reading, while increasing emphasis on vocabulary development and comprehension to move students from “Approaches” to “Meets” and beyond, while also increasing the percentage of students meeting growth projections toward 70%.

In mathematics, although third-grade proficiency reached 56% on SC READY, MAP projections suggest a slight decline in momentum, with overall proficiency projected at 50.7% across grades two and three. While the school’s median percentile is strong at the 60th percentile, indicating that the average student is outperforming a majority of peers nationally, there is a significant disparity between high-achieving students and those requiring intensive support. At the same time, NWEA growth data highlights mathematics as a clear strength, with both second and third grade students achieving an observed growth of 16 RIT points, far exceeding projected growth targets of 12.4 and 12.6. Additionally, 68% of students in both grades met or exceeded their growth projections, and the school’s Conditional Growth Percentile ranks between the 80th and 83rd percentiles nationally, indicating that students are growing faster than most of their peers across the country. Despite this high level of growth, nearly half of all students (49.3%) are projected to perform below proficiency, with 28.8% in the “Approaches” category, suggesting that many students possess foundational skills but struggle with problem-solving, stamina, and higher-order thinking. Additionally, 13% of students fall in the lowest percentile and require intensive Tier 3 intervention focused on foundational number sense, while 21% of students in the highest percentile require advanced, multi-step enrichment opportunities. Data also highlights a concerning drop-off in performance as students transition from second to third grade, with second grade showing the highest percentage of students in the “Approaches” category. This suggests a need to strengthen early mathematics instruction by moving beyond procedural fluency to deeper, more rigorous, high Depth of Knowledge (DOK) tasks that align with the demands of SC READY.

Overall, the data indicates that while Shaw Heights Elementary has made commendable progress and is exceeding national growth norms—particularly in mathematics—there are systemic factors that must be addressed to sustain

and accelerate achievement. These include variability in the implementation of Tier 2 and Tier 3 interventions, limited differentiation for both struggling and advanced learners, gaps in vertical alignment across grade levels, and insufficient enrichment opportunities for students already meeting standards. Additionally, a clear “growth gap” exists between reading and math, with fewer students meeting growth projections in reading despite positive gains. Over the next five years, the school should focus on strengthening its Multi-Tiered System of Supports (MTSS) through consistent, data-driven decision-making and progress monitoring, replicating successful math instructional practices within reading to increase growth outcomes, enhancing instructional rigor in mathematics to address performance plateaus, and increasing early intervention efforts, especially in second grade. Maintaining effective literacy practices, expanding enrichment opportunities, and strengthening family and community engagement will also be critical. A targeted emphasis on vertical alignment, particularly ensuring that second-grade students are adequately prepared for the rigor and stamina required in third grade, will further support long-term student success. Through these focused efforts, the school can work toward closing proficiency gaps, increasing overall achievement, and ensuring that all students are prepared for continued academic success.

Teacher/Administrator Quality

Shaw Heights Elementary is committed to ensuring that all students receive high-quality instruction aligned to the school's vision, mission, and beliefs. Currently, approximately 89% of instructional staff are certified, demonstrating a strong foundation of qualified educators across grade levels and support areas. Notably, all third-grade teachers, special education teachers, and interventionists are fully certified, reflecting strength in tested grades and targeted student support services.

However, gaps remain in certification among specific groups, particularly in second grade and related arts, where not all teachers currently hold full certification. To ensure consistency in instructional quality across all classrooms, it is a priority for Shaw Heights Elementary to increase the percentage of fully certified teachers.

The school recognizes that teacher certification is a critical component in delivering effective, standards-aligned instruction that supports student achievement and long-term success. Certified teachers are better equipped to

implement rigorous instructional practices, utilize data to inform instruction, and provide targeted support to meet the diverse needs of all learners.

To address this need, Shaw Heights will focus on strategic recruitment, retention, and support efforts aimed at increasing teacher certification rates. Additionally, ongoing professional development will be provided to strengthen instructional practices, ensure alignment with state standards, and support both certified and non-certified teachers in delivering high-quality instruction.

- ***Total teachers: 8 (2nd) + 8 (3rd) + 3 (SPED) + 6 (Related Arts) + 3 (Interventionists) = 28***
- ***Certified teachers: 6 (2nd) + 8 (3rd) + 3 (SPED) + 5 (Related Arts) + 3 (Interventionists) = 25***

$$25 \div 28 = 89.3\%$$

School Climate

School climate data indicates several important trends related to student behavior, safety, and the effectiveness of interventions, highlighting both areas of progress and critical needs for the next five years. While the total number of discipline referrals decreased slightly from 438 to 401, the data reveals a concerning increase in the severity of behaviors, with “Major” offenses rising from 23.5% to 26.2%. Additionally, there has been a significant 26.7% increase in bus referrals, growing from 120 to 152, which points to a need for improved behavior expectations, supervision, and support within the transportation setting. A notable shift has also occurred across grade levels, with Grade 2 now accounting for the majority of referrals (50.9%), compared to Grade 3 in the previous year, signaling the importance of strengthening early intervention and support systems for younger students as they transition into more structured academic and behavioral expectations.

The data also highlights persistent demographic disparities, particularly related to gender. Male students continue to account for over 83% of all referrals, indicating a strong need for targeted supports in behavior management, social-emotional learning, and conflict resolution. However, there is also a notable increase in referrals among female students, rising from 13.9% to 16.2%, suggesting that behavioral concerns are becoming more widespread across the student population and should be addressed through schoolwide prevention strategies. These trends emphasize the importance of implementing inclusive and responsive social-emotional learning programs that meet the needs of all students while also providing targeted interventions for high-need groups.

The most critical concern emerging from the data is the lack of consistent intervention following behavioral referrals. Although there has been some improvement, with 14.7% of referrals now connected to documented interventions, a significant 85.3% of referrals still result in no recorded intervention. This indicates a substantial gap between identifying behavioral concerns and implementing appropriate supports, suggesting that the current system is more reactive than responsive. Without consistent intervention, there is limited opportunity to address root causes of behavior or to reduce the likelihood of repeated or escalating incidents.

Over the next five years, the school should prioritize building a more proactive and structured approach to behavior support that emphasizes prevention, intervention, and consistency. This includes implementing a Positive Behavioral Interventions and Supports (PBIS) framework within transportation to address the rise in bus incidents, as well as providing training for bus drivers in behavior management and de-escalation strategies. Strengthening Tier 2 and Tier 3 intervention systems is essential, with clear protocols ensuring that students who receive major referrals are consistently provided with targeted support, reducing the percentage of referrals with no intervention to below 50%.

Additionally, expanding social-emotional learning opportunities—particularly those focused on emotional regulation, conflict resolution, and peer relationships—will be key, with intentional supports for male students while also addressing the growing needs of female students. A strong emphasis on early intervention, especially in Grade 2, will help prevent the escalation of behaviors as students progress through grade levels. By focusing on these strategic priorities, the school can create a safer, more supportive learning environment, reduce the frequency and severity of behavioral incidents, and improve overall school climate outcomes.

Other (such as district and/or school priorities)

Performance Goals

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.

Performance Goal Area: *Student Achievement*

PERFORMANCE GOAL: By the end of the 2029–2030 school year, students at Shaw Heights Elementary will increase reading and mathematics achievement as measured by MAP assessments, with at least 70% of students meeting or exceeding projected growth targets and the overall median percentile increasing from 58th to at least the 68th percentile in reading and from 60th to at least the 67th percentile in mathematics, as measured by MAP assessments administered three times per year (fall, winter, and spring), through the consistent implementation of data-driven instruction, targeted Tier 2 and Tier 3 interventions, differentiated small group instruction, and ongoing progress monitoring.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029	Spring 2030
% of 2nd grade students meeting/exceeding projected MAP growth targets	Reading 64%	Target: 65% Actual: 57%	Target: 66% Actual:	Target: 67% Actual:	Target: 68% Actual:	Target: 70% Actual:
	Math 56%	Target: 59% Actual: 68%	Target: 62% Actual:	Target: 65% Actual:	Target: 68% Actual:	Target: 70% Actual:
% of 3rd grade students meeting/exceeding projected MAP growth targets	Reading 57%	Target: 60% Actual: 61%	Target: 63% Actual:	Target: 66% Actual:	Target: 68% Actual:	Target: 70% Actual:
	Math 55%	Target: 58% Actual: 68%	Target: 61% Actual:	Target: 64% Actual:	Target: 67% Actual:	Target: 70% Actual:

Data Source(s)	Average Baseline Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029	Spring 2030
Overall Median Percentile-MAP	Reading 58th	Target: 60th Actual: 58th	Target: 62nd Actual:	Target: 64th Actual:	Target: 66th Actual:	Target: 68th Actual:
	Math 53rd	Target: 56th Actual: 60th	Target: 59th Actual:	Target: 62nd Actual:	Target: 65th Actual:	Target: 67th Actual:

STRATEGY #1

Implement a data-driven instructional framework in which teachers regularly analyze MAP assessment data to plan and deliver differentiated small group instruction aligned to student needs in reading and mathematics

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Conduct regular data team meetings (e.g., after each MAP window and monthly PLCs) to analyze student data and identify instructional next steps	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Agendas, sign-in sheets, Post-PD surveys
2. Develop and implement flexible small groups based on MAP data,	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads,	\$0	N/A	Actual student logs/trackers, lesson plans

classroom performance, and ongoing formative assessments		Grade-Level Teachers				
3. Utilize data trackers and student goal-setting logs to monitor individual progress and adjust instruction accordingly	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$150	School Fund	Actual student logs/trackers	
4. Provide targeted professional development on data analysis, differentiated instruction, and effective small group practices	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Agendas, sign-in sheets, Post-PD surveys	
5. Implement common formative assessments to frequently assess student understanding and guide instructional planning	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Assessment data, lesson plans	
6. Use instructional coaching and walkthroughs to support and monitor effective use of data-driven small group instruction	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Observation data/feedback	

STRATEGY #2

Provide targeted Tier 2 and Tier 3 interventions, supported by ongoing progress monitoring and instructional adjustments, to ensure students meet or exceed projected growth targets in reading and mathematics

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide scheduled Tier 2 and Tier 3 intervention blocks during the school day with research-based programs in reading and mathematics	Aug 2025 – May 2030	Admin Team, Grade-Level Teachers, Interventionists	\$0	N/A	Intervention schedules
2. Use universal screening and MAP data to identify students in need of additional support and assign them to appropriate intervention groups	Aug 2025 – May 2030	Admin Team, Grade-Level Teachers, Interventionists	\$0	N/A	Actual student logs/trackers, intervention schedule
3. Monitor student progress regularly (biweekly/monthly) using progress monitoring tools and adjust interventions based on student performance	Aug 2025 – May 2030	Admin Team, Grade-Level Teachers, Interventionists	\$0	N/A	Actual student logs/trackers
4. Maintain intervention logs and data trackers to document student growth and instructional adjustments	Aug 2025 – May 2030	Grade-Level Teachers, Interventionists	\$0	N/A	Actual student logs/trackers

5. Collaborate with interventionists, instructional coaches, and classroom teachers to ensure alignment between core instruction and interventions.	Aug 2025 – May 2030	Admin Team, Grade-Level Teachers, Interventionists	\$0	N/A	Planning meetings sign-ins, lesson plans
6. Implement a structured MTSS framework that includes regular problem-solving team meetings to review student data, monitor intervention effectiveness, and make data-based decisions for movement between Tier 1, Tier 2, and Tier 3 supports.	Aug 2025 – May 2030	Admin Team, Grade-Level Teachers, Interventionists, School Psychologist, Speech Pathologist	\$0	N/A	MTSS team meeting agendas, minutes, and attendance, student data folders records, intervention schedule

Performance Goal Area: Teacher/Administrator Quality

(*required)

PERFORMANCE GOAL: By May 2030, Shaw Heights Elementary will increase the percentage of fully certified teachers from **89% to at least 98%**, as measured by annual staff certification records, by implementing targeted recruitment, retention, and certification support strategies, ensuring that all students have access to highly qualified educators and improving overall instructional effectiveness and student outcomes across all content areas.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline School Year 2025 - 2026	School Year 2026 - 2027	School Year 2027 - 2028	School Year 2028 - 2029	School Year 2029 - 2030	School Year 2030 - 2031
Certified Teaching Certificates	89%	Target: 92% Actual:	Target: 94% Actual:	Target: 96% Actual:	Target: 98% Actual:	Target: Maintain at least 98% certified staff Actual:

STRATEGY #1
Improve and sustain teacher certification rates through intentional recruitment, certification support, professional development, and retention efforts

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Attend teacher recruitment fairs	Aug 2025 – May 2030	Admin Team	\$100-\$500	District/ Title 1	Number of candidates interviewed;

						percentage of certified applicants
2.Prioritize hiring certified teachers in all vacancies	Ongoing (2025–2030)	Principal, HR	\$0		N/A	Percentage of new hires who are certified
3.Collaborate with district HR to identify certified candidate pools	Aug 2025 – May 2030	Principal, HR	\$0		N/A	Increased access to certified applicants
4.Partner non-certified teachers with certified mentors for ongoing guidance and accountability	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0		N/A	Documented mentor-mentee assignments with monthly meeting logs demonstrating ongoing support and progress toward certification
5.Provide leadership opportunities (team leads, mentors, instructional coaches) to increase job satisfaction	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0		N/A	Documented assignment of teacher leadership roles with meeting logs and participation records demonstrating active engagement in leadership responsibilities
6.Provide onboarding support for new hires to ensure successful transitions	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0		N/A	Checklists/schedules showing new hires received orientation, training, and mentoring support

7. Maintain an updated certification tracking system for all instructional staff	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Certification tracking database is updated quarterly with current staff status
8. Provide ongoing professional development aligned to state standards and instructional best practices	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$5,000	Title 1	PD schedules and agendas, sign-in sheets, Post-PD surveys
9. Offer targeted support in content areas where uncertified teachers are assigned	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	coaching logs, lesson plans, sign-ins from PD sessions
10. Ensure all teachers, regardless of certification status, receive high-quality instructional coaching	Aug 2025 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Lesson plan feedback, observations, Coaching schedules and logs, sign-ins

Performance Goal Area: School Climate

(*required)

PERFORMANCE GOAL: By the end of the 2029–2030 school year, Shaw Heights Elementary will **reduce total office discipline referrals by 3%** (*bus not included*) compared to the previous school year, through the consistent implementation of positive behavior intervention strategies, behavior intervention supports, social-emotional learning strategies, and proactive classroom management practices.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Total Office Discipline Referrals (ABE)	2nd grade 148	Target: 144 Actual:	Target: 139 Actual:	Target: 135 Actual:	Target: 131 Actual:	Target: 127 Actual:
	3rd grade 170	Target: 165 Actual:	Target: 160 Actual:	Target: 155 Actual:	Target: 150 Actual:	Target: 146 Actual:

STRATEGY #1

Implement a schoolwide framework integrating Leader in Me and PBIS to explicitly teach, model, and reinforce positive behaviors, utilize data-driven interventions, and strengthen proactive classroom management in order to reduce office discipline referrals

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Faculty/staff training in PBIS	July 2026 – May 2030	Admin Team, Grade-Level Team Leads,	\$0	N/A	Agendas, sign-in sheets, Post-PD surveys

		Grade-Level Teachers				
2. Educate students on rules, rewards, and consequences using PBIS.	July 2026 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Lesson plans, Code of Conduct, discipline policy, behavioral charts, posted expectations	
3. Implement ACE Tickets and School ACE Store as PBIS rewards for expected behavior.	July 2026 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$2,000	School Funds	ACE Store Schedule	
4. Faculty/staff training in the Leader in Me program.	July 2026 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$11,500	Title I	Agendas, sign-in sheets, Post-PD surveys	
5. Implement the principles of the Leader in Me program in each classroom and throughout the school through instruction.	July 2026 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$1,200	Title I	Lesson plans, observations, Leadership notebooks, LIM workbooks, posted LIM goals	
6. Communicate student behavior and leadership expectations to parents.	July 2026 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$400	School Funds/ Title I	Agenda, student handbook, newsletters, Classtag, website, Leader in Me celebrations	

7. Implement daily morning meetings in each classroom to intentionally build positive relationships, strengthen classroom community, and set a focused, respectful tone for learning through structured greetings, sharing opportunities, and collaborative activities	July 2026 – May 2030	Admin Team, Grade-Level Team Leads, Grade-Level Teachers	\$0	N/A	Lesson plans, observations, Usage on LIM site
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School Renewal Plan Checklist

Are the following complete?

☒	School Renewal Plan Signature Page
☒	Assurances for Plan
☒	Stakeholder Involvement for Plan
☒	Comprehensive Needs Assessment Data
☒	Executive Summary of Needs Assessment Data Findings
☒	Performance Goal and Action Plan: Area – Student Achievement
☒	Performance Goal and Action Plan: Area – School Climate
☒	Performance Goal and Action Plan: Area – Teacher/Administrator Quality

Once all boxes are checked, the plan can be submitted.