

**Alston-Bailey School Renewal Plan
2025/2026**

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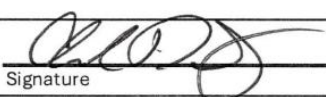
ABES School Renewal Plan 2025/2026

Strategic Plan for 5 Year Cycle: 2024-2025 to 2028-2029

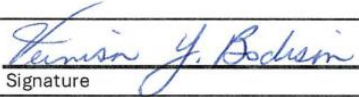
Upcoming School Year: 2026-2027

School Name:	Alston-Bailey Elementary
SIDN:	1802031
Plan Submission:	School utilizes Cognia
Grade Span:	PK to 5
District:	Dorchester 2
Address 1:	850 W 5 th North Street
Address 2:	
City, State:	Summerville, SC
Zip Code:	29483
School Renewal Contact Person:	Vernisa Y. Bodison
School Plan Contact Phone:	843-695-5220
School Plan E-mail Address:	vbodison@dorchester2.k12.sc.us

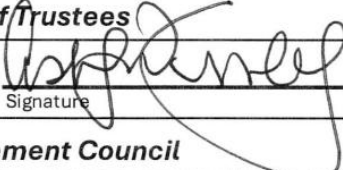
Superintendent

Chad Daugherty		4/13/26
Printed Name	Signature	Date

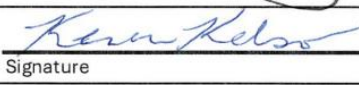
Principal

Vernisa Y. Bodison		4/10/26
Printed Name	Signature	Date

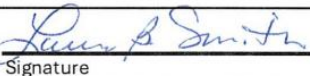
Chairperson, District Board of Trustees

Ashley Wimberly		4/13/26
Printed Name	Signature	Date

Chairperson, School Improvement Council

Kendra Kelso		4/10/26
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Laura Smith		4/10/26
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
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	(S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration

	The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	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.
Yes	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	Vernisa Y. Bodison
2.	Teacher	Bethany Tanner
3.	Parent/Guardian	Christine Cobbs
4.	Community Member	Elaine Bryant
5.	Paraprofessional	Katrina Shatzer
6.	School Improvement Council Member	Jessica Mizzell
7.	Read to Succeed Reading Coach	Kendra Kelso
8.	School Read to Succeed Literacy Leadership Team Lead	Laura Smith
9.	School Read to Succeed Literacy Leadership Team Member	Francyne Nathaniel

OTHERS

(May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the Literacy Leadership Team for Read to Succeed

Assistant Principal	Chemir Conyers
Assistant Principal	Charles Sanders

**Add rows as necessary*

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.) *Note: A link to the school report card will no longer be accepted.*

Teacher/Administrator Quality:

	<u>2023/2024</u>	<u>2024/2025</u>
Number for Surveys Returned	42	49
Percent Satisfied with Learning Environment	97.6%	87.8%
Percent Satisfied with Social and Physical Environment	92.9%	83.7%
Percent Satisfied with School-Home Relations	97.6%	87.8%

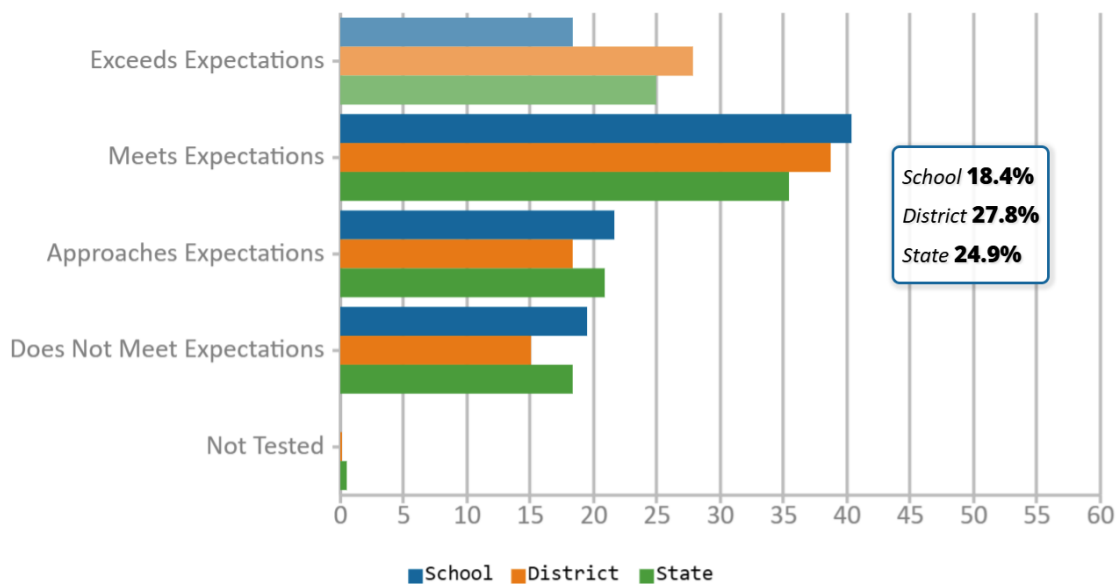
School Climate

Evaluations By Parents ?	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	86.4	22
"My child's teachers and school staff prevent or stop bullying at school."	65	22
Evaluations By Teachers ?	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	95.9	49
"The rules for behavior are enforced at my school."	79.6	49
Total Number of Teachers	38	Up from 32
Percent of teachers with advanced degrees	34.2	Down from 37.5
Percent of teachers on continuing contract	100.0	Up from 96.9
Percent of teachers returning from previous year - current year	82.4	Up from 38.5
Percent of teachers returning from previous year - three year average	63.6	Up from 61.2

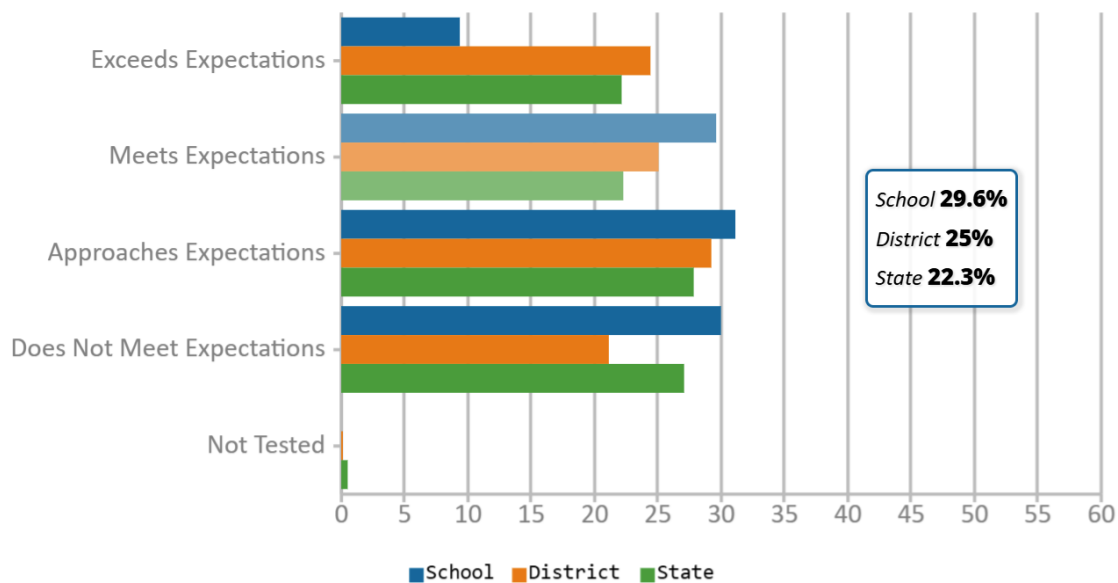
Student Achievement

SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)



Mathematics



Kindergarten MAP Math

Performance Band	Number of Students	% of Students
Low	15	18%
Low Average	12	14%
Average	17	21%
High Average	25	30%
High	14	17%

1st Grade MAP Math

Performance Band	Number of Students	% of Students
Low	16	17%
Low Average	14	15%
Average	27	21%
High Average	18	19%
High	19	20%

2nd Grade MAP Math

Performance Band	Number of Students	% of Students
Low	29	35%
Low Average	18	22%
Average	13	15%
High Average	14	17%
High	9	11%

3rd Grade MAP Math

Performance Band	Number of Students	% of Students
Low	27	28%
Low Average	25	25%
Average	17	17%
High Average	18	18%
High	12	12%

4th Grade MAP Math

Performance Band	Number of Students	% of Students
Low	25	33%
Low Average	12	16%
Average	17	23%
High Average	18	24%
High	3	4%

5th Grade MAP Math

<u>Performance Band</u>	<u>Number of Students</u>	<u>% of Students</u>
<u>Low</u>	34	35%
<u>Low Average</u>	29	29%
<u>Average</u>	17	17%
<u>High Average</u>	10	10%
<u>High</u>	9	9%

Kindergarten MAP ELA

<u>Performance Band</u>	<u>Number of Students</u>	<u>% of Students</u>
<u>Low</u>	26	30%
<u>Low Average</u>	15	17%
<u>Average</u>	19	22%
<u>High Average</u>	17	19%
<u>High</u>	11	12%

1st Grade MAP ELA

<u>Performance Band</u>	<u>Number of Students</u>	<u>% of Students</u>
<u>Low</u>		18
<u>Low Average</u>		30
<u>Average</u>		20
<u>High Average</u>		12
<u>High</u>		20

2nd Grade MAP ELA

<u>Performance Band</u>	<u>Number of Students</u>	<u>% of Students</u>
<u>Low</u>	22	27%
<u>Low Average</u>	27	33%
<u>Average</u>	13	16%
<u>High Average</u>	14	17%
<u>High</u>	6	7%

3rd Grade MAP ELA

<u>Performance Band</u>	<u>Number of Students</u>	<u>% of Students</u>
<u>Low</u>	25	26%
<u>Low Average</u>	19	19%
<u>Average</u>	16	16%
<u>High Average</u>	30	31%
<u>High</u>	8	8%

4th Grade MAP ELA

<u>Performance Band</u>	<u>Number of Students</u>	<u>% of Students</u>
<u>Low</u>	16	22%
<u>Low Average</u>	18	25%
<u>Average</u>	12	16%
<u>High Average</u>	21	29%
<u>High</u>	6	8%

5th Grade MAP ELA

<u>Performance Band</u>	<u>Number of Students</u>	<u>% of Students</u>
<u>Low</u>	13	13%
<u>Low Average</u>	24	24%
<u>Average</u>	26	26%
<u>High Average</u>	26	25%
<u>High</u>	12	12%

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

Early Childhood/Primary (PK-2):

ELA: The data indicates several areas of need across Kindergarten through 2nd grade ELA, primarily centered around the proportion of students performing below grade-level expectations. In Kindergarten, nearly half of the students (47%) fall within the “Low” and “Low Average” performance bands, suggesting a significant need for foundational literacy support, particularly in early reading skills such as phonemic awareness, letter recognition, and basic comprehension. Although there is a balanced distribution across other bands, strengthening Tier 1 instruction and targeted interventions for these early learners should be a priority.

In 1st grade, the concern shifts slightly but remains significant. While the largest group of students falls in the “Low Average” band (30%), 18% are still in the “Low” category. This means nearly half of the students are still performing below average, indicating a continued need for intervention and differentiation. However, the presence of 32% of students in the “High Average” and “High” bands suggests that instruction should also include enrichment opportunities while addressing gaps in decoding, fluency, and comprehension for struggling learners.

In 2nd grade, the need becomes more pronounced again, with 60% of students performing in the “Low” and “Low Average” bands. This is the highest concentration of below-grade-level performance among the three grade levels and signals a critical need for targeted support. Foundational skill gaps may be compounding, particularly in reading comprehension and vocabulary development. With only 24% of students in the “High Average” and “High” bands, strengthening core instruction and implementing strategic small-group interventions will be essential to move more students toward proficiency.

Overall, the trend across K–2 shows a persistent need to support students performing below average, with the most urgent focus in 2nd grade. Instructional adjustments should emphasize early literacy skill development, data-driven small group instruction, and consistent progress monitoring to ensure students are making adequate growth.

Math: Across Kindergarten through 2nd grade, the most consistent area for improvement is reducing the proportion of students in the Low and Low Average performance bands while increasing movement into High Average and High. In Kindergarten, 32% of students fall below average (18% Low, 14% Low Average), indicating a need for stronger foundational skill development early on, particularly since only 47% are in the High Average or High bands. In 1st grade, performance is more balanced, but still 32% of students remain below average, suggesting that early gaps are not fully closing and may require more targeted intervention and differentiation.

The greatest concern appears in 2nd grade, where a combined 57% of students are in the Low and Low Average bands (35% and 22%, respectively), and only 28% reach High Average or High. This indicates a significant drop in performance and suggests that students may not be solidifying essential skills as they progress. Overall, priority areas include strengthening Tier 1 instruction, increasing targeted support for struggling students, and ensuring consistent progress monitoring so that students move out of lower performance bands more effectively across grade levels.

Elementary/Middle (3-8):

ELA: Across grades 3–5, the clearest area for improvement in ELA is reducing the proportion of students in the Low and Low Average performance bands while increasing movement into High Average and High.

In 3rd grade, 45% of students fall below the Average band (26% Low, 19% Low Average), indicating a significant need for foundational skill support in early literacy. Although 31% are in High Average, only 8% have reached High, suggesting that while many students are approaching proficiency, fewer are excelling. This points to a need for both targeted intervention for struggling readers and stronger enrichment to push near-proficient students higher.

In 4th grade, the distribution remains concerning, with 47% of students in the two lowest bands (22% Low, 25% Low Average). While 29% are in High Average, again only 8% reach High. This suggests that gaps from 3rd grade are persisting, and instruction may need stronger differentiation—particularly small-group, data-driven instruction—to accelerate growth for students still below grade level.

In 5th grade, there is a slight shift upward, with more students in Average (26%) and High Average (25), but 37% still remain in Low and Low Average combined. The increase to 12% in the High band is promising, yet the data suggests a widening spread, where some students

are advancing while a substantial group continues to struggle. This indicates a need for tighter alignment between intervention and grade-level instruction, ensuring that students build the comprehension and vocabulary skills necessary for middle school readiness.

Overall, the trend across all three grades shows a consistent concentration of students just below proficiency (Low Average), which represents a key opportunity for growth. Strategic focus on this “bubble group,” combined with intensive support for students in the Low band and enrichment for those nearing High, could significantly shift overall performance

Math: Across grades 3–5 in Math, the most pressing area for improvement is the high concentration of students in the Low and Low Average performance bands, with a comparatively small percentage reaching High.

In 3rd grade, 53% of students are below the Average band (28% Low, 25% Low Average), indicating that over half of students are struggling with foundational math concepts. While 30% fall into High Average and High combined, the relatively modest 12% in the High band suggests that many students are not yet demonstrating strong mastery. This highlights a need for strengthening core number sense and problem-solving skills, along with targeted support to move students from Low Average into proficiency.

In 4th grade, the concern intensifies, with 49% of students still below Average and a notable 33% in the Low band alone. Although 24% of students are in High Average, only 4% have reached High, the lowest across all three grade levels. This suggests that while some students are approaching grade-level expectations, very few are excelling, pointing to gaps in both intervention effectiveness and opportunities for advanced learners to deepen their understanding.

In 5th grade, the data reflects the greatest need for intervention, with 64% of students in the Low and Low Average bands (35% Low, 29% Low Average). Only 19% of students are in High Average and High combined, indicating a significant decline in overall performance compared to earlier grades. This trend suggests that foundational gaps are compounding over time, particularly as math concepts become more complex, and students may not be receiving the necessary support to keep pace with grade-level expectations.

Overall, the data reveals a consistent and widening gap as students progress through grade levels, with increasing numbers falling into the lowest bands and limited movement into High performance. A critical area of focus should be intensive, data-driven intervention for students in the Low band, while strategically targeting the large Low Average group for accelerated growth. Strengthening Tier 1 instruction, increasing opportunities for mathematical discourse, and ensuring alignment between conceptual understanding and procedural fluency will be essential to improving outcomes across all grades.

Teacher/Administrator Quality
In analyzing the needs assessment, several important areas for growth across teacher and administrator perceptions. While the number of responses increased from 42 to 49, providing a more representative picture of staff voice, there was a consistent decline in satisfaction across all measured categories. Satisfaction with the learning environment decreased from 97.6% to 87.8%, while satisfaction with the social and physical environment dropped from 92.9% to 83.7%, making it the lowest-rated area. This suggests a need to more closely examine factors such as school climate, staff morale, available resources, and overall working conditions. Additionally, satisfaction with school–home relations declined from 97.6% to 87.8%, indicating an opportunity to strengthen communication and partnerships between staff and families. Although overall satisfaction remains relatively high, with all areas still above 80%, the downward trend across categories highlights the importance of identifying root causes and implementing targeted supports to improve staff experience and perception moving forward.
School Climate
The school climate data highlights several areas for growth, particularly in perceptions related to student safety and behavior management. While a strong majority of parents (86.4%) report that their child feels safe at school, this is notably lower than the 95.9% of teachers who report feeling safe before and after school hours, suggesting a gap in perception between families and staff. More significantly, only 65% of parents agree that teachers and staff effectively prevent or stop bullying, indicating a clear need to strengthen both bullying prevention practices and communication with families about how these issues are addressed. From the teacher perspective, although safety remains high, only 79.6% agree that rules for behavior are consistently enforced, pointing to concerns around consistency in discipline and schoolwide expectations.
Other (such as district and/or school priorities)
Additional areas for growth emerge in staff qualifications and stability. The percentage of teachers with advanced degrees has declined from 37.5% to 34.2%, which may indicate a need to encourage or support continued professional learning. At the same time, while there are positive trends in teacher retention—with increases in the number of teachers, those on continuing contracts, and those returning from the previous year—the data still suggests an opportunity to further strengthen long-term retention, as the three-year average remains at 63.6%. Overall, the data points to a need for a more consistent and visible approach to behavior management, improved family confidence in school safety practices, and continued focus on staff development and retention.

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*

(*required)

Student Achievement Performance Goal 1

The percent of students **with disabilities** scoring Not Met on SC READY Math in grades 3-5 will decrease by 2% each year through the 2027-2028 school year.

INTERIM PERFORMANCE GOAL : Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Ready Math Grades 3-5	88%	Projected Data: 86%	70.7%	70.2%	68.2%	66.2%
		Actual Data: 72.7%	61%			

STUDENT ACHIEVEMENT STRATEGY #1

ACTION PLAN FOR STRATEGY #1: School will provide support through professional development and feedback from classroom observations.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
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1. Provide feedback and professional development based on classroom observations, Measures of Academic Progress(MAP) and District Formative Assessment	August 2023-May 2028	Administration(Principal, Assistant Principals), Professional Development Coach, Curriculum Facilitator/Reading Coach	\$2,500 professional conferences, resources, and materials	Title 1/School Funding	*Classroom Observations *Coaching Sessions *Faculty Update *Professional Development Agendas
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Student Achievement Performance Goal 2

The percent of students in K-5 meeting Fall to Spring Growth targets on NWEA MAP Math will increase at least 3% per year through the end of the 2027-2028 school year as measured by NWEA MAP Math reports.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Measure of Academic Progress (MAP) Math NWEA	38.8%	Projected Data: 41.8%	48.1%	53%	51%	54%
		Actual Data: 45.1%	50%	48%		

STUDENT ACHIEVEMENT STRATEGY #1					
ACTION PLAN FOR STRATEGY #1: Teachers will continue to provide targeted instruction for students.					

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Teachers will conduct small group instruction and conference with students on an individual basis at least once a week	August 2023-May 2028	K-5 Teachers	None	None	*Math logs *Goal boards *Goal sheets/data notebooks *Classroom observations
Intervention teachers will provide targeted math intervention to students identified through the MTSS process.	August 2023-May 2028	K-5 Teachers, Intervention Teachers	None	Title I	MTSS Notes, Progress Monitoring

The percentage of students reading on grade level (K-5) will increase 2% each year through the end of the 2027-2028 school year using the projections as listed below.

INTERIM PERFORMANCE GOAL : Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Second Grade Measures of Academic Progress (MAP)	54%	Projected Data: 54%%	39.11%	37%	28%	30%
		Actual Data: 37.11%	35%	26%		
Third Grade Measures of Academic Progress (MAP)	64%	Projected Data: 64%	62%	40%	43%	45%
		Actual Data: 60%	38%	41%		
Fourth Grade Measures of Academic Progress (MAP)	61%	Projected Data: 61%	59%	44%	48%	50%
		Actual Data: 57%	42%	46%		

Fifth Grade Measures of Academic Progress (MAP)	62%	Projected Data: 62%	65%	50%	41%	43%
		Actual Data: 63%	48%	39%		

STUDENT ACHIEVEMENT STRATEGY #1

ACTION PLAN FOR STRATEGY #1: School will provide support through professional development and feedback from classroom observations.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide feedback and professional development based on classroom observations, FSS and Measure of Academic Progress (MAP) data.	August 2023-May 2028	Administration (Principal, Assistant Principals), District Reading Content Specialists, Curriculum Facilitator/Reading Coach	\$2,000	Title I /School Funding	*Classroom Observations *Coaching Sessions *Faculty Update *Professional Development Agendas

Student Achievement Performance Goal 4

By May 2028, the percentage of 3-5 grade students scoring Meeting or Exceeding in Reading will be 75% or higher as measured by the SC READY assessment. (Data reported one year delayed due to reporting window.)

INTERIM PERFORMANCE GOAL : Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Third Grade SC READY test scores as reported on the state report card	39.4%	Projected Data: 50.52%	59.68%	058.2%	69.1%	75%
		Actual Data: 52.9%	47.3%	57.1%		
Fourth Grade SC READY test scores as reported on the state report card	60.6%	Projected Data: 67.48%	64.85%	58.46%	69.23%	75%
		Actual Data: 59.8%	47.7%	56.4%		
Fifth Grade SC READY test scores as reported on the state report card	45.6%	Projected Data: 55.48%	57.5	59.33%	69.63	75%
		Actual Data: 50%	49%	62.9%		

STUDENT ACHIEVEMENT STRATEGY #1					
ACTION PLAN FOR STRATEGY #1: The teacher will continue to provide effective reading instruction for all students.					

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers will conference with students on fluency, goals, and/or reading strategies on an individual basis at least once a week.	August 2023- May 2028	K-5 Teachers	None	None	*Reading logs *Goal boards *Goal sheets/data notebooks *Classroom observations

Performance Goal Area: School Climate*

(*required)

School Climate Performance Goal 1

The percent of walkthroughs/observations to include the Digital Learning Environment (DLE) will increase from 42% to 75% by the end of the 2027-2028 school year, as measured by Classroom Mosaic.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Classroom Mosaic Observation Rating using the instructional walkthrough observation form with Digital Learning Environment	42%	Projected Data: 48.6%	55.2%	40.7%	58.03%	75%
		Actual Data: 47.2%	23.6%	58.91%		

SCHOOL CLIMATE STRATEGY #1
ACTION PLAN FOR STRATEGY #1: School will help empower teachers to implement project based digital learning activities.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development on how to implement project-based learning using digital tools.	August 2023-May 2028	STEAM Committee and Leadership Team	\$2,500 for purchase of books or conference registration	Title I Funding	*Classroom Observations *Book Studies *Sharing of projects on the Morning News Show *School Newsletter Faculty Updates

School Climate Performance Goal 2:

The percentage of students with disabilities suspended beyond 10 days will remain at 0% through the 2027-2028 school year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCDE Office of Special Education	0%	Projected Data: 0%	0%	0%	0%	0%
		Actual Data: 3%	0.03%	0%		

SCHOOL CLIMATE STRATEGY #1

ACTION PLAN FOR STRATEGY #1: The school will continue to support teachers with professional development in supporting trauma-informed students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development to faculty and staff on how trauma affects students.	August 2023-June 2028	Administration (Principal, Assistant Principal)	\$2,500	Title I	-Book Study - Classroom Observations - Professional Development

School Climate Performance Goal 3

The ratings of student use of digital tools/technology for learning will increase from 2.1 to 3.0 by the end of the 2027-2028.

INTERIM PERFORMANCE GOAL : Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Classroom Mosaic	2.1	Projected Data: 2.28	2.46	2.58	2.79	3.0

Observation Walkthrough tool						
		Actual Data: 1.63	2.38	2.38		

SCHOOL CLIMATE STRATEGY #1					
ACTION PLAN FOR STRATEGY #1: School will support teachers with professional development with using technology to increase learning.					

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide professional development on how to implement technology in the learning process.	August 2023-May 2028	Administration(Principal, Assistant Principals), Professional Coach, Curriculum Facilitator/Reading Coach,	None	None	*Classroom Observations *Sharing of Projects on the Morning News Show *Faculty Updates

Performance Goal Area: Teacher/Administrator Quality*

(*required) **Teacher/Administrator Quality Performance Goal 1**

The percent of teachers returning from the previous year will increase from 80.8% to 85% by the 2027-2028 school year as measured by the annual SC Report Card.

INTERIM PERFORMANCE GOAL : Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Teacher survey as reported on the state report card	80.8%	Projected Data: 81.64%	73.75%	54%	69.5%	85%
		Actual Data: 70%%	38.5%	82.4%		

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

ACTION PLAN FOR STRATEGY #1: The school will continue to support teachers with professional development in supporting Trauma informed students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide handouts and/or discuss healthy school climates during faculty meetings.	August 2023- May 2028	Literacy Committee and Leadership Team	None	None	*School climate handouts *School updates *Observations of faculty discussions

(*required) **Teacher/Administrator Quality Performance Goal 2**

The percent of ABES employees who have successfully completed the State Law Enforcement Division's (SLED) Active Shooter Training will increase from 76% to 95% by the end of the 2027-2028 school year as measured by Professional Learning (PL) attendance reports.

INTERIM PERFORMANCE GOAL : Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Professional Learning(PL)	76%	Projected Data: 79.8%	55.63%	90/7%	92.86%	95%
		Actual Data: 42.5%	88.6%	91.8%		

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

ACTION PLAN FOR STRATEGY #1: School will help educate staff on the importance of school safety.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide handouts and/or discuss the safety of the school environment during faculty meetings.	August 2023- May 2028	Safety Committee School Safety Officer, Leadership Team	None	None	School updates Safety Handouts

(*required) **Teacher/Administrator Quality Performance Goal 3**

By May 2028, 75% of the teachers at Alston-Bailey will have advanced degrees.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
State Report Card	42%	Projected Data: 48.6%	55.2%	50%	62.5%	75%
		Actual Data: 28.6%	37.5%	34.2%		

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
ACTION PLAN FOR STRATEGY #1: Increase teacher/administrator quality by informing teachers of advanced degree, certification, and endorsement opportunities.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Post and disseminate professional development opportunities related to advanced degrees, certifications, and/or endorsements.	August 2023- May 2028	Literacy Committee and Leadership Team	\$300 or more per course.	Personal, PTA grants	*Faculty Update *Post information in the mailroom *Email *Advanced degrees,

					certifications, and/or endorsements
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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.