

High Hills Elementary School School Renewal Plan 2025 - 2030



Principal Kathy Lyons

High Hills Elementary School

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2025-2026 to 2029-2030 Upcoming
School Year: 2026-2027

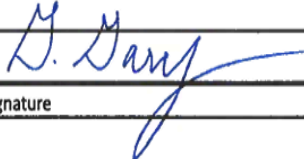
High Hills Elementary School

School Renewal Plan Signature Page

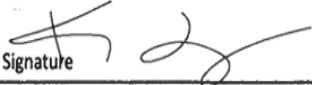
Strategic Plan for 5 Year Cycle: 2025-2026 to 2029-2030 Upcoming
School Year: 2026-2027

School Name:	High Hills Elementary
SIDN:	
Plan Submission:	
Grade Span:	4th - 5th
District:	Sumter School District
Address 1:	1705 Frierson Road
Address 2:	
City, State:	Shaw AFB, SC
Zip Code:	29152
School Renewal Contact Person:	Mrs. Kathy Lyons
School Plan Contact Phone:	803-499-3327
School Plan E-mail Address:	kathy.lyons@sumterschools.net

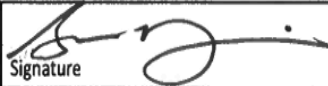
Superintendent

Dr. Gerald Gary		4/20/26
Printed Name	Signature	Date

Principal

Kathy Lyons		4/13/26
Printed Name	Signature	Date

Chairperson, District Board of Trustees

Dr. Shawn Ragin		4/20/26
Printed Name	Signature	Date

Chairperson, School Improvement Council

Desiree McMillan		4/20/26
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Janice Warren		4/20/26
Printed Name	Signature	Date

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,

High Hills Elementary School

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.

High Hills Elementary School

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))
No	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.
No	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.
No	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

High Hills Elementary School

	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 names 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	Kathy Lyons
2.	Teacher	Lindsey Breeden
3.	Parent/Guardian	Jennifer Knowles
4.	Community Member	Rev. Dr. Stewart Rawson
5.	Paraprofessional	LaTasha Temoney
6.	School Improvement Council Member	Jaylen Hill
7.	Read to Succeed Reading Coach	Janice Warren
8.	School Read to Succeed Literacy Leadership Team Lead	Janice Warren
9.	School Read to Succeed Literacy Leadership Team Member	Rolanda Madojemu
10.	Assistant Principal	Latasha Scott

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

**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.)

High Hills Elementary School is a Title I school in Sumter County, South Carolina, located just outside Shaw Air Force Base. The school serves approximately 400 students in grades four and five. Due to the proximity to the base and the overall transient nature of the county's population, the student population experiences frequent transfers both in and out of the district.

Our diverse student population includes 4% Multi-Language Learners, 12% of students with IEPs receiving special education services, and 2% with active 504 plans. Additionally, 64% of students are economically disadvantaged, 16% experience moderate or severe chronic absenteeism, 59% are African American, 29% are Caucasian, 0.5% are identified as homeless, and 9% are identified as gifted and talented.

These demographics, combined with high mobility and chronic absenteeism rates, underscore the need for a comprehensive, multi-tiered system of supports to address students' academic, behavioral, and attendance needs and ensure we are supporting the whole child.

Academic Performance Overview

SC READY Assessment (Spring 2025) English Language Arts (ELA)

Grade	Does Not Meet	Approaching	Meets	Exceeds	Meets & Exceeds
4 th	17%	27%	36%	21%	56%
5 th	29%	24%	36%	11%	47%

- **51% of All Students scored Meets or Exceeds**
- **26.3% of students with disabilities scored Meets or Exceeds.**
- **25% of Multilingual Learners (MLL) scored Meets or Exceeds.**

Key Insight: ELA is our strongest content area, with over 50% meeting or exceeding in 4th grade and 47% in 5th grade. There is still room for improvement, especially when analyzing our subgroup data. Our students with disabilities and MLL students are meeting standards at a significantly lower level than their general education peers.

SC READY Assessment (Spring 2025) Mathematics

Grade	Does Not Meet	Approaching	Meets	Exceeds	Meets & Exceeds
4 th	31%	33%	19%	17%	36%
5 th	28%	40%	14%	18%	32%

- **34% of All Students scored Meets or Exceeds**
- **22.5% of Students with disabilities scored Meets or Exceeds.**
- **10% of Multilingual Learners scored Meets or Exceeds.**

Key Insight: Math performance is not as strong as ELA, with over 60% of students not meeting standards. The trend of our students with disabilities and MLL students is not performing at the same level as their general education peers.

SC READY Assessment (Spring 2025) Science

Grade	Does Not Meet	Approaching	Meets	Exceeds
4 th	30%	25%	30%	15%

Key Insight: Science also has over 50% of students scoring approaches or does not meet.

2025-2026 MAP Growth (Measures of Academic Progress) Reading – Grade Level Percentile

Grade	Fall	Winter	Spring
4 th	55 th	58 th	59 th
5 th	50 th	55 th	51 st
School	51 st	57 th	55 th

2025-2026 MAP Growth (Measures of Academic Progress) Math – Grade Level Percentile

Grade	Fall	Winter	Spring
4 th	56 th	51 st	48 th
5 th	43 rd	49 th	47 th
School	49 th	51 st	48 th

Key Insight: MAP data shows 5th-graders are growing in both reading and math, while 4th-graders are only showing growth in Reading. Fourth-grade Math scores are actually decreasing.

At High Hills Elementary School, we are focused on improving student achievement by providing standards-based, data-driven instruction to all students. Ensuring equitable access to high-quality instruction for all students is important to us. We have developed several action

steps to guide our school renewal process and ultimately improve student outcomes.

Action Steps:

1. Employ an MTSS coordinator to analyze data, organize meetings, and ensure we are meeting all the needs of our students.
2. Employ a Reading Interventionist to provide targeted small group instruction to students identified through the MTSS Framework.
3. Employ a Math Interventionist to provide targeted small group instruction to students identified through the MTSS Framework.
4. Employ a Family and Community Engagement (F.A.C.E) Facilitator to develop partnerships within the community and plan family and community engagement events.
5. We will form small groups in both ELA and math informed by MAP Growth, SC READY data, and teacher input to address specific learning gaps and support differentiated instruction utilizing the Multi-tiered Systems of Support (MTSS) Framework.
6. We will offer extra support through our after-school tutoring program to students identified as needing additional instruction.
7. We will use MAP, SC READY, and Classroom Assessment data along with state standards to drive our instruction.
8. We will focus on Visible Learning and Practices with high effect sizes to strengthen instruction at all levels.
9. Our F.A.C.E. facilitator will plan and organize family and community events in order to help families and stakeholders understand what the students are learning and how they can support their students at home.
10. We will strengthen our Professional Development Plan and Professional Learning Communities to ensure we are providing relevant professional development based on the needs of our staff to support our goals and renewal plan.
11. We will ensure we are hiring highly qualified certified teachers in order to ensure that our students receive the best possible instruction.
12. We will improve our climate and culture by strengthening our school-wide behavior expectations and implementing an incentive program to promote positive behavior choices.

Our goals and action steps reflect our commitment to improving our school and providing our students with the best possible education. We are committed to increasing student achievement.

Administrator Profile:

- High Hills Elementary School has one principal and one assistant principal with over 35 years of combined experience in education.
- Although our principal and assistant principal have many years in education, they have only over 5 years of experience in educational administration.

Teacher/Administrator Quality

While High Hills Elementary takes pride in its current group of educators, we recognize that continuous improvement is essential to student success. By supporting our staff's professional development, we aim to reach and sustain a 100% threshold for highly qualified certified personnel.

Teacher Profile:

- Certified Teachers: 92%
- Years of Experience:
 - 32% have 0–5 years
 - 40% have 6–15 years
 - 20% have 16+ years
- Professional Development Participation:
 - 100% attended district PD sessions.

High Hills Elementary is committed to a culture of continuous improvement through tailored Professional Learning Communities (PLCs) and robust teacher retention initiatives. Our professional development framework is anchored in John Hattie's Visible Learning research, specifically fostering Collective Teacher Efficacy and empowering students to take ownership of their learning outcomes.

To ensure instructional consistency, our Instructional and Reading Coaches facilitate targeted coaching cycles for both early-career and veteran educators, building internal capacity and sustainable support structures. Furthermore, the leadership team conducts regular instructional walkthroughs to provide actionable feedback. This data-driven approach allows us to align professional development with real-time classroom needs, ensuring we 'inspect what we expect' while nurturing a highly reflective professional culture.

School Climate

High Hills Elementary is a Leader In Me School. While recent student surveys reflect a significant majority of students feel safe and supported, we are committed to aligning this positive perception with our behavioral data. Although our school climate remains a strength, current trends in hit/kick/push and bus referrals from the 2024-2025 school year indicate a need for targeted growth. By more intentionally integrating our leadership principles into daily behavioral interventions, we aim to translate our high levels of student satisfaction into a measurable reduction in office referrals.

Key Indicators:

- Student Survey Results (as reported on SC Report Card Spring 2025):
 - 83.6% of students are satisfied with the learning environment
 - 86.4% of students are satisfied with the social and physical environment of the school
 - 91.9% of students are satisfied with home-school relations
 - 86.4% of students feel safe while at school
- Behavioral Data:

2024-2025 Discipline Referral Data

Grade	Male	Female	Total
4 th	141	53	194
5 th	208	33	241

- There were 435 total office referrals for the 2024-2025 school year
 - Chronic absenteeism affects 16.2% of students
 - Top 2 Student Behaviors: Bus Violations and Hit/Kick/Push
- Staff Perception: (School Report Card 2025 Data)
 - 87.5% of teachers are satisfied with the learning environment
 - 91.7% of teachers are satisfied with the social and physical environment
 - 78.5% of teachers are satisfied with home-school relations
 - 66.7% of staff feel as though rules are enforced

High Hills Elementary recognizes that a welcoming, supportive school climate is the essential foundation for academic success. To further cultivate this environment, we are prioritizing the development of strong, positive relationships between students and staff. A key component of this initiative includes comprehensive Trauma-Informed Care training, equipping our faculty to better understand and respond to the diverse needs of our student body. Furthermore, to proactively reduce office referrals, we will strengthen our Tier I behavioral framework. This includes dedicated Professional Learning Communities (PLCs) focused on the mastery of classroom routines and procedures, ensuring that high expectations for student conduct are consistently maintained across all learning environments.

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

Elementary/Middle (3-8):

Analysis of state assessment data reveals that English Language Arts (ELA) remains a primary area of strength for High Hills Elementary. Notably, 50% of 4th-grade students and 47% of 5th-grade students met or exceeded expectations. While these figures represent a strong instructional baseline, a significant achievement gap persists among our Multilingual Learners (MLL) and Students with Disabilities (SWD). When compared to their general education peers, these subgroups perform at a lower proficiency level, indicating a critical need for enhanced Tier 2 and Tier 3 instructional interventions and targeted support.

A comprehensive analysis of state assessment data reveals that mathematics remains a primary area for instructional growth at High Hills Elementary. Currently, 60% of students are not yet meeting grade-level standards, indicating a need for a systemic review of our core math instruction. Consistent with our ELA findings, a significant performance gap exists for our Students with Disabilities (SWD) and Multilingual Learners (MLL). These subgroups continue to perform below their general education peers, necessitating targeted, evidence-based interventions to ensure equitable access to mathematical proficiency.

Our MAP data shows 5th-graders are growing in both reading and math, while 4th-graders are only showing growth in Reading. Fourth-grade Math scores are actually decreasing. Our students grow from Fall to Winter, but then they show mixed results in the Spring, with some students growing by double digits, while others' Spring score can be double digits lower than their Winter Score. This shows that we need to stress the importance of the MAP Assessment for assessing what students have mastered and how they have grown. It is worth noting that the MAP assessment is not aligned to our standards and pacing guide. Students should still be able to show growth and meet their goals.

Based on our comprehensive data analysis, High Hills Elementary has identified a critical need to simultaneously strengthen Tier I core instruction and expand targeted academic interventions for Tier II and Tier III students. To systematically address these needs, we will continue to utilize the Multi-Tiered System of Supports (MTSS) framework to identify and monitor students requiring intensive intervention. To lead this effort, it is imperative to maintain a dedicated MTSS Coordinator who will track data and facilitate meetings. Furthermore, to maximize our impact and reduce group sizes, employing both a reading and a math interventionist is a strategic priority to ensure all students receive the scaffolded support necessary to close persistent achievement gaps. If we are unable to hire two full-time interventionists, one full-time and one part-time interventionist will help close the gap in academic achievement.

Teacher/Administrator Quality

High Hills Elementary recognizes that one of the greatest factors in student success is the presence of a highly qualified, certified educator in every classroom. To this end, we are committed to the strategic recruitment and retention of top-tier faculty, with the ultimate goal of achieving a **100% certified instructional staff**. Our professional development framework is intentionally aligned with our institutional goals, centered specifically on John Hattie's Visible Learning research. By prioritizing evidence-based strategies with a high effect size on student outcomes, and utilizing our Instructional and Reading Coaches to provide differentiated, targeted support, we ensure our faculty is equipped to deliver world-class instruction.

Beyond immediate instructional gains, High Hills Elementary is dedicated to establishing the organizational structures necessary to ensure the sustainability of our long-term goals. By following and documenting our coaching protocols, MTSS frameworks, and Professional Learning Community (PLC) protocols, we are moving from individual efforts to a systemic culture of excellence. This focus on institutional infrastructure ensures that our strategies for increased student achievement remain resilient and effective, providing a stable foundation for growth that persists year over year.

School Climate

While High Hills Elementary maintains a fundamentally positive school culture, current behavioral and attendance data indicate a strategic need for systemic refinement. To address the frequency of office referrals, chronic absenteeism, and tardiness, we are prioritizing the standardization of school-wide expectations and the mastery of classroom routines—specifically during instructional transitions. Furthermore, we recognize that academic and behavioral success is amplified by strong school-home partnerships. We are committed to increasing family engagement and strengthening these vital relations, acknowledging that active parental involvement is a primary driver of improved student attendance and long-term achievement.

At High Hills Elementary, we recognize that consistent attendance is the fundamental precursor to student achievement. Because mastery of rigorous state standards requires a high level of instructional continuity, it is essential that students are present for the full duration of the school day. We are committed to fostering an environment where every minute of instruction is valued, as daily attendance is a critical variable in a student's ability to achieve academic proficiency.

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*)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By Spring 2030, High Hills Elementary School will improve **ELA** achievement by increasing the percentage of students scoring in the “Meets” or “Exceeds” categories on **SC Ready ELA** by at least 3 percentage points each year. Progress toward this goal will be monitored through interim MAP Reading Assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Cohort	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Fall MAP Math Data (Median Percentile)	School (4th and 5th)	53%	51%				
Spring SC READY ELA “Meets” & “Exceeds”	4 th – 5 th Gr	51%	Target: 54% Actual:	Target: 57% Actual:	Target: 60% Actual:	Target: 63% Actual:	Target: 66% Actual:

**Add or delete rows as needed.*

STUDENT ACHIEVEMENT STRATEGY #1

We will strengthen all Tiers of ELA Instruction by using Visible Learning Strategies and influences with high effect sizes.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide Professional Development and Support: Train teachers on effective small-group instruction and MTSS implementation. Offer coaching cycles focused on differentiation and data use.	August – May (Monthly)	-Administration -Instructional Coach -Grade-level Teachers	n/a	n/a	-PLC Meeting Agendas and Minutes
2. Standards-Based, Data Driven Rigorous Learning Experiences: Have weekly team talks to discuss standards, assessments, and plan rigorous standards-based, data-driven instruction	August – May	-Grade-level Teachers -Instructional Coach -Interventionist	n/a	n/a	-Meeting Agendas and Minutes -Lesson Plans -Walkthrough and Observation Data
3. Goal Setting: Use student data notebooks and goal-setting to build ownership.	August - May	-Teachers -Students	\$500	Title I	-Leadership Binders -Goals

4. Improve ELA Instruction: Consistently use Visible Learning Strategies, practices, and influences with high effect sizes, along with evidence-based, high-quality instructional materials (including technology) and resources (according to the What Works Clearing House) to provide standards-based instruction across all settings, including targeted interventions	August – May	-Grade-level Teachers -Instructional Coach -Interventionist -Administration	\$15,000	Title 1 and General Funds	-Lesson Plans -Small Group Lesson Plans -Intervention Groups -Classroom observation data showing the use of strategies
5. Literacy Resources: Maintain a high-quality library with a variety of genres at a wide range of readability.	August – May	-Administration -Instructional Coach -Teacher Leaders -Media Specialist	\$3,000	Title 1 and General Funds	-School Library Inventory -Classroom Library Inventory
6. Reading Interventions: Employ 1 reading interventionist to provide targeted small group instruction based on a need identified through the MTSS Process	August-May	-Administration	\$115,000	Title I Funds	-Staffing List -Intervention Lesson Plans Intervention Data Tracking -Formative Assessment Data

STUDENT ACHIEVEMENT STRATEGY #2

We will use data to drive instruction and monitor progress through the MTSS Process.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. MTSS Process: Employ an MTSS Coordinator to track students who are below grade-level and facilitate MTSS meetings.	August – May	-Administration -MTSS Coordinator	\$110,000	Title I Funds	-Staffing List -MTSS Tracking
2. Analyze MAP Growth and SC READY Data: Use grade-level PLCs and the MTSS process to identify students performing below grade level. Create student profiles with strengths and areas for growth.	August – May (Monthly)	-Administration -Instructional Coach -Grade-level Teachers -MTSS Coordinator -Literacy Interventionist	\$0	n/a	-PLC Meeting Agendas and Minutes -Intervention Groups -Student Data Profiles

3. Implement Targeted Small-Group Instruction: Use leveled readers, phonics-based materials, and comprehension strategies aligned to MAP RIT bands. Small group targeted instruction will occur during school, as well as in an after-school program.	August – May	-Grade-level Teachers -Instructional Coach -Interventionist	\$15,000	Title I and ATSI Funds	-Small-group lesson plans -Walkthrough and Observation Data -Growth in MAP and Formative Assessment Scores
4. Monitor Progress and Adjust Instruction: Use formative assessments and MAP interim data. Adjust groupings and instructional strategies based on student progress.	August – May	-Grade-level Teachers -Instructional Coach -Interventionist -Administration	n/a	n/a	-Formative Assessments and Results -MAP Data Reports -Small Group Lesson Plans -Meeting Agendas and Minutes
5. Engage Families in Literacy Development: Host one literacy night for parents. Provide take-home materials and strategies to support reading at home.	March	-Administration -Instructional Coaches -Grade-level Teachers -F.A.C.E. Coordinator	\$3,000	Title I Funds	-Event Attendance Logs -Parent Feedback Surveys -Records of take-home materials -Evidence of increased family involvement

Performance Goal Area: Student Achievement* (*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By Spring 2030, High Hills Elementary School will improve **Math** achievement by increasing the percentage of students scoring in the “Meets” or “Exceeds” categories on **SC Ready Math** by at least 3 percentage points each year. Progress toward this goal will be monitored through interim MAP Math Assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Cohort	Baseline 2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Fall MAP Math Data (Median Percentile)	School (4th and 5th)	54%	49%				
Spring SC READY Math “Meets” & “Exceeds”	4 th – 5 th Gr	34%	Target: 37% Actual:	Target: 40% Actual:	Target: 43% Actual:	Target: 46% Actual:	Target: 49% Actual:

*Add or delete rows as needed.

STUDENT ACHIEVEMENT STRATEGY #1

We will strengthen all tiers of math instruction by using Visible Learning strategies and influences with a high effect-size.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Math Interventions: Employ 1 math interventionist to provide targeted small group instruction based on a need identified through the MTSS Process	August-May	-Administration	\$115,000	Title I Funds	-Staffing List -Intervention Lesson Plans Intervention Data Tracking -Formative Assessment Data
2. Math Workshop Model: Implement a balanced math block with time for whole-group instruction, guided practice, independent work, and math centers consistent across all classes.	August - May	-Administration -Instructional Coach -Grade-level Teachers	n/a	n/a	-Math block schedules and lesson plans -Classroom Walkthroughs and Observation Data -Growth in MAP scores

3. Math PLCs (Professional Learning Communities): Facilitate regular grade-level meetings focused on analyzing student work, planning instruction, and sharing strategies. Monitor progress with formative assessments and adjust instruction accordingly.	August-May Monthly	-Administration -Instructional Coach -Grade-level Teachers	n/a	n/a	-PLC Meeting Agendas and Minutes -Teacher Lesson Plans -Classroom Observation Data
4. Provide training on Strategies and Practices with a High Effect Size: Offer PD on number talks, conceptual understanding, and problem-solving strategies. Offer PD practices with a high effect size, according to John Hattie's research.	August - May	-Administration -Instructional Coach -Teacher Leaders	\$1,500	Title I Funds	-PD Attendance Records and Agendas -Teacher Implementation Surveys -Strategies in Lesson Plans -Classroom Observation Data
5. Math and STEAM Nights: Host a Family Math Night and a Family STEAM Night to help families understand grade-level expectations and how to support math learning at home.	Twice a Year	-Administration -Instructional Coach -Teacher Leaders -FACE Coordinator	\$6,000	Title I Funds	-Attendance Records -Parent Feedback Surveys -Distribution of Math Support Materials -Increased Family Engagement

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

STUDENT ACHIEVEMENT STRATEGY #2

We will use data to drive instruction and monitor progress through the MTSS Process.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. MTSS Process: Employ an MTSS Coordinator to track students who are below grade-level and facilitate MTSS meetings.	August – May	-Administration -MTSS Coordinator	\$110,000	Title I Funds	-Staffing List -MTSS Tracking
2. Analyze MAP Growth and SC READY Data: Use grade-level PLCs and the MTSS process to identify students performing below grade level. When analyzing data, include teacher input to create student profiles with strengths and areas for growth.	August – May (Monthly)	-Administration -Instructional Coach -Grade-level Teachers -MTSS Coordinator -Literacy Interventionist	n/a	n/a	-PLC Meeting Agendas and Minutes -Intervention Groups -Student Data Profiles

3. Targeted Small Group Instruction: Implement targeted interventions (during school, after school, and/or summer) for students below grade level. Employ a math interventionist to provide targeted small instruction during the school day.	August – May	-Grade-level Teachers -Instructional Coach -Interventionist	\$150,000	Title I and ATSI Funds	-Small-group lesson plans -Walkthrough and Observation Data -Growth in MAP and Formative Assessment Scores
4. Goal Setting: Use student data notebooks and goal-setting to build ownership.	August - May	-Classroom Teachers	\$1000	Title I Funds	-Student Data Notebooks/Goal Sheets -Evidence of MAP Growth
5. Celebrating Growth: Recognize student and teacher progress toward goals to build motivation and ownership.	End of each 9 weeks	-Administration -Instructional Coach -Grade-level Teachers	\$3,000	Title I and General Funds	-Recognition Event Records -Survey Feedback from Students and Teachers -Evidence of Goal Setting and Progress Tracking in Classrooms

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

Performance Goal Area: Teacher/Administrator Quality* (*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By Spring of 2030, High Hills Elementary School will increase the percentage of highly qualified certified teachers to 100% and maintain 100% by providing relevant professional development. Progress will be monitored using feedback surveys and the yearly percentage of certified staff.- Current Percentage is 92%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): School Report Card/ Staffin List

Data Source	Baseline (2025)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
School Report Card/ Staffing List	92%	Target:95% Actual: %	Target:98% Actual:	Target:100% Actual:	Target:100% Actual:	Target:100% Actual:

**Add or delete rows as needed.*

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
We will hire highly qualified certified staff.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	<i>TIMELINE (Start and End Dates)</i>	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Recruit highly-qualified teachers: Ensure candidates are highly qualified and hold the appropriate certification to fill positions	August – May yearly	-Administration	Teacher Salaries	General Budget	Teacher Certifications

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

TEACHER/ADMINISTRATOR QUALITY STRATEGY #2

We will implement professional development aligned with our school goals and renewal plan.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. PLCs - Strengthen Professional Learning Communities by aligning meeting agendas with school improvement goals and instructional needs.	August – May yearly	-Administration -Grade-level Team Leads -Grade-level Teachers	\$3,000	Title I	-Agenda -Meeting Minutes
2. Micro-PD Sessions: Offer short, targeted PD sessions during planning periods or staff meetings focused on specific instructional strategies or classroom challenges (as noted by teacher survey results).	August – May monthly	-Administration -Instructional Coach	\$2,000	Title I	-Micro-PD Session Presentations -Teacher Feedback form at the end of each session
3. Data Review Meetings: Use student performance and behavior data to inform future PD topics and coaching priorities.	August – May monthly	-Administration -Instructional Coach -Grade-level Team Leads	\$1,000	Title I	-Student Data -Meeting Agenda -Meeting Minutes

4. Mentor- Mentee: Program for newly hired teachers. Whether new to teaching or just new to the school	August – May monthly	-Administration -Teachers	\$1,000	Title I	-Calendar -Self-Reflection -Action Log
5. Coaching Cycles: Based on observations, teachers request and administrative discretion	August – May monthly	-Administration -Teachers -Coaches	\$240,000 (Coaches' Salaries)	General Funds	- Data - Walk Thrus - Feedback

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

Performance Goal Area: School Climate* (*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By the Spring of 2030, High Hills Elementary School will increase the overall points earned on the **school climate section** of the school report card by 0.5 points each year. Progress will be monitored through quarterly climate surveys, and success will be measured by an increase in total points earned in the school climate section of the report card.- 2025 School Climate Report Card 6.39/10

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Baseline (2025)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
School Report Card	6.39	6.89	7.39	7.89	8.38	8.89

SCHOOL CLIMATE STRATEGY #1
We will implement incentives to promote positive behavior choices.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Welcoming Environment: Maintain a warm, positive, friendly atmosphere where everyone feels they belong. A school where students want to come, teachers want to teach, and parents want to be involved.	August - May	-Administration -School Counselor -Classroom Teachers	\$0	N/A	-Parent, Student, and Guest Feedback -Teacher Feedback -Reduction in Office Referrals -Increase in Climate Survey Results

2. Enhance Behavior Intervention Supports: Employ a behavior interventionist to help establish clear school-wide behavior expectations and reinforcement systems. Use behavior data to identify students needing Tier 2 or Tier 3 support. (Track trends by grade, time of day, location, and type of behavior.) Implement check-in/check-out systems and behavior contracts for targeted students.	August - May	-Administration -School Counselor -Classroom Teachers -Behavior Interventionist	\$50,000	General Funds	-School-wide Behavior Expectations Posted and Reinforced -Behavior Data (reviewed monthly) -Tiered Support Plans as needed -Check-in/Check-out Logs -Reduction in Behavior Referrals
3. Increase Student Voice and Leadership: Continue the student Lighthouse Team. Include student representatives in school climate planning. Conduct student surveys and feedback sessions to inform decisions.	August - May	-Administration -School Counselor -Student Leadership Members	n/a	n/a	-Student Lighthouse Team Meeting Agendas and Minutes -Survey Results Analyzed and Shared -Action Steps Taken Based on Student Feedback

5. Celebrate Positive Behavior and Growth: Recognize students who demonstrate impeccable behavior or show great improvements in behavior. Host quarterly celebrations or assemblies focused on character and citizenship. Share success stories with families and the school community.	End of each 9 weeks	-Administration -Grade-level Teachers	\$2,000	General Funds	-Recognition Event Records -Survey Feedback from Students and Teachers -Positive Trends in Behavior and SEL Data
6. Morning Meetings: Have a daily morning meeting to build relationships, focus on positive behaviors, and remind students of expectations	August - May	-Teachers	\$0	N/A	-Decrease in referrals -Morning Meeting records
7. "Bounce Back Club": Create a behavior intervention club to refocus on their specific behavioral problems. Students who have office referrals attend the 'Bounce Back Club' during Club Day to focus on positive choices.	August - May	-Behavioral Interventionist	\$0		-Decrease in Office Referrals -Bounce Back Club Attendance Records -Bounce Back Club Plans

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

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.