

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2026-2027 to 2030-2031

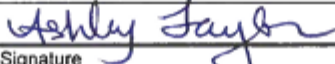
Upcoming School Year: 2026-2027

School Name:	Pate Elementary
SIDN:	1601027
Plan Submission:	School utilizes Cognia
Grade Span:	Pre K - 2
District:	Darlington County
Address 1:	1010 Indian Branch Road
Address 2:	
City, State:	Darlington, SC
Zip Code:	29532
School Renewal Contact Person:	Ashley Taylor
School Plan Contact Phone:	843-398-2400
School Plan E-mail Address:	ashley.taylor@darlington.k12.sc.us

Superintendent

Matthew Ferguson		4/13/26
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

Principal

Ashley Taylor		4/13/2026
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

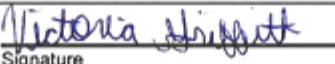
Chairperson, District Board of Trustees

Wanda Hassler		4/13/26
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

Chairperson, School Improvement Council

Sarah Blackmon		4/13/2026
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

School Read To Succeed Literacy Leadership Team Lead

Victoria Griffith		4/13/2026
<small>Printed Name</small>	<small>Signature</small>	<small>Date</small>

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

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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.
N/A	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);

	<p>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.</p>
Yes	<p>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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	Ashley Taylor
2.	Teacher	Ashley Watson Jessica Hoover Angela Sawyer Holly Shirey
3.	Parent/Guardian	Jordan Sturgeon
4.	Community Member	Sarah Blackmon
5.	Paraprofessional	Tiffany Park
6.	School Improvement Council Member	Mindy Kimrey
7.	Read to Succeed Reading Coach	Victoria Griffith
8.	School Read to Succeed Literacy Leadership Team Lead	Victoria Griffith
9.	School Read to Succeed Literacy Leadership Team Member	Courtney Conyers

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.)

Pate Elementary School is a Title I school located in South Carolina, serving approximately 405 students in grades Pre K through 2nd grade. The school population reflects a diverse and high-needs community, with 92% of students identified as economically disadvantaged, 3% English Language Learners, 7% receiving special education services, and 3% classified as homeless. These demographics underscore the importance of targeted academic and social-emotional supports to ensure equitable access to high-quality education for all learners.

Academic Performance Overview

Winter 2026 iReady Data

Meets/Exceeds grade level expectations

	School Wide	5K	1st	2nd
Reading	47%	61%	37%	35%
Math	35%	45%	32%	21%

2026 Winter iReady Data- Reading

% meets/exceeds

Grade	PA	Phonics	HWF	Voc.	Comp.
5K	60%	55%	37%	61%	64%

1st	47%	46%	53%	45%	34%
2nd	82%	31%	74%	30%	34%
School	62%	46%	53%	47%	46%

iReady Reading testing shows areas of weakness for each grade level as follows:

Kindergarten- High Frequency Words

1st grade- Comprehension

2nd grade- Vocabulary

2026 Winter iReady Data- Math

% meets/exceeds

Grade	NO	Alg.	Measure/Data	Geometry
5K	43%	35%	44%	55%
1st	37%	55%	35%	36%
2nd	32%	22%	25%	26%
School	38%	38%	36%	41%

iReady Math testing shows areas of weakness for each grade level as follows:

Kindergarten- Algebraic Thinking

1st grade- Measurement

2nd grade- Algebraic Thinking

Key Insight: Schoolwide, 47% of students meet or exceed grade-level expectations in Reading compared to 35% in Math, showing math as the greater overall area of need. Reading is still an area of need. Performance drops significantly from Kindergarten to 1st and 2nd grade, especially in Math where only 21% of 2nd graders meet expectations. This suggests a need for stronger vertical alignment and sustained intervention as students advance.

2024-2025 Kindergarten Readiness Assessment (KRA)

Domains Assessed: Language and Literacy, Mathematics, Physical Well-being, Social Foundations

Emerging Readiness	Approaching Readiness	Demonstrating Readiness
28.71%	39.6%	31.68%

Key Insight: Only 28.71% of incoming kindergarteners are fully ready for school, indicating a need for stronger early childhood partnerships, community partnerships and transition programs to help families understand what children need to be able to do when they start school.

We are committed to advancing student achievement and growth and ensuring equitable access to high-quality instruction for all learners at Pate Elementary School where we prepare all to excel. Based on our comprehensive needs assessment, we propose various strategic actions to guide our school renewal efforts. First we will implement Professional Learning Communities (PLCs) that meet weekly to monitor student progress and help teachers internalize Tier 1 instruction. The teams will adjust instructional practices based on performance trends by having grade level teams meeting weekly. We will also implement targeted small-group instruction informed by iReady testing data to address specific learning gaps and support differentiated instruction. Thirdly we will continue to focus on Tier 1 instruction and provide coaching support and feedback to teachers in both reading and math to help build foundational skills needed for later grade levels. Finally, we plan to strengthen partnerships with local churches and daycare providers to improve Kindergarten readiness through aligned expectations, transitional activities and events, and family engagement. These recommendations reflect our strong commitment to excellence in teaching and learning for all.

Teacher/Administrator Quality

Pate Elementary is staffed by dedicated individuals who work together as a team. Professional development remains a critical focus area with new high quality instructional materials being implemented along with Science of Reading.

Teacher Profile

Certified Teachers: 100%

Years of Experience:

25% have 0-5 years

21% have 6-15 years

54% have 16+ years

Professional Development Participation:

100% attend district PD sessions and weekly PLC meetings

Administrator Profile:

- The leadership team includes a principal, Literacy Coach, Math Interventionist, Reading Interventionist, 4 classroom teachers, and School Counselor.
- Using the Upbeat Survey strengths noted- strong instructional leadership, evaluation, care and commitment, and satisfaction and purpose. Staff would like more autonomy over how they adapt curriculum, they express concerns over work/life balance, and they want to take on more leadership roles in the school at the same time.

At Pate Elementary, we recognize the importance of investing in professional growth and development of our staff members to help drive student growth. To support this goal, we aim to continue to hold weekly PLC meetings (one reading and one math) to continue job embedded professional learning opportunities that are directly aligned with current data and student needs. Additionally, we will continue to provide coaching cycles for our teachers based on their individual needs to help increase instructional capacity and long term retention. To further strengthen our instructional leadership, we will implement learning walks and encourage peer learning rounds. This will help with leadership and further emphasize our high expectations for instructional excellence.

School Climate

Pate Elementary is a welcoming community of learners and has a family atmosphere. Our behavioral trends for the number of students in early grades that lack executive functioning skills is growing each year. This is evident in our referrals. The top four offenses are: Disrupting Class, Hit/Kick/Punch, Truancy, and Bus Violations. Our attendance data has improved slightly, however it is still a large issue for absences and tardies. This directly impacts academic performance. Behavior data also includes Truancy referrals.

Parent Survey Results (Spring 2025):

- 76% of parents are satisfied with home-school relations
- 82% of parents feel the school has high expectations for student learning.
- 89% of parents are satisfied with the learning environment at school.

Staff Survey Results (Spring 2025):

- 93% of teachers feel supported by administration at Pate.

- 93% of teachers are satisfied with their current working conditions.
- 22% of teachers feel the students' parents and guardians are not interested in their children's schoolwork.

Behavior Data

2024-2025 Discipline Referral Data *This includes truancy referrals also.

	# of students	Percentage	Number of Referrals
School wide 2024-2025	62	End of year 15.4%	355
School wide 2025-2026	102	25.3%	289
Kindergarten 24-25	3	3%	17 4.8%
Kindergarten 25-26	31	23.3%	132 45.7%
1st grade 24-25	25	26%	124 34.9%
1st grade 25-26	35	33.7%	77 26.6%
2nd grade 24-25	33	33%	117 33%
2nd grade 25-26	29	29%	72 24.9%

Attendance Data

	Chronic Absenteeism	# of students	Average Daily Attendance	# of AIP's in place	# of students with 3 or more unexcused tardies
School wide 2024-2025	35.7%	129 students	91.4%	66	272
School wide 2025-2026	23.1%	93 students	92.9%	48	215

At Pate Elementary, we recognize the importance of a supporting and positive school family atmosphere that includes all stakeholders in ensuring academic success and emotional well being. To continue to strengthen our social emotional aspect, we will enhance our SEL program to better help students with executive functioning skills needed to self regulate, build relationships, and make responsible choices. We will continue and expand our behavior supports to address students that are impacted by outside experiences. Additionally we are committed to continuing to increase attendance efforts with our families and strengthening the home school relationships where parents are able to help their children at home.

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	
<p>Early Childhood/Primary (PK-2): Kindergarten Readiness Assessment data reveals that only 28.71% of incoming kindergarteners are fully ready for school, indicating a need for stronger early childhood partnerships, community partnerships and transition programs to help families understand what children need to be able to do when they start school. Schoolwide- our baseline data is 47% of students meet or exceed grade-level expectations in Reading on Winter iReady compared to 35% in Math on iReady Winter, showing math as the greater overall area of need. Reading is still an area of need. Performance drops significantly from Kindergarten to 1st and 2nd grade, especially in Math where only 21% of 2nd graders meet expectations. This suggests a need for stronger vertical alignment and sustained intervention as students advance. These findings highlight the need for targeted small group instruction, the continuation of coaching cycles for all tiers of instruction, and the continuous progress monitoring for MTSS and PLC.</p>	
<p>Elementary/Middle (3-8): District science SCReady baseline is 40.7% meets/exceeds.</p>	
<p>High School (9-12): N/A</p>	
Teacher/Administrator Quality	
<p>Pate Elementary has identified that strong Tier 1 instruction and professional development is needed to ensure our staff is able to impact student achievement. We recognize the importance of investing in professional growth and development of our staff members to help drive student growth. To support this goal, we aim to continue job embedded professional learning opportunities that are directly aligned with current data and student needs. Additionally, we will continue to provide coaching cycles for our teachers based on their individual needs to help increase instructional capacity and long</p>	

term retention. To further strengthen our instructional leadership, we will implement learning walks and encourage peer learning rounds. This will help with leadership and further emphasize our high expectations for instructional excellence. Our baseline walkthrough data showed 0% of classrooms with student to student discourse. This shows a need for Professional Development on high effect size instructional strategies. From the instructional standpoint, our needs assessment revealed a demand for more targeted professional development in literacy strategies, Tier 1 instruction, use of High Quality Instructional Materials, data driven instruction (Walk to Read), and internalization of units and lessons.

School Climate

Parent and Staff Survey data at Pate Elementary reflect a positive school climate; however, concerns remain around student behavior stemming from lacking executive functioning skills, chronic absenteeism, truancy/tardies, and a need to strengthen the home school relationship. Our baseline for Chronic Absenteeism was 35.7%. These suggest we need to strengthen our social emotional learning programming (SEL) and expand professional development on executive functioning for staff and parents to better support students' behavioral and emotional needs. Strengthening family and community engagement remains a priority. We must improve communication and offer workshops to empower our families through Parents Organized With Educational Resources (POWER) nights to support literacy, math, and digital citizenship. These findings will guide actions to ensure every student at Pate Elementary receives the academic, social-emotional, and community support needed to thrive.

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*

(*required)

PERFORMANCE GOAL: By June 2031, at least 75% of students will meet or exceed grade-level expectations on the i-Ready Diagnostic Reading assessment. Progress toward this goal will be monitored through interim i-Ready Reading assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Cohort	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
i-Ready Reading	K-2nd Gr	iReady 46% Winter 2025-2026	Target: 51.8% Actual:	Target: 57.6% Actual:	Target: 63.4% Actual:	Target: 69.2% Actual:	Target: 75% Actual:
	Cohort 2038 (2025-2026 Kindergarten)	N/A	Kindergarten Target: 55% Actual:	1st grade Target: 60% Actual:	2nd grade Target: 65% Actual:	N/A	N/A
	Cohort 2037 (2025-2026 1st grade)	Kindergarten iReady 61% Winter 2025-2026	1st grade Target: 63.8% Actual:	2nd graders Target: 66.6% Actual:	N/A	N/A	N/A
	Cohort 2036 (2025-2026 2nd grade)	1st grade iReady 37%	2nd grade Target: 44.6% Actual:	N/A	N/A	N/A	N/A

		Winter 2025-2026					
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*Students attend Brockington Elementary 3rd-5th grade.

Student Achievement* STRATEGY #1
By June 2031, teachers will strengthen Tier 1 ELA instruction by providing ongoing instructional coaching through PLC meetings, classroom walkthroughs, and professional development support focusing on implementing explicit instruction in foundational literacy skills and grade-level standards.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Analyze iReady Data: Use grade level PLCs to identify students performing below grade level. Document strengths and areas of growth for students.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	iReady data analysis
2. LETRS Training: Grade level teachers will participate and successfully complete LETRS 2 year training. Best practices will be reinforced during PLCs.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	LETRS certificates Training logs
3. Engage families in literacy development: host 2 literacy nights for parents. Provide take	July 2026- May 2031	Administration Instructional Coaches	\$7,500	Title I	Sign in sheets Agendas

home materials and strategies to support reading at home.		Grade-level teachers Interventionists			
4.Create and implement schoolwide fluency focus (oral reading fluency and high-frequency word fluency)	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	iReady data Personalized instruction data ORF measures
5. Monitor progress and adjust instruction: use PLCs to analyze weekly student data and adjust instruction to meet student needs.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC agendas Student assessment data

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Student Achievement* **STRATEGY #2**

By June 2031, Pate Elementary will strengthen all tiers of Reading instruction through MTSS by implementing data-driven small group instruction in 100% of K–2 classrooms, indicated by classroom instructional walkthroughs, with groups formed using district-approved assessment tools to adjust instruction and intervention.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Utlize iReady data reports to form data-driven small groups. Monitor progress and adjust instruction: use PLCs to analyze weekly data and adjust instruction to meet student needs. Adjust small groups and instructional strategies based on student progress.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC Agendas Data meetings iReady data
2. Professional Development for Walk to Read for ELA intervention groups to include: analyzing data points, grouping students, lesson planning, instruction delivery, and progress monitoring.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC agendas After school meeting agendas Coaching cycle data

3.Implement targeted small group instruction: use decodables, small group books, phonics based materials, phonemic based materials, and comprehension strategies aligned to student needs.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	Lesson plans Classroom Walkthroughs
4.Provide professional development: train teachers on effective small group instruction and MTSS implementation. Offer coaching cycles focused on data use, differentiation, and explicit instruction.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC Agendas & minutes PD sign in sheets
5.Project Read program will be used by Reading Interventionists for identified students.	July 2026- May 2031	Interventionists	n/a	n/a	Progress monitoring data Student data Anecdotal notes
6.Train staff and conduct literacy screenings and progress monitoring: Use tools such as iReady Literacy Tasks, Core Phonics Survey, PAST, Heggerty assessments.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC agendas and minutes Coaching cycles
7.Celebrate growth: recognize student and teacher progress	July 2026- May 2031	Administration Instructional Coaches	\$2,000	Title I Incentive Fund	Growth data charts

towards goals to build motivation and ownership.		Grade-level teachers Interventionists			
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Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2031, at least 75% of students will meet or exceed grade-level expectations on the i-Ready Diagnostic Math assessment. Progress toward this goal will be monitored through interim i-Ready Math assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Cohort	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
i-Ready Math	K-2nd Gr	iReady 35% Winter 2025-2026	Target: 43% Actual:	Target: 51% Actual:	Target: 59% Actual:	Target: 67% Actual:	Target: 75% Actual:
	Cohort 2038 (2025-2026 Kindergarten)	N/A	Kindergarten Target: 55% Actual:	1st grade Target: 60% Actual:	2nd grade Target: 65% Actual:	N/A	N/A
	Cohort 2037 (2025-2026 1st grade)	Kindergarten iReady 46% Winter	1st grade Target: 51.8% Actual:	2nd graders Target: 57.6% Actual:	N/A	N/A	N/A

		2025-2026					
	Cohort 2036 (2025-2026 2nd grade)	1st grade iReady 33% Winter 2025-2026	2nd grade Target: 41.4% Actual:	N/A	N/A	N/A	N/A

*Students attend Brockington Elementary 3rd-5th grade.

Student Achievement* STRATEGY #1
By June 2031, 100% of K–2 classrooms at Pate Elementary will implement explicit Tier 1 math instruction focused on foundational number sense and grade-level standards, by ongoing coaching cycles and monitored through learning walks and improved student outcomes on iReady Math and district assessments.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Analyze iReady Data: Use grade level PLCs to identify students performing below grade level. Document strengths and areas of growth for students.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC Agendas Data meetings iReady data
2. Engage families in math development: host 2 math nights for parents. Provide take home materials and strategies to support math at home.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	\$2,000	Title I Parenting Supplies	Parent night sign ins

3.Develop and implement a schoolwide math fluency program focused on strengthening foundational number sense and operations skills.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC Agendas Data meetings iReady data
4.Math PLCs: facilitate weekly grade level PLC meetings focused on analyzing student work, internalizing and planning instruction using high quality instructional materials, and sharing strategies. Monitor progress with formative assessments and adjust instruction and pacing accordingly.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC Agendas Data meetings iReady data
5.Access and use of manipulatives in all classrooms and provide instruction to teachers on how to use	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	Classroom walkthrough data PLC Conversations

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Student Achievement* **STRATEGY #2**

By June 2031, Pate Elementary will strengthen all tiers of math instruction through MTSS by implementing data-driven small group instruction in 100% of K–2 classrooms, measured by classroom walkthrough data with groups formed using iReady and district assessment data.

ACTION PLAN FOR STRATEGY #2: *To add a row, go to the last box and press the tab button.*

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Utilize iReady Comprehension Checks and pre-requisite reports to differentiate instruction weekly.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	Lesson plans Data from assessments iReady data
2.Tiered Instruction and differentiation: use iReady data to group students by skill readiness level and provide targeted instruction.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC Agendas Data meetings iReady data Lesson Plans

3. Monitor progress and adjust instruction: use PLCs to analyze weekly student data and adjust instruction to meet student needs. Adjust small groups and instructional strategies based on student progress.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	n/a	n/a	PLC Agendas Data meetings iReady data Lesson Plans Classroom Walkthroughs
4. Celebrate growth: recognize student and teacher progress towards goals to build motivation and ownership.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers Interventionists	\$2,000	Title I Incentive Fund	Growth data charts iReady data
5.					

Performance Goal Area: District Priority

(*required)

PERFORMANCE GOAL: By June 2031, at least 75% of students will score at the *Meets* or *Exceeds Expectations* performance levels on the SCREADY Science assessment. Progress toward this goal will be monitored through district benchmark assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
SC Ready Science	40.7%	Target: 47.56% Actual:	Target: 54.42% Actual:	Target: 61.28% Actual:	Target: 68.14% Actual:	Target: 75% Actual:

*Add or delete rows as needed.

3rd grade is at our feeder school- Brockington Elementary

District Priority **STRATEGY #1**

By July 2031, Pate Elementary will strengthen science instruction by implementing standards-aligned Tier 1 instruction and hands-on inquiry-based science lessons in all classrooms, with student progress monitored through school common unit assessments.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Create common assessments for science instruction.	July 2026- May 2031	District Office Leadership Team Teachers	n/a	n/a	Classroom Observations, common assessments
2.Teachers will implement monthly hands-on science investigations aligned to South Carolina science standards.	July 2026- May 2031	Teachers Instructional Leadership Team	n/a	n/a	Classroom observations Lesson Plans

3. Teachers will integrate informational science texts during reading instruction to build academic vocabulary and comprehension.	July 2026-May 2031	Teachers Instructional Leadership team	n/a	n/a	Classroom observations Lesson Plans
4. School wide monthly STEM challenges that require students to apply science and engineering practices.	July 2026-May 2031	Teachers Instructional Leadership team	n/a	n/a	Observations of STEM challenges Pictures Plans

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

Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: By June of 2031, 75% of Pate Elementary School classroom instructional walkthroughs will have evidence of purposeful student to student discourse.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Classroom Walkthroughs	0% Classroom Walkthroughs (Strengths, Weaknesses, Opportunities, Threat visit)	Target: 15% Actual:	Target: 30% Actual:	Target: 45% Actual:	Target: 60% Actual:	Target: 75% Actual:

Teacher/Administrator Quality***STRATEGY #1**

We will implement differentiated Professional Development opportunities measured by PD agendas.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.PLCs - Professional Learning Communities alignment of meeting agendas with school improvement goals and instructional needs.	July 2026- May 2031	Instructional Leadership Team Instructional Coaches Teachers	n/a	n/a	PLC agendas Classroom Walkthrough Data

2.Data Review Meetings: Use student performance and behavior data to inform future PD topics and coaching priorities.	July 2026- May 2031	Instructional Leadership Team	n/a	n/a	Data analysis PD schedule PLC Schedule
3.Use classroom learning walk data to differentiate instructional strategies for grade level PLCs. (iLeadr Classroom Walkthrough Tool)	July 2026- May 2031	Instructional Leadership Team	\$1,800 a year	Title I	Classroom Walkthrough data PLC agendas
4. Provide professional development for teachers around “high effective size” instructional strategies.	July 2026- May 2031	Instructional Leadership Team iLeadr team Teachers	6 days of PD with iLeadr \$10,800	Title I	Agendas Classroom Walkthrough data

Teacher/Administrator Quality* STRATEGY #2
We will implement job-imbedded Professional Development opportunities.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Coaching Cycles- Facilitate peer observation cycles where teachers observe and reflect on effective practices within their own school.	July 2026- May 2031	Administration Instructional Coaches Grade-level teachers	n/a	n/a	Coaching cycle notes Classroom Walkthrough data

2.Weekly Walkthroughs and Feedback: Establish a schedule for administrators to conduct informal classroom walkthroughs with a consistent feedback template on explicit instruction/high impact instructional strategies.	July 2026- May 2031	Administration Instructional Coaches	n/a	n/a	Classroom Walkthrough data Walkthrough schedule
3.Mentor-Mentee Program: Pair early-career teachers with experienced mentors for weekly check-ins, classroom support, and goal-setting.	July 2026- May 2031	Instructional Leadership Team Mentors Teachers	n/a	n/a	Classroom walkthrough data Coaching cycles Anecdotal notes
4.Coaching Cycles- facilitate coaching cycles by instructional coaches to support teachers based on needs.	July 2026- May 2031	Administration Instructional Coaches Grade level coaches	n/a	n/a	Coaching cycles Anecdotal notes Classroom Walkthrough data
5.					

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

Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: By June 30, 2031, Pate Elementary School will reduce chronic absenteeism from 35.7% to 5%, as measured by district PowerSchool attendance records.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Chronic Absentism	35.7%	Target: 29.56% Actual:	Target: 23.42% Actual:	Target: 17.28% Actual:	Target: 11.14 Actual:	Target: 5% Actual:

School Climate*STRATEGY #1
Develop and sustain a multi-tiered attendance support system to improve chronic absenteeism.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Weekly and daily monitoring of attendance	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	n/a	\$0	Absenteeism reports
2.Communicate weekly and monthly with families about attendance importance.	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	n/a	\$0	Facebook posts Decreased absenteeism
3.Provide targeted interventions and attendance intervention plans (age 6 and above) and attendance success plans (3-5) to help improve attendance.	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	n/a	\$0	AIP's Student attendance improvement after AIP's

4.Quarterly celebrations for perfect attendance students.	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	\$1,000	Title I	Data of students with perfect attendance
5.100th day and 135th day of school celebrations to increase attendance.	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	\$500	General SAA funds	Attendance #'s on 100th and 135th day of school
6.Family of the month for attendance incentive drawing for no absences or tardies that month.	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	\$30 a month	General SAA funds	Number of families qualifying each month
7.Weekly and Monthly Student Support Services team meetings to monitor and address attendance concerns.	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	\$0	n/a	Agendas Phone logs Simplidiscipline Truancy Center reports
8.Hall of Honor: Recognize students who demonstrate monthly character traits. Host	July 2026- May 2031	School Counselor Administrators	\$2,500	Title I	Facebook Pictures of students Certificates

monthly celebrations where students visit the book vending machine and get a certificate. Share success stories with families and the school community.		School Family Facilitator Data Clerk			
9.Daily checking of attendance and Truancy Center program to send warning letters, AIP letters, and document AIP's.	July 2026- May 2031	School Counselor Administrators School Family Facilitator Data Clerk	\$0	N/A	Simplidiscipline truancy center reports AIP's and letters tracked in PowerSchool

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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.