

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).
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.
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	Janice Dargan
2.	Teacher	Dorothy Dewitt
3.	Parent/Guardian	Kaymeo Davis
4.	Community Member	Brett Gandy
5.	Paraprofessional	Lori Lowe
6.	School Improvement Council Member	Ronda Covington
7.	Read to Succeed Reading Coach	Natasha Burns
8.	School Read to Succeed Literacy Leadership Team Lead	Natasha Burns
9.	School Read to Succeed Literacy Leadership Team Member	Kenyatta Peterson

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.

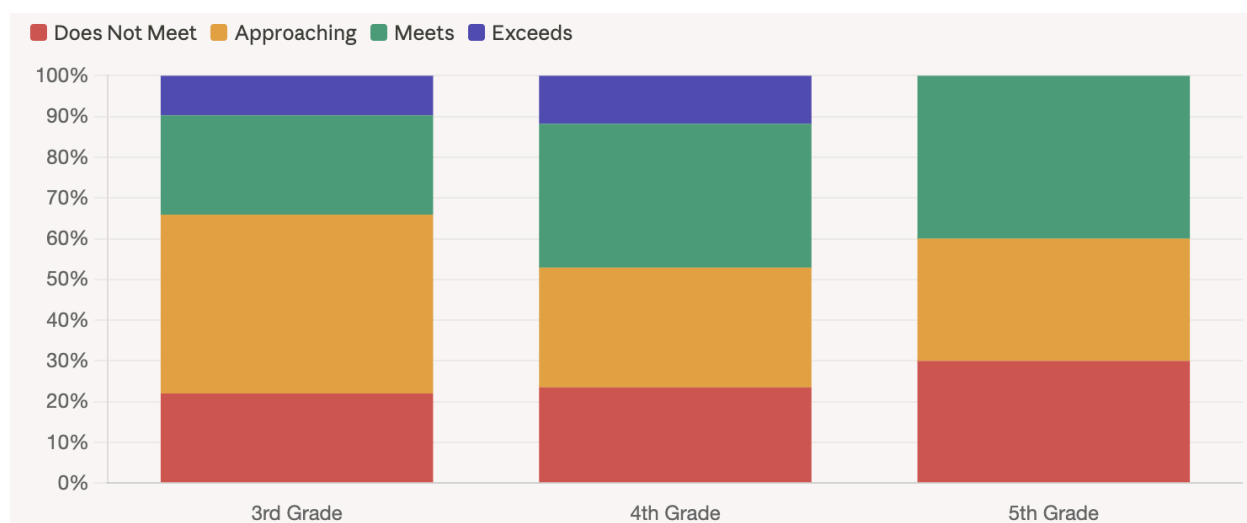
Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Thornwell School for the Arts is a Title I school located in Hartsville, South Carolina, serving approximately 241 students in grades Kindergarten through 5th. The school population reflects a high needs community with approximately 93% of students identified as economically disadvantaged, 8 students as English Language Learners, 57 students (24%) receiving special education services, and 10 students classified as homeless or part of a transient population. 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

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

Grade	Does Not Meet	Approaching	Meets	Exceeds
3rd	22%	43.9%	24.4%	9.8%
4th	23.5%	29.4%	35.3%	11.8%
5th	30%	30%	40%	0%



Key Insight: ELA scores show that the majority of students are not meeting proficiency standards. Across all three grade levels, more than half of the students fall below proficiency, including those categorized as Does Not Meet and Approaching. Third grade has the highest percentage of students below standard at 65.9%, followed by fifth grade at 60%. Fourth grade performs comparatively better, with 52.9% of students falling below proficiency.

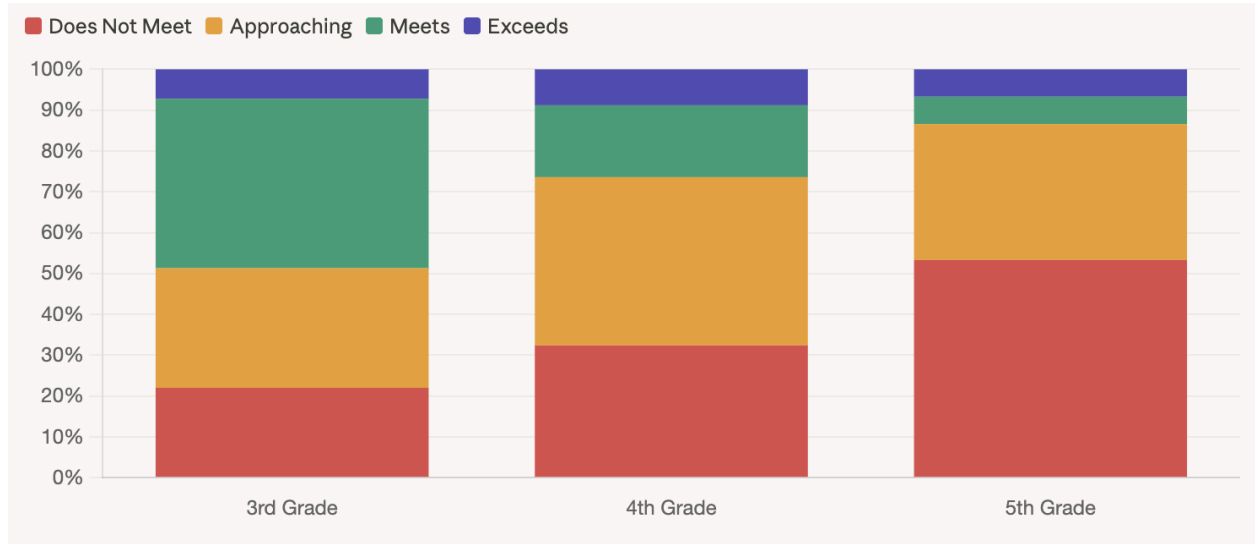
Fourth grade stands out as a relative bright spot. It has the highest combined percentage of students in the Meets and Exceeds categories at 47.1%, as well as the lowest percentage of students in the Does Not Meet category. This suggests that instructional practices or supports at the fourth-grade level may be particularly effective and may be worth examining for potential replication across other grades.

Fifth grade presents a concerning pattern, with no students reaching the Exceeds performance level. In contrast, the other grades have students performing at the highest level. The absence of any students in the Exceeds category represents a notable outlier that warrants further investigation. Possible contributing factors may include curriculum alignment issues, cohort-specific challenges, or difficulties related to the transition toward middle school expectations.

The Approaching category represents a key area of opportunity. A significant portion of students—especially in third grade, where 43.9% fall into this category—are close to reaching proficiency. Targeted interventions and focused instructional support for this group could help move many students into the Meets category and improve overall performance outcomes.

SC READY Assessment (Spring 2025) Mathematics

Grade	Does Not Meet	Approaching	Meets	Exceeds
3rd	22%	29.3%	41.5%	7.3%
4th	32.4%	41.2%	17.6%	8.8%
5th	53.3%	33.3%	6.7%	6.7%



Key Insight: Math performance declines significantly across grade levels, representing one of the most concerning trends in the data. In third grade, results are nearly evenly split, with 51.3% of students performing below standard. However, by fifth grade, the proportion of students below standard rises dramatically to 86.6%. This pattern reflects a steep and consistent downward trend across grade levels rather than an isolated issue within a single grade.

Fifth-grade mathematics performance is particularly concerning. More than half of fifth-grade students (53.3%) fall within the Does Not Meet category alone, while only 13.4% of students perform at or above the standard. This represents the lowest level of performance observed across both subjects and all grade levels, indicating an urgent need for targeted instructional support and intervention.

Third grade serves as the only relative area of strength in mathematics. It is the only grade in which the Meets category (41.5%) represents the largest performance group, and nearly half of the students perform at or above standard. This suggests that foundational mathematics skills may be introduced effectively at this level; however, the data indicate that students struggle to maintain or build upon these skills as they progress into fourth and fifth grade.

A comparison between mathematics and English Language Arts performance further highlights this concern. While fourth grade demonstrates the strongest outcomes in English Language Arts, mathematics performance in fourth grade declines noticeably compared to third grade.

SC READY Assessment (Spring 2025) Science

Grade	Does Not Meet	Approaching	Meets	Exceeds
4th	38.2%	26.5%	26.5%	8.8%

Key Insight: Science performance proficiency remains below the desired level. A total of 64.7% of students are performing below the standard, combining those in the Does Not Meet (38.2%) and Approaching (26.5%) categories. This indicates that nearly two-thirds of students have not yet demonstrated full mastery of grade-level science standards. The largest group of students falls in the Does Not Meet category. With 38.2% of students performing at this level, a large portion of the grade is significantly below expectations. This suggests that foundational science concepts and skills may not yet be fully developed for many students and may require targeted intervention and additional instructional support. A meaningful group of students is close to proficiency. The 26.5% of students in the Approaching category represent an important opportunity for growth.

Students meeting or exceeding expectations represent a smaller share of the population. Only 35.3% of students are performing at or above the standard, with 26.5% in the Meets category and 8.8% in Exceeds. While the presence of students in the Exceeds category is encouraging, the relatively small proportion suggests there may be opportunities to further challenge and extend high-performing students.

2024-2025 I Ready: Reading– Overall Met/Exceed Percentage

Grade	Fall	Winter	Spring
K			
1	15%	33%	33%
2	21%	20%	25%
3	18%	28%	39%
4	13%	17%	30%
5	4%	0%	22%

Beginning of the Year (September 2024)

Grade 1		6%	9%
Grade 2		5%	16%
Grade 3		0%	18%
Grade 4		3%	10%
Grade 5		4%	0%

Winter (November 2024)

Grade 1		0%	33%
Grade 2		0%	20%
Grade 3		5%	23%
Grade 4		0%	17%
Grade 5		0%	0%

End of Year (April 2025)

Grade 1		22%	11%
Grade 2		16%	9%
Grade 3		15%	24%
Grade 4		12%	18%
Grade 5		15%	7%

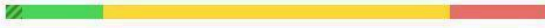
2024-2025 I Ready: Math– Overall Met/Exceed Percentage

Grade	Fall	Winter	Spring
K			
1	9%	18%	39%
2	8%	11%	18%
3	3%	8%	24%
4	3%	3%	18%
5	8%	4%	33%

Beginning of the Year (September 2024)

Grade 1		3%	6%
Grade 2		5%	3%
Grade 3		0%	3%
Grade 4		0%	3%
Grade 5		0%	8%

Winter (November 2024)

Grade 1		3%	15%
Grade 2		8%	3%
Grade 3		3%	5%
Grade 4		3%	0%
Grade 5		0%	4%

End of Year (April 2025)

Grade 1		28%	11%
Grade 2		7%	11%
Grade 3		12%	12%
Grade 4		3%	15%
Grade 5		26%	7%

Key Insight: The 2024–2025 i-Ready Reading and Math data show overall improvement in student performance from fall to spring across most grade levels. In both subjects, the percentage of students performing at the Meets or Exceeds levels increases by the end of the year, suggesting that instruction and interventions implemented during the school year contributed to measurable academic growth. In many cases, the most significant gains occur between winter and spring, which may indicate that midyear adjustments to instruction and targeted support strategies positively impacted student outcomes.

In reading, most grade levels demonstrate consistent improvement throughout the year. Third grade shows the strongest overall growth, increasing from 18% of students meeting or exceeding expectations in the fall to 39% in the spring, representing a gain of 21 percentage points. Fourth grade also demonstrates improvement, rising from 13% in the fall to 30% in the spring, more than doubling its initial performance. First grade makes strong early progress, increasing from 15% in the fall to 33% in the winter and maintaining that level through the spring. Second grade shows more modest growth, increasing from 21% in the fall to 25% in the spring, with a slight decline during the winter assessment. Fifth grade demonstrates significant improvement late in the year, rising from 0% in the winter to 22% in the spring. While this increase is encouraging, the overall level of proficiency in fifth grade remains relatively low compared to other grades.

Mathematics performance also shows improvement from fall to spring across all grade levels, although initial proficiency levels were lower than in reading. First grade demonstrates the largest increase, rising from 9% in the fall to 39% in the spring, a gain of 30 percentage points. Third grade also shows strong growth, increasing from 3% to 24% over the course of the year. Fifth grade experienced recovery, improving from 4% in the winter to 33% in the spring after a midyear decline. Fourth grade improves from 3% in the fall to 18% in the spring, indicating progress but still reflecting relatively low overall performance. Second grade demonstrates the smallest increase, growing from 8% to 18%.

When comparing subjects, reading performance remains consistently higher than mathematics across most grade levels and testing windows. Although mathematics shows substantial growth throughout the year, it begins at significantly lower baseline levels than reading. This pattern suggests that students may require additional support in mathematical reasoning, conceptual understanding, and problem-solving skills in order to reach proficiency at the same rate observed in reading.

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):

The beginning-of-year I-Ready diagnostic revealed significant academic needs across the primary grades in both reading and math. For the current Kindergarten cohort (Cohort 2037, 2024–25 Kindergarten), only **9%** of students entered the year performing on grade level in reading, with needs identified across all domains, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. In math, **0%** of students entered the year performing on grade level.

By the winter administration, Kindergarten students demonstrated substantial growth in both areas. In reading, the percentage of students performing on grade level rose from **9% to 66%**. Continued focus is needed in high-frequency words and phonics to support ongoing literacy development. In math, on-grade-level performance increased from **0% to 41%**. Although 59% of students remained below grade level in math, the areas of greatest need narrowed to measurement and data and numbers and operations, highlighting the impact of targeted instructional support.

In First Grade (Cohort 2036, 2024–25 1st Grade), students also demonstrated notable growth. Reading performance increased from **15% to 33%** on grade level, while math performance rose from **3% to 39%**.

Second Grade students (Cohort 2035) showed growth as well, though continued targeted support will be essential moving forward. Reading proficiency increased from **21% to 25%**, and math performance grew from **8% to 18%**.

Looking ahead, the incoming Pre-K cohort (Cohort 2038, 2024–25 Pre-K) established baseline performance levels of **11%** on grade level in reading and **3%** on grade level in math. These data provide an important starting point for monitoring growth as students progress through the early grades.

Overall, the cohort baseline data demonstrate the significant academic needs students bring into the primary grades:

Cohort	Grade (2024–25)	Reading Baseline	Math Baseline
Cohort 2038	Pre-K	11%	3%
Cohort 2037	Kindergarten	9%	0%
Cohort 2036	1st Grade	15%	3%

The I-Ready data across all primary grade levels indicate a school community moving in a positive direction. With targeted instructional shifts, ongoing progress monitoring, and continued data-driven instruction, the team will continue addressing learning gaps and ensuring that all students make meaningful academic progress.

Elementary/Middle (3-8):

According to the 2025 South Carolina State Report Card, Thornwell School for the Arts (TSA) received an overall rating of Average with a score of 48 out of 100, an improvement from the 2024 score of 41. In the category of Academic Achievement, TSA also received an Average rating, increasing to 13.88 points from 10.27. In the Preparing for Success category, TSA earned 4.07 points. In contrast, Student Progress was rated as Average, showing growth from 15.91 to 18.64 points.

A comprehensive review of school-wide data—including I-Ready assessments and standardized test scores—has highlighted specific areas of concern. Both state and district assessment results indicate a critical need to enhance reading and math instructional programs, with an emphasis on literacy and numeracy. There is a growing need for varied instructional strategies that actively engage students and support mastery of academic standards.

Beginning-of-year I-Ready diagnostic data further underscore these needs. Reading baseline proficiency rates revealed that only 31% of Cohort 2035 (2024–25 2nd Grade), 16% of Cohort 2034 (2024–25 3rd Grade), and 7% of Cohort 2033 (2024–25 4th Grade) students were performing on grade level. Math baseline data showed similarly significant needs, with only 4% of Cohort 2035 (2024–25 2nd Grade), 14% of Cohort 2034 (2024–25 3rd Grade), and 13% of Cohort 2033 (2024–25 4th Grade) students performing on grade level at the beginning of the school year.

Deeper data analysis shows that students across all grade levels require increased academic interventions in English Language Arts (ELA) and Mathematics. Furthermore, there is a clear need for continued investment in professional development for educators to strengthen instructional practices and improve student outcomes.

In response to these findings, TSA is placing increased emphasis on supporting students in all grade levels, particularly in the areas of reading and math. Assessment data indicate that a significant number of students are not reading on grade level and that there is a pressing need for explicit phonics instruction, vocabulary development, comprehension strategies, and core mathematical practices, with a focus on math fluency and conceptual understanding.

To address these academic gaps, TSA will continue to implement targeted instructional practices, including:

- Enhanced in-class and out-of-class interventions
- Small-group and one-on-one instruction
- Differentiated instruction tailored to student needs

The school remains committed to leveraging all available resources and supports to meet the diverse needs of its students. Through data-driven decision-making, targeted interventions, and high-quality instruction, TSA's ultimate goal is to drive meaningful growth in student achievement across all academic areas and ensure that all students are better prepared for future success.

High School (9-12):

Teacher/Administrator Quality

Thornwell School for the Arts is staffed by a knowledgeable team of educators. However, professional development, data analysis, and building teacher capacity remain critical focus areas.

Teacher Profile:

- Certified Teachers: 94%
- Years of Experience:
 - 27% have 0-5 Years
 - 40% have 6-15 Years
 - 33% have 16+ Years

Administrator Profile:

- The leadership team includes the principal and the assistant principal/coordinating teacher.

Under the leadership of the new principal, the administrative team embraced a forward-thinking approach to instructional improvement. The principal has prioritized building a culture of collaboration and data-driven decision-making that has positively impacted both staff and students. Among the most notable changes has been the implementation of a structured Professional Learning Community (PLC) format, which has provided teachers with dedicated time to collaborate, analyze student data, and align instructional practices. Collaborative planning was also implemented and has become a cornerstone in our school's culture, ensuring that grade-level and content teams are working cohesively toward shared academic goals.

A strong emphasis has also been placed on instructional growth through learning rounds, classroom walkthroughs, and coaching all teachers. These opportunities created opportunities for meaningful feedback and professional reflection across the building. These opportunities also created a schoolwide culture of continuous growth, shared learning, and intentional instructional practices driven by data.

A renewed focus on the Multi-Tiered System of Supports (MTSS) framework strengthened the ability to identify and respond to the academic and behavioral needs of all students. Through this framework, the team worked to ensure that every student receives the appropriate level of support in a timely and targeted manner. The administrative team remains committed to sustaining these practices and creating an environment where both staff and students are positioned to thrive.

School Climate

This year, Thornwell School for the Arts has dedicated significant efforts to enhancing parent involvement and fostering collaboration within the community. To achieve this goal, the school team has organized Title 1 events to engage families and strengthen relationships between the school and the community. Among the highlights of this year's initiative is the Open House, which allows parents to explore the school, meet teachers, and gain insight into the curriculum and programs offered. Another successful event, Grits for Grands, created a warm and inviting atmosphere, allowing important figures, as seen by the students, to connect with students and staff over a delicious breakfast while celebrating the important role they play in students' lives. Data Meetings for Parents was offered to aid parents in valuable insights into student progress and academic performance, empowering parents to better support their children's learning at home. American Education Week was another focal point, celebrating the students and providing the community with a chance to read to various classrooms. Through various activities and recognitions, parents had the chance to express their appreciation and learn more about the school's educational approach.

To encourage ongoing communication, Parent/Teacher Conferences are held on a quarterly basis, providing dedicated time for parents to discuss their child's progress with teachers. However, parents are also welcome to visit the school at any time throughout the year, fostering an open-door policy that promotes engagement. In line with enhancing communication, the principal sends out weekly newsletters to both parents and staff. These newsletters highlight important updates, upcoming events, and important resources, ensuring that everyone remains informed and involved in school happenings. A particularly exciting development this year is the school's partnership with Sonoco, a local company dedicated to making a difference in the community. Men from their facility have volunteered to mentor young male students, providing positive role models who inspire and guide them through their educational journey. This initiative not only strengthens the relationships within the community but also enriches the lives of students by offering additional support and encouragement. The parent liaison has played an important role in enhancing and reinforcing the partnerships between parents and the community.

Through effective communication and outreach efforts, the liaison has fostered relationships that encourage parental involvement in school activities and community events. By organizing workshops and meetings, they have provided valuable resources and support to parents, ensuring that they feel more connected and engaged in

their children's education. This collaborative approach has not only empowered parents but also created a stronger support network that benefits both the school and the wider community.

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 score at the *Meets* or *Exceeds Expectations* performance levels on the SC READY ELA 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	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
i-Ready Reading Data	Cohort 2038	(2024-25 Pk) 11%	Current K Target: 23.8% Actual:	Current 1st gr Target: 36.6% Actual:	Current 2nd gr Target: 49.4% Actual:	Current 3rd gr Target: 62.2% Actual:	Current 4th gr Target: 75% Actual:
	Cohort 2037	(2024-25 Kgr.) 9%	Current 1st gr Target: 22.2% Actual:	Current 2nd gr Target: 35.4% Actual:	Current 3rd gr Target: 48.6% Actual:	Current 4th gr Target: 61.8% Actual:	Current 5th gr Target: 75% Actual:
	Cohort 2036	(2024-25 1st gr.) 15%	Current 2nd gr Target: 27% Actual:	Current 3rd gr Target: 39% Actual:	Current 4th gr Target: 51% Actual:	Current 5th gr Target: 63% Actual:	n/a
	Cohort 2035	(2024-25 2nd gr.) 31%	Current 3rd gr Target: 39.8% Actual:	Current 4th gr Target: 48.6% Actual:	Current 5th gr Target: 57.4% Actual:	n/a	n/a
	Cohort 2034	(2024-25 3rd gr.) 16%	Current 4th gr Target: 27.8% Actual:	Current 5th gr Target: 39.6% Actual:	n/a	n/a	n/a
	Cohort 2033	(2024-25 4th gr.)	Current 5th gr	n/a	n/a	n/a	n/a

		7%	Target: 20.6% Actual:				
SC Ready ELA “Meets & Exceeds”	3rd -5th Gr.	40.2%	Target: 47.2% Actual:	Target: 54.2% Actual:	Target: 61.2% Actual:	Target: 68.2% Actual:	Target: 75.2% Actual:
	Cohort 2038	(2024-25 PK)	Current K Target: N/A	Current 1st gr Target: N/A	Current 2nd gr. Target: N/A	Current 3rd gr. Target: Actual:	Current 4th gr Target: 75% Actual:
	Cohort 2037	(2024-25 Kgr.)	Current 1st gr Target: N/A	Current 2nd gr Target: N/A	Current 3rd gr Target: 50% Actual:	Current 4th gr Target: 62.5% Actual:	Current 5th gr Target: 75% Actual:
	Cohort 2036	(2024-25 1st gr.)	Current 2nd gr Target: N/A	Current 3rd gr Target: 55% Actual:	Current 4th gr Target: 61.6% Actual:	Current 5th gr Target: 68.2% Actual:	n/a
	Cohort 2035	(2024-25 2nd gr.)	Current 3rd gr Target: 44% Actual:	Current 4th gr Target: 54% Actual:	Current 5th gr Target: 73% Actual:	n/a	n/a
	Cohort 2034	(2024-25 3rd gr.) Baseline: 32.4%	Current 4th gr Target: 43% Actual:	Current 5th gr Target: 53% Actual:	n/a	n/a	n/a
	Cohort 2033	(2024-25 4th gr.) Baseline: 51.9%	Current 5th gr Target: 62% Actual:	n/a	n/a	n/a	n/a

*Add or delete rows as needed.

Student Achievement* STRATEGY #1
Data-Driven, Differentiated Comprehension Instruction through Explicit Teaching, Personalized Learning, and Targeted Interventions (K-5)

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement the Computer based program, I-Ready, as a supplement to assist with closing individualized student skill gaps. (Personalized Learning)	Aug. 2025-Ongoing	Principal, Instructional Coaches, Interventionists , Teachers	N/A	District Funds	Thrive Targets posted based upon weekly personalized learning performance. Close monitoring to the personalized path to maintain rigor.
2. Implement explicit comprehension instruction using UFli and SAVVAS ELA resources.	Aug. 2025-Ongoing	K–5 Teachers	N/A	State Funds	Observations, student work samples, i-Ready comprehension scores
3. Conduct small-groups focused on comprehension	Aug. 2025-Ongoing	K–5 Teachers	N/A	N/A	Lesson plans, reading logs, i-Ready growth
4. Targeted interventions for struggling readers	Aug. 2025-Ongoing	Interventionists	N/A	N/A	Intervention logs, progress monitoring reports
5. Integrate comprehension strategies across content areas (science, social studies).	Aug. 2025-Ongoing	K–5 Teachers	N/A	N/A	Student work samples across subjects, comprehension strategy use

6. Embed Visible Learning practices in comprehension instruction (learning intentions, modeling, feedback, self-assessment)	Aug. 2025-Ongoing	K–5 Teachers	N/A	N/A	Lesson observations, student self-assessments, improved i-Ready scores
7. Professional development on comprehension instruction and visible learning strategies	Aug. 2025-Ongoing	Principal, Literacy Coach	N/A	N/A	PD attendance, lesson implementation, improved student outcomes

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Student Achievement* STRATEGY #2
Systematic, Explicit Phonics Instruction through Structured Literacy (K–2)

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement daily systematic phonics instruction using UFLI for K-2.	Aug. 2025-Ongoing	K-2 Teachers, Literacy Coach	5,000	Title I/Supply Fund	Classroom observations, phonics screening scores, i-Ready growth
2. Conduct small-group phonics interventions guided by UFLi curriculum	Aug. 2025-Ongoing	K-2 Teachers, Interventionists	5,000	Title I	Progress monitoring data, student growth in i-Ready, intervention logs
3. Professional development on effective phonics practices, including Rime Magic and UFLi.	Aug. 2025-Ongoing	Literacy Coach	3,000	Title I	PD attendance, classroom implementation, teacher survey feedback
4. Parent workshops to support phonics practice at home using curriculum guides	Aug. 2025-Ongoing	Literacy Coach, Parent Liaison, Principal	2,000	Title I	Attendance logs, parent feedback, home practice logs

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Student Achievement* STRATEGY #3
Explicit, Structured Writing Instruction with Cross-Curricular Integration (K–5)

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement daily writing instruction using Step Up to Writing for K–5.	Aug. 2025-Ongoing	K-5 Teachers, Literacy Coach	5,000	Title I/Supply Fund	Writing samples, rubric scoring, portfolio assessments
2. Conduct weekly writing conferences and peer review sessions	Aug. 2025-Ongoing	K-5 Teachers	N/A	N/A	Observation of conferences, improved writing scores
3. Integrate writing across all subjects	Aug. 2025-Ongoing	Principal, Coordinating Teacher, Literacy Coach, Teachers	N/A	N/A	Student work samples across subjects, SC READY-aligned writing tasks
4. Professional development on writing instruction and visible learning strategies	Aug. 2025-Ongoing	Principal, Literacy Coach,	2,000	Title I	PD attendance, PLLs, classroom implementation,

		Coordinating Teacher			teacher survey feedback
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Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2030, at least 75% of students will score at the *Meets* or *Exceeds Expectations* performance levels on the SC READY Mathematics assessment. Progress toward this goal will be monitored through interim i-Ready Mathematics assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Cohort	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
i-Ready Math Data	Cohort 2038	(2024-25 PK) 3%	Current K Target: 17.4 Actual:	Current 1st gr Target: 31.8 Actual:	Current 2nd gr. Target: 46.2 Actual:	Current 3rd gr. Target: 60.6 Actual:	Current 4th gr Target: 75% Actual:
	Cohort 2037	(2024-25 Kgr.) 0%	Current 1st gr Target: 15% Actual:	Current 2nd gr Target: 30% Actual:	Current 3rd gr Target: 45% Actual:	Current 4th gr Target: 60% Actual:	Current 5th gr Target: 75% Actual:
	Cohort 2036	(2024-25 1st gr.) 3%	Current 2nd gr Target: 17.4% Actual:	Current 3rd gr Target: 31.8% Actual:	Current 4th gr Target: 46.2% Actual:	Current 5th gr Target: 60.6% Actual:	n/a
	Cohort 2035	(2024-25 2nd gr.) 4%	Current 3rd gr Target: 18.2% Actual:	Current 4th gr Target: 32.6% Actual:	Current 5th gr Target: 47% Actual:	n/a	n/a
	Cohort 2034	(2024-25 3rd gr.) 14%	Current 4th gr Target: 26.2% Actual:	Current 5th gr Target: 38.4 Actual:	n/a	n/a	n/a

	Cohort 2033	(2024-25 4th gr.) 13%	Current 5th gr Target: 25.4% Actual:	n/a	n/a	n/a	n/a
SC Ready Math “Meets & Exceeds”	3 rd – 5 th Gr Cum.	(2024-25) 34.8%	Target: 42.9% Actual:	Target: 51% Actual:	Target: 59.1% Actual:	Target: 67.2% Actual:	Target: 75.3% Actual:
	Cohort 2038	(2024-25 PK)	Current K Target: N/A	Current 1st gr Target: N/A	Current 2nd gr. Target: N/A	Current 3rd gr. Target: 62.5% Actual:	Current 4th gr Target: 75% Actual:
	Cohort 2037	(2024-25 Kgr.)	Current 1st gr Target: N/A	Current 2nd gr Target: N/A	Current 3rd gr Target: 50% Actual:	Current 4th gr Target: 62.5% Actual:	Current 5th gr Target: 75% Actual:
	Cohort 2036	(2024-25 1st gr.)	Current 2nd gr Target: N/A	Current 3rd gr Target: 50% Actual:	Current 4th gr Target: 58% Actual:	Current 5th gr Target: 66% Actual:	n/a
	Cohort 2035	(2024-25 2nd gr.)	Current 3rd gr Target: 40% Actual:	Current 4th gr Target: 47% Actual:	Current 5th gr Target: 52% Actual:	n/a	n/a
	Cohort 2034	(2024-25 3rd gr.) Baseline:51.4%	Current 4th gr Target: 62% Actual:	Current 5th gr Target: 73% Actual:	n/a	n/a	n/a
	Cohort 2033	(2024-25 4th gr.) Baseline:33.3%	Current 5th gr Target: 45% Actual:	n/a	n/a	n/a	n/a

*Add or delete rows as needed.

Student Achievement* STRATEGY #1
Implement Standards-Aligned Mathematics Instruction and Data-Driven Intervention(K-5)

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Review and revise mathematics pacing guides to ensure alignment with South Carolina College and Career Ready Mathematics Standards and SCREADY assessment expectations.	Aug. 2025-Ongoing	Principal, Coordinating Teacher, Grade-Level Chairs	N/A	N/A	Updated pacing guides developed and distributed to teachers.
2. Implement high-quality mathematics instructional materials aligned to state standards and problem-based learning approaches.	Aug. 2025-Ongoing	Principal, District Curriculum Department, Teachers, Instructional Coaches	N/A	N/A	Teachers utilize standards-aligned math curriculum with fidelity as observed during walkthroughs and lesson plan reviews.
3. Provide professional development on high-impact mathematics instructional strategies such as explicit instruction, mathematical	Aug. 2025-Ongoing	Principal, Instructional Coaches	2,000/Annually	Title I	Professional development sessions conducted and instructional practices observed

discourse, and problem-solving, and the CRT Method.					during classroom walkthroughs.
4. Administer interim diagnostic, growth monitoring checks, benchmark assessments through i-Ready Mathematics to monitor student progress.	Aug. 2025-Ongoing	Principal, Teachers	N/A	N/A	Assessment results reviewed and used to guide instruction.
5. Conduct data analysis during Professional Learning Community (PLC) meetings to identify student needs and adjust instructional strategies.	Aug. 2025-Ongoing	Principal, Instructional Coaches, Interventionists, Teachers	N/A	N/A	PLC agendas and notes reflect data discussions and instructional planning.
6. Implement targeted small-group math instruction and intervention for students identified through i-Ready diagnostic and benchmark assessments.	Aug. 2025-Ongoing	Principal, Instructional Coaches, Interventionists, Teachers	N/A	N/A	Intervention groups created and student progress monitored regularly
7. Purchase and utilize instructional math supplies and	Aug. 2025-Ongoing	Principal, Instructional Coaches,	10,000/annually	Title I	Classroom observations and lesson plans show

manipulatives (fraction models, base-ten blocks, geometric tools, number lines) to support conceptual understanding.		Interventionist s, Teachers			regular use of math manipulatives.
8. Conduct weekly instructional walkthroughs focused on mathematics instruction and effective teaching strategies.	Aug. 2025-Ongoing	Principal, Instructional Coaches	N/A	N/A	Walkthrough documentation reflects standards-aligned instruction and student engagement.
9. Implement the Computer based program, I-Ready, as a supplement to assist with closing individualized student skill gaps. (Personalized Learning)	Aug. 2025-Ongoing	Principal, Instructional Coaches, Interventionist s, Teachers	N/A	N/A	Thrive Targets posted based upon weekly personalized learning performance. Close monitoring to the personalized path to maintain rigor.

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

Performance Goal Area: District Priority

(*required)

PERFORMANCE GOAL: By June 2030, 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	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
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.

District Priority STRATEGY #1
Implement Standards-Aligned High-Quality Science Instruction Using Visible Learning High-Impact Practices

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Review and revise science pacing guides to align with South Carolina College and Career Ready Science Standards and	Aug 2025 – Sept 2025	Principal, Assistant Principal, Grade-Level Chairs	N/A	N/A	Updated pacing guides developed and distributed to teachers.

SCREADY assessment expectations.					
2. Implement high-quality science instructional materials such as Discovery Ed, Mystery Science, and/or Progress Learning to ensure rigorous, standards-aligned instruction.	Aug. 2025-Ongoing	Principal, Coordinating Teacher, Teachers	4,000-6,000	District Curriculum Funds	Teachers implement HQIM units with fidelity as evidenced through lesson plans and classroom observations.
3. Provide professional development on evidence-based science instructional practices and Visible Learning strategies (teacher clarity, feedback, formative assessment).	Aug. 2025-Ongoing	Principal, Instructional Coaches	5,000	Title I	Professional development sessions documented; teachers demonstrate strategies during instruction.
4. Conduct weekly instructional walkthroughs and PLC data discussions to monitor fidelity of science instruction and implementation of high-impact strategies.	Aug. 2025-Ongoing	Principal, Instructional Coaches, Master Teachers	N/A	N/A	Walkthrough documentation and PLC notes show monitoring and instructional adjustments.

5. Purchase and utilize instructional science supplies (lab kits, investigation materials, models, and experiment equipment) to support hands-on science investigations aligned with science standards.	Aug. 2025-Ongoing	Principal, Teachers	10, 000/annually	Title I/Supply Funds	Science materials available in classrooms; lesson plans and walkthroughs reflect hands-on investigations.
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Performance Goal Area: Administrator Quality*

(*required)

PERFORMANCE GOAL: By June of 2031, Thornwell School for the Arts will maintain 99% high-quality, certified teachers and administrators who meet state certification and performance standards.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
SC Report Card	(2024-25) 94%	Target: 96.6% Actual: 92%	Target: 97.2% Actual:	Target: 97.8% Actual:	Target: 98.4% Actual:	Target: 99% Actual:

*Add or delete rows as needed.

Teacher/Administrator Quality*STRATEGY #1
Strengthen educator effectiveness through strategic hiring, supportive culture, and ongoing coaching and professional learning to improve student outcomes.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strategic Recruitment and Hiring	Aug. 2025-Ongoing	- District HR - Principal	N/A	N/A	Hiring protocols and interview rubrics utilized

					for all candidates. • Participation in university recruitment events and job fairs. • Verification of certification prior to employment. • Candidate reference checks completed and documented.
2. Foster a positive school culture that supports educator success.	Aug. 2025-Ongoing	• District CIA • Principal • Literacy Coach • Coordinating Teacher	10, 000	Title I	• Annual professional development plan developed. • Professional learning sessions

		• Master Teachers • Interventionists			scheduled and implemented. • Staff participation documented. • Feedback collected after professional learning sessions.
3. Coaching and Instructional Support	Aug. 2025-Ongoing	• District CIA • Principal • Literacy Coach • Coordinating Teacher • Master Teachers • Interventionists	N/A	N/A	• Coaching cycles scheduled and completed. • Classroom observations conducted according to district evaluation guidelines. • Written feedback

					provided following observations. Teacher growth plans developed as needed.
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Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: By June 30, 2031, Thornwell School for the Arts will reduce chronic absenteeism from 20.7% to 5%, as measured by district PowerSchool attendance records.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
Powerschool Attendance Records	(2024-25) 20.7%	Target: 17.56% Actual:	Target: 14.42% Actual:	Target: 11.28% Actual:	Target: 8.14% Actual:	Target: 5% Actual:

*Add or delete rows as needed.

School Climate*	STRATEGY #1
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Establish an Attendance Leadership Team to monitor student attendance and implement targeted interventions to improve attendance outcomes.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Form an attendance leadership team	Aug. 2025-Ongoing	Principal	N/A	N/A	Initial welcome to the team (Email)
2. Review attendance data monthly.	Aug. 2025-Ongoing	Principal Data Manager School Social Worker Community Liaison	N/A	N/A	- Monthly attendance team meeting agendas and minutes - Monthly PowerSchool attendance reports generated and reviewed.
3. Identify students at risk of chronic absenteeism.	Aug. 2025-Ongoing	Data Manager	N/A	N/A	Monthly attendance team meeting agendas and minutes

					Monthly PowerSchool attendance reports generated and reviewed.
4. Monitor intervention effectiveness.	Aug. 2025-Ongoing	Principal Data Manager School Social Worker Community Liaison	N/A	N/A	Intervention tracking log

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School Climate*	STRATEGY # 2
Implement an early warning attendance monitoring system to identify at-risk students and provide timely, targeted interventions to improve attendance.	

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Generate weekly attendance	Aug. 2025-Ongoing (Weekly)	Data Manager	N/A	N/A	Weekly PowerSchool attendance

reports. Identify students with 3, 5, and 8 absences.					reports generated. Attendance monitoring spreadsheet updated weekly.
2. Notify teachers and counselors of attendance concerns	Aug. 2025-Ongoing	Data Manager	N/A	N/A	Email Notification
3. Implement tiered responses.	Aug. 2025-Ongoing	School Social Worker School Counselor Community Liaison	N/A	N/A	- Parent contact documentation maintained for flagged students. - Student attendance intervention plans developed when needed.

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

Foster a positive attendance culture through strong family engagement and consistent communication to improve student attendance.

ACTION PLAN FOR STRATEGY #3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement weekly attendance recognition.	Aug. 2025-Ongoing (Weekly)	Data Manager Community Liaison	N/A	N/A	- Classroom attendance tracking posted and monitored. - Top 3 classes recognized weekly
2. Provide quarterly schoolwide attendance incentives.	Aug. 2025-Ongoing	Data Manager Community Liaison	2,500	Fundraising Fund	- Attendance incentive events planned quarterly. - Attendance recognition announcements shared with students and families.

3. Implement monthly attendance recognition for families.	Aug. 2025-Ongoing	Data Manager Community Liaison	1,000	Fundraising Fund	• Randomly selected family monthly with perfect attendance recognized and receives a gift from the school • All families with perfect attendance recognized with a yard sign
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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.