School Renewal Plan Signature Page

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

School Name:	Black Creek Elementary
SIDN:	1601038
Plan Submission:	School utilizes Cognia
Grade Span:	PreK-5th
District:	Darlington
Address 1:	2225 Leavensworth Rd.
Address 2:	
City, State:	Darlington, SC.
Zip Code:	29540
School Renewal Contact Person:	Kathryn Atkinson
School Plan Contact Phone:	(843) 944-2103
School Plan E-mail Address:	Kathryn Atkinson

Superintendent

Printed Name	Signature	Date
Matthew Ferguson	C. Matthew Ferguson	4-2-26

Principal

Printed Name	Signature	Date
Kathryn Atkinson Kathryn Atkinson	Kathryn Atkinson	4-2-26

Chairperson, District Board of Trustees

Printed Name	Signature	Date
Wanda Hassler		4-2-26

Chairperson, School Improvement Council

Printed Name	Signature	Date
Summer Craddock Summer craddock	Summer Craddock	4-2-26

School Read To Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date
Sharon Byram Sharon Byram	Sharon Byram	4-2-26

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

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 assurance 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 *et seq.* (Supp. 2004))
Yes	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who need 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 need extra or alternative instructional support (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 on the teaching techniques and strategies needed to implement the school/district plan to improve 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 is normally appropriate for primary and elementary schools, although screening efforts could take place at any location.
Yes	**Half-Day Child Development (Full-day in DCSD)** 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 PreK–3 curriculum are appropriate for students' developmental levels. Instructional practices accommodate individual differences in maturation levels and take into account students' social and cultural contexts.
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 prioritize serving parents or guardians of children ages birth through five years who are considered at risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	**Principal**	Kathryn Atkinson
2.	**Teacher**	Jennifer Tiller
3.	**Parent/Guardian**	Candace Durant
4.	**Community Member**	Robbie Owens
5.	**Paraprofessional**	Christy Turner
6.	**School Improvement Council Member**	Summer Craddock
7.	**Read to Succeed Reading Coach**	Sharon Byram
8.	**School Read to Succeed Literacy Leadership Team Lead**	Sharon Byram
9.	**School Read to Succeed Literacy Leadership Team Member**	Kayanna Thomas

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 discrepancies identified in the needs assessment, as 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.)

Black Creek Elementary School is a Title I school in Darlington,South Carolina, serving approximately 652 students in grades PreK through 5th. The school community serves a diverse, high-needs population. With a poverty index of 77.42%, 475 students are identified as economically disadvantaged. Additionally, 2.3% of students are English Language Learners, and 21.8% receive special education services.

These demographics highlight the critical need for intentional academic intervention, differentiated instruction, and comprehensive social-emotional supports. Black Creek Elementary is committed to ensuring equitable access to high-quality instruction, targeted supports, and inclusive practices so that every student has the opportunity to grow, achieve, and succeed.

Academic Performance Overview

SC Ready Assessment English Language Arts (ELA) 2024-2025

Grade	Does Not Meet	Approaching	Meets	Exceeds
3rd	14.71%	29.41%	22.55%	22.55%
4th	17.14%	23.81%	37.14%	10.48%
5th	34.02%	19.59%	27.84%	6.19%

Key Insights: ELA performance shows significant variability across grade levels, with 3rd and 5th grades reflecting substantial percentages of students not meeting or only approaching grade-level expectations, and 5th grade demonstrating the greatest need for improvement, as over 61% of students scored below proficiency.

SC Ready Assessment Math 2024-2025

Grade	Does Not Meet	Approaching	Meets	Exceeds
3rd	15.69%	22.55%	31.67%	19.61%
4th	20.95%	24.76%	24.76%	18.10%
5th	38.87%	36.08%	18.56%	4.12%

Key Insights: Math performance indicates a strong need for improvement, particularly in 5th grade, where over 74% of students scored below proficiency. While 3rd grade shows more balanced achievement, both 4th and 5th grades reflect a high percentage of students not meeting or only approaching grade-level expectations, highlighting the need for targeted intervention and strengthened core instruction in mathematics.

Kindergarten MAP Data 2024-2025

MAP Reading						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	8	10.39%	10	12.99%	14	18.42%
Approaching	54	70.13%	54	70.13%	49	64.47%
Met	11	14.29%	12	15.58%	10	13.16%
Exemplary	4	5.19%	1	1.30%	3	3.95%
%AME	69	89.61%	67	87.01%	62	81.58%
%ME	15	19.48%	13	16.88%	13	17.11%
MAP Math						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	9	11.69%	13	16.88%	13	16.88%
Approaching	52	67.53%	41	53.25%	46	59.74%
Met	12	15.58%	16	20.78%	14	18.18%
Exemplary	4	5.19%	7	9.09%	4	5.19%
%AME	68	88.31%	64	83.12%	64	83.12%
%ME	16	20.78%	23	29.87%	18	23.38%

Key Insights: Kindergarten MAP data show a decline in reading performance from fall to spring, with more students not meeting benchmarks and a decrease in overall proficiency. In math, performance improved from fall to winter but plateaued by spring, with a continued majority of students remaining in the approaching category. Overall, the data indicates a need for a stronger early literacy focus and more consistent foundational math support to ensure students meet end of year expectations.

First Grade MAP Data 2024-2025

MAP Reading						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	8	10.26%	17	22.97%	25	31.65%
Approaching	43	55.13%	45	60.81%	35	44.30%
Met	16	20.51%	7	9.46%	17	21.52%
Exemplary	11	14.10%	5	6.76%	2	2.53%
%AME	70	89.74%	57	77.03%	54	68.35%
%ME	27	34.62%	12	16.22%	19	24.05%
MAP Math						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	10	13.16%	14	18.92%	15	19.23%
Approaching	30	39.47%	28	37.84%	33	42.31%
Met	26	34.21%	20	27.03%	22	28.21%
Exemplary	10	13.16%	12	16.22%	8	10.26%
%AME	66	86.84%	60	81.08%	63	80.77%
%ME	36	47.37%	32	43.24%	30	38.46%

Key Insights: First-grade MAP data reflect a decline in reading performance across the year, with a steady increase in students not meeting benchmarks and an overall decrease in students meeting or exceeding expectations by spring. In math, performance remained relatively stable, but a significant portion of students continued to score in the approaching range, and overall proficiency declined slightly from fall to spring. The data suggest a need for strengthened early literacy instruction and targeted math interventions to ensure more students reach proficiency by the end of the year.

Second Grade MAP Data 2024-2025

MAP Reading						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	29	33.72%	28	32.18%	20	22.22%
Approaching	34	39.53%	33	37.93%	33	36.67%
Met	18	20.93%	18	20.69%	27	30.00%
Exemplary	5	5.81%	8	9.20%	10	11.11%
%AME	57	66.28%	59	67.82%	70	77.78%
%ME	23	26.74%	26	29.89%	37	41.11%

MAP Math						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	15	17.44%	12	15.00%	11	11.96%
Approaching	28	32.56%	31	38.75%	26	28.26%
Met	38	44.19%	33	41.25%	42	45.65%
Exemplary	5	5.81%	4	5.00%	13	14.13%
%AME	71	82.56%	68	85.00%	81	88.04%
%ME	43	50.00%	37	46.25%	55	59.78%

Key Insights: Second-grade MAP data reflect steady growth across the year in both reading and math. In reading, the percentage of students not meeting benchmarks decreased significantly, while the number of students meeting and exceeding expectations increased by spring. In math, performance strengthened overall, with a notable increase in students reaching exemplary levels, and overall proficiency rose by the end of the year. The data indicates positive academic momentum, while continued focus is needed to move students from approaching to proficient levels.

Third Grade MAP Data 2024-2025

MAP Reading						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	33	35%	24	27%	23	25%
Approaching	30	32%	26	29%	33	36%
Met	14	15%	25	28%	20	22%

Exemplary	16	17%	14	16%	16	17%
%AME	60	64.52%	65	73.03%	69	75.00%
%ME	30	32.26%	39	43.82%	36	39.13%
MAP Math						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	16	16%	7	8%	11	12%
Approaching	40	39%	22	24%	19	21%
Met	33	32%	39	43%	33	36%
Exemplary	13	13%	23	25%	29	32%
%AME	86	84.31%	84	92.31%	81	88.04%
%ME	46	45.10%	62	68.13%	62	67.39%

Key Insights: Third-grade MAP data shows overall growth in both reading and math from fall to spring. In reading, the percentage of students not meeting benchmarks decreased, and overall achievement improved, though a sizable portion of students remain in the approaching category. In math, performance strengthened significantly, with substantial increases in students meeting and exceeding expectations, and overall proficiency remaining strong by spring. The data reflects positive academic progress while highlighting the need to continue moving students from approaching to proficient in reading.

Fourth Grade MAP Data 2024-2025

MAP Reading						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	24	26.09%	25	26.32%	28	29.17%
Approaching	35	38.04%	32	33.68%	20	20.83%
Met	15	16.30%	22	23.16%	29	30.21%
Exemplary	18	19.57%	16	16.84%	19	19.79%
%AME	68	73.91%	70	73.68%	68	70.83%
%ME	33	35.87%	38	40.00%	48	50.00%
MAP Math						

	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	24	25.53%	21	22.58%	25	26.04%
Approaching	29	30.85%	33	35.48%	33	34.38%
Met	26	27.66%	18	19.35%	21	21.88%
Exemplary	15	15.96%	21	22.58%	17	17.71%
%AME	70	74.47%	72	77.42%	71	73.96%
%ME	41	43.62%	39	41.94%	38	39.58%

Key Insights: Fourth-grade MAP data show growth in reading, with more students meeting expectations by spring and overall proficiency rising throughout the year. However, the percentage of students not meeting benchmarks also increased slightly, indicating a continued need for targeted literacy support. In math, performance remained relatively stable, with minimal overall growth and a consistent percentage of students not meeting expectations. The data suggests the need to strengthen core math instruction while continuing to build reading proficiency for all learners.

Fifth Grade MAP Data 2024-2025

MAP Reading						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	9	12.68%	20	24.69%	25	30.49%
Approaching	42	59.15%	34	41.98%	33	40.24%
Met	10	14.08%	21	25.93%	17	20.73%
Exemplary	10	14.08%	6	7.41%	7	8.54%
%AME	62	87.32%	61	75.31%	57	69.51%
%ME	20	28.17%	27	33.33%	24	29.27%
MAP Math						
	Fall 24	%	Winter 24	%	Spring 25	%
Not Met	23	28.40%	30	34.09%	24	28.24%
Approaching	32	39.51%	32	36.36%	35	41.18%
Met	20	24.69%	20	22.73%	17	20.00%
Exemplary	6	7.41%	6	6.82%	9	10.59%

%AME	58	71.60%	58	65.91%	61	71.76%
%ME	26	32.10%	26	29.55%	26	30.59%

Key Insights: Fifth-grade MAP data reflect a decline in reading performance across the year, with a steady increase in students not meeting benchmarks and an overall decrease in proficiency by spring. In math, performance remained relatively flat, with a large percentage of students continuing to score in the not met and approaching ranges and limited growth in overall proficiency. The data indicates a need for intensified instructional support and targeted intervention in both reading and math to better prepare students for middle school expectations.

Kindergarten Readiness (KRA) 2024-2025

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

Emerging Readiness	Approaching Readiness	Demonstrating Readiness
20 (19.1%)	43 (42.16%)	39 (38.24%)

Key Insights: Only 38% of incoming kindergarteners are fully ready for school, indicating a need for stronger early childhood partnerships and transition programs.

Teacher/Administrator Quality

Teacher Profile

- Total Number of Teachers: 34
- Teachers with Advanced Degrees: 55.9%
- Teacher Attendance Rate: 94.2%
- Teachers on Continuing Contract: 97.1%
- Inexperienced Teachers: 20.5% (8 teachers)
- Out-of-Field Teachers: 10.3% (4 teachers)
- Teachers Returning from Previous Year: 76.7%

Teacher Survey Results (Spring 2025):

- **Belonging:** 77% (↑ 9 points)
- **Wellbeing:** 82% (↑ 15 points)
    - Indicates teachers feel more personally connected and supported.
- **Educating All Students:** 76% (↓ 1 point)
    - Indicates teachers may need additional support, resources, and professional learning to confidently meet the diverse academic and behavioral needs of all students.
- **School Climate:** 70% (↓ 4 points)

- **Teacher Self-Reflection:** 86% (↓ 6 points)
    - Reflects areas needing renewed focus and strategic improvement.
- **Professional Learning Opportunities:** 69% (↑ 3 points)
    - Lowest-scoring category despite slight growth, signaling the need for stronger, more impactful professional development.

Administrator Profile

- The leadership team includes a principal and two assistant principals with a combined 35 years of administrative experience.

At **Black Creek Elementary**, we recognize that teacher and administrator quality are critical to sustaining a strong school climate and driving student achievement. Recent survey results indicate a need to strengthen professional learning, instructional consistency, and reflective practices among staff. To address this, we will expand access to targeted, job-embedded professional development aligned to classroom needs and school priorities. We will also strengthen instructional leadership through consistent walkthroughs, actionable feedback cycles, and collaborative planning structures that promote clarity, accountability, and continuous improvement. Additionally, we will provide intentional coaching and mentoring support to build teacher confidence, enhance instructional capacity, and support long-term staff retention.

School Climate

Black Creek Elementary School fosters a welcoming and inclusive learning environment rooted in strong relationships and high expectations. However, recent survey data and trends highlight areas for growth. These insights guide our continued commitment to strengthening systems and ensuring every teacher and student is supported and positioned for success.

- Student Survey Results (Spring 2025):
    - **Learning Environment Satisfaction:** Teachers 100% | Students 94% (**6-point gap**)
        - Indicates students may feel less engaged or supported in the learning environment than teachers perceive.
    - **Social & Physical Environment:** Teachers 100% | Students 94% (**6-point gap**)
        - Suggests opportunities to strengthen students' sense of comfort, safety, and belonging.
    - **School-Home Relations:** Teachers 100% | Students 92% (**8-point gap**)
        - Reflects a smaller gap but still highlights room to enhance communication and connection.
    - Overall, the data suggest the need for more intentional, student-centered climate improvements to align student experiences with teacher perceptions.

- Additional Data:
    - The 2024–2025 chronic absenteeism rate was 33.3%, impacting 183 students.

- The overall discipline rate increased from 17.5% in 2023–2024 to 25.3% in 2024–2025, indicating a rise in behavioral incidents compared to the previous year.
- The three most frequently reported behavioral incidents were bus violations, physical aggression (hit/kick/push), and disrupting class, indicating a need for targeted behavioral supports and consistent expectations across settings.

At **Black Creek Elementary**, we believe that a positive, structured school climate is essential to both academic success and student well-being. While staff survey results reflect strong confidence in our learning environment, gaps between teacher and student perceptions, along with increased chronic absenteeism and discipline rates, show that we must be intentional in strengthening student engagement and support.

To address these needs, we will strengthen our social-emotional learning practices and ensure consistent behavioral expectations across classrooms, common areas, and transportation. We will provide targeted behavior support to address physical aggression, classroom disruptions, and bus violations. In addition, we will increase attendance monitoring and proactive family outreach to reduce chronic absenteeism and re-engage students who are frequently absent.

We are also committed to increasing student voice and strengthening relationships so that every child feels heard, safe, and valued. Through clear expectations, strong relationships, and consistent support, Black Creek Elementary will continue working to create a school environment where all students can thrive.

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): Early elementary MAP data at Black Creek Elementary reflect mixed performance trends across Kindergarten through second grade. Kindergarten reading proficiency declined from fall to spring, and while math showed some midyear growth, overall performance plateaued by the end of the year. First-grade data indicate a notable decline in reading proficiency and only slight changes in math, with a large percentage of students remaining in the approaching range. In contrast, second grade demonstrated steady growth in both reading and math, with a higher percentage of students meeting and exceeding benchmarks by spring. While pockets of growth are evident, particularly in second grade, the overall data highlight the need to strengthen foundational literacy instruction in Kindergarten and first grade and to provide consistent, targeted math support across the early grades. These findings reinforce the importance of small group instruction, early intervention, and ongoing progress monitoring. Additionally, we will strengthen our PLC structures to ensure collaborative data analysis, aligned instructional planning, and shared accountability for student achievement, so that all students build the foundational skills necessary for long-term academic success.
Elementary/Middle (3-8): Upper elementary data for Grades 3 through 5 at Black Creek Elementary reflects inconsistent performance trends across both SC Ready and MAP assessments. SC Ready ELA results show variability across grade levels, with 5th grade demonstrating the greatest need, as over 61 percent of students scored below proficiency. Third grade also reflects

a significant percentage of students not meeting or only approaching expectations, while fourth grade shows stronger overall proficiency but still leaves room for growth. In math, performance concerns are most pronounced in 5th grade, where more than 74 percent of students scored below proficiency. Fourth-grade math remained relatively flat, and third-grade demonstrated more balanced achievement, but still includes a sizable group of students in the approaching range.

MAP data supports these findings. Third grade showed growth, particularly in math, but reading continues to reflect a large percentage of students in the approaching category. Fourth-grade reading improved overall, though math performance remained stable with limited movement into higher proficiency levels. Fifth-grade data reveal declining reading performance across the year and minimal gains in math, reinforcing the need for intensified support at this critical transition grade.

Collectively, this data highlights the need to strengthen core instruction in reading and math, increase targeted intervention for students in the approaching and not meeting ranges, and ensure vertical alignment of expectations across grades. Strengthening PLC structures will be essential to support collaborative data analysis, strategic instructional planning, and shared accountability to improve outcomes for all upper elementary students.

Teacher/Administrator Quality

At Black Creek Elementary, we recognize that teacher and administrator quality directly influence student achievement and overall school performance. While recent survey data reflect positive growth in teacher belonging and well-being, results also indicate a need to strengthen support in areas such as educating all students, school climate, self-reflection, and professional learning opportunities. These findings affirm that while staff members feel connected and supported, there is a clear need to deepen instructional capacity and consistency across classrooms.

To address these needs, we will expand job-embedded professional learning aligned to schoolwide literacy and math priorities identified in our assessment data. Professional development will focus on strengthening Tier 1 core instruction, implementing effective Tier 2 and Tier 3 interventions, and improving data-driven decision-making to better support students performing in the approaching and not meeting ranges. We will also strengthen PLC structures to improve teachers' content knowledge, ensure clear alignment with standards, and promote collaborative planning that results in rigorous, grade-level instruction across all classrooms.

Our leadership team, alongside instructional coaches, will prioritize consistent classroom walkthroughs, meaningful feedback conversations, and coaching cycles that support reflective practice and instructional growth. Structured mentoring for early career teachers will further build confidence, strengthen instructional expertise, and support long-term retention. Through these intentional efforts, Black Creek Elementary is committed to developing a strong instructional culture that promotes continuous improvement and improved outcomes for all students.

School Climate

Student and staff survey data at Black Creek Elementary reflect a generally positive school climate, particularly among teachers; however, noticeable perception gaps between teachers and students, rising discipline rates, and a chronic absenteeism rate of 29.9 percent indicate areas that require focused attention. These trends suggest a need to strengthen student engagement and ensure that expectations and supports are consistent across classrooms, common areas, and transportation settings.

To address these concerns, we will enhance our social-emotional learning practices and provide more targeted behavioral supports to reduce physical aggression, classroom disruptions, and bus violations. Increased attention to attendance monitoring and proactive family outreach will be essential to re-engage students and reduce chronic absenteeism. Additionally, we will strengthen communication and partnership efforts with families to ensure alignment between school and home in supporting both academic progress and positive behavior.

These findings will guide our strategic actions to ensure every student at Black Creek Elementary experiences a safe, supportive, and engaging learning environment that promotes both academic growth and emotional well-being.

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 SCREADY 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)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
i-Ready Reading Data	3-5: 18%	*Target: 30%* *Actual:*	*Target: 41%* *Actual:*	*Target: 52%* *Actual:*	*Target: 63%* *Actual:*	*Target: 75%* *Actual:*
	3: 20%	*Target: 31%* *Actual:*	*Target: 42%* *Actual:*	*Target: 53%* *Actual:*	*Target: 64%* *Actual:*	*Target: 75%* *Actual:*
	4: 16%	*Target: 28%* *Actual:*	*Target: 40%* *Actual:*	*Target: 52%* *Actual:*	*Target: 64%* *Actual:*	*Target: 75%* *Actual:*
	5: 16%	*Target: 28%* *Actual:*	*Target: 40%* *Actual:*	*Target: 52%* *Actual:*	*Target: 64%* *Actual:*	*Target: 75%* *Actual:*
SC Ready ELA "Meets & Exceeds"	3-5: 48.6%	*Target:53.9%* *Actual:*	*Target:59.2%* *Actual:*	*Target:64.5%* *Actual:*	*Target:69.8%* *Actual:*	*Target:75.0%* *Actual:*
	3: 50.5%	*Target:58.7%* *Actual:*	*Target:62.7%* *Actual:*	*Target:66.8%* *Actual:*	*Target:70.9%* *Actual:*	*Target:75.0%* *Actual:*
	4: 53.8%	*Target:60.9%* *Actual:*	*Target:64.4%* *Actual:*	*Target:67.9%* *Actual:*	*Target:71.5%* *Actual:*	*Target:75.0%* *Actual:*
	5: 38.8%	*Target:50.9%* *Actual:*	*Target:56.9%* *Actual:*	*Target:62.9%* *Actual:*	*Target:69.0%* *Actual:*	*Target:75.0%* *Actual:*

**Add or delete rows as needed.*

Student Achievement* STRATEGY #1
We will strengthen all tiers of instruction through a data-driven instructional framework that incorporates intentional whole-class instruction, differentiated small-group instruction, and targeted interventions aligned with the MTSS framework to meet student needs.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Consistently analyze assessment data to guide instructional decisions and improve student outcomes.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	NA	General Funds	Formal and Informal Assessments, District Unit Assessments, Weekly Data Analysis Spreadsheets, Lesson Planning (small group, reteaching, enrichment activities)
Create a school-wide intervention schedule that safeguards Tier 1 learning and expands the Math Interventionist's ability to provide intensive Tier 3 support.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	NA	General Funds	Master Schedule, Teacher Daily Schedules, Intervention Daily Schedules, Resource Daily Schedules, Lesson Plans, and Classroom Walkthroughs
Implement a school-wide, systematic MTSS process that ensures classroom teachers and interventionists	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and		General Funds	Master Schedule, Teacher Daily Schedules, Intervention Daily Schedules, Resource Daily Schedules, Lesson Plans, and Classroom Walkthroughs

deliver targeted Tier 2 and Tier 3 instruction aligned to student data.		Teachers	NA		
Employ an MTSS Facilitator at the school level to oversee math interventions, ensuring all students receive timely, effective Tier 2 and Tier 3 support aligned to their individual needs.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	$100,000	Title 1 Funded	MTSS Schedule, MTSS Meeting Reports, Contact Logs, Assessment Results, iReady Diagnostic Results
Implement the ONCE Early Reading Program with a school-wide structure that delivers consistent Tier 3 early literacy support for individual kindergarten students.	*7/2026-5/2027*	Administrative Team, School-based Coaches, and an ONCE instructor	NA	Grant Funded	ONCE Sign-in Sheets, Assessment Results, iReady Diagnostic Results
Implement a structured PLC process that prioritizes data-driven decision-making and consistent unit internalization to strengthen instructional practices	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	$1,000	General Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Data Analysis Spreadsheets

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

Student Achievement* **STRATEGY #2**
We will implement high-quality instructional materials (SAVVAS MyView and UFLI Phonics) to strengthen standards-aligned instruction and improve student achievement across all grade levels.

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
Implementation of HQIM (SAVVAS MyView)	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	NA	State Funded District Funded	Lesson Plans, Weekly Data Analysis Spreadsheets, Unit Assessment Results, Lesson Quiz Results, and Classroom Walkthroughs
Provide reading interventionists with Project Read training to enhance their ability to deliver systematic, research-based reading interventions aligned with student needs.	*7/2026-5/2031*	District CIA Staff, MTSS Facilitator, and Interventionists	NA	District Funded	Training Sign-in Sheets, Interventionists' Daily Schedules, Assessment Results
Provide ongoing professional development that strengthens teachers' use of HQIM, assessments, and data analysis to improve	*7/2026-5/2031*	Administrative Team, School-based Coaches, District CIA Staff, and Consultants		General Funds District Funded	PD Schedule, PD Agendas, PD Sign-in Sheets, Survey Results, Assessments, iReady Diagnostic Results

instructional decision-making.			NA		
Provide tiered instruction and differentiated instruction using iReady data, iReady instructional resources, and iReady personalized instruction to meet individual student needs and improve instructional outcomes.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	NA	General Funds State Funded District Funded	Instructional Groupings based on iReady Data, Small Group Lesson Plans/Rotation Boards, Classroom Walkthroughs, iReady Scores, and Weekly iReady Personalized Instruction Lesson Pass Rate/Time on Task Progress Monitoring

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

Student Achievement* **STRATEGY #2**
We will use data cycles to drive intervention and monitor progress.

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
Conduct data meetings to analyze iReady Diagnostic results and growth trends by cohort and grade level, and identify students who need additional instructional support and intervention.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	$500	General Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Intervention Groups, Intervention Trackers, MTSS records, Weekly Assessment Spreadsheets, Unit Assessment Trackers
Implement targeted interventions, both in the classroom and through pull-out support, for students performing below grade level based on data.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	$1,000	General Funds District Funded	Instructional Groupings based on iReady Data, Small Group Lesson Plans/Rotation Boards, Classroom Walkthroughs, Intervention Trackers, Intervention Lesson Plans, and Growth in iReady Scores,
Implement student goal-setting cards to help	*7/2026-5/2031*	Administrative Team, School-based Coaches,		General Funds	Goal Setting Cards, Evidence on iReady Growth

students monitor their progress and take ownership of their academic growth.		and Teachers	$200		
Facilitate regular grade-level PLC meetings focused on analyzing student work, planning instruction, and sharing strategies. Monitor progress with formative assessments and adjust instruction accordingly.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	$500	General Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Lesson Plans, Weekly Data Analysis Spreadsheets, Classroom Walkthroughs Data
Recognize student and teacher progress toward goals to build motivation and ownership.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	$2,000	General Funds	Evidence of Goal Setting and Tracking in Classrooms, Recognition Event Records, Incentive Trackers, Teacher Certificat Records

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

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 SCREADY 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)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
i-Ready Math Data	3-5: 13%	*Target: 26%* *Actual:*	*Target: 39%* *Actual:*	*Target: 51%* *Actual:*	*Target: 63%* *Actual:*	*Target: 75%* *Actual:*
	3: 4%	*Target: 19%* *Actual:*	*Target: 33%* *Actual:*	*Target: 47%* *Actual:*	*Target: 61%* *Actual:*	*Target: 75%* *Actual:*
	4: 16%	*Target: 28%* *Actual:*	*Target: 40%* *Actual:*	*Target: 52%* *Actual:*	*Target: 64%* *Actual:*	*Target: 75%* *Actual:*
	5: 16%	*Target: 28%* *Actual:*	*Target: 40%* *Actual:*	*Target: 52%* *Actual:*	*Target: 64%* *Actual:*	*Target: 75%* *Actual:*
SC Ready Math "Meets & Exceeds"	3-5: 45.1%	*Target:55.1%* *Actual:*	*Target:60.0%* *Actual:*	*Target:65.0%* *Actual:*	*Target:70%* *Actual:*	*Target:75.0%* *Actual:*
	3: 59.3	*Target:63.1%* *Actual:*	*Target:66.0%* *Actual:*	*Target:69.0%* *Actual:*	*Target:72.0%* *Actual:*	*Target:75.0%* *Actual:*
	4: 50.6	*Target:57.3%* *Actual:*	*Target:61.7%* *Actual:*	*Target:66.1%* *Actual:*	*Target:70.6%* *Actual:*	*Target:75.0%* *Actual:*
	5: 24.7	*Target:42.3%* *Actual:*	*Target:50.4%* *Actual:*	*Target:58.6%* *Actual:*	*Target:66.8%* *Actual:*	*Target:75.0%* *Actual:*

**Add or delete rows as needed.*

Student Achievement* **STRATEGY #1**
We will strengthen all tiers of instruction through a data-driven instructional framework that incorporates intentional whole-class instruction, differentiated small-group instruction, and targeted interventions aligned with the MTSS framework to meet student needs.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Consistently analyze assessment data to guide instructional decisions and improve student outcomes.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	NA	General Funds	Formal and Informal Assessments, District Unit Assessments, Weekly Data Analysis Spreadsheets, Lesson Planning (small group, reteaching, enrichment activities)
Create a school-wide intervention schedule that safeguards Tier 1 learning and expands the Math Interventionist's ability to provide intensive Tier 3 support.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	NA	General Funds	Master Schedule, Teacher Daily Schedules, Intervention Daily Schedules, Resource Daily Schedules, Lesson Plans, and Classroom Walkthroughs
Implement a school-wide, systematic MTSS process that ensures classroom teachers and interventionists deliver targeted Tier 2 and Tier 3 instruction aligned to student data.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	NA	General Funds	Master Schedule, Teacher Daily Schedules, Intervention Daily Schedules, Resource Daily Schedules, Lesson Plans, and Classroom Walkthroughs

Employ an MTSS Facilitator at the school level to oversee math interventions, ensuring all students receive timely, effective Tier 2 and Tier 3 support aligned to their individual needs.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	$100,000	Title 1 Funded	MTSS Schedule, MTSS Meeting Reports, Contact Logs, Assessment Results, iReady Diagnostic Results
Implement the Varsity Tutoring Program with a school-wide structure that provides Tier 2 instruction through targeted support in Math for grades 4–5.	*7/2026-5/2031*	Administrative Team, School-based Coaches, Varsity Tutors, Teachers	NA	Grant Funded	Tutoring Sign-in Sheets, Assessment Results, iReady Diagnostic Results
Implement a structured PLC process that prioritizes data-driven decision-making and consistent lesson internalization to strengthen instructional practices	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	$1,000	General Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Data Analysis Spreadsheets

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

Student Achievement* **STRATEGY #2**
We will implement high-quality instructional materials (iReady) to strengthen standards-aligned instruction and improve student achievement across all grade levels.

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
Implementation of HQIM (Ready Classroom Mathematics)	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	NA	State Funded District Funded	Lesson Plans, Weekly Data Analysis Spreadsheets, Unit Assessment Results, Lesson Quiz Results, and Classroom Walkthroughs
Provide math interventionists with training to enhance their ability to deliver systematic, research-based mathematics interventions (including Ready Classroom) aligned with student needs.	*7/2026-5/2031*	District CIA Staff, MTSS Facilitator, and Interventionists	NA	District Funded	Training Sign-in Sheets, Interventionists' Daily Schedules, Assessment Results
Provide ongoing professional development that strengthens teachers' use of HQIM, assessments, and data analysis to improve instructional decision-making.	*7/2026-5/2031*	Administrative Team, School-based Coaches, District CIA Staff, and Consultants	NA	General Funds District Funded	PD Schedule, PD Agendas, PD Sign-in Sheets, Survey Results, Assessments, iReady Diagnostic Results

Provide tiered instruction and differentiated instruction using iReady data, iReady instructional resources, and iReady personalized instruction to meet individual student needs and improve instructional outcomes.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	NA	General Funds State Funded District Funded	Instructional Groupings based on iReady Data, Small Group Lesson Plans/Rotation Boards, Classroom Walkthroughs, iReady Scores, and Weekly iReady Personalized Instruction Lesson Pass Rate/Time on Task Progress Monitoring

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

Student Achievement* **STRATEGY #2**
We will use data cycles to drive intervention and monitor progress.

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
Conduct data meetings to analyze iReady Diagnostic results and growth trends by cohort and grade level, and identify students who need additional instructional support and intervention.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	$500	General Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Intervention Groups, Intervention Trackers, MTSS records, Weekly Assessment Spreadsheets, Unit Assessment Trackers
Implement targeted interventions, both in the classroom and through pull-out support, for students performing below grade level based on data.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	$1,000	General Funds District Funded	Instructional Groupings based on iReady Data, Small Group Lesson Plans/Rotation Boards, Classroom Walkthroughs, Intervention Trackers, Intervention Lesson Plans, and Growth in iReady Scores,
Implement student goal-setting cards to help	*7/2026-5/2031*	Administrative Team, School-based Coaches,			

students monitor their progress and take ownership of their academic growth.		and Teachers	$200	General Funds	Goal Setting Cards, Evidence on iReady Growth
Facilitate regular grade-level PLC meetings focused on analyzing student work, planning instruction, and sharing strategies. Monitor progress with formative assessments and adjust instruction accordingly.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	$500	General Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Lesson Plans, Weekly Data Analysis Spreadsheets, Classroom Walkthroughs Data
Recognize student and teacher progress toward goals to build motivation and ownership.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	$2,000	General Funds	Evidence of Goal Setting and Tracking in Classrooms, Recognition Event Records, Incentive Trackers, Teacher Certificat Records

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

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	34.1%	*Target:42.3%* *Actual:*	*Target:50.5%* *Actual:*	*Target:58.7%* *Actual:*	*Target:66.9%* *Actual:*	*Target:75.0%* *Actual:*

**Add or delete rows as needed.*

District Priority **STRATEGY #1**
We will implement high-quality instructional materials (McGraw-Hill and Progress Learning) and use ongoing data cycles to strengthen standards-aligned fourth-grade science instruction and monitor student progress to improve student achievement.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Implementation of HQIM (McGraw-Hill and Progress Learning).	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	NA	State Funded District Funded	Lesson Plans, Weekly Data Analysis Spreadsheets, Unit Assessment Results, Lesson Quiz Results, Progress Learning Data, and Classroom Walkthroughs
Consistently analyze assessment data to guide instructional decisions and improve student outcomes.	*7/2026-5/2031*	Administrative Team, School-based Coaches, MTSS Facilitator, Interventionists, and Teachers	NA	General Funds	Formal and Informal Assessments (Lesson Checks), Progress Learning Assessments, Weekly Data Analysis Spreadsheets, Lesson Planning (small group, reteaching, enrichment activities)
Facilitate regular grade-level PLC meetings focused on analyzing student work, planning instruction, and sharing strategies. Monitor progress with formative assessments and adjust instruction accordingly.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	$500	General Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Lesson Plans, Weekly Data Analysis Spreadsheets, Classroom Walkthroughs Data
Provide ongoing	*7/2026-5/2031*	Administrative Team,			PD Schedule, PD Agendas, PD Sign-in

professional development that strengthens teachers' use of HQIM (McGraw-Hill and Progress Learning), assessments, and data analysis to improve instructional decision-making.		School-based Coaches, District CIA Staff, and Consultants	NA	General Funds District Funded	Sheets, Survey Results, Assessments, Progress Learning Results, Growth in Science SC Ready Results
Partner with iLeadR to redesign fourth-grade science instruction to incorporate hands-on, project-based, and vocabulary-driven learning experiences that strengthen standards-aligned instruction and increase student achievement.	*7/2026-5/2027*	Administrative Team, iLeadR Consultants, School-based Coaches, and Teachers	$13,000	Title 1 Funded	Lesson Plans, Classroom Walkthrough and Observation Data, Student Work Samples, Vocabulary Assessments, Progress Learning Results, Growth in Science SC READY Results

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, Black Creek Elementary will reduce chronic absenteeism from 33.3% to 5% through strengthened attendance monitoring, proactive family outreach, and enhanced student engagement supports. Progress will be monitored monthly using attendance data reports, with success measured by a steady decrease in the percentage of chronically absent students, improved student engagement survey results reflecting increased student satisfaction and desire to attend school, and increased family participation in attendance intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Chronic Absenteeism Rate	33.3%	*Target: 27.64* *Actual:*	*Target: 21.98* *Actual:*	*Target: 16.32* *Actual:*	*Target: 10.66* *Actual:*	*Target: 5%* *Actual:*

**Add or delete rows as needed.*

School Climate*STRATEGY #1
We will implement a comprehensive attendance support system that includes consistent attendance monitoring, proactive communication with families, and schoolwide initiatives that strengthen student engagement and encourage regular school attendance.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Establish an Attendance Improvement Team that meets regularly to review attendance data, develop intervention plans, and coordinate supports for students with repeated absences.	*7/2026-5/2031*	Administrative Team, Counselors, Data Manager, Social Worker, Admin Bookkeeper	NA	NA	Weekly Attendance Data Reports, Chronic Absenteesim Tracking Logs, Attendance Monitoring Spreadsheet, Documentation of Interventions
Implement a structured attendance monitoring system that reviews attendance data weekly to identify students at risk of chronic absenteeism and initiate early intervention supports.	*7/2026-5/2031*	Administrative Team, Counselors, Data Manager, Social Worker, Admin Bookkeeper	NA	NA	Weekly Attendance Data Reports, Chronic Absenteesim Tracking Logs, Attendance Monitoring Spreadsheet, Documentation of Interventions, AIP Plans
Strengthen proactive communication with families through phone calls, letters, home visits, and conferences to address attendance concerns and partner with families to improve student attendance.	*7/2026-5/2031*	Administrative Team, Counselors, Data Manager, Social Worker, Admin Bookkeeper, Teachers	NA	NA	Parent Communication Logs, Attendance Notification Letters, Documentation fo Parent Conferences, Home Visit Records, Family

					Participation in Attendance Meetings
Develop schoolwide attendance recognition and incentive programs that celebrate improved attendance and encourage students to attend school regularly.	*7/2026-5/2031*	Administrative Team, Counselors, Data Manager, Social Worker, Admin Bookkeeper, Teachers	$1,000	General Funds	Attendanve Incentive Program Plans, Student Recognition/Class Recrods, Attendance Celebration Announcements or Events, Improvement Trends in Attendance Reports

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 2031, Black Creek Elementary will go from 89.7% of fully certified teachers and administrators to 100% of teachers and administrators who are fully certified and meet state performance standards, as measured by South Carolina certification records and annual evaluation data. Progress toward this goal will be monitored annually through certification audits, retention data, and teacher survey results reflecting increased feelings of belonging, confidence in meeting student needs, and satisfaction with meaningful, relevant professional development.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
What is being measured?	89.7%	*Target: 91.76%* *Actual:*	*Target: 93.82%* *Actual:*	*Target: 95.88%* *Actual:*	*Target: 97.94%* *Actual:*	*Target: 100%* *Actual:*

**Add or delete rows as needed.*

Teacher/Administrator Quality* **STRATEGY #1**
We will provide ongoing, meaningful professional learning and support that strengthens teacher effectiveness, builds confidence in meeting diverse student needs, and promotes a positive professional culture that supports teacher retention and continued certification.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
Provide ongoing, job-embedded professional development aligned to instructional priorities and teacher needs, including coaching cycles, model lessons, and collaborative planning opportunities.	*7/2026-5/2031*	Administrative Team, School-based Coaches, District CIA Staff, and Consultants	NA	General Funds District Funds	PD Schedule, PD Agendas and Presentation Materials, PD Sign-In Sheets, Coaching Cycle Documentation, PLC Meeting Agendas
Implement a structured mentoring program that pairs new and early-career teachers with experienced mentor teachers to provide guidance, instructional support, and assistance with certification requirements.	*7/2026-5/2031*	Administrative Team, School-based Coaches, District HR Staff, Mentor Teachers	Mentor Stipend	District Funds	Mentor-Mentee Assignment Logs, Mentor Meeting Logs & Check-In Documentation, Induction Program Materials & Schedules, Observation and Feedback Records
Develop teacher recognition and incentive programs that celebrate instructional excellence, professional growth, and contributions to the school community to strengthen morale and retention.	*7/2026-5/2031*	Administrative Team, School-based Coaches	$1,000	General Funds	Staff Recognition Program Documentation, Records of Teacher Awards, Staff Meeting Agendas, Staff Climate Survey Results

Establish regular opportunities for teacher feedback through surveys, focus groups, and leadership team meetings to ensure teachers feel valued, supported, and included in school decision-making.	*7/2026-5/2031*	Administrative Team, School-based Coaches, and Teachers	NA	NA	Teacher Survey Results and Analysis, Staff Feedback or Suggestion Forms, Faculty Meeting Agendas, Documentation of Leadership Team Responses to Feedback, Teacher Participation in Committees (Guiding Coalition, SIC, Title 1 Committee, etc).
Provide ongoing professional development that strengthens teachers' use of HQIM, assessments, and data analysis to improve instructional decision-making.	*7/2026-5/2031*	Administrative Team, School-based Coaches, District CIA Staff, and Consultants		General Funds District Funded	PD Schedule, PD Agendas, PD Sign-in Sheets, Survey Results, Assessments, Progress Learning Results, Growth in Science SC Ready Results

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

School Renewal Plan Checklist

Are the following complete?

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

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