School Renewal Plan Signature Page

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

School Name:	Lamar-Spaulding
SIDN:	1601037
Plan Submission:	School utilizes Cognia
Grade Span:	Kindergarten - 5th
District:	Darlington
Address 1:	5232 Lamar-Highway
Address 2:	
City, State:	Lamar, South Carolina
Zip Code:	29069
School Renewal Contact Person:	Geneva Williams
School Plan Contact Phone:	843-398-6370
School Plan E-mail Address:	geneva.williams@darlington.k12.sc.us

Superintendent

Printed Name	Signature	Date
Matthew Ferguson	C. Matthew Ferguson	4-14-26

Principal

Printed Name	Signature	Date
Geneva L. Williams	Geneva L. Williams	4 - 14 - 2026

Chairperson, District Board of Trustees

Printed Name	Signature	Date
Wendy Hassler	Wen E. Hassler	4/14/26

Chairperson, School Improvement Council

Printed Name	Signature	Date
Tamara Bullard	Tam K Bullard	4/14/26

School Read To Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date
Lauren Ateyeh	Lauren Ateyeh	4/14/26

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 Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

School Renewal Plan Signature Page

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

School Name:	Lamar-Spaulding
SIDN:	1601037
Plan Submission:	School utilizes Cognia
Grade Span:	Kindergarten - 5th
District:	Darlington
Address 1:	5232 Lamar-Highway
Address 2:	
City, State:	Lamar, South Carolina
Zip Code:	29069
School Renewal Contact Person:	Geneva Williams
School Plan Contact Phone:	843-398-6370
School Plan E-mail Address:	geneva.williams@darlington.k12.sc.us

Superintendent

Printed Name	Signature	Date

Principal

Printed Name	Signature	Date

Chairperson, District Board of Trustees

Printed Name	Signature	Date

Chairperson, School Improvement Council

Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Printed Name	Signature	Date

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to

Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (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 demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with

	information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	**Half-Day Child Development** The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	**Principal**	**Geneva Williams**
2.	**Teacher**	**Haley Watkins**
3.	**Parent/Guardian**	**Pamela Braddock**
4.	**Community Member**	**Emily Lloyd**
5.	**Paraprofessional**	**Sierra Williams**
6.	**School Improvement Council Member**	**Amy Bullard**
7.	**Read to Succeed Reading Coach**	**Lauren Ateyeh**
8.	**School Read to Succeed Literacy Leadership Team Lead**	**Lauren Ateyeh**
9.	**School Read to Succeed Literacy Leadership Team Member**	**Jordan Reynolds**

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.)

Lamar-Spaulding Elementary School is a newly constructed campus in Lamar, SC that serves 464 students in grades 4-Kindergarten through fifth. The school community reflects considerable economic need, with 86% of students identified as economically disadvantaged.

The student population is racially diverse, consisting of 53.4% African American, 43.4% White, 1.9% Hispanic/Latino, 0.9% American Indian, and 0.4% Asian students, emphasizing the importance of culturally responsive instruction and equitable access to academic support.

While the school maintains a strong average daily attendance rate of 95.1%, a chronic absenteeism rate of 14.1% reveals that a significant group of students miss substantial instructional time, highlighting the need for focused attendance initiatives and strengthened family engagement efforts.

Academic Performance Overview

SC Ready Assessment (Spring 2024 - 2025) ELA

Grade	# Students	Does Not Meet	Approaching	Meets	Exceeds	Meet & Exceeds
3rd	81	12.3%	24.7%	42.0%	21.0%	63.0%
4th	68	27.9%	20.6%	44.1%	7.4%	51.5%

5th	77	15.6%	20.8%	44.2%	19.4%	63.6%

NWEA MAP Assessment (Spring 2024 - 2025) ELA

Grade	# Students	Does Not Meet	Approaching	Meets	Exceeds	Meet & Exceeds
3rd	81	15.0%	36.3%	26.3%	22.5%	48.8%
4th	68	33.3%	27.3%	25.8%	13.6%	39.4%
5th	77	9.1%	45.5%	24.7%	20.8%	45.5%

Key Insights from both SC Ready & NWEA MAP: Analysis of ELA data for grades 3–5 shows many students are not meeting grade-level expectations. On the **SC Ready assessment,** 40.6% scored below proficiency, with the highest rate in 4th grade (48.5%). Additionally, fewer than half of students met proficiency, and **NWEA MAP** results show that 55.43% of students did not score in the Meets or Exceeds category, indicating a need for targeted instructional support.

SC Ready Assessment (Spring 2024 - 2025) MATH

Grade	# Students	Does Not Meet	Approaching	Meets	Exceeds	Meets & Exceeds
3rd	81	17.3%	22.2%	37.0%	23.5%	60.5%
4th	68	19.1%	27.9%	30.9%	22.1%	53.0%
5th	77	15.6%	36.4%	27.3%	20.8%	48.1%

NWEA MAP Assessment (Spring 2024 - 2025) MATH

Grade	**# Students**	**Does not Meet**	**Approaches**	**Meets**	**Exceeds**	**Meets & Exceeds**
3rd	81	8.8%	31.3%	45.0%	15.0%	60.0%
4th	68	20.0%	38.5%	33.9%	7.7%	41.6%

5th	77	18.2%	40.3%	20.8%	20.8%	41.6%

Key Insight: Analysis of Math data for grades 3–5 shows many students are not meeting grade-level expectations. On the SC Ready assessment, 46.1% scored below proficiency, with higher rates in 4th (47%) and 5th grade (51.9%). Additionally, NWEA MAP results show only 48.1% of students met or exceeded expectations, meaning more than half are performing below proficiency.

2024 - 2025 MAP Growth Reading-Scale Score - RIT Scores

Grade	Fall	Winter	Spring	Fall - Spring Growth
K	135	146	153	+18
1st	155	164	170	+15
2nd	168	176	182	+14
3rd	181	190	194	+19
4th	192	198	200	+8
5th	199	205	208	+9

Key Insight: MAP Reading data for grades K–5 indicates that students in early elementary grades (K–3) demonstrate strong academic growth, with scale scores increasing 14–19 points over the school year. However, students in 4th and 5th grades show significantly slower growth. (+8 and +9 RIT points, respectively), despite entering the year with higher scale scores.

2024 - 2025 MAP Growth Math Scale Score - RIT Scores

Grade	Fall	Winter	Spring	Yearly Growth
K	136	150	159	+23
1st	158	169	177	+19
2nd	170	180	187	+17
3rd	185	194	199	+14
4th	195	202	206	+11

5th	203	210	215	+12

Key Insight: MAP Math data for grades K–5 indicates that students in early elementary grades (K–2) demonstrate strong academic growth, with Scale scores increasing 17–23 points over the school year.

2024 - 2025 Kindergarten Readiness Assessment (KRA)

Emerging Readiness	Approaching Readiness	Demonstrating Readiness
14.8%	42%	43.2%

2025 - 2026 i-Ready (Fall/Winter) Overall Grade Level Placement

Mid/Above Grade Level	Early on Grade Level	One Grade Level Below
34%	**48%**	**17%**

Key Insight: Kindergarten readiness and early academic data show that while many students enter school prepared, a significant group requires targeted support. The 2024–2025 KRA indicates 43.2% demonstrating readiness, 42% approaching readiness, and 14.8% emerging readiness, while 2025–2026 i-Ready diagnostics show 34% mid/above grade level, 48% early on grade level, and 17% one grade below. These findings underscore the need for early interventions and differentiated instruction to ensure all students reach grade-level success.

Teacher/Administrator Quality

Lamar-Spaulding Elementary is staffed by a dedicated team of educators. However, critical areas of improvement are teacher attendance and certification and professional development for advanced skills.

Teacher Profile:

- Number of Teachers 35
- Certified Teachers 33
- Number of teachers on continuing contract 30
- Percent of teachers on continuing contract 85.7%

- Percent of teachers with advanced degrees 52.0
- Teacher attendance rate 90.4
- Number of teachers returning from previous year 31
- Percent of teachers returning from previous year 88.6%
- Years of Experience
    - 0 - 5 years - 17.0%
    - 10 - 19 years - 32.0%
    - 20+ years - 51.0%

Administrator Profile:

- The leadership team is highly qualified.
- The principal and assistant principal have a combined 42 years of experience.
- They both hold advanced degrees demonstrating their strong academic preparation and commitment to effective school leadership.

School administrators and teachers will work together to improve teacher attendance, certification, and professional development. Administrators will encourage consistent attendance by supporting teachers and maintaining a positive work environment to ensure students receive consistent instruction. Teachers who are not yet certified will receive support and resources to complete their certification. The school will also provide ongoing professional development to help teachers strengthen their teaching skills and improve student learning.

School Climate

Overall perception of School Climate: 78.4
Teacher perceptions of Instructional Focus: 79.7
Teacher perceptions of Working Conditions: 79.6
Teacher Perceptions of Safety: 88.3

	Teachers	Students	Parents
Percent satisfied with school learning environment	100%	95.7%	97.1%
Percent satisfied with social and	97.1%	94.8%	97.1%

physical environment			
Percent satisfied with school-home relations	100%	97.2%	98.4%
Chronic Absenteeism Rate	13.4 year to date		

	Teacher	Student
Teacher Perceptions of Instructional Focus	79.7%	-
Teacher Perception of Working Conditions	79.6%	-
Teacher Perceptions of Safety	88.3%	78.6%
Percent of students served by G/T program	8.8%	

2024 - 2025 Discipline Referral Data

Grade	1st Semester	2nd Semester	Total
Kindergarten	0	3	3
1st	1	3	4
2nd	6	16	22
3rd	16	3	19
4th	3	14	17
5th	4	12	16

School climate data indicates that Lamar-Spaulding Elementary maintains a positive and supportive learning environment. Survey results show high levels of satisfaction among teachers, students, and parents, with 100% of teachers, 95.7% of students, and 97.1% of parents satisfied with the school's learning environment. Satisfaction with the social and physical environment and school–home relationships is also high across all groups. Teacher perceptions of safety (88.3%) and student perceptions of safety (78.6%) reflect an overall safe school environment. However, the school will continue to monitor areas for improvement, including teacher perceptions of instructional focus and working conditions, which were both around 79%. The school's chronic

absenteeism rate is currently 13.4%, indicating a need for continued efforts to improve student attendance. Discipline referral data shows that behavior incidents occurred across grade levels, with the highest totals in second grade (22) and third grade (19), suggesting the need for continued focus on positive behavior supports and consistent expectations to maintain a positive school climate.

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 2024–2025 **Kindergarten Readiness Assessment (KRA)** shows that 43.2% of students are demonstrating readiness, 42% are approaching readiness, and 14.8% are in emerging readiness. While most students are prepared or nearly prepared for kindergarten, targeted support is needed for those in the emerging readiness group to strengthen early literacy, math, and social-emotional skills. The **Fall/Winter 2025–2026 i-Ready diagnostic** data for Kindergarten indicate that 34% of students are performing at mid- or above-grade level, demonstrating strong foundational skills. An additional 48% are early on grade level, showing progress toward grade-level expectations, while 17% are performing one grade level below, indicating a need for targeted support in literacy and math. These results underscore the importance of differentiated instruction and early interventions to ensure all students have the skills necessary to meet grade-level standards and succeed academically. All teachers actively participate in Professional Learning Communities (PLCs), engaging in both school-wide collaboration and differentiated sessions designed to address the specific needs of each grade level and classroom. Professional development, coaching, and collaborative planning are in place to ensure that instruction is intentional and aligned across all subject areas.

For 1st and 2nd grade, the data shows that students are making steady progress in both reading and math. First graders grew by 15 points in reading and 19 points in math, while second graders grew by 14 points in reading and 17 points in math. This means students are building important basic skills. However, since the growth is a little lower in second grade, the school needs to make sure students keep improving by giving extra support and continuing strong instruction so all students can stay on track.

Elementary (3-5):

(3-5) The MAP scale scores Students in grades 3–5 made solid progress in both reading and math during the 2024–2025 school year. In reading, growth ranged from 8 points in 4th grade to 19 points in 3rd grade, with younger students showing especially strong gains. Math growth was even higher, with Kindergarten increasing 23 points and 1st grade 19 points, and all grades improving steadily throughout the year. These results show that teaching strategies are helping students learn, while also pointing to opportunities to keep building growth, especially in the upper elementary grades where progress, though positive, is slower.

Student Achievement (Math): Analysis of Spring 2024–2025 SC Ready and NWEA MAP data shows that a majority of students in grades 3–5 are achieving at or near grade-level expectations, though performance varies across assessments and grades. On the SC Ready assessment, the combined percentage of students meeting or exceeding standards ranged from 48.1% in 5th grade to 60.5% in 3rd grade, indicating moderate proficiency. NWEA MAP results show similar trends, with 60% of 3rd graders, 41.5% of 4th graders, and 41.6% of 5th graders meeting or exceeding math standards. While many students demonstrate strong skills, the data highlight a need for targeted support for students in the “approaching” and “does not meet” categories to improve overall proficiency and ensure all students reach grade-level expectations.

Student Achievement (ELA): Spring 2024–2025 SC Ready and NWEA MAP data indicate that students in grades 3–5 demonstrate varying levels of proficiency in English Language Arts, with a substantial portion meeting or exceeding grade-level expectations. On the SC Ready assessment, 63.0% of 3rd graders, 51.5% of 4th graders, and 63.6% of 5th graders met or exceeded standards, showing strong performance particularly in 3rd and 5th grades. NWEA MAP results show slightly lower percentages, with 48.8% of 3rd graders, 39.4% of 4th graders, and 45.5% of 5th graders meeting or exceeding expectations. While many students demonstrate

proficiency, these results highlight the need for targeted support for students in the “approaching” and “does not meet” categories, especially in 4th grade, to ensure all students achieve grade-level mastery in ELA.

Teacher/Administrator Quality

The Teacher Quality:

Certified Teachers: 33/94.3%
Years Experience: Average years - 16
Professional Development Participation: 100% district PD; 100% schoolwide
Data-Informed Instruction - Math and ELA PLC’s weekly
Teacher Well-Being (attendance rate) - 90.4%
Percent of teachers with advanced degrees: 52%

Components of our improvement plan emphasizes the critical link between student achievement and the effectiveness of classroom instruction. A thorough analysis of SC READY ELA and Math, MAP, and i-Read assessment data has helped us identify key areas for improvement and guided our professional development priorities. These data-driven insights have revealed specific needs in both ELA, Mathematics and Science instruction.

As a result, our professional development efforts are strategically focused on strengthening instruction in both subjects across all grade levels. This includes targeted training on differentiated instruction, small-group interventions, and formative assessment practices that allow teachers to adjust instruction based on real-time data.

By strengthening teacher quality in both ELA, Math and Science, we aim to improve overall student outcomes, addressing underperformance while providing opportunities for advanced learners. The ultimate goal is to foster a deep, conceptual understanding in all core subjects, ensuring that all students are prepared for future academic success.

School Climate

School climate data highlights both strengths and areas for improvement in creating a positive and supportive environment for students and staff of our school. Overall, the data indicates that while the majority of students and staff report a sense of safety and

belonging, there are notable concerns regarding student behavior and engagement. Specifically, student attendance and discipline referrals are areas that require attention, as frequent absenteeism and behavioral challenges impact the overall learning environment.

The average daily attendance rate of our school is 94.2% with a chronic absentee rate of 13.4%.

Additionally, surveys indicate that teacher morale and staff collaboration could be further strengthened through increased opportunities for professional recognition and teacher support. Addressing these concerns through targeted interventions, such as social-emotional learning (SEL) programs and creating more avenues for teacher leadership and peer collaboration, will be essential to improving the school climate. These efforts will contribute to fostering an environment where all students feel supported, respected, and motivated to engage in their learning, while also supporting the well-being of staff.

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 2030, at least 75% of students will score at the *Meets* or *Exceeds Expectations* performance levels on the SC READY ELA assessment, as measured by the state 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	3rd-5th: 47%	*Target: 53%* *Actual:*	*Target: 59%* *Actual:*	*Target: 65%* *Actual:*	*Target: 71%* *Actual:*	*Target: 75%* *Actual:*
	3rd: 54%	*Target: 58%* *Actual:*	*Target: 62%* *Actual:*	*Target: 66%* *Actual:*	*Target: 70%* *Actual:*	*Target: 75%* *Actual:*
	4th: 52%	*Target: 57%* *Actual:*	*Target: 62%* *Actual:*	*Target: 67%* *Actual:*	*Target: 72%* *Actual:*	*Target: 75%* *Actual:*
	5th: 34%	*Target: 42%* *Actual:*	*Target: 50%* *Actual:*	*Target: 58%* *Actual:*	*Target: 66%* *Actual:*	*Target: 75%* *Actual:*
SC Ready ELA "Meets & Exceeds"	60.4%	*Target: 63.4%* *Actual:*	*Target: 66.4%* *Actual:*	*Target: 69.4%* *Actual:*	*Target: 72.4%* *Actual:*	*Target: 75.4%* *Actual:*

**Add or delete rows as needed.*

Student Achievement* STRATEGY #1
We will implement a data-driven literacy instruction and intervention system that includes high quality Tier 1 instruction, targeted small group interventions, and progress monitoring..

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Data-Driven Small Group Instruction: Teachers use i-Ready data, benchmark assessments, and classroom formative assessments to plan targeted small-group reading and writing instruction.	August 2026 - May 2031	ELA Teachers, Instructional Coach, Principal	N/A	N/A	Lesson plans drive small group instruction; i-Ready reports used during planning and walkthroughs show differentiated instruction; student growth on diagnostic reports.
2. Daily Vocabulary & Questioning Strategies: Integrate explicit	August 2026 - May 2031	ELA Teachers,	$2,000 annually for	Title 1 Funds	Classroom observations show vocabulary

vocabulary instruction and higher-order questioning aligned with grade level standards during ELA instruction.		Instructional Coach	additional resources and materials		routines; increase comprehension performance
3. Targeted MTSS Intervention: Provide Tier 2 and Tier 3 interventions for students performing below grade level; progress monitored every 6-8 weeks using formative assessments and i-Ready data.	September 2026 - May 2031	Teachers, Instructional Coach, Principal	$50,000	Title 1 Funds	MTSS documentation; intervention schedules; progress monitoring reports every 6–8 weeks; reduction in students performing below grade level
4. Collaborative Planning (PLC): Teachers meet weekly to analyze student work, review assessment data, and plan differentiated instruction aligned to ELA standards.	Aug 2026 – May 2031 (weekly)	Principal, Instructional Coach, Grade Level Teams	N/A	School Professional Development Funds	PLC agendas and minutes; evidence of data analysis; adjust lesson plans based on assessment results
5. Instructional Coaching & Model Lessons: Provide ongoing coaching cycles,	August 2026 - May 2031	Instructional Coach, Principal	N/A	N/A	Coaching logs; teacher participation records; classroom

demonstration lessons, and feedback focused on evidence-based literary strategies and best practices in reading and writing instruction					observations data showing implementation of strategies.
6. Positive School Climate and Discipline: Strategies to promote respectful behavior, improve classroom discipline, and enhance student engagement in reading and math.	August 2026 - May 2031	Teachers, Counselors, Assist Principal, Principal	$7,000	Title 1, School Operational Funds	PBIS Expectations; Monthly student recognition and reward activities; Records of disciplinary incidents and behavior reports; Staff meetings & discussions on behavior management & school climate improvements
7. Parent literacy Workshop for Reading: Workshop designed to equip parents with strategies to support their children's reading development at home.	Sept 2026 - May 2031 Quarterly workshops	ELA Teachers, Literacy Coach, Principal, Assist. Principal, Title 1 coordinator	$1000 per Event ($4,000)	Title 1 Funds	Number of Family Reading nights held; Parent & Student attendance; Participation in literacy activities; distribution of take-home reading resources (books, reading guides,

					literacy activity packets)

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

Student Achievement* STRATEGY #2
We will establish data-driven intervention plans for students performing below grade level.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Analyze assessment data** from i-Ready, SC READY, and classroom benchmarks to identify students who need interventions.	August 2026 - May 2031	Teachers, coaches, principal	The cost of substitute to cover teachers for Data Day. Days held after each i-Ready diagnostics,	Title 1 Funds	A Data-Driven Day is when teachers meet in PLCs to review i-Ready, benchmark, and classroom assessment data to identify learning gaps, trends, and students who need extra support.
2.**Create individualized learning plans** for students performing below grade level, specifying goals and targeted skills.	Sept 2026 - May 2031	Teachers, Coaches	N/A	N/A	**Tracking goal completion** to determine whether students are meeting the short-term and

					long-term objectives in their learning plans.
3.**Organize small-group instruction** based on student needs identified through data analysis.	Sept 2026 - May 2031	Grade level Teachers, Literacy Coach	N/A	N/A	**Observing participation and engagement** during small-group sessions to ensure instruction is effective and responsive to student needs.
4.**Collaborate in Professional Learning Communities (PLCs)** to discuss student progress and adjust instructional strategies.	Sept 2026 - May 2031	Grade level Teachers, Literacy Coach	N/A	N/A	**Reviewing meeting documentation** (agendas, notes, data charts) to ensure data-driven discussions are occurring consistently.
5.**Engage families in supporting learning at home** through communication of intervention strategies and resources	Sept 2026 - May 2031	Grade level Teachers, Literacy Coach	$3,000	Title 1 Funds	**Documenting communication efforts** to ensure consistent and ongoing outreach to families.
6.**Provide professional development for teachers** on interpreting data and	Sept 2026 - May 2031	Grade level Teachers, Literacy Coach	$5,000	Title 1 Funds	**Observation of classroom instruction** to see if

implementing effective interventions					teachers are applying the strategies learned in professional development.
7. Reading Interventionist - the interventionist will lead targeted small group literacy sessions based on ongoing assessment data	Sept 2026 - May 2031	Interventionist, Grade level teachers		Title 1 Funds	Student progress trackers, data used to adjust small group instruction, records of interventionists leading the groups, student records of measurable growth.

*To add a row, go to the last box and press the tab button.***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)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
i-Ready	3rd-5th: 51%	*Target: 56%*	*Target: 61%*	*Target: 66%*	*Target: 71%*	*Target: 75%*

Reading Data		*Actual:*	*Actual:*	*Actual:*	*Actual:*	*Actual:*
	3rd: 37%	*Target: 45%* *Actual:*	*Target: 53%* *Actual:*	*Target: 61%* *Actual:*	*Target: 69%* *Actual:*	*Target: 75%* *Actual:*
	4th: 62%	*Target: 65%* *Actual:*	*Target: 68%* *Actual:*	*Target: 71%* *Actual:*	*Target: 73%* *Actual:*	*Target: 75%* *Actual:*
	5th: 52%	*Target: 57%* *Actual:*	*Target: 62%* *Actual:*	*Target: 67%* *Actual:*	*Target: 72%* *Actual:*	*Target: 75%* *Actual:*
SC Ready Math "Meets & Exceeds"	55.2%	*Target: 59.2%* *Actual:*	*Target: 63.2%* *Actual:*	*Target: 67.2%* *Actual:*	*Target: 71.2%* *Actual:*	*Target: 75.2%* *Actual:*

**Add or delete rows as needed.*

Student Achievement* **STRATEGY #1**
We will improve student achievement in math by providing high-quality, standards-aligned instruction, using i-Ready and classroom data to guide teaching, address learning gaps, and provide targeted support for students below grade level.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Use i-Ready and classroom assessment data to identify student learning gaps and adjust instruction.	Sept 2026 - May 2031	Grade level Teachers, Coordinating teacher, administration	N/A	N/A	Data charts and/or PLC notes show targeted adjustments to lessons based on assessment results.

2.Implement small-group and individualized instruction for students performing below grade level.	Sept 2026 - May 2031	Grade level Teachers, Coordinating teacher; Administrators	N/A	N/A	Grouping rosters, lesson plans, and student progress data document targeted support and skill growth.
3.Conduct regular formative assessments, such as quizzes, exit tickets, or performance tasks, to monitor student progress.	Aug 2026 - May 2031	Grade level Teachers, Coordinating teacher, administration	N/A	N/A	Assessment results are recorded, tracked over time, and used to modify instruction.
4.Hold weekly PLC meetings to review student data and collaboratively plan interventions or enrichment.	Aug 2026 - May 2031	Grade level Teachers, Coordinating teacher; Administrators	N/A	N/A	PLC agendas, meeting notes, and action steps show data-driven decisions and instructional adjustments.
5.Plan and deliver standards-aligned math lessons that incorporate problem-solving and reasoning strategies.	Aug 2026 - May 2031	Grade level Teachers, Coordinating teacher, administration	N/A	N/A	Lesson plans reflect state standards, and classroom observations confirm that problem-solving and reasoning strategies are used in instruction.

6. Additional **high-quality instructional material** to be used for math (manipulatives, i-ready materials, differentiation, and small group kits)	Aug 2026 - May 2031	Grade level Teachers, Coordinating teacher; Administrators	$5,000.00	Title 1 Funds	Inventory & needs assessment, procurement for manipulatives, i-Ready material resources, small group kits, feedback and reflections sheets
7. **Teacher Assistants** - to assist and support students through additional small group instruction	Aug 2026 - May 2031	Teacher Assistant for each grade level (1st - 5th)	$25,000	Title 1 Funds	Observation notes, formative assessments, and progress checks

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

Student Achievement* **STRATEGY #2**
We will engage families in supporting math learning at home by providing resources, workshops, and guidance to reinforce classroom instruction and help students practice grade-level skills outside of school.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Engage Families in Math Development.** Organize family math nights with interactive games and activities aligned to grade-level standards.	October 2026 May 2031	Grade level teachers, Instruction coaches, Administration	$1,000/year	Title 1 Funds	Organize family math nights with interactive games and activities aligned to grade-level standards.
2.Distribute grade-level math skill checklists. Develop/distribute material for families to monitor student practice at home.	Sept 2026 - May 2031	Grade level teachers, Instruction coaches,	N/A	N/A	Completed checklists returned by families or logged electronically.
3.Math Conference. Schedule one-on-one conferences with parents to discuss student	Aug 2026 - May 2031	Grade level teachers, Instruction	N/A	N/A	Conference notes and communication logs document

progress and strategies for home support.		coaches, Administration			discussions and agreed-upon strategies.
4.**Provide take-home math kits** or materials for students to practice concepts learned in class.	Sept 2026 - May 2031	Grade level teachers, Instruction coaches,	N/A	N/A	Distribution records and parent/student feedback sheets.
5.**Collaboration/Communication.** Maintain regular communication through emails, texts, or apps with suggestions for at-home math practice.	Aug 2026 - May 2031	Grade level teachers, Instruction coaches, Administration	N/A	N/A	Logs of communication, parent acknowledgments, and responses demonstrate engagement
6.**Family Feedback.** Conduct surveys to gather feedback from families about the usefulness of resources and support provided.	Sept 2026 - May 2031	Grade level teachers, Instruction coaches,	N/A	N/A	Survey responses and data summaries show parent satisfaction and suggestions for improvement.

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

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 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	25%	*Target: 35%* *Actual:*	*Target: 45%* *Actual:*	*Target: 55%* *Actual:*	*Target: 65%* *Actual:*	*Target: 75%* *Actual:*

**Add or delete rows as needed.*

Student Achievement* STRATEGY #1
We will strengthen science instruction by using standards-aligned lessons, hands-on activities, and inquiry-based learning to help students develop critical thinking and scientific reasoning skills.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Standards-Aligned Science Instruction.** Plan and deliver standards-aligned science	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Lesson plans reflect state science standards and are reviewed during

lessons during regular instruction.					instructional planning or observations.
2. Inquiry-Based Science Learning. Use inquiry-based learning activities that encourage students to ask questions, investigate, and draw conclusions.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Student work samples, science journals, and classroom observations show students engaging in inquiry-based tasks.
3.**Data Analysis of Benchmark Assessments.** Analyze district benchmark assessment data to identify student learning gaps.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Data charts, PLC notes, and instructional plans show adjustments based on assessment results.
4.**Targeted Small-Group Science Instruction.** Provide small-group instruction to support students who need additional help with science concepts.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Grouping records, lesson plans, and student progress monitoring logs document targeted instruction.
5.Formative Assessment to Monitor Student Understanding. Use formative assessments such as quizzes, exit tickets, and science journals to monitor student understanding.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Assessment records and teacher data logs show how results are used to guide instruction.

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

Student Achievement* **STRATEGY #2**
We will use project-based learning to help students apply science concepts to real-world situations.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Standards-Aligned Science Projects. Design and assign science projects that align with state standards and address real-world problems.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Lesson plans and project rubrics demonstrate alignment to standards and include real-world application components.
2.**Cross-Curricular Integration.** Incorporate connections to math, ELA, and technology into science projects.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Student work and lesson plans show integration of multiple subjects within projects.
3.**Hands-On Experiments and Data Collection.** Integrate experiments, observations, and data analysis into project work.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Student notebooks, data charts, and reports document experimentation and analysis.

4.**Formative Assessment for Projects.** Use drafts, quizzes, exit tickets, and reflections to monitor student understanding and progress.	Aug 2026 - May 2031	Grade level teachers; Coordinating teacher	N/A	N/A	Formative assessment records and student reflections show adjustments made to instruction.
5.Student Project Showcases. Present student projects through science fairs, presentations.	2nd Semester	Grade level teachers; Coordinating teacher, Administrators	$500.00/grade level for science fair material	Title 1 Funds	Participation logs, event schedules, and completed portfolios demonstrate student work.

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

Performance Goal Area: Teacher/Administrator Quality*

*(*required)*

PERFORMANCE GOAL: By June of 2031, LSES will improve teacher attendance rates from 90.4% to 97% attendance rate.

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?	90.4%	*Target: 91.72%* *Actual:*	*Target: 93.04%* *Actual:*	*Target: 94.36%* *Actual:*	*Target: 95.68%* *Actual:*	*Target: 97%* *Actual:*

Teacher/Administrator Quality* **STRATEGY #1**
Provide ongoing professional development and mentoring that strengthens teacher desire to be present.

1.**Mentoring and Support Programs:** Provide mentoring and support for new and developing educators to improve instructional practices and encourage the importance of attendance.	Aug 2026 - May 2031	Administrators, instructional coaches	NA	N/A	Mentoring logs, meeting notes, and feedback notes from mentors and mentees.
2. **District Teacher Incentive Bonuses:** teachers with perfect attendance quarterly will receive a monetary bonus from the district.	Aug 2026 - May 2031	Administrators/ Finance/Superintendent	$250/per quarter/per teacher	General	Number of bonuses
3. Recognize Teachers Monthly with the Best Attendance: teachers will be recognized at faculty meetings with a certificate.	Aug 2026 - May 2031	Administrators	n/a	n/a	Data on teacher attendance

Performance Goal Area: Teacher/Administrator Quality*

*(*required)*

PERFORMANCE GOAL: By June of 2030, LSES 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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
What is being measured?	94.4%	*Target: 95.3%* *Actual:*	*Target: 96.2%* *Actual:*	*Target: 97.1%* *Actual:*	*Target: 98%* *Actual:*	*Target: 99%* *Actual:*

**Add or delete rows as needed.*

Teacher/Administrator Quality* **STRATEGY #1**
Provide ongoing professional development and mentoring that strengthens teacher and administrator effectiveness.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Professional Development Meeting/Workshop.** Provide professional development sessions focused on instructional strategies and leadership skills	One 1st semester & One 2nd Semester 2026 - 2031	Instructional coaches; administration	N/A	N/A	Professional Development agendas, sign-in sheets, teacher feedback

2.**Mentoring for New Teachers:** Assign experienced teachers or administrators to mentor new teachers	Aug 2026 - May 2031	Administrators	N/A	N/A	Mentoring schedules, meeting logs, and reflection documents
3. **Instructional Coaching Cycles:** Provide coaching cycles that include classroom observations, model lessons, and feedback	Aug 2026 - May 2031	Instructional coaches, administrators	N/A	N/A	Coaching notes, observation forms, and action plan documents
4.**Certification Monitoring:** Monitoring teacher certification status and providing support for renewal and advancement.	Aug 2026 - May 2031	Administrator	N/A	N/A	Certification tracking records and documentation of completed renewal requirements
5.**Data-Driven Professional Learning:** Use student performance data to guide professional development topics and instructional improvement.	Aug 2026 - May 2031	Instructional Coaches, teachers, administration	N/A	N/A	PLC notes and Professional Development plans reflect the use of student data to determine training needs.

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

Teacher/Administrator Quality* **STRATEGY #2**
We will recruit, evaluate, and retain teachers and administrators to ensure they are certified, highly qualified, and perform effectively.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. T**argeted Recruitment Efforts.** Recruit highly qualified teachers and administrators through DCSD job fairs, university partnership and other hiring events.	Aug 2026 - May 2031	Administrators, instructional coaches	NA	N/A	Recruit records, applicant tracking documentation.
2.**Verification of Certification and Credentials:** Review and verify certification and qualifications during the hiring process	Aug 2026 - May 2031	Administrators, instructional coaches	N/A	N/A	Personnel records and certification verification documents on file.
3. **Hiring Process:** Use structured interviews and	Aug 2026 - May 2031	Administrators, instructional coaches	NA	N/A	Interview rubrics, selection notes, and

reference checks to select highly qualified candidates					completed hiring documentation
4. **New Staff Orientation:** Provide orientation sessions to introduce new teachers and administrators to school expectations, policies, and instructional practices	Aug 2026 - May 2031	Administrators, instructional coaches	N/A	N/A	Orientation agendas, material distributed to new staff members.
5.**Mentoring and Support Programs:** Provide mentoring and support for new and developing educators to improve instructional practices	Aug 2026 - May 2031	Administrators, instructional coaches	NA	N/A	Mentoring logs, meeting notes, and feedback notes from mentors and mentees.

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, Lamar Spaulding Elementary will reduce chronic absenteeism from 13.4% to 5%, as measured by district PowerSchool attendance records.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031

What is being measured?	13.4%	*Target: 11.7%* *Actual:*	*Target: 10.0%* *Actual:*	*Target: 8.3%* *Actual:*	*Target: 6.6%* *Actual:*	*Target: 5.0%* *Actual:*

**Add or delete rows as needed.*

School Climate* **STRATEGY #1**
We will regularly review attendance data, provide support to students who need it, and work with community partners to create a safe and welcoming environment where students feel valued and motivated to attend school every day.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Weekly Attendance Data Review:** the leadership/MTSS team will review attendance data weekly to monitor trends and identify students at risk of chronic absenteeism.	Aug 2026 - May 2031	Administrator. Data clerk, instructional teachers, Coaches, social worker	N/A	N/A	Meeting agendas, meeting minutes and Powerschool attendance reports showing regular data review
2.**Early Identification of At-Rick Students.** Staff will identify students approaching chronic absenteeism each month to provide early intervention.	Aug 2026 - May 2031	Administrator. Data clerk, instructional teachers, Coaches, social worker	N/A	N/A	Attendance monitoring lists and early warning reports generated from Powerschool.

3. **Family Communication and Outreach:** School staff will contact families when students accumulate multiple absences to discuss concerns and offer support.	Aug 2026 - May 2031	Administrator. Data clerk, instructional teachers, Coaches, social worker	N/A	N/A	Parent contact log, emails, or letters documenting outreach, Simplidiscipline.
4. **Student Attendance Recognition Program:** The school will recognize students and classes with strong or improved attendance through incentives and celebrations	Aug 2026 - May 2031	Administrator. Data clerk, instructional teachers, Coaches, social worker	N/A	N/A	Give certificates, homework passes, ice cream passes, and newsletters highlighting attendance recognition

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

School Climate* **STRATEGY #2**
We will create a positive school climate by building strong relationships with students and families, recognizing good attendance, and providing engaging learning experiences that encourage students to come to school every day.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.**Student Relationship Building Activities:** Implement regular classroom activities that promote trust, belonging, and positive relationships among students and staff.	Aug 2026 - May 2031	Administrator. Data clerk, instructional teachers, Coaches, social worker, guidance counselors	N/A	N/A	Lesson plans, classroom schedules and activity documentation.
2.**Family Engagement Events:** The school will host events such as family nights, open house, or workshop to strengthen relationships with family,	Aug 2026 - May 2031	Administrator. Data clerk, instructional teachers, Coaches, social worker	N/A	N/A	Event announcements, flyers, agendas, sign-in sheets, photos

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.