

0701 - Beaufort County School District (0701) Public District - FY 2027 - Mossy Oaks Elementary (0701015) Public School - School Renewal Plan - Rev 0**Plan Items)****1 Student Achievement*****Performance Goal:**

By Spring 2028-29, the number of students scoring meets or exceeds on SC READY ELA will increase from 46.1% to 75%.

PM 1.1 By 2024-25 students scoring meets or exceeds on SC READY ELA will increase from 46.1% to 52%.

Analysis of Actual vs. Projected Data:

Actual: 2023-24 School Year 46.1% Projected: 2024-2025 School Year 52%

S 1.1.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://www.amazon.com/Writing-Teachers-Companion-Embracing-Purpose/dp/1338148044> https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4503_6
<https://search.proquest.com/openview/c23c3bc7b42ce0d256e7c76db0c88e98/1?pq-origsite=gscholar&cbl=18750&diss=y>
<https://www.taylorfrancis.com/books/mono/10.4324/9781315853796/using-data-improve-student-learning-elementary-school-victoria-bernhardt>

AS 1.1.1.1 Book Study: Writer's Teachers Companion by Ralph Fletcher

Action Step:

Third through fifth grade teachers will read and discuss the components of building student writers with a focus on growing exceptional learners (ATSI) as writers.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

11/1/2024

Estimated Completion Date:

3/7/2025

Funding Application	Grant	Notes	Amount
Additional Targeted Support and Improvement (ATSI)	Additional Targeted Support and Improvement (ATSI)		\$840.00

AS 1.1.1.2 Collaborative planning with the Literacy Coach by unit, paying special attention to strategies to engage exceptional learners (ATSI).

Action Step:

The Literacy Coach will meet grade level teachers by units to backwards plan.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

5/26/2025

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.3 After school tutoring will be provided to students who scored at the top of the Approaching quintile on the 2026-27 SC Ready.

Action Step:

Tutors will meet with students during school. The tutors will utilize the instructional planning report in iReady as well as HMH intervention resources to deliver personalized lessons and close learning gaps.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$13,000.00

AS 1.1.1.4 Literacy Conference

Action Step:

Teachers attend annual Literacy Conference to enhance practice and will be expected to lead a professional development to share new learning with their colleagues.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

2/20/2025

Estimated Completion Date:

2/22/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$1,000.00

PM 1.2 By 2025-26 students scoring meets or exceeds on SC READY ELA will increase from 2024 data of 46.1% to 58%.

Analysis of Actual vs. Projected Data:

Actual: 2023-2024 SC Ready 46.1% Projected 2025 58%

S 1.2.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4503_6 <https://search.proquest.com/openview/c23c3bc7b42ce0d256e7c76db0c88e98/1?pq-origsite=gscholar&cbl=18750&diss=y> <https://www.taylorfrancis.com/books/mono/10.4324/9781315853796/using-data-improve-student-learning-elementary-school-victoria-bernhardt> <https://www.amazon.com/Writing-Teachers-Companion-Embracing-Purpose/dp/1338148044>

AS 1.2.1.1 Book Study--Writer's Companion by Fletcher

Action Step:

Kindergarten through second grade teachers will read and discuss the components of building student writers with a focus on growing exceptional learners (ATSI) as writers.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

11/1/2025

Estimated Completion Date:

5/1/2025

Funding Application	Grant	Notes	Amount
Additional Targeted Support and Improvement (ATSI)	Additional Targeted Support and Improvement (ATSI)	From 2024-25 Funds	\$0.00

AS 1.2.1.2 Collaborative planning with the Literacy Coach by unit, paying special attention to strategies to engage exceptional learners (ATSI).

Action Step:

Literacy Coach will meet with each grade level to analyze student data and plan future lessons based on the data.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/11/2025

Estimated Completion Date:

5/22/2026

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.2.1.3 After school tutoring will be provided to students who scored at the top of the Approaching quintile on the 2024-2025 SC Ready. Another after school tutoring session will be offered to students identified as Exceptional Learners (ATSI) to close learning gaps.

Action Step:

Tutors will meet with students during after school. The tutors will utilize the instructional planning report in iReady as well as HMH intervention resources to deliver personalized lessons and close learning gaps.

Person Responsible:

Wendy Oels

Estimated Begin Date:

11/3/2025

Estimated Completion Date:

5/22/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Funding to be determined	\$13,000.00

AS 1.2.1.4 Literacy Conference on Hilton Head Island, SC

Action Step:

Teachers attend annual Literacy Conference to enhance practice and will be expected to lead a professional development to share new learning with their colleagues.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

2/20/2026

Estimated Completion Date:

2/27/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,000.00

PM 1.3 By 2026-27 students scoring meets or exceeds on the SC REady ELA will increase from Year 2025 score of 59.7 to 67.3%

Analysis of Actual vs. Projected Data:

Actual Year 2025 59.7 Projected 67.3%

S 1.3.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4503_6 <https://search.proquest.com/openview/c23c3bc7b42ce0d256e7c76db0c88e98/1?pq-origsite=gscholar&cbl=18750&diss=y> <https://www.taylorfrancis.com/books/mono/10.4324/9781315853796/using-data-improve-student-learning-elementary-school-victoria-bernhardt> <https://www.amazon.com/Writing-Teachers-Companion-Embracing-Purpose/dp/1338148044>

AS 1.3.1.1 Collaborative planning with the Literacy Coach by unit, paying special attention to strategies to engage exceptional learners .

Action Step:

Literacy Coach will meet with each grade level to analyze student data and plan future lessons based on the data.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

AS 1.3.1.2 Literacy Conference on Hilton Head Island, SC

Action Step:

Teachers attend annual Literacy Conference to enhance practice and will be expected to lead a professional development to share new learning with their colleagues.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

2/20/2027

Estimated Completion Date:

2/27/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$1,000.00

AS 1.3.1.3 After school tutoring will be provided to students who scored at the top of the Approaching quintile on the 2025-2026 SC Ready. Another after school tutoring session will be offered to students identified as Exceptional Learners to close learning gaps.

Action Step:

Tutors will meet with students during after school. The tutors will utilize the instructional planning report in iReady as well as HMH intervention resources to deliver personalized lessons and close learning gaps.

Person Responsible:

Wendy Oels

Estimated Begin Date:

11/3/2026

Estimated Completion Date:

5/22/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$13,000.00

AS 1.3.1.4 Test Prep Training

Action Step:

2-Day Test prep training camp, where school teams dive into high-yield engagement strategies that bring energy and excitement to test review. Learn all new content with fresh approaches. Leave with a clear, actionable implementation plan and the tools your team needs to make your state test prep both effective and fun. Team of 6

Person Responsible:

Whitney Harris

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

AS 1.3.1.5 2026 SCASA

Action Step:

2026 SCASA Innovative Ideas Institute: It is highly important for the Principal and Assistant Principal to attend this workshop, as it brings together well-respected state, regional, and nationally recognized educational practitioners and business leaders who provide valuable insights and motivational messages on leadership skills, innovative instructional programs, and best practices. Through plenary sessions and targeted workshops, they will gain exposure to current trends and new strategies while earning valuable recertification credits. The conference also offers the opportunity to engage with over 100 exhibitors-industry experts and solution providers showcasing cutting-edge products and services designed to improve learning outcomes. Most importantly, collaborating with peers and experts on effective, state-of-the-art instructional and leadership approaches will provide fresh perspectives and renewed energy to implement solutions that maximize student achievement.

Person Responsible:

Wendy Oels

Estimated Begin Date:

6/10/2026

Estimated Completion Date:

6/30/2026

S 1.3.2 Teachers will engage in unit planning, professional development, and data analysis with the Literacy Coach to best meet the needs of all learners.

Evidence-Based Research:

https://books.google.com/books?hl=en&lr=&id=rB-hd9s60DMC&oi=fnd&pg=PP1&dq=professional+learning+communities&ots=CP_r-l17p6&sig=KrYT5ZA1AtIOA6Y9gwtE3nwYsdE <https://www.tandfonline.com/doi/abs/10.1080/10824660802715429> <https://www.mdpi.com/2227-7102/10/3/57>

AS 1.3.2.1 Work with the Literacy Coach

Action Step:

Teachers will collaborate with the Literacy Coach to design effective unit plans, participate in targeted professional development, and analyze student data in order to support and meet the diverse needs of all learners.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

2 Student Achievement*

Performance Goal:

By Spring of 2028-29, the number of students scoring meets or exceeds on SC READY Math will increase from 48% to 75%.

PM 2.1 By 2024-25, students meeting or exceeding on SC READY Math will increase from 48% to 53.4%

Analysis of Actual vs. Projected Data:

Actual 48% to projected 53.4%% with a growth of 5.8%%

S 2.1.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://www.tandfonline.com/doi/abs/10.1080/10573569.2015.1030995> https://www.researchgate.net/profile/Thomas-Guntton/publication/289187250_The_theory_and_practice_of_collaborative_planning_in_resource_and_environmental_management/links/582ca7bc08ae138f1bfe30b6/The-theory-and-practice-of-collaborative-planning-in-resource-and-environmental-management.pdf <https://link.springer.com/article/10.1007/s10763-019-10034-z>

AS 2.1.1.1 Prerequisite Skills Planning

Action Step:

Teachers will plan and utilize tools for instruction based on the prerequisite skills grouping provided from the iReady assessment. This action will be beneficial for all learners but will especially target the gap for Exceptional Learners (ATSI).

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

10/1/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	ABC Grant	\$10,000.00
	Other	Dance Teacher- General Funds	\$0.00
Total			\$10,000.00

AS 2.1.1.2 After School Tutoring will be provided to students who scored at the top of the approaching quintile on the 2023-24 SC Ready. Another after school tutoring will be provided to Exceptional Learners (ATSI) to close learning gaps.

Action Step:

Tutors will meet with students during after school. The tutors will utilize the prerequisite report in iReady as well as Bridges Intervention to deliver personalized lessons and close learning gaps.

Person Responsible:

Wendy Oels

Estimated Begin Date:

11/1/2024

Estimated Completion Date:

5/30/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$104,000.00

AS 2.1.1.3 Collaborative planning with the Numeracy Coach by unit, paying special attention to strategies to engage Exceptional Learners (ATSI).

Action Step:

The Numeracy Coach will meet with grade level teachers by units to backwards plan.

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

8/5/2024

Estimated Completion Date:
5/26/2025

AS 2.1.1.4 CEC Convention

Action Step:

Each year at the CEC Convention & Expo, thousands of special education professionals from around the world come together to learn, share, grow, and connect. With hundreds of sessions on just about every topic in the field, the CEC Convention & Expo is the professional development event for special educators to find research, tips, and strategies you can actually apply to supporting students with disabilities and/or gifts and talents. Attendees should include special education teachers, classroom teachers, and administrators.

Person Responsible:

Wendy Oels

Estimated Begin Date:

3/11/2025

Estimated Completion Date:

3/15/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$5,000.00

PM 2.2 By 2025-26, students meeting or exceeding on SC READY Math will increase from SC Ready 2024 data of 53.4% to 59.2%

Analysis of Actual vs. Projected Data:

Actual 53.4% to projected 59.2% Increase of 5.8%

S 2.2.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://www.tandfonline.com/doi/abs/10.1080/10573569.2015.1030995> https://www.researchgate.net/profile/Thomas-Gunton/publication/289187250_The_theory_and_practice_of_collaborative_planning_in_resource_and_environmental_management/links/582ca7bc08ae138f1bfe30b6/The-theory-and-practice-of-collaborative-planning-in-resource-and-environmental-management.pdf <https://link.springer.com/article/10.1007/s10763-019-10034-z>

AS 2.2.1.1 After School Tutoring will be provided to students who scored at the top of the approaching quintile on the 2024-25 SC Ready. Another after school tutoring will be provided to Exceptional Learners (ATSI) to close learning gaps.

Action Step:

Tutors will meet with students during after school. The tutors will utilize the prerequisite report in iReady as well as Bridges Intervention to deliver personalized lessons and close learning gaps.

Person Responsible:

Wendy Oels

Estimated Begin Date:

11/1/2025

Estimated Completion Date:

5/22/2026

Funding Application	Grant	Notes	Amount
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Title I Part A	Title I Part A	Funding to be determined	\$13,000.00
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AS 2.2.1.2 CEC Convention

Action Step:

Each year at the CEC Convention & Expo, thousands of special education professionals from around the world come together to learn, share, grow, and connect. With hundreds of sessions on just about every topic in the field, the CEC Convention & Expo is the professional development event for special educators to find research, tips, and strategies you can actually apply to supporting students with disabilities and/or gifts and talents. Attendees should include special education teachers, classroom teachers, and administrators.

Person Responsible:

Wendy Oels

Estimated Begin Date:

3/11/2026

Estimated Completion Date:

3/15/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$5,000.00

PM 2.3 By 2026-27 students scoring meets or exceeds on the 2025 SC Ready Math will improve from 47.2% to 54.2%.

Analysis of Actual vs. Projected Data:

Actual 2025 47.2% Projected 54.2%

S 2.3.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://www.tandfonline.com/doi/abs/10.1080/10573569.2015.1030995> https://www.researchgate.net/profile/Thomas-Gunton/publication/289187250_The_theory_and_practice_of_collaborative_planning_in_resource_and_environmental_management/links/582ca7bc08ae138f1bfe30b6/The-theory-and-practice-of-collaborative-planning-in-resource-and-environmental-management.pdf <https://link.springer.com/article/10.1007/s10763-019-10034-z>

AS 2.3.1.1 Prerequisite Skills Planning

Action Step:

Teachers will plan and utilize tools for instruction based on the prerequisite skills grouping provided from the iReady assessment. This action will be beneficial for all learners but will especially target the gap for Exceptional Learners.

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

10/1/2026

Estimated Completion Date:

5/30/2027

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 2.3.1.2 After School Tutoring will be provided to students who scored at the top of the approaching quintile on the 2025-26 SC Ready. Another after school tutoring will be provided to Exceptional Learners to close learning gaps.

Action Step:

Tutors will meet with students during after school. The tutors will utilize the prerequisite report in iReady as well as Bridges Intervention to deliver personalized lessons and close learning gaps.

Person Responsible:

Wendy Oels

Estimated Begin Date:

11/1/2026

Estimated Completion Date:

5/30/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$13,000.00

AS 2.3.1.3 CEC Convention

Action Step:

Each year at the CEC Convention & Expo, thousands of special education professionals from around the world come together to learn, share, grow, and connect. With hundreds of sessions on just about every topic in the field, the CEC Convention & Expo is the professional development event for special educators to find research, tips, and strategies you can actually apply to supporting students with disabilities and/or gifts and talents. Attendees should include special education teachers, classroom teachers, and administrators.

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$5,000.00

AS 2.3.1.4 Mobile Educational Experiences-STEAM:

Action Step:

Mobile Educational Experiences-STEAM: Hands-on learning is one of the most effective ways for students to learn and retain academic material. With 12 STEAM-related hands-on exhibits suitable for students of all ages, you'll find jaw-dropping, mind-blowing activities that will augment your existing science and math curriculum and introduce new topics, fields of study, and technologies they've never experienced before. Not only does this program teach and demonstrate STEM topics, but we put the "A" in STEAM by opening up your students' right brains to the wonderful world of creative thought through activities that encourage creative and divergent thinking. Mobile Ed brings the STEAM Museum right to you! This program turns your gymnasium, or multi-purpose room into a state-of-the-art, hands-on children's museum focused on STEAM education (Science, Technology, Engineering, Arts, and Math). Stations students can experience include robots, virtual reality, 3D printing, art, engineering, and more! The STEAM Museum allows educators to save on admission and travel costs and is accessible for all students to participate.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:
5/25/2027

AS 2.3.1.5 Test Prep Training

Action Step:

2-Day Test prep training camp, where school teams dive into high-yield engagement strategies that bring energy and excitement to test review. Learn all new content with fresh approaches. Leave with a clear, actionable implementation plan and the tools your team needs to make your state test prep both effective and fun. Team of 6

Person Responsible:

Whitney Harris

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

AS 2.3.1.6 2026 SCASA

Action Step:

2026 SCASA Innovative Ideas Institute: It is highly important for the Principal and Assistant Principal to attend this workshop, as it brings together well-respected state, regional, and nationally recognized educational practitioners and business leaders who provide valuable insights and motivational messages on leadership skills, innovative instructional programs, and best practices. Through plenary sessions and targeted workshops, they will gain exposure to current trends and new strategies while earning valuable recertification credits. The conference also offers the opportunity to engage with over 100 exhibitors-industry experts and solution providers showcasing cutting-edge products and services designed to improve learning outcomes. Most importantly, collaborating with peers and experts on effective, state-of-the-art instructional and leadership approaches will provide fresh perspectives and renewed energy to implement solutions that maximize student achievement.

Person Responsible:

Wendy Oels

Estimated Begin Date:

6/10/2026

Estimated Completion Date:

6/30/2026

3 Student Achievement*

Performance Goal:

By the Spring of 2028-29, the percentage of kindergarten through second grade students meeting their typical annual growth on the iReady reading assessment will increase from 61% to 85%.

PM 3.1 By 2024-25, the percentage of kindergarten through second grade students meeting their typical annual growth of the iReady reading assessment will increase from 61% to 66%.

Analysis of Actual vs. Projected Data:

The actual baseline is 61%. Projected growth is 66%.

S 3.1.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

https://books.google.com/books?hl=en&lr=&id=rB-hd9s60DMC&oi=fnd&pg=PP1&dq=professional+learning+communities&ots=CP_r-l17p6&sig=KrYT5ZA1AtIOA6Y9gwte3nwYsdE <https://www.tandfonline.com/doi/abs/10.1080/10824660802715429> <https://www.mdpi.com/2227-7102/10/3/57>

AS 3.1.1.1 Literacy Conference

Action Step:

Teachers attend annual literacy conference to enhance practice and will be expected to lead a professional development to share the new learning with their colleagues.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

2/20/2025

Estimated Completion Date:

2/22/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$1,000.00

AS 3.1.1.2 Collaborative Planning with the literacy coach by unit, paying special attention to strategies to engage Exceptional Learners (ATSI).

Action Step:

The literacy coach will meet with grade level teachers by unit to backwards plan.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

5/30/2025

PM 3.2 By 2025-2026, the percentage of kindergarten through second grade students meeting their typical annual growth of the iReady reading assessment will increase from Spring 2024 data of 61% to 71%

Analysis of Actual vs. Projected Data:

Actual: Spring 24 percent of K-2 students meeting TAG on iReady = _61%_ Winter 24 percent of students meeting TAG on iReady=21% Spring 25 percent of students meeting TAG on iReady: TBD Projected: Spring 26 percent of students meeting TAG on iREADY: 71%

S 3.2.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

https://books.google.com/books?hl=en&lr=&id=rB-hd9s60DMC&oi=fnd&pg=PP1&dq=professional+learning+communities&ots=CP_r-117p6&sig=KrYT5ZA1AtlOA6Y9gwtE3nwYsdE <https://www.tandfonline.com/doi/abs/10.1080/10824660802715429> <https://www.mdpi.com/2227-7102/10/3/57>

AS 3.2.1.1 Literacy Conference

Action Step:

Teachers attend annual literacy conference to enhance practice and will be expected to lead a professional development to share the new learning with their colleagues.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

2/20/2026

Estimated Completion Date:

2/22/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,000.00

AS 3.2.1.2 Collaborative Planning with the literacy coach by unit, paying special attention to strategies to engage Exceptional Learners (ATSI) and African American students (TSI).

Action Step:

The literacy coach will meet with grade level teachers by unit to analyze student data and plan.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/5/2025

Estimated Completion Date:

5/30/2026

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

PM 3.3 By 2026-27, the percentage of kindergarten through second grade students meeting their typical annual growth on the iReady reading assessment will increase from Winter 2026 data of 22% to 38%.

Analysis of Actual vs. Projected Data:

Actual Winter 2026 22% vs Projected 38%

S 3.3.1 To best meet the needs of all learners, teachers will engage in unit planning, professional development, and data analysis.

Evidence-Based Research:

Book study https://books.google.com/books?hl=en&lr=&id=rB-hd9s60DMC&oi=fnd&pg=PP1&dq=professional+learning+communities&ots=CP_r-l17p6&sig=KrYT5ZA1AtlOA6Y9gwtE3nwYsdE <https://www.tandfonline.com/doi/abs/10.1080/10824660802715429> <https://www.mdpi.com/2227-7102/10/3/57>

AS 3.3.1.1 Literacy Conference

Action Step:

Teachers attend annual literacy conference to enhance practice and will be expected to lead a professional development to share the new learning with their colleagues.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,000.00

AS 3.3.1.2 Collaborative Planning with the literacy coach by unit, paying special attention to strategies to engage all learners

Action Step:

The literacy coach will meet with grade level teachers by unit to backwards plan.

Person Responsible:

Deanna McElveen

Estimated Begin Date:

8/5/2026

Estimated Completion Date:

5/30/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$0.00

AS 3.3.1.3 Test Prep Training

Action Step:

2-Day Test prep training camp, where school teams dive into high-yield engagement strategies that bring energy and excitement to test review. Learn all new content with fresh approaches. Leave with a clear, actionable implementation plan and the tools your team needs to make your state test prep both effective and fun. Team of 6

Person Responsible:

Whitney Harris

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

AS 3.3.1.4 2026 SCASA

Action Step:

2026 SCASA Innovative Ideas Institute: It is highly important for the Principal and Assistant Principal to attend this workshop, as it brings together well-respected state, regional, and nationally recognized educational practitioners and business leaders who provide valuable insights and motivational messages on leadership skills, innovative instructional programs, and best practices. Through plenary sessions and targeted workshops, they will gain exposure to current trends and new strategies while earning valuable recertification credits. The conference also offers the opportunity to engage with over 100 exhibitors-industry experts and solution providers showcasing cutting-edge products and services designed to improve learning outcomes. Most importantly, collaborating with peers and experts on effective, state-of-the-art instructional and leadership approaches will provide fresh perspectives and renewed energy to implement solutions that maximize student achievement.

Person Responsible:

Wendy Oels

Estimated Begin Date:

6/10/2026

Estimated Completion Date:

6/30/2026

AS 3.3.1.5 Conscious discipline training

Action Step:

Conscious discipline training is essential for teachers because it equips them with the skills to create safe, supportive, and emotionally responsive learning environments. By understanding how students' brains and emotions influence behavior, teachers can shift from reactive discipline to proactive guidance, helping students develop self-regulation, empathy, and problem-solving skills. This approach not only reduces classroom disruptions but also builds stronger teacher-student relationships, which are critical for academic success. Additionally, teachers who practice conscious discipline often experience less stress and greater job satisfaction, as they feel more confident in managing challenging situations with intention and care. Ultimately, this training fosters a positive classroom culture where both students and teachers can thrive.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

4 Student Achievement*

Performance Goal:

By the Spring of 2028-29, the percentage of kindergarten through second grade students meeting their typical annual growth on the iReady math assessment will increase from 52% to 85%.

PM 4.1 By 2024-25, the percentage of Kindergarten through second grade students meeting their typical annual growth on the iReady math assessment will increase from 52% to 57.5%.

Analysis of Actual vs. Projected Data:

Actual baseline 52%. Projected 57.5%

S 4.1.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.1177/002246699903300202> <https://journals.sagepub.com/doi/abs/10.1177/00400599241242326>

AS 4.1.1.1 The teachers will collaboratively plan with the Numeracy Coach by unit, paying special attention to strategies to engage Exceptional Learners (ATSI).

Action Step:

The Numeracy Coach will meet with grade level teachers by unit to backwards plan.

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

5/26/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$44,000.00

AS 4.1.1.2 Prerequisite Skills Planning

Action Step:

Teachers will plan and utilize tools for instruction based on the prerequisite skills grouping provided from the iready assessment. This action will be beneficial for all learners, but will especially target the gap for Exceptional Learners (ATSI).

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

10/1/2024

Estimated Completion Date:

5/30/2025

PM 4.2 By 2025-26, the percentage of Kindergarten through second grade students meeting their typical annual growth on the iready math assessment will increase from Spring 2024 data of 52% to 63%.

Analysis of Actual vs. Projected Data:

Actual: Spring 24 percent of K-2 students meeting TAG on iReady = 52% Winter 24 percent of students meeting TAG on iReady=18% Spring 25 percent of students meeting TAG on iReady: TBD Projected: Spring 26 percent of students meeting TAG on iREADY: 63%

S 4.2.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.1177/002246699903300202> <https://journals.sagepub.com/doi/abs/10.1177/00400599241242326>

AS 4.2.1.1 The teachers will collaboratively plan with the Numeracy Coach by unit, paying special attention to strategies to engage Exceptional Learners (ATSI) and African American students (TSI).

Action Step:

The Numeracy Coach will meet with grade level teachers analyze student data and to plan.

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

8/5/2025

Estimated Completion Date:

5/26/2026

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 4.2.1.2 Prerequisite Skills Planning

Action Step:

Teachers will plan and utilize tools for instruction based on the prerequisite skills grouping provided from the iready assessment. This action will be beneficial for all learners, but will especially target the gap for Exceptional Learners (ATSI) and African American students (TSI).

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

10/1/2025

Estimated Completion Date:

5/30/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	subject to change	\$44,000.00

PM 4.3 By 2026-27, the percent of kindergarten through second grade students meeting their typical annual growth on the iready math assessment will increase from 2026 Winter 33% to 46%.

Analysis of Actual vs. Projected Data:

Actual Winter 2026 33% vs projected 46%

S 4.3.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.1177/002246699903300202> <https://journals.sagepub.com/doi/abs/10.1177/00400599241242326>

AS 4.3.1.1 The teachers will collaboratively plan with the Numeracy Coach by unit, paying special attention to strategies to engage Exceptional Learners.

Action Step:

The Numeracy Coach will meet with grade level teachers by unit to backwards plan.

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2007

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 4.3.1.2 Prerequisite Skills Planning

Action Step:

Teachers will plan and utilize tools for instruction based on the prerequisite skills grouping provided from the iready assessment. This action will be beneficial for all learners, but will especially target the gap for Exceptional Learners .

Person Responsible:

Rebecca Schlack-Babb

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount

Other

Other

\$0.00

AS 4.3.1.3 Mobile Educational Experiences-STEAM:**Action Step:**

Mobile Educational Experiences-STEAM: Hands-on learning is one of the most effective ways for students to learn and retain academic material. With 12 STEAM-related hands-on exhibits suitable for students of all ages, you'll find jaw-dropping, mind-blowing activities that will augment your existing science and math curriculum and introduce new topics, fields of study, and technologies they've never experienced before. Not only does this program teach and demonstrate STEM topics, but we put the "A" in STEAM by opening up your students' right brains to the wonderful world of creative thought through activities that encourage creative and divergent thinking. Mobile Ed brings the STEAM Museum right to you! This program turns your gymnasium, or multi-purpose room into a state-of-the-art, hands-on children's museum focused on STEAM education (Science, Technology, Engineering, Arts, and Math). Stations students can experience include robots, virtual reality, 3D printing, art, engineering, and more! The STEAM Museum allows educators to save on admission and travel costs and is accessible for all students to participate.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

AS 4.3.1.4 Test Prep Training**Action Step:**

2-Day Test prep training camp, where school teams dive into high-yield engagement strategies that bring energy and excitement to test review. Learn all new content with fresh approaches. Leave with a clear, actionable implementation plan and the tools your team needs to make your state test prep both effective and fun. Team of 6

Person Responsible:

Whitney Harris

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

AS 4.3.1.5 2026 SCASA**Action Step:**

2026 SCASA Innovative Ideas Institute: It is highly important for the Principal and Assistant Principal to attend this workshop, as it brings together well-respected state, regional, and nationally recognized educational practitioners and business leaders who provide valuable insights and motivational messages on leadership skills, innovative instructional programs, and best practices. Through plenary sessions and targeted workshops, they will gain exposure to current trends and new strategies while earning valuable recertification credits. The conference also offers the opportunity to engage with over 100 exhibitors-industry experts and solution providers showcasing cutting-edge products and services designed to improve learning outcomes. Most importantly, collaborating with peers and experts on effective, state-of-the-art instructional and leadership approaches will provide fresh perspectives and renewed energy to implement solutions that maximize student achievement.

Person Responsible:

Wendy Oels

Estimated Begin Date:

6/10/2026

Estimated Completion Date:

6/30/2026

AS 4.3.1.6 Conscious discipline training**Action Step:**

Conscious discipline training is essential for teachers because it equips them with the skills to create safe, supportive, and emotionally responsive learning environments. By understanding how students' brains and emotions influence behavior, teachers can shift from reactive discipline to proactive guidance, helping students develop self-regulation, empathy, and problem-solving skills. This approach not only reduces classroom disruptions but also builds stronger teacher-student relationships, which are critical for academic success. Additionally, teachers who practice conscious discipline often experience less stress and greater job satisfaction, as they feel more confident in managing challenging situations with intention and care. Ultimately, this training fosters a positive classroom culture where both students and teachers can thrive.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

5 Teacher/Administrator Quality*

Performance Goal:

By Spring 2028-29, Mossy Oaks Elementary will increase the number of returning teachers from 69% to 90%.

PM 5.1 By Spring 2024-25, number of teachers returning to Mossy Oaks will increase from 69% to 73.2%.

Analysis of Actual vs. Projected Data:

Actual 69% vs projected 73.2%

S 5.1.1 Build collective teacher efficacy by attending the Innovative Teaching Summit and providing professional development for colleagues.

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.1177/0031721717696479> <https://innovativeschoolssummit.com/san-antonio/>

AS 5.1.1.1 Building Teacher Efficacy

Action Step:

Meet with team leads regularly to collaborate

Person Responsible:

Wendy Oels

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2025

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 5.1.1.2 Innovative Teaching Summit

Action Step:

Send 5 team members to the Innovative Teaching Summit

Person Responsible:

Wendy Oels
Estimated Begin Date:
7/25/2024
Estimated Completion Date:
7/28/2024

Funding Application	Grant	Notes	Amount
Additional Targeted Support and Improvement (ATSI)	Additional Targeted Support and Improvement (ATSI)	From 2023-24 leftover funds	\$10,000.00

AS 5.1.1.3 Principal attends School Leadership Institute

Action Step:

Principal Kafele contends emphatically, "The primary purpose of the supervision of teachers is student achievement and their continued improvement of instruction!" Due to the complexities of school leadership, it is easy to be so inundated by the non-instructional aspects of the work that the instructional side of the leadership inclusive of instructional coaching suffers. When the instructional side suffers, it adversely impacts the entire school academically. To that end, this high-engagement, self-reflective, two-day institute comprised of Principal Kafele's Instructional Leadership Framework will provide attendees with strategies for developing a skillset of instructional leadership proficiency while maintaining a focus on the instructional side of their leadership toward increasing the probability that student achievement and the continued improvement of instruction is the norm under their leadership. Attention will also be given to creating a school-wide culture of instructional leadership that is conducive to sustaining instructional leadership engagement and effectiveness over the course of an entire school year.

Person Responsible:

Wendy Oels

Estimated Begin Date:

7/15/2025

Estimated Completion Date:

7/16/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$1,800.00

PM 5.2 By Spring 2025-26 number of teachers returning to Mossy Oaks will increase from the projected 2024-25 percent of 73.2% to 77.4%

Analysis of Actual vs. Projected Data:

2024-25 projected percent of 73.2% vs projected 77%

S 5.2.1 Build collective teacher efficacy by attending the Innovative Teaching Summit and/or School Leadership Institute providing professional development for colleagues.

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.1177/0031721717696479> <https://innovativeschoolssummit.com/san-antonio/>

AS 5.2.1.1 Building Teacher Efficacy

Action Step:

Meet with teachers regularly to collaborate

Person Responsible:
Wendy Oels
Estimated Begin Date:
7/31/2025
Estimated Completion Date:
6/6/2026

AS 5.2.1.2 Innovative Teaching Summit

Action Step:
Send 5 team members to the Innovative Teaching Summit
Person Responsible:
Wendy Oels
Estimated Begin Date:
7/25/2024
Estimated Completion Date:
7/28/2024

AS 5.2.1.3 Principal attends School Leadership Institute

Action Step:
Principal Kafele contends emphatically, "The primary purpose of the supervision of teachers is student achievement and their continued improvement of instruction!" Due to the complexities of school leadership, it is easy to be so inundated by the non-instructional aspects of the work that the instructional side of the leadership inclusive of instructional coaching suffers. When the instructional side suffers, it adversely impacts the entire school academically. To that end, this high-engagement, self-reflective, two-day institute comprised of Principal Kafele's Instructional Leadership Framework will provide attendees with strategies for developing a skillset of instructional leadership proficiency while maintaining a focus on the instructional side of their leadership toward increasing the probability that student achievement and the continued improvement of instruction is the norm under their leadership. Attention will also be given to creating a school-wide culture of instructional leadership that is conducive to sustaining instructional leadership engagement and effectiveness over the course of an entire school year.
Person Responsible:
Wendy Oels
Estimated Begin Date:
7/15/2025
Estimated Completion Date:
7/16/2025

PM 5.3 By Spring 2026-27, number of teachers returning to Mossy Oaks will continue to achieve 90% or more. Five teachers retired during the 2025-26 school year, therefore, we are looking to return to the success of retaining teachers during the 2026-27 school year.

Analysis of Actual vs. Projected Data:
Actual 80% after 2025-26 Projected 90%

S 5.3.1 Build collective teacher efficacy by attending the Innovative Teaching Summit and providing professional development for colleagues.

Evidence-Based Research:
<https://journals.sagepub.com/doi/abs/10.1177/0031721717696479> <https://innovativeschoolssummit.com/san-antonio/>

AS 5.3.1.1 Building Teacher Efficacy

Action Step:

Meet with team leads regularly to collaborate

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 5.3.1.2 Innovative Teaching Summit

Action Step:

Send 4-5 team members to the Innovative Teaching Summit

Person Responsible:

Wendy Oels

Estimated Begin Date:

7/2/2026

Estimated Completion Date:

7/28/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$10,000.00

AS 5.3.1.3 Principal attends School Leadership Institute

Action Step:

Principal Kafele contends emphatically, "The primary purpose of the supervision of teachers is student achievement and their continued improvement of instruction!" Due to the complexities of school leadership, it is easy to be so inundated by the non-instructional aspects of the work that the instructional side of the leadership inclusive of instructional coaching suffers. When the instructional side suffers, it adversely impacts the entire school academically. To that end, this high-engagement, self-reflective, two-day institute comprised of Principal Kafele's Instructional Leadership Framework will provide attendees with strategies for developing a skillset of instructional leadership proficiency while maintaining a focus on the instructional side of their leadership toward increasing the probability that student achievement and the continued improvement of instruction is the norm under their leadership. Attention will also be given to creating a school-wide culture of instructional leadership that is conducive to sustaining instructional leadership engagement and effectiveness over the course of an entire school year.

Person Responsible:

Wendy Oels

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

7/28/2026

Funding Application	Grant	Notes	Amount

Title I Part A

Title I Part A

\$2,000.00

AS 5.3.1.4 2026 SCASA

Action Step:

2026 SCASA Innovative Ideas Institute: It is highly important for the Principal and Assistant Principal to attend this workshop, as it brings together well-respected state, regional, and nationally recognized educational practitioners and business leaders who provide valuable insights and motivational messages on leadership skills, innovative instructional programs, and best practices. Through plenary sessions and targeted workshops, they will gain exposure to current trends and new strategies while earning valuable recertification credits. The conference also offers the opportunity to engage with over 100 exhibitors-industry experts and solution providers showcasing cutting-edge products and services designed to improve learning outcomes. Most importantly, collaborating with peers and experts on effective, state-of-the-art instructional and leadership approaches will provide fresh perspectives and renewed energy to implement solutions that maximize student achievement.

Person Responsible:

Wendy Oels

Estimated Begin Date:

6/10/2026

Estimated Completion Date:

6/30/2026

6 School Climate*

Performance Goal:

By Spring of 2028-29, number of office referrals will decrease from 264 to 132.

PM 6.1 By 2024-25, the number of students receiving referrals will decrease from 264 to 230.

Analysis of Actual vs. Projected Data:

Actual 264 vs projected 230

S 6.1.1 Students will engage in character development lessons and the top five students with office referrals will meet in weekly character development groups with the guidance counselor or BMS.

Evidence-Based Research:

https://www.academia.edu/download/87327007/niewps7_parent-engagement-in-education.pdf <https://eric.ed.gov/?id=ED454212>

AS 6.1.1.1 Character development

Action Step:

Character development will be provided for all students during guidance lessons.

Person Responsible:

Michelle Dixon

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/26/2025

**Funding
Application****Grant****Notes****Amount**

Title I Part A

Title I Part A

\$3,000.00

AS 6.1.1.2 Character Ed Traits

Action Step:

School counselor teaches Character Ed Traits to grades preK-5th

Person Responsible:

Michelle Dixon

Estimated Begin Date:

8/7/2024

Estimated Completion Date:

5/28/2025

PM 6.2 By 2025-26, the number of students receiving referrals will decrease from 230 to 196

Analysis of Actual vs. Projected Data:

Actual 230 vs projected 196 Decrease of 34.

S 6.2.1 Students will engage in character development lessons and the top five students with office referrals will meet in weekly character development groups with the guidance counselor or BMS.

Evidence-Based Research:

https://www.academia.edu/download/87327007/niewps7_parent-engagement-in-education.pdf <https://eric.ed.gov/?id=ED454212>

AS 6.2.1.1 Character development

Action Step:

Character development will be provided for all students during guidance lessons.

Person Responsible:

Michelle Dixon

Estimated Begin Date:

7/31/2025

Estimated Completion Date:

5/26/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,000.00

AS 6.2.1.2 Character Ed Traits

Action Step:

School counselor teaches Character Ed Traits to grades preK-5th

Person Responsible:

Michelle Dixon

Estimated Begin Date:

8/7/2025

Estimated Completion Date:

5/28/2026

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 6.2.1.3 Innovative Teaching Summit

Action Step:

Send 3 team members to the Innovative Teaching Summit

Person Responsible:

Wendy Oels

Estimated Begin Date:

12/5/2025

Estimated Completion Date:

12/19/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$3,000.00

AS 6.2.1.4 Full Time Parent Liason

Action Step:

The Parent Liaison will act as a bridge between parents and the school, ensuring that communication is clear, timely, and effective. This person helps parents stay informed about their child's academic progress, school events, and any changes within the school system.

Person Responsible:

Wendy Oels

Estimated Begin Date:

7/30/2025

Estimated Completion Date:

6/3/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$39,000.00

PM 6.3 By 2026-27, the number of office referrals will decrease from Spring 2026 196 to 162.

Analysis of Actual vs. Projected Data:

Actual Spring 2026 196 vs Projected 162

S 6.3.1 Students will engage in character development lessons and the top five students with office referrals will meet in weekly character development groups with the guidance counselor or BMS.

Evidence-Based Research:

https://www.academia.edu/download/87327007/niewps7_parent-engagement-in-education.pdf <https://eric.ed.gov/?id=ED454212>

AS 6.3.1.1 Character development

Action Step:

Character development will be provided for all students during guidance lessons.

Person Responsible:

Michelle Dixon

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$3,000.00

AS 6.3.1.2 Character Ed Traits

Action Step:

School counselor teaches Character Ed Traits to grades preK-5th

Person Responsible:

Michelle Dixon

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 6.3.1.3 Innovative Teaching Summit

Action Step:

Send 4-5 team members to the Innovative Teaching Summit

Person Responsible:

Wendy Oels

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

7/30/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$10,000.00

AS 6.3.1.4 Full Time Parent Liason

Action Step:

The Parent Liaison will act as a bridge between parents and the school, ensuring that communication is clear, timely, and effective. This person helps parents stay informed about their child's academic progress, school events, and any changes within the school system.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$39,000.00

AS 6.3.1.5 2026 SCASA

Action Step:

2026 SCASA Innovative Ideas Institute: It is highly important for the Principal and Assistant Principal to attend this workshop, as it brings together well-respected state, regional, and nationally recognized educational practitioners and business leaders who provide valuable insights and motivational messages on leadership skills, innovative instructional programs, and best practices. Through plenary sessions and targeted workshops, they will gain exposure to current trends and new strategies while earning valuable recertification credits. The conference also offers the opportunity to engage with over 100 exhibitors-industry experts and solution providers showcasing cutting-edge products and services designed to improve learning outcomes. Most importantly, collaborating with peers and experts on effective, state-of-the-art instructional and leadership approaches will provide fresh perspectives and renewed energy to implement solutions that maximize student achievement.

Person Responsible:

Wendy Oels

Estimated Begin Date:

6/10/2026

Estimated Completion Date:

6/30/2026

AS 6.3.1.6 Conscious discipline training

Action Step:

Conscious discipline training is essential for teachers because it equips them with the skills to create safe, supportive, and emotionally responsive learning environments. By understanding how students' brains and emotions influence behavior, teachers can shift from reactive discipline to proactive guidance, helping students develop self-regulation, empathy, and problem-solving skills. This approach not only reduces classroom disruptions but also builds stronger teacher-student relationships, which are critical for academic success. Additionally, teachers who practice conscious discipline often experience less stress and greater job satisfaction, as they feel more confident in managing challenging situations with intention and care. Ultimately, this training fosters a positive classroom culture where both students and teachers can thrive.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

7 Student Achievement*

Performance Goal:

By May 2028-29, students will increase the overall score in Preparing Four Success (Science) from SC Ready 2023 data of 36.5% to a projected score of 75%.

PM 7.1 By May 2026, students participating in SC Ready Preparing Four Success (Science) will increase score from 2023 SC Ready data of 36.5% to a projected score of 44.2%.

Analysis of Actual vs. Projected Data:

Actual score according to SC Ready 2023 data of 36.5% Projected data in May 2026 of 44.2%

S 7.1.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://www.cognia.org/accreditation/>

PM 7.2 By 2026-2027, students participating in SC Ready Preparing for Success will increase from 2025 score of 56.6% to 61.2%

Analysis of Actual vs. Projected Data:

Actual 56.6% vs Projected 61.2%

S 7.2.1 Teachers will engage in unit planning, professional development, and data analysis to best meet the needs of all learners.

Evidence-Based Research:

<https://www.cognia.org/accreditation/>

AS 7.2.1.1 Mobile Educational Experiences-STEAM:

Action Step:

Mobile Educational Experiences-STEAM: Hands-on learning is one of the most effective ways for students to learn and retain academic material. With 12 STEAM-related hands-on exhibits suitable for students of all ages, you'll find jaw-dropping, mind-blowing activities that will augment your existing science and math curriculum and introduce new topics, fields of study, and technologies they've never experienced before. Not only does this program teach and demonstrate STEM topics, but we put the "A" in STEAM by opening up your students' right brains to the wonderful world of creative thought through activities that encourage creative and divergent thinking. Mobile Ed brings the STEAM Museum right to you! This program turns your gymnasium, or multi-purpose room into a state-of-the-art, hands-on children's museum focused on STEAM education (Science, Technology, Engineering, Arts, and Math). Stations students can experience include robots, virtual reality, 3D printing, art, engineering, and more! The STEAM Museum allows educators to save on admission and travel costs and is accessible for all students to participate.

Person Responsible:

Wendy Oels

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,590.00

AS 7.2.1.2 Test Prep Training

Action Step:

2-Day Test prep training camp, where school teams dive into high-yield engagement strategies that bring energy and excitement to test review. Learn all new content with fresh approaches. Leave with a clear, actionable implementation plan and the tools your team needs to make your state test prep both effective and fun. Team of 6

Person Responsible:

Whitney Harris

Estimated Begin Date:

8/7/2026

Estimated Completion Date:

5/25/2027

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$6,100.00

AS 7.2.1.3 2026 SCASA

Action Step:

2026 SCASA Innovative Ideas Institute: It is highly important for the Principal and Assistant Principal to attend this workshop, as it brings together well-respected state, regional, and nationally recognized educational practitioners and business leaders who provide valuable insights and motivational messages on leadership skills, innovative instructional programs, and best practices. Through plenary sessions and targeted workshops, they will gain exposure to current trends and new strategies while earning valuable recertification credits. The conference also offers the opportunity to engage with over 100 exhibitors-industry experts and solution providers showcasing cutting-edge products and services designed to improve learning outcomes. Most importantly, collaborating with peers and experts on effective, state-of-the-art instructional and leadership approaches will provide fresh perspectives and renewed energy to implement solutions that maximize student achievement.

Person Responsible:

Wendy Oels

Estimated Begin Date:

6/10/2026

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,342.00