

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

School Name:	J. L. Cain Elementary
SIDN:	1601034
Plan Submission:	School utilizes Cognia
Grade Span:	PK-5th
District:	Darlington County Schools
Address 1:	607 First Street
Address 2:	
City, State:	Darlington, South Carolina
Zip Code:	29532
School Renewal Contact Person:	Dr. Stephanie H. Bridges
School Plan Contact Phone:	843-398-6220
School Plan E-mail Address:	Stephanie.bridges@darlington.k12.sc.us

Superintendent

Dr. Matthew Ferguson	<i>C. Matthew Ferguson</i>	4/13/26
Printed Name	Signature	Date

Principal

Dr. Stephanie H. Bridges	<i>Dr. Stephanie H. Bridges</i>	4/13/26
Printed Name	Signature	Date

Chairperson, District Board of Trustees

Mrs. Wanda Hassler	<i>Wanda Hassler</i>	4/13/26
Printed Name	Signature	Date

Chairperson, School Improvement Council

Mrs. Kimberly Edgerton	<i>Kimberly Edgerton</i>	4/13/26
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Mrs. Amanda Bethea	<i>Amanda Bethea</i>	4/13/26
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, the chairperson of the School Improvement Council, and the School Read

a

School Renewal Plan Signature Page

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

School Name:	J. L. Cain Elementary
SIDN:	1601034
Plan Submission:	School utilizes Cognia
Grade Span:	PK-5th
District:	Darlington County Schools
Address 1:	607 First Street
Address 2:	
City, State:	Darlington, South Carolina
Zip Code:	29532
School Renewal Contact Person:	Dr. Stephanie H. Bridges
School Plan Contact Phone:	843-398-6220
School Plan E-mail Address:	Stephanie.bridges@darlington.k12.sc.us

Superintendent

Dr. Matthew Ferguson		
Printed Name	Signature	Date

Principal

Dr. Stephanie H. Bridges		
Printed Name	Signature	Date

Chairperson, District Board of Trustees

Mrs. Wanda Hassler		
Printed Name	Signature	Date

Chairperson, School Improvement Council

Mrs. Kimberly Edgerton		
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Mrs. Amanda Bethea		
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, 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 <i>et seq.</i> (Supp. 2004))
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
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	Dr. Stephanie H. Bridges
2.	Teacher	Kimberly Edgerton
3.	Parent/Guardian	Bernetha Williams
4.	Community Member	Elizabeth Cain
5.	Paraprofessional	Kimberly McInville
6.	School Improvement Council Member	Genita Johnson
7.	Read to Succeed Reading Coach	Amanda Bethea
8.	School Read to Succeed Literacy Leadership Team Lead	Amanda Bethea
9.	School Read to Succeed Literacy Leadership Team Member	Michelle Moore

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.)

J. L. Cain Elementary School Comprehensive Needs Assessment for 2025-2026 School Year

J. L. Cain Elementary School is in its 6th year of operation in the city of Darlington as the result of two schools being merged: Brunson Dargan Elementary and J. L. Cain Elementary, to form one state-of-the-art facility for grades 3K through five. Students in grades 3K through grade five form a student body of 552 students. The school composition is made up of approximately 77% African-American students; 18% are Caucasian students, and 5% are classified as other race students. J. L. Cain Elementary is a Title I site, and 100% of the students receive free lunch and breakfast as a result of the Community-Based Eligibility across the Darlington County School District. We currently have a poverty index of 94.20% and a special education population of 18%. This includes a 3K-5K EPIC program, which supports multiple categories under the umbrella of special education. It also includes two 5K-5th Grade CARES classes, which also serve multiple categories of exceptional educational needs.

Academic Performance Overview

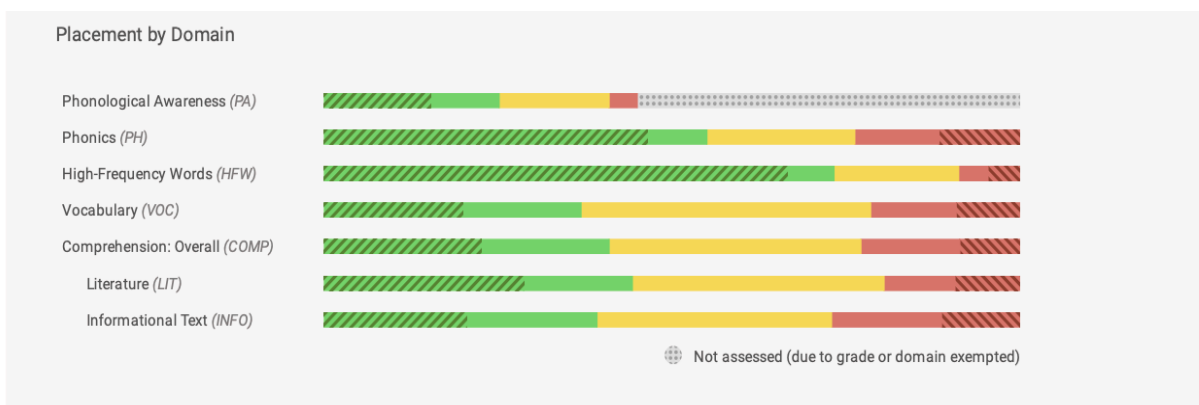
The SC READY assessment was administered during the 2024-2025 school year, and an analysis of SC READY data shows that our students are growing. Our school scored 42.8% meeting and exceeding in ELA and 36.13% in Math. Science was an area of weakness at 25.3%.

By grade in ELA, the scores reported were: 47% 3rd grade, 45% 4th grade, 37% 5th grade. By grade in Math, the scores reported were: 59% 3rd grade, 25% 4th grade, and 25% 5th grade. This data supports a very strong year for our third graders. A need for stronger Math support for both 4th and 5th grade cohorts, as well as 5th grade ELA. To support that need, 4th-grade classes were moved to a self-contained model to support the academic needs of the students, and 5th grade underwent changes with scheduling to promote an uninterrupted block in ELA and Math. Science for grade 4 was at 25.3% meeting and exceeding expectations for SC Ready.

For the 2025-2026 school year, we have switched to I-Ready as our indicator for progress monitoring. Grades 5K-5th have completed Fall and Winter administrations of I-Ready assessment for both ELA and Math. The following data was reported at the actual completion of the testing window. I-Ready winter data indicated that 5K had 57% of their students Meet and Exceed in Math and 79% of students Meet

and Exceed in Reading. The data shows that they have done a great job growing students in all areas throughout the year. For first grade, they had 27% of their students Meet and Exceed in Math and 27% Meet and Exceed in Reading. Second Grade had 21% of their students meet and exceed in Math and 34% meet and exceed in Reading. Third Grade had 19% of their students meet and exceed in Math and 45% meet and exceed in Reading. Fourth Grade had 28% of their students meet and exceed in Math and 23% meet and exceed in Reading. Fifth Grade had 28% of their students meet and exceed in Math and 22% meet and exceed in Reading. It was also noted that at Winter I-Ready, all grade levels had made significant growth in both subject areas since the Fall data was compiled. The following screenshots are of 5K- 5th grades' Winter I-Ready results as we approach spring testing. Some variants may be noted due to changes in enrollment.

Winter I-Ready Reading



Switch Table View

Choose to Show Results By

Placement Summary

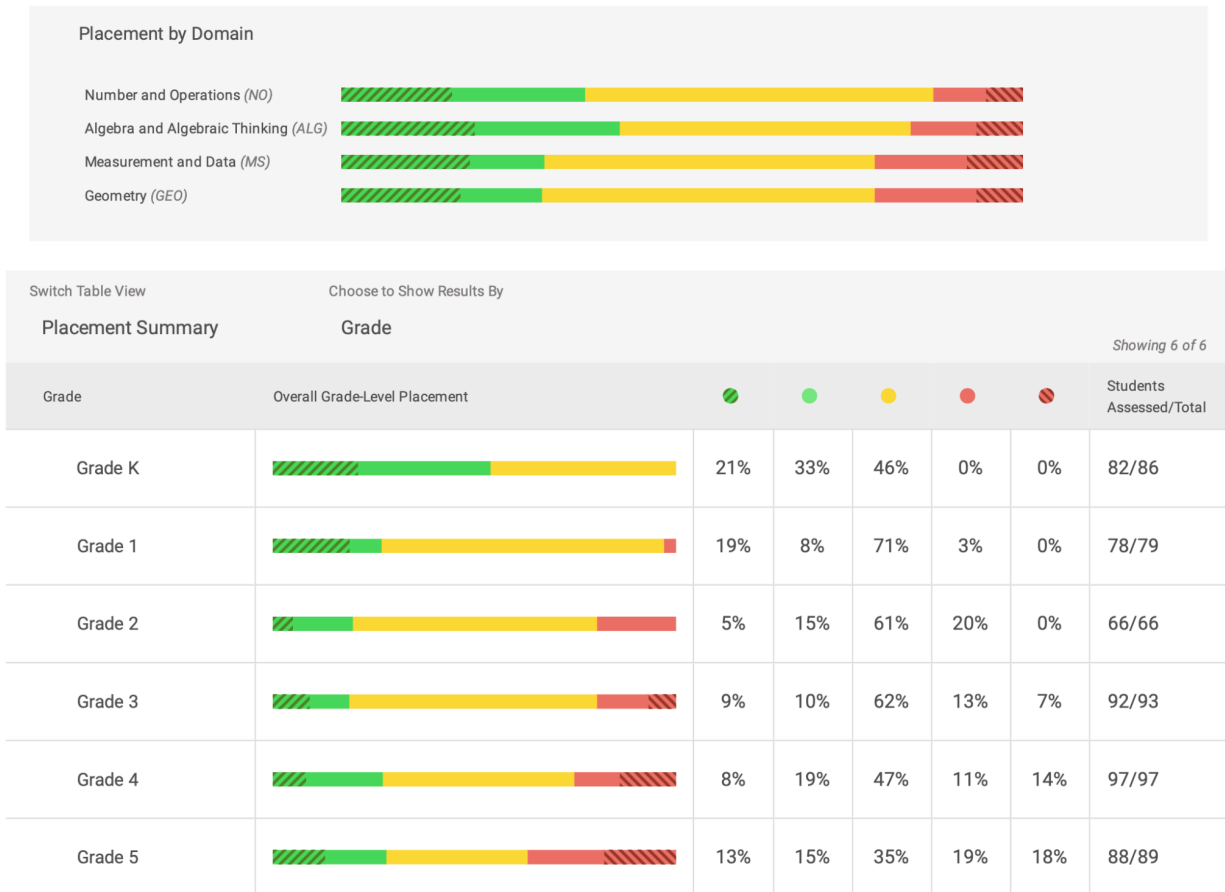
Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		32%	45%	23%	0%	0%	82/86
Grade 1		19%	8%	71%	3%	0%	78/79
Grade 2		20%	14%	44%	23%	0%	66/66
Grade 3		22%	23%	23%	21%	12%	92/93

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		14%	19%	40%	10%	16%	97/97
Grade 5		6%	16%	27%	31%	20%	88/89

Winter I-Ready Math



Winter i-Ready data indicate that all grade levels demonstrated significant growth in both subject areas when compared to Fall results. However, student performance in reading and math indicates an ongoing need for improvement across both content areas. The data reveal the need to strengthen instructional practices in literacy and mathematics at all grade levels. Achievement levels range from Does Not Meet Expectations to Exceeds Expectations.

J. L. Cain Elementary's goal is to increase reading and math achievement and close achievement gaps by utilizing interventionists, investing in technology resources, and providing professional development focused on high-quality instruction. A strong emphasis will be placed on the consistent and intentional use of data to inform instructional decisions, including small-group instruction and Tier II and Tier III interventions.

J. L. Cain Elementary will continue to support existing programs while implementing innovative strategies designed to increase the number of students scoring in the "Meets" and "Exceeds" categories on local and state assessments in grades 3rd-5th to meet our improvement goals. Efforts will focus not only on accelerating the progress of underperforming students but also on extending and enriching learning for students who are already meeting or exceeding expectations. Ongoing data collection and analysis will

remain central to instructional planning. As we continue working towards our goals, plans are in place to address literacy deficits, strengthen math instruction, and provide holistic support to students through whole-group, small-group, and individualized settings.

Teacher/ Administrator Quality

The Instructional Leadership team includes a principal, one assistant principal, a coordinating teacher who also oversees Title I initiatives, and a literacy coach who oversees literacy read to succeed initiatives. This is the 6th year for Dr. Bridges as the principal for J. L. Cain and the 19th year as a principal.

All faculty members hold appropriate certifications or provisional requirements for their positions, and all paraprofessionals are highly qualified.

Outside of the administrative team, JLC has 38 certified staff members, including two Nationally Board Certified teachers. J. L. Cain has maintained a 95% or more teacher retention rate each year.

Other information includes:

- 60% of the certified staff have a Master's Degree
- 10% Above Master's Degree
- 34% 0-5 Years of Teaching Experience
- 18% 6-15 Years of Teaching Experience
- 36% 16 or More Years of Teaching Experience.

All certified staff participate in school-wide PLCs, monthly Data Team meetings, and monthly coaching cycles, which are focused on instructional improvements and the effective use of high-quality materials. Emphasis has been placed on work with UFLI, SAVAAS, Science, and I-Ready Math. All certified teachers, as well as classified staff, also participate in district-specific professional development sessions as scheduled.

School Climate

The school climate has been a strength for J. L. Cain. For the 2024-2025 climate survey, J. L. Cain scored Excellent in the area of climate.

Positive parent responses that were Agree or Strongly agree above 80% were:

- My child's teachers give assignments that help my child learn.
- My child's school has high expectations for student learning.
- My child's teachers encourage my child to learn.
- My child's teachers provide extra help when my child needs it.
- "I am satisfied with the learning environment at my child's school."
- "My child's teachers contact me to say good things about my child."
- My child's teachers tell me how I can help my child learn.
- I feel welcomed at my child's school.
- My child's school responds promptly when I have concerns.
- "My child's school gives me information about what my child should be learning in school."
- "My child's school considers changes based on what parents say."

Teacher responses also supported the belief that J. L. Cain is an inclusive environment and that teachers are supported and developed.

Students reported:

- My teachers help me learn.
- "My teachers help students when they do not understand something."
- My teachers do a good job teaching me mathematics.
- "My teachers do a good job teaching me English language arts."
- My teachers give tests on what I learn in class.
- "My teachers give assignments that help me learn better."
- My classes are interesting and fun.
- Students at my school believe they can do good work.
- My teachers praise students when they do good work.

Improving family and parent engagement remains a priority for J. L. Cain Elementary. Parents and community members have shown strong interest in participating in school activities, and the school intends to build on this momentum. Survey results indicate that families would like additional activities focused on ELA, Math, Science, Technology, and strategies to support learning at home.

Throughout the school year, communication with families has included:

- Monthly grade-level and principal newsletters
- SchoolConnects calls
- Teacher ClassTag messaging
- Event flyers and printed materials
- Weekly student communication folders

The Parent Resource Room provides ELA and Math materials for checkout to support home learning. The school also hosted a Parent/Family Night where instructional materials and grade-level expectations were shared.

Each year concludes with summer take-home learning bags that provide ELA and Math activities to maintain academic engagement during the summer months.

J. L. Cain Elementary's goal is to continue expanding home support resources, increase on-site family engagement opportunities, strengthen the family-school connection, and ultimately improve academic growth for all students.

Attendance Data

	Chronic Absenteeism	Average Daily Attendance
School Wide 24-25	29.4%	92.2%
School Wide 25-26	27.8%	91.5%

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): For the 2025-2026 school year, we have switched to I-Ready as our indicator for progress monitoring. Grades 5K-5th have completed Fall and Winter administrations of I-Ready assessment for both ELA and Math. The following data was reported at the actual completion of the testing window. I-Ready winter data indicated that 5K had 57% of their students Meet and Exceed in Math and 79% of students Meet and Exceed in Reading. The data shows that they have done a great job growing students in all areas throughout the year. For first grade, they had 27% of their students Meet and Exceed in Math, and 27% Meet and Exceed in Reading. Second Grade had 21% of their students meet and exceed in Math and 34% meet and exceed in Reading. Ongoing data collection and analysis will remain central to instructional planning. As we continue working towards our goals, plans are in place to address literacy deficits, strengthen math instruction, and provide holistic support to students through whole-group, small-group, and individualized settings. Each Pre-K student is administered the myIGDI Literacy and Numeracy readiness assessment in the fall, winter, and spring of the academic school year. MyIGDI is a formative assessment that is individually administered by the teacher to support the identification of preschool children requiring additional diagnostic assessment or levels of intervention. This assessment is used to measure developmental gains and inform instructional needs of individual children
Elementary/Middle (3-8): Winter i-Ready data indicate that all grade levels demonstrated significant growth in both subject areas when compared to Fall results. However, student performance in reading and math indicates an ongoing need for improvement across both content areas. The data reveal the need to strengthen instructional practices in literacy and mathematics at all grade levels. Achievement levels range from Does Not Meet Expectations to Exceeds Expectations.

J. L. Cain Elementary's goal is to increase reading and math achievement and close achievement gaps by utilizing interventionists, investing in technology resources, and providing professional development focused on high-quality instruction. A strong emphasis will be placed on the consistent and intentional use of data to inform instructional decisions, including small-group instruction and Tier II and Tier III interventions.

High School (9-12): N/A

Teacher/Administrator Quality

JLC has 38 certified staff members, including two Nationally Board Certified teachers. J. L. Cain has maintained a 95% or more teacher retention rate each year. However, we do currently still have seven teachers seeking full certification and are teaching under a provisional certification status, or seeking PRAXIS completion. A focus has been and will continue to be on supporting these staff members in completing their processes.

We will also continue to increase teacher capacity by providing ongoing PLCs, monthly Data Team meetings, and monthly coaching cycles, which are focused on instructional improvements and the effective use of high-quality materials. Emphasis has been placed on work with UFLI, SAVAAS, and I-Ready Math and Science Instruction. A strong emphasis will be placed on the consistent and intentional use of data to inform instructional decisions, including small-group instruction and Tier II and Tier III interventions.

School Climate

Improving family and parent engagement remains a priority for J. L. Cain Elementary. Parents and community members have shown strong interest in participating in school activities, and the school intends to build on this momentum. Survey results indicate that families would like additional activities focused on ELA, Math, Technology, and strategies to support learning at home. We will also increase focus on safety, community involvement, and add activities for increased parent involvement.

Chronic absenteeism is currently at 27.8%. Absenteeism effects academic progress and overall student performance. This must be addressed to improve student growth and academic success.

Other (such as district and/or school priorities)

Performance Goals

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Performance Goal Area: **Student Achievement***

(*required)

PERFORMANCE GOAL: By June 2031, at least 75% of students will score at the Meets or Exceeds Expectations performance levels on the SC READY ELA assessment. Progress toward this goal will be monitored through interim i-Ready Reading assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
i-Ready Reading Data		Target: 49.6% Actual:	Target: 56% Actual:	Target: 62.4% Actual:	Target: 68.8% Actual:	Target: 75.2% Actual:
SC Ready ELA "Meets & Exceeds"	43.2%	Target: 49.6% Actual:	Target: 56% Actual:	Target: 62.4% Actual:	Target: 68.8% Actual:	Target: 75.2% Actual:
Spring i-Ready Reading Data	Grade 5: 45%	Target: 51% Actual:	Target: 57% Actual:	Target: 63% Actual:	Target: 69% Actual:	Target: 75% Actual:
	Grade 4: 53%	Target: 57.4% Actual:	Target: 61.8% Actual:	Target: 66.2% Actual:	Target: 70.6% Actual:	Target: 75% Actual:
	Grade 3: 43%	Target: 49.4% Actual:	Target: 55.8% Actual:	Target: 62.2% Actual:	Target: 68.6% Actual:	Target: 75% Actual:

*Add or delete rows as needed.

Student Achievement* STRATEGY #1
Implement a rigorous standards-based ELA curriculum for students in grades 5K-5 with emphasis on quality instruction, assessment, and professional learning to ensure student success in their chosen pathway, whether college or career.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implementation of Savvas Realize MyView Literacy	2026-2031	Administrative, Literacy Coach, and Teachers	N/A	State Funded	Lesson Plans, Weekly Assessment Data, Unit Assessment Results, iReady Diagnostic Results, Classroom Walkthroughs
2. Consistent usage of i-Ready Personalized Instruction Reading	2026-2031	Administrative, Literacy Coach, and Teachers	N/A	N/A	Lesson Plans, Weekly Assessment Data, Unit Assessment Results, iReady Diagnostic Results, Classroom Walkthroughs
3. Implement a structured PLC process that prioritizes data-driven decision-making and consistent lesson internalization to strengthen instructional practices	2026-2031	Administrative, Literacy Coach, and Teachers	5,000.00	District Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
4. Consistently analyze assessment data to guide instructional decisions and improve student outcomes.	2026-2031	Administrative, Literacy Coach, Interventionists, and Teachers	N/A	NA	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
5. Provide reading interventionists with Project Read training to enhance their ability to deliver systematic, research-based reading interventions aligned to student needs.	2026-2031	District CIA Staff and Interventionist	N/A	District Funded	Training Sign-in Sheets, Interventionists' Daily Schedules, Assessment Results
6. Resource and general education	2026-2031	Administrative,	N/A	State Funded	PLC Schedule, PLC

teachers collaborate weekly in Professional Learning Communities (PLCs) to co-plan differentiated ELA instruction and analyze student progress to inform targeted supports.		Literacy Coach, and Teachers (General Ed and Special Ed)			Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
7. Special education teachers will actively engage in data team meetings, collaborating with colleagues to analyze student performance data and monitor progress toward individualized student goals.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	State Funded	Data Team Meeting Agendas, Sign-in Sheets, Weekly Assessment Data, iReady Diagnostic Results
8. Ensure that special education teachers participate alongside general education teachers in professional learning opportunities to promote collaboration and the consistent implementation of effective instructional practices	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	State Funded	Agendas, Professional Development Schedule, Sign-in Sheets
9. Parent workshops, take-home materials, and continuation of our Dinner and Data Chats.	2026-2031	Administrative, School-based Coaches, and Teachers	\$49,721.00	Federal Title I	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
10. Implement strategies taught in the Science of Reading, mini lessons, small group reinforcement, and conferencing in both Reading and Writing.	2026-2031	Administrative, School-based Coaches, and Teachers	N/A	N/A	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data

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

Student Achievement* STRATEGY #2
Support students struggling in ELA with individual and small group instruction.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement participation in Tier Two interventions for struggling students.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	N/A	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
2. Implement ELA strategies introduced during Bootcamp through intentional mini-lessons and differentiated small group instruction.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	N/A	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
3. Reinforcement and conferencing in ELA.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	N/A	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
4. Restructure intervention sessions to include a larger number of students and multiple grade levels.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	N/A	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
5. Provided additional small group time via after-school tutoring or small group pull-outs based on data	2026-2031	Administrative, Literacy Coach, and Teachers	20,000.00	Title I	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson

		(General Ed and Special Ed)			Internalization Documents, Weekly Assessment Data, and Tutoring attendance documents
--	--	--------------------------------	--	--	---

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

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: By June 2031, at least 75% of students will score at the Meets or Exceeds Expectations performance levels on the 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 Math Data		Target: 46.2% Actual:	Target: 53.5% Actual:	Target: 60.8% Actual:	Target: 68.1% Actual:	Target: 75.4% Actual:
SC Ready Math "Meets & Exceeds"	38.9%	Target: 46.2% Actual:	Target: 53.5% Actual:	Target: 60.8% Actual:	Target: 68.1% Actual:	Target: 75.4% Actual:
Spring i-Ready Reading Data	Grade 5: 39%	<i>Target: 46.2%</i> <i>Actual:</i>	<i>Target: 53.4%</i> <i>Actual:</i>	<i>Target: 60.6%</i> <i>Actual:</i>	<i>Target: 67.8%</i> <i>Actual:</i>	<i>Target: 75%</i> <i>Actual:</i>
	Grade 4: 33%	<i>Target: 41.4%</i> <i>Actual:</i>	<i>Target: 49.8%</i> <i>Actual:</i>	<i>Target: 58.2%</i> <i>Actual:</i>	<i>Target: 66.6%</i> <i>Actual:</i>	<i>Target: 75%</i> <i>Actual:</i>
	Grade 3: 41%	<i>Target: 47.8%</i> <i>Actual:</i>	<i>Target: 54.6%</i> <i>Actual:</i>	<i>Target: 61.4%</i> <i>Actual:</i>	<i>Target: 68.2%</i> <i>Actual:</i>	<i>Target: 75%</i> <i>Actual:</i>

*Add or delete rows as needed.

Student Achievement* STRATEGY #1
Implement a rigorous standards- based Math curriculum for students in grades 5K-5 with emphasis on quality instruction, assessment, and professional learning to ensure student success in their chosen pathway, whether college or career.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implementation of i-Ready Classroom Mathematics	2026-2031	Administrative Team, Coordinating Teacher, and Teachers	N/A	State Funded	Lesson Plans, Unit Assessment Results, iReady Diagnostic Results, Classroom Walkthroughs
2. Consistent use of i-Ready Personalized Instruction Math	2026-2031	Administrative Team, Coordinating Teacher, and Teachers	N/A	State Funded, District Funded	Lesson Plans, Weekly Assessment Data, Unit Assessment Results, iReady Diagnostic Results, Classroom Walkthroughs
3. Implement a structured PLC process that prioritizes data-driven decision-making and consistent lesson internalization to strengthen instructional practices	2026-2031	Administrative Team, Coordinating Teacher, and Teachers	N/A	NA	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
4. Establish a consistent process for analyzing assessment data to inform instructional decisions, adjust teaching strategies, and improve student learning outcomes	2026-2031	Administrative Team, Coordinating Teacher, Interventionist, and Teachers	N/A	NA	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data

5. Develop and implement a school-wide intervention schedule that protects core Tier 1 instructional time while increasing opportunities for the Math Interventionist to deliver targeted, intensive Tier 3 interventions to students with the greatest needs.	2026-2031	Administrative Team, Coordinating Teacher, Interventionist, and Teachers	N/A	NA	Interventionist's Daily Schedule and Assessment Results
6. Resource and general education teachers collaborate weekly in Professional Learning Communities (PLCs) to co-plan differentiated Math instruction and analyze student progress to inform targeted supports.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	State Funded	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data
7. Special education teachers will actively engage in data team meetings, collaborating with colleagues to analyze student performance data and monitor progress toward individualized student goals.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	State Funded	Data Team Meeting Agendas, Sign-in Sheets, Weekly Assessment Data, iReady Diagnostic Results
8. Ensure that special education teachers participate alongside general education teachers in professional learning opportunities to promote collaboration and the consistent implementation of effective instructional practices	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	N/A	State Funded	Agendas, Professional Development Schedule, Sign-in Sheets
9. Implementation of strategies taught in Math Bootcamp, mini lessons, small group reinforcement, and conferencing in math.	2026-2031	Administrative, Literacy Coach, and Teachers (General Ed and Special Ed)	\$6,126.00	Title I	Data Team Meeting Agendas, Sign-in Sheets, Weekly Assessment Data, iReady Diagnostic Results
10. Parent workshops, take-home materials, and continuation of our	2026-2031	Administrative, School-based	\$49,721.00	Federal Title I	PLC Schedule, PLC Agendas, PLC Sign-in

Dinner and Data Chats.		Coaches, and Teachers			Sheets, Lesson Internalization Documents, Weekly Assessment Data
------------------------	--	--------------------------	--	--	--

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

Student Achievement* STRATEGY #2

Implementation of a comprehensive professional development plan focused on strengthening Tier 1 instruction, intervention systems, and data-driven practices for all math materials and concepts.

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

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Teachers will receive initial and ongoing training in i-Ready Classroom Mathematics and i-Ready Personalized Instruction, delivered by i-Ready consultants, district math coordinators, and the school-based coach through beginning-of-year and follow-up sessions.	2026-2031	Administrative, Coordinating Teacher, and Teachers (General Ed and Special Ed)		State Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data, and conference registrations
2. A structured PLC process will guide weekly collaborative planning, lesson internalization, and data-driven decision-making, supported by instructional coaches, administration, and district staff. The school will implement a school-wide intervention schedule that protects Tier 1 instruction and expands capacity for intensive Tier 3 support.	2026-2031	Administrative, Coordinating Teacher, and Teachers (General Ed and Special Ed)		State Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data, and conference registrations

3. Throughout the year, all instructional staff will engage in ongoing professional development on high-quality instructional materials, assessment, and data analysis, with follow-up support through coaching, modeling, PLCs, and regular data meetings to ensure fidelity and sustained instructional improvement.	2026-2031	Administrative, Coordinating Teacher, and Teachers (General Ed and Special Ed)		State Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data, and conference registrations
4. Teacher representatives & Math Coach (CT) will attend necessary professional developments to use train-the-trainer models to reinforce improved math strategies and best practices for all classrooms.	2026-2031	Administration, Coordinating Teacher, and Teachers (General Ed and Special Ed)	\$1,960.00	Title I Funds	PLC Schedule, PLC Agendas, PLC Sign-in Sheets, Lesson Internalization Documents, Weekly Assessment Data, and conference registrations

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

Performance Goal Area: District Priority

(*required)

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
SC Ready Science	25.3%	Target: 35.3% Actual:	Target: 45.3% Actual:	Target: 55.3% Actual:	Target: 65.3% Actual:	Target: 75.3% Actual:

*Add or delete rows as needed.

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

ACTION PLAN FOR STRATEGY #1:

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

4. Provide ongoing professional development that strengthens teachers' use of HQIM (McGraw-Hill and Progress Learning), assessments, and data analysis to improve instructional decision-making.	2026-2031	Administrative Team, School-based Coaches, District CIA Staff, and Consultants	NA	General Funds District Funded	PD Schedule, PD Agendas, PD Sign-in Sheets, Survey Results, Assessments, Progress Learning Results, Growth in Science SC Ready Results
5. Partner with iLeadR to redesign fourth-grade science instruction to incorporate hands-on, project-based, and vocabulary-driven learning experiences that strengthen standards-aligned instruction and increase student achievement.	2026-2031	Administrative Team, iLeadR Consultants, School-based Coaches, and Teachers	\$13,000	Title 1 Funded	Lesson Plans, Classroom Walkthrough and Observation Data, Student Work Samples, Vocabulary Assessments, Progress Learning Results, Growth in Science SC READY Results
6. Deliver a 2-day summer training and monthly PLCs (1 hour) for teachers on effective lesson delivery, inquiry practices, and digital resources.	2026-2031	Administrative Team, School-based Coaches	\$9,618.19	Title I Funds	PD Schedule, PD Agendas, PD Sign-in Sheets, Survey Results, Assessments, Progress Learning Results, Growth in Science SC Ready Results

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

District Priority STRATEGY #2
Implementation of Micro-Credentialing & Teacher Co-teaching Swaps for Specific Science Practices.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Offer short micro-credentials (3–5 hours) for targeted practices (phenomena-driven questioning, modeling, formative use of Progress Learning data).	2026-2031	Administrative Team, School-based Coaches, and teachers	N/A	N/A	PD Documentation, Assessments, Progress Learning Results, Growth in Science SC Ready Results, and lesson plans
2. Develop co-teaching swaps where a credentialed teacher models the practice in another classroom.	2026-2031	Administrative Team, School-based Coaches, and teachers	N/A	N/A	Assessments, Progress Learning Results, Growth in Science SC Ready Results, and lesson plans
3. Create station rotations for each science lesson: core instruction (McGraw-Hill), adaptive digital practice (Progress Learning), and mastery station (hands-on/application projects).	2026-2031	Administrative Team, School-based Coaches, and teachers	\$5,000.00	General Fund	Assessments, Progress Learning Results, Growth in Science SC Ready Results, and lesson plans
4. Use short mastery checks to place students on individualized pathways; hold monthly student goal conferences to set next targets.	2026-2031	Administrative Team, School-based Coaches, and teachers	N/A	N/A	Assessments, Progress Learning Results, Growth in Science SC Ready Results, and lesson plans

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

Performance Goal Area: Teacher/Administrator Quality*

(*required)

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
What is being measured?	21% Classroom Walkthroughs (Strengths, Weaknesses, Opportunities, Threat visit)	Target: 31.8 % Actual:	Target: 42.6% Actual:	Target: 53.4% Actual:	Target: 64.2% Actual:	Target: 75% Actual:

*Add or delete rows as needed.

Teacher/Administrator Quality*	STRATEGY #1
We will implement differentiated Professional Development opportunities measured by PD agendas.	

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.PLCs - Professional Learning Communities alignment of meeting agendas with school improvement goals and instructional needs.	July 2026-May 2031	Instructional Leadership Team Instructional Coaches Teachers	n/a	n/a	PLC agendas Classroom Walkthrough Data
2.Data Review Meetings: Use student performance and behavior data to inform future PD topics and coaching priorities.	July 2026-May 2031	Instructional Leadership Team	n/a	n/a	Data analysis PD schedule PLC Schedule
3.Use classroom learning walk data to differentiate instructional strategies for grade level PLCs. (iLeadr Classroom Walkthrough Tool)	July 2026-May 2031	Instructional Leadership Team	\$1,800 a year	Title I	Classroom Walkthrough data PLC agendas

4. Provide professional development for teachers around “high effective size” instructional strategies.	July 2026- May 2031	Instructional Leadership Team iLeadr team Teachers	6 days of PD with iLeadr \$10,800	Title I	Agendas Classroom Walkthrough data

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

We will implement job-imbedded Professional Development opportunities.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.Coaching Cycles- Facilitate peer observation cycles where teachers observe and reflect on effective practices within their own school.	July 2026-May 2031	Administration Instructional Coaches Grade-level teachers	n/a	n/a	Coaching cycle notes Classroom Walkthrough data
2.Weekly Walkthroughs and Feedback: Establish a schedule for administrators to conduct informal classroom walkthroughs with a consistent feedback template on explicit instruction/high impact instructional strategies.	July 2026-May 2031	Administration Instructional Coaches	n/a	n/a	Classroom Walkthrough data Walkthrough schedule

3.Mentor-Mentee Program: Pair early-career teachers with experienced mentors for weekly check-ins, classroom support, and goal-setting.	July 2026- May 2031	Instructional Leadership Team Mentors Teachers	n/a	n/a	Classroom walkthrough data Coaching cycles Anecdotal notes
4.Coaching Cycles- facilitate coaching cycles by instructional coaches to support teachers based on needs.	July 2026- May 2031	Administration Instructional Coaches Grade level coaches	n/a	n/a	Coaching cycles Anecdotal notes Classroom Walkthrough data

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, JL Cain Elementary will reduce chronic absenteeism from 29.2% 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?	29.2%	Target: 25% Actual:	Target: 20 % Actual:	Target:15 20% Actual:	Target: 10% Actual:	Target: 5% Actual:

*Add or delete rows as needed.

School Climate***STRATEGY #1**

Implement a comprehensive attendance support system that includes consistent attendance monitoring, proactive communication with families, and schoolwide initiatives that strengthen student engagement and encourage regular school attendance.

ACTION PLAN FOR STRATEGY #1:

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

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

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

School Climate* STRATEGY #2
Implementation of Tiered Intervention support across all grade levels.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Tier 1 (Universal): Focus on school-wide culture, building relationships, and communicating the importance of attendance to all.	2026-2031	Administrators, the Attendance team, the Family school facilitator, and instructional staff.	N/A	N/A	Weekly, monthly, and quarterly attendance documentation.
2. Tier 2 (Targeted): Provide personalized check-ins, mentoring, and attendance contracts for students showing early signs of disengagement (5–9% missed).	2026-2031	Administrators, the Attendance team, the Family school facilitator, and instructional staff.	N/A	N/A	Weekly, monthly, and quarterly attendance documentation.
3. Tier 3 (Intensive): Utilize case management, wraparound services, and community partnerships for students missing 20% or more of school days.	2026-2031	Administrators, the Attendance team, the Family school facilitator, and instructional staff.	N/A	N/A	Weekly, monthly, and quarterly attendance documentation.

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.