School Renewal Plan
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School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2021/22 to 2025/26
Upcoming School Year: 2022/23

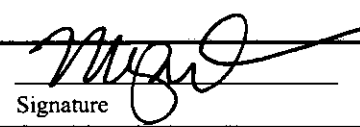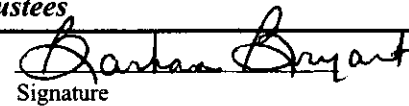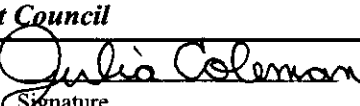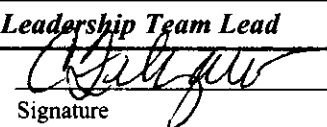|	
School Name:	J. Paul Truluck Creative Arts & Science Magnet
SIDN:	2103054
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 12
District:	Florence 3
Address 1:	319 Carlisle Street
Address 2:	
City:	Lake City, SC
Zip Code:	29560
School Renewal Plan Contact Person:	Mac McDougal
School Plan Contact Phone:	843-374-8685
School Plan E-mail Address:	mmcdougal@fsd3.org
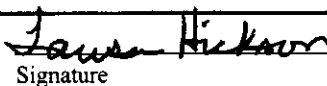
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. ◆59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. ◆59-18-1300 *et seq* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
Laura Hickson Printed Name	*[signature]*	04-07-2023 Date
Principal		
Mac McDougal Printed Name	*[signature]*	3/14/23 Date
Chairperson, District Board of Trustees		
Barbara Bryant Printed Name	*[signature]*	4/6/23 Date
Chairperson, School Improvement Council		
Julia Coleman Printed Name	*[signature]*	3-14-23 Date
School Read To Succeed Literacy Leadership Team Lead		
Catrina Filyaw Printed Name	*[signature]*	14 Mar 23 Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**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.
N/A	**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.
N/A	**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**	Mac McDougal
2.	**Teacher**	Cassie Graham-Rodgers
3.	**Parent/Guardian**	Kacey Siska
4.	**Community Member**	Jeanette Altman
5.	**Paraprofessional**	Rian Williamson
6.	**School Improvement Council Member**	Julia Coleman
7.	**Read to Succeed Reading Coach**	Catrina Filyaw
8.	**School Read To Succeed Literacy Leadership Team Lead**	Catrina Filyaw
9.	**School Read To Succeed Literacy Leadership Team Member**	Andrea Atkinson
	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 School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

☑ **Not Applicable**

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	

School Report Card Link:
https://screportcards.com/overview/?q=eT0yMDIxJnQ9SCZzaWQ9MjEwMzA1NA

Needs Assessment Data
J. Paul Truluck currently has 470 students in grades 6th-12th and is located in Lake City, SC in the lower part of Florence County.

Below is a copy of our most recent MAP assessment data in Math for our students in grades 6th-8th. Currently, we have 116 students (50%) who did not meet expectations based on our Winter MAP. We have 100 students (43%) who scored in the Approaches expectations category. Only 13 students (6%) scored in the Meets Expectations category and only 3 students (1%) scored in the Exceeds Expectations category.We continue to work with our students in all grade levels 6-8 to try to improve these scores. We use our coaches to assist teachers ensuring our students are prepared for all assessments. We use a math interventionist to continue to help those students who struggle in math. We have begun utilizing the Dreambox program. We also conduct regular PLCs with all teachers to help with teaching strategies

Spring 2022	Does Not Meet	Approaches	Meets	Exceeds
Math 6	18 - 45%	19 - 48%	2 - 5%	1 - 2%
Math 7	39 - 43%	43 - 48%	6 - 7%	2 - 2%
Math 8	59 - 58%	38 - 37%	5 - 5%	0 - 0%
Total (232)	116 - 50%	100 - 43%	13 - 6%	3 - 1%

In the chart below for our most recent MAP assessment date in ELA for our students in grades 6th-8th, 67 students (29%) scored in the does not meet expectations range, 106 students (46%) scored in the approaches expectations range, 44 students (19%) scored in the meets expectations range, and 13 students (6%) scored in the exceeds range. We have continued to work with our students in all grade levels 6-8 to try to improve these scores. We use our coaches to assist teachers ensuring our students are prepared for all assessments. We have begun utilizing the Lexia program. We also conduct regular PLCs with all teachers to help with teaching strategies.

Spring 2022	Does Not Meet	Approaches	Meets	Exceeds
ELA 6	9 - 23%	22 - 55%	7 - 17%	2 - 5%
ELA 7	19 - 21%	49 - 55%	15 - 17%	6 - 7%
ELA 8	39 - 39%	35 - 34%	22 - 22%	5 - 5%
Total (230)	67 - 29%	106 - 46%	44 - 19%	13 - 6%

Our Fall 2021 EOC passage rate scores are as follows:

Alg 1: 21%

English: 85%

Biology: 34%

US History: 10%

We continue to work on our EOC scores at the high school level. We have implemented boot camps for students and teachers to help them prepare for these assessments. Our goal is to decrease the number of failures on all EOC assessments.

At our high school level, we continue to focus on ACT as well in order to ensure all students are college and/or career ready. Below is the Spring 2021 average ACT score data for J. Paul Truluck:

ACT Average Score Spring 2021					
Composite	Math	Science	STEM	English	Reading
16	16.11	16.65	16.65	14.42	16.5

To ensure students are prepared and ready for the ACT, we hold ACT boot camps each year and include ACT like problems into our daily curriculum. Even though we are below the state average on ACT (2018-2019 state ACT scores reporting on state report cards), we continue to work towards improvements and we hope to continue to show progress.

We are nowhere near where we need to be in achieving our assessment goals but we continue to work daily with our teachers, students and parents to ensure we are moving in the right direction. Having a good understanding of our data is key. We continue to analyze and break down our data and use data to inform our instruction.

Executive Summary of Needs Assessment Data Findings

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.

State Report Card for districts and schools data: http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement
J. Paul Truluck Creative Arts & Science Magnet School serves grades 6th-12th. JPT uses data to make curricular and instructional decisions in all classes both at the middle and high school level. Student achievement and progress are tracked using data from NWEA Measures of Academic Performance (MAP) administered three times during the school year (fall, winter, and spring), TE-21 benchmark testing, End of Course (EOC) data, ACT data, dual enrollment data, and progress monitoring, as well as data yielded from other software utilized such as Edgenuity, USA TestPrep and TE21. Individual teachers compile data for students in their classes to inform instructional decisions as well as offer differentiated instruction both on an individual basis as well as a small group basis. Data is compiled on a school level and used to inform instructional decisions for the school such as best practices and instructional strategies that teachers should use. A review of all data continues to show a sizable achievement gap between our lowest performing sub-groups and other students. These differences exist in all subject areas. Their progress is monitored by individual teachers as well as at the school level.

Elementary/Middle School (6-8)
Math SC Ready – 12%
Science SC Pass – 40%
ELA SC Ready - 34%
We realize that due to COVID, our SC Ready scores are below the state average. Our scores are lower than the state average in all four subjects. In an effort to improve in growing our students academically in all four core subjects, we are implementing more reading and math interventions in both elementary and middle for the upcoming school year. We are also adding a tutoring program for students below reading level and strategic spiral review on a daily basis. We are implementing an advisory period during the day where we will utilize bootcamps and interventions.

High School (9 - 12)	
3.	The 2020-2021 school year is baseline data for J. Paul Truluck
	EOC Algebra 1 – 51.2%
	EOC English - 85%
	EOC Biology – 34%
	US History - 10%
	ACT - English Benchmark Score Met – 16%
	Math Benchmark Score Met – 11.5%
	Reading Benchmark Score Met – 15.4%
	Science Benchmark Score Met- 11.5%
	STEM Benchmark Score Met- 3.8%
	All 4 subjects - 7.7%
	Dual Enrollment with at least 6 hours with a grade of C or higher for 11th - 88%
	Regular data analysis continues at the high school level. Specific plans have been put in place to track and monitor our high school students with such monitoring as TE21 and USATestprep benchmarking as well as pre/post assessments that include state assessment and ACT like problems.

Teacher/Administrator Quality
Percentage of Teachers Returning - 75% compared to 72.7% the previous year.

J. Paul Truluck, along with Florence School District Three, uses an evaluation system based on the 4.0 Rubric to evaluate teacher effectiveness. Professional development opportunities continue to be provided based on results from a Needs Assessment Survey. The school works with the district to develop an incentive plan to retain highly effective teachers. Literacy continues to be a school-wide focus for all teachers. |
| District Priority |

Chronic Absenteeism - 6.7% down from 18.2%

Results of Teacher, Student, and Parent Opinion Surveys				
	Teachers	Students		Parents
Number of surveys returned	22	73		15
Percent satisfied with learning environment	100.00%	84.90%		93.30%
Percent satisfied with social and physical environment	100.00%	85.00%		93.30%
Percent satisfied with school-home relations	100.00%	79.50%		73.30%

The school plans to actively seek feedback from stakeholders (parents, teachers, and community members) at regular intervals during the course of the school year about their satisfaction with the learning environment, the physical environment of the school, and home-school relations. Virtual and face-to-face family nights will be held throughout the school year (once each month) to promote the positive academic and extracurricular things happening in the school as well as to provide parents with up-to-date information about their child's academic performance, educational expectations, and classroom experiences. Teachers will be provided with training. In order to provide a safe and orderly physical environment for students, the school will continue to comply with the Crisis Management Plan as well as actively seek ways to reduce classroom/school disruptions and out-of-school suspensions through the utilization of PBIS and Capturing Kids' Hearts initiatives.

Other (such as district and/or school priorities)

6th-8th grade GT students have a specific class period designated as GT. SCReady ELA & Math Spring 2019 scores for the current J. Paul GT students are as follows:

SC Ready ELA Meets/Exceeds:
6th: 92
7th: 63.6
8thL 94.4

SC Ready Math Meets/Exceeds:
6th: 75
7th: 91
8th: 77.8

Based upon the data, there is a definite need in the area of math for 6th & 8th grade GT students and ELA for 7th grade GT students. GT students continue to have a designated GT class in which lessons are taught through hands-on experiences such as PBL projects. In addition, our GT classes participate in various community programs such as ArtFields and our National History Day in order to provide them with real-world application and connection in efforts to ensure students gain the knowledge and skills necessary to be college and/or career ready. The goals of the JPT GT classes are to provide students with instruction at their individual learning level which they may not get within the regular ELA and Math classroom which is focused on grade specific standards. Having a designated GT class for our GT students allows students to work beyond grade level standards and our GT teachers work to ensure instruction is data informed as based upon students' individual MAP and TE21 score reports. Furthermore, GT instruction is geared towards a well balanced instructional model that integrates the arts as well as the sciences and histories.

In regards to our high school GT students, all students are served through honors courses such as English I honors and Algebra I honors. Our school had its first administration of ACT in the 2020-2021 school year. In an analysis of current ACT scores, 67% of GT students scored a 20 or higher on the ACT composite, with STEM scores being the highest at 83%, and Math, Science, English, and Reading being at 67%.

	Gifted and Talented
6.	6th-8th grade GT students have a specific class period designated as GT. SCReady ELA & Math Spring 2021 scores for the current J. Paul GT students are as follows:

	ELA	Math
6	100%	50%
7	72%	61%
8	87%	33%

GT ACT Scores Spring 2021	
ACT Composite	80%
ACT Reading	80%
ACT Science	60%
ACT STEM	20%
ACT Math	60%
ACT English	60%

Based upon the data, there is a definite need in the area of math for 6th & 8th grade GT students and ELA for 7th grade GT students. GT students continue to have a designated GT class in which lessons are taught through hands-on experiences such as PBL projects. In addition, our GT classes participate in various community programs such as ArtFields and our National History Day in order to provide them with real-world application and connection in efforts to ensure students gain the knowledge and skills necessary to be college and/or career ready. The goals of the JPT GT classes are to provide students with instruction at their individual learning level which they may not get within the regular ELA and Math classroom which is focused on grade specific standards. Having a designated GT class for our GT students allows students to work beyond grade level standards and our GT teachers work to ensure instruction is data informed as based upon students' individual MAP and TE21 score reports. Furthermore, GT instruction is geared towards a well balanced instructional model that integrates the arts as well as the sciences and histories.

In regards to our high school GT students, all students are served through honors courses such as English I honors and Algebra I honors. Our school had its first administration of ACT in the 2020-2021 school year. In an analysis of current ACT scores, 80% of GT students scored a 20 or higher on the ACT composite, with STEM scores being 20%, Reading at 80%, Science at 60%, Math at 60%, and English at 60%.

Executive Summary of Needs Assessment Data Findings

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.

State Report Card for districts and schools data: http://ed.sc.gov/data/report-cards/state-report-cards/

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
Elementary/Middle School (3 - 8)
1. J. Paul Truluck Creative Arts & Science Magnet School serves grades 6th-12th. JPT uses data to make curricular and instructional decisions in all classes both at the middle and high school level. Student achievement and progress are tracked using data from NWEA Measures of Academic Performance (MAP) administered three times during the school year (fall, winter, and spring), TE-21 benchmark testing, End of Course (EOC) data, ACT data, dual enrollment data, and progress monitoring, as well as data yielded from other software utilized such as Edgenuity and USATestprep. Individual teachers compile data for students in their classes to inform instructional decisions as well as offer differentiated instruction both on an individual basis as well as a small group basis. Data is compiled on a school level and used to inform instructional decisions for the school such as best practices and instructional strategies that teachers should use. A review of all data continues to show a sizable achievement gap between our lowest performing sub-groups and other students. These differences exist in all subject areas. Their progress is monitored by individual teachers as well as at the school level.   Math SC Ready – 11.2%   Science SC Pass – 31.7%   ELA SC Ready - 33%   Although our students are growing on SC Ready in math and science, our SC Ready scores are still below the state average. Our scores are lower than the state average in all four subjects. In an effort to improve in growing our students academically in all four core subjects, we are implementing more reading and math interventions in both elementary and middle for the upcoming school year. We are also adding a tutoring program for students below reading level and strategic spiral review on a daily basis.
High School (9 - 12)
2. J. Paul Truluck Creative Arts & Science Magnet School serves grades 6th-12th. JPT uses data to make curricular and instructional decisions in all classes both at the middle and high school level. Student achievement and progress are tracked using data from NWEA Measures of Academic Performance (MAP) administered three times during the school year (fall, winter, and spring), TE-21 benchmark testing, End of Course (EOC) data, ACT data, dual enrollment data, and progress monitoring, as well as data yielded from other software utilized such as Edgenuity and USATestprep. Individual teachers compile data for students in their classes to inform instructional decisions as well as offer differentiated instruction both on an individual basis as well as a small group basis. Data is compiled on a school level and used to inform instructional decisions for the school such as best practices and instructional strategies that teachers should use. A review of all data continues to show a sizable achievement gap between our lowest performing sub-groups and other students. These differences exist in all subject areas. Their progress is monitored by individual teachers as well as at the school level.   The 2021-2022 school year is baseline data for J. Paul Truluck   EOC Algebra 1 – 23.1%   EOC English - 50%   EOC Biology – 39.1%   US History - 12.1%   Regular data analysis continues at the high school level. Specific plans have been put in place to track and monitor our high school students with such monitoring as TE21 and USATestprep benchmarking as well as pre/post assessments that include state assessment and ACT-like problems.

Teacher/Administrator Quality	
3.	Percentage of Teachers Returning - 83.3% compared to 75% the previous year. J. Paul Truluck, along with Florence School District Three, uses an evaluation system based on the 4.0 Rubric to evaluate teacher effectiveness. Professional development opportunities continue to be provided based on results form a Needs Assessment Survey. The school works with the district to develop an incentive plan to retain highly effective teachers. Literacy continues to be a school-wide focus for all teachers.
School Climate	
4.	Chronic Absenteeism - 22.3% Satisfaction with the learning environment: Teacher: 87.1 Student: 73.9 Parent: 66.7 Satisfaction with social and physical environment: Teacher: 80.6 Student: 72.9 Parent: 77.8 Home-School Relations: Teacher: N/A Student: 83.3 Parent: 100 The school plans to actively seek feedback from stakeholders (parents, teachers, and community members) at regular intervals during the course of the school year about their satisfaction with the learning environment, the physical environment of the school, and home-school relations. Virtual and face-to-face family nights will be held throughout the school year (once each month) to promote the positive academic and extracurricular things happening in the school as well as to provide parents with up-to-date information about their child's academic performance, educational expectations, and classroom experiences. Teachers will be provided with training. In order to provide a safe and orderly physical environment for students, the school will continue to comply with the Crisis Management Plan as well as actively seek ways to reduce classroom/school disruptions and out-of-school suspensions through the utilization of PBIS and Capturing Kids' Hearts initiatives.
Other (such as district and/or school priorities)	
5.	6th-8th grade GT students have a specific class period designated as GT. SCReady ELA & Math Spring 2021 scores for the current J. Paul GT students are as follows: SC Ready ELA Meets/Exceeds: 6th: 100% 7th: 86% 8thL 100% SC Ready Math Meets/Exceeds: 6th: 60% 7th: 86% 8th: 64% Based upon the data, there is a definite need in the area of math for 6th & 8th grade GT students and ELA for 7th grade GT students. GT students continue to have a designated GT class in which lessons are taught through hands-on experiences such as PBL projects. In addition, our GT classes participate in various community programs such as ArtFields and our National History Day in order to provide them with real-world application and connection in efforts to ensure students gain the knowledge and skills necessary to be college and/or career ready. The goals of the JPT GT classes are to provide students with instruction at their individual learning level which they may not get within the regular ELA and Math classroom which is focused on grade specific standards. Having a designated GT class for our GT students allows students to work beyond grade level standards and our GT teachers work to ensure instruction is data informed as based upon students' individual MAP and TE21 score reports. Furthermore, GT instruction is geared towards a well balanced instructional model that integrates the arts as well as the sciences and histories.

Performance Goal

Performance Goal Area:	District Priority
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, J. Paul Truluck's chronic absenteeism rate will decrease from 18.2% to 11%.

Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Chronic Absenteeism	18.2%	**Projected Data:** 16%	14%	13%	12%	11%
		Actual Data: 22.56%	27.76%			

Action Plan

Strategy #1: School officials will monitor weekly attendance and place students on attendance plans and/or truancy intervention plans as needed.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Schools will send out attendance letters as well do calls out to notify parents when students are absent.	August 2021 to June 2026	Attendance Clerk	N/A	N/A	Minutes from meetings Attendance Tracking
2. School officials will schedule attendance meetings and/or truancy meetings as needed with students and their parents.	August 2021 to June 2026	Assistant Principal/Attendance Clerk	N/A	N/A	Minutes of Meetings Attendance Data
3. School will offer incentives for individual attendance.	August 2021 to June 2026	Assistant Principal/Attendance Clerk	$500	local funds	Attendance Data Documentation showing incentives given
4. School will use the following sites for attendance strategies for students and their schools: www.attendanceworks.org and http://absencesaddup.org/	August 2021 to June 2026	Attendance Clerk	N/A	N/A	Documentation of strategies used Meeting minutes

Performance Goal

Performance Goal Area:	District Priority
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, the percentage of our disabled students in grades 6-8 who score met or higher on the state ELA assessment will increase from 0% to 25% and the percentage scoring met or higher for the math assessment will increase from 0% to 25% and the percentage of our ML population in grades 6-8 who score met or higher on the state ELA assessment will increase from 50% to 65% and the percentage scoring met or higher for math will increase from 36% to 50 percent.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready ELA	D 0% ML 50%	**Projected Data:** D 5% ML 53%	D 10% ML 55%	D- 15% ML 59%	D 20% ML 63%	D 25% ML 65%
		Actual Data: D 0% ML 20%	D 11% ML 30%			
SC Ready Math	D 0% ML 36%	**Projected Data:** D 5% ML 35%	D 10% ML 40%	D 15% ML 45%	D 20% ML 48%	D 25% ML 50%
		Actual Data: D 0% ML 10%	D 7% ML 0%			

Action Plan

Strategy #1: Establish a consistent alignment of the district's ELA/literacy and math programs to include curriculum, assessment, instructional strategies and resources to support the needs of all students including the disabled population and ELL students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Utilize the District Literacy Action Plan to addressing closing the achievement gaps in the ELL population and the disabled population.	August 2021 June 2026	School Instructional Team Coaches Teachers School Admin	n/a	n/a	Literacy Plan Lesson Plans
2. Utilize the District Math Action Plan to addressing closing the achievement gaps in Math for the ELL and the disabled population.	August 2021 June 2026	School Instructional Team Coaches Teachers School Admin	n/a	n/a	Math Plan Lesson Plans
3. Utilize the district's curriculum pacing guides for ELA and math to address closing the achievement gaps for the ELL and disabled populations.	August 2021 June 2026	School Instructional Team Coaches Teachers	n/a	n/a	Pacing guides Benchmark analysis Lesson plans
4. Administer district benchmark assessments to monitor for ELA and math at all levels. 6-8 will take benchmarks three times a year and 9-12 will be taken at least twice a year.	August 2021 June 2026	School Instructional Team Coaches Teachers School Admin	n/a	n/a	Benchmark schedules Benchmark analysis Data presentations
5. Provide times within the school day for interventionists to work with the ELL and disabled population in small groups as well as individual sessions.	August 2021 June 2026	School Instructional Team Coaches School Admin	n/a	n/a	Schedules Lesson Plans Interventionist Plans

6. Provide opportunities during PLC to ensure topics such as student engagement, differentiation, and test taking strategies are presented, covered, and implemented within class instruction.	August 2021 June 2026	School Instructional Team Coaches School Admin	n/a	n/a	PLC schedule, agenda, meeting minutes, sign in sheets, lesson plans, interventionist plan
7. Provide opportunities during PLC to analyze data to inform instruction to address closing the achievement gap in Math & ELA for the ELL and the disabled population.	August 2021 June 2026	School Instructional Team Coaches School Admin	n/a	n/a	PLC schedule, agenda, meeting minutes, sign in sheets, lesson plans, interventionist plan

Performance Goal

Performance Goal Area:	Gifted and Talented: Academic
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, the percentage of 6-8 GT students scoring met or above on the state assessment in ELA, and Math will be at or above 82%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready ELA	6th: 92% 7th: 63.6% 8th: 94.4%	**Projected Data:** 6th: 93% 7th: 65% 8th: 95%	6th: 94% 7th: 71% 8th: 96%	6th 95% 7th 75% 8th 97%	6th 96% 7th 79% 8th 98%	6th 97% 7th 82% 8th 99%
		Actual Data: 6th- 100% 7th-72% 8th-87%	6th: 100% 7th: 86% 8th: 100%			
SC Ready Math	6th-75% 7th-91% 8th-77.8%	**Projected Data:** 6th-76% 7th-92% 8th-78%	6th 77% 7th 93% 8th 79%	6th 78% 7th 94% 8th 80%	6th 80% 7th 95% 8th 81%	6th 82% 7th 96% 8th 82%
		Actual Data: 6th-50% 7th-61% 8th-33%	6th: 60% 7th: 86% 8th: 64%			

Action Plan

Strategy #1: Establish a consistent alignment of our GT Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all GT students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Continuously review state assessment data for GT identified student and utilize data to evaluate and revise if necessary the scope/sequence of the current GT Program.	August 2021 to June 2026	School Level Team GT Teachers	N/A	N/A	Data Analysis of GT state data
2. Utilize the district's scope and sequence to plan instructional lessons.	August 2021 to June 2026	GT Teachers	N/A	N/A	GT Lesson Plans Observations
3. Set yearly review of curriculum to ensure GT sequence is consistently aligned to district's scope & sequence	August 2021 to June 2026	School Level Team GT Teachers	N/A	N/A	Meeting agenda, sign in sheets, minutes, scope & sequence revisions
4. Continue to provide a defined class for GT at the middle school level that utilizes the district's GT scope/sequence and curriculum/framework.	August 2021 to June 2026	GT Coordinator/District	N/A	N/A	Schedule for GT teacher indicating GT classes Class rosters for GT classes
5. Provide enrichment as well as differentiated opportunities and experiences for all GT students.	August 2021 to June 2026	School Leadership Team Classroom teachers GT teachers GT Coordinator	N/A	N/A	Lesson plans/ pictures of events
6. Provide enrichment opportunities and experiences beyond the classroom such as field experiences and summer programming.	August 2021-June 2026	GT Coordinator GT Teachers School Leadership Teams Classroom Teachers	N/A	N/A	Lesson plans, pictures of events, flyers in regards to events

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, a minimum of 88.4% of all stakeholders will be satisfied with the learning environment, the social and physical environment and the school-home relationships as measured by the state survey.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Learning Environment: Teachers, Students, Parents	T 82.4 S 100 P 88.9	**Projected Data:** T 83 S 100 P 89	T 84 S 100 P 90	T 85 S 100 P 91	T 86 S 100 P 92	T 89 S 100 P 93
		Actual Data: T 100 S 84.9 P 93.3	T 87.1 S 73.9 P 66.7			
Social and Physical Environment: Teachers, Students, Parents	T 94.2 S 100 P 77.8	**Projected Data:** T 95 S 100 P 78	T 96 S 100 P 80	T 97 S 100 P 83	T 100 S 89 P 87	T 99 S 100 P 89
		Actual Data: T 100 S 85 P 93.3	T 80.6 S 72.9 P 77.8			
Home-School Relations: Teachers, Students, Parents	T 70.6 S 100 P 55.6	**Projected Data:** T 71 S 100 P 60	T 72 S 100 P 65	T 73 S 100 P 70	T 74 S 100 P 75	T 89 S 100 P 88.4
		Actual Data: T 100	T N/A			

| | | S 79.3 P 73.3 | S 85.5 P 100 | | | |

Action Plan

Strategy #1: Promote an educational climate and culture that enhances the safety and success of all children.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Continue to provide professional development training for employees on effective parent conferences, and how to involve parents and community in the educational process.	June 2021-June 2026	School Administrators Parent Liaisons	N/A	N/A	Agendas from Trainings
2. Develop a school level written home/school communication plan outlining how parents are informed of students' academic progress and revise as needed.	August 2021 - June 2026	School Leadership Teams Parent Liaison SIC	N/A	N/A	Communication Plan
3. Continue to participate in the National Network of Parenting Partners'.	August 2021-June 2026	School Principals	n/a	n/a	Documentation from Parenting Partners
4. Continue to have a parental involvement plan at the school level and update/revise each year.	August 2021 June 2026	School Principal Parent Liaison SIC	n/a	n/a	Copy of Parental Involvement Plan Meetings, Agendas, Sign in sheets
5. Continue to provide parent involvement workshops to help families support their child's educational development/academic achievement.	August 2021-June 2026	Parent Liaisons School Principals	n/a	n/a	Workshop Agendas and Sign In Sheets
6. Administer and analyze a school developed school climate survey each quarter. Use data to form a Plan of Action based on identified areas of need.	August 2021-June 2026	School Leadership Teams Parent Liaisons SIC	n/a	n/a	Survey Results Data Analysis Action Plan Meeting Agendas, Minutes, & sign in sheets
7. Update school crisis management plans. Carry out all monthly emergency drills.	August 2021-June 2026	School Administrators	n/a	n/a	Crisis Management Plans Documentation of Drills Safety Meetings Agendas & sign in sheets

8. Continue to provide opportunities during and after school for clubs such as STEM, Artist Guild's, Guitar, Steel Drum, Media Production, etc.	August 2021-June 2026	School Leadership Team	n/a	n/a	Club Meetings / calendar Club meetings

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2025-2026, the percent of all students in grades 6th-8th who score met or above on the SC Ready ELA assessments will increase from 46.8% to 56%, and high school English EOC passage rate will increase from 62% to 70%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready ELA	46.8%	**Projected Data:** 48%	50%	52%	54%	56%
		Actual Data: 34.4%	33%			
English EOC	62%	**Projected Data:** 63%	64%	66%	68%	70%
		Actual Data: 85%	50%			

Action Plan

Strategy #1: Establish a consistent alignment of our ELA/Literacy Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	District School Admin	n/a	n/a	Training documentation, agendas, sign in sheets
2. Develop a School Level Literacy Plan based on the SC State Literacy Plan and the district's Literacy Plan.	August 2021-June 2026	School Admin Reading Coach Instructional Team	n/a	n/a	Literacy Plan
3. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	August 2021-June 2026	School Instructional Team	n/a	n/a	Data analysis sheets Action plans
4. Create informational pamphlets and newsletters sharing the Literacy Plan with all stakeholders and provide parental support to actively engage readers at home and how to support struggling readers such as parenting workshops and recorded lessons.	August 2021-June 2026	School Instructional Team Teachers Reading Coach Parent Liaison	n/a	n/a	Copies of pamphlets and newsletters Agendas and sign in sheets for workshops Links to recorded lessons
5. Provide professional development to staff on the District Literacy Plan while developing the School Literacy Plans.	August 2021-June 2026	Director of Literacy School Leadership Teams Instructional Coaches	n/a	n/a	Agendas Sign in Sheets
6. Utilize the district-wide ELA Pacing Guides for each grade level.	August 2021-June 2026	School Leadership Team Instructional Coaches Teachers	n/a	n/a	Pacing guides Assessment Data

7. Attend State and local ELA professional development opportunities and share with appropriate personnel.	August 2021-June 2026	District Instructional Team School Leadership Team Instructional Coaches Classroom teachers	$3500	Local funds Title I funds	Training Information PLC agendas and Sign-In Sheets
8. Provide opportunities for career exploration including Career Fairs and Career Days each year.	August 2021-June 2026	School Counselors School Leadership Team CDFs	n/a	n/a	Career Fair & Career documentation Agendas / Sign-In Sheets Pictures of events
9. Employ a Reading Coach to work directly with teachers and students in areas such as: Unpacking SC Standards, Conducting goal-setting conferences, Establishing a systematic approach for progress monitoring and data analysis, Developing and following a consistent curriculum map / pacing guide for core content areas, Providing professional development focused on research-based instructional strategies and analysis of authentic student work, small group instruction, differentiated instruction, student engagement.	August 2021 June 2026	School Principal Human Resource Director Finance Director	$81,000.00	District Level Funds	Sign in sheets PPT from training Teacher reflection forms Feedback Surveys PD / PLC Agendas & Minutes Curriculum Maps / Pacing Guides Benchmark Assessments & Data Progress Monitoring Data PD / PLC / Data Meetings Calendar
10. Provide professional development for staff through onsite as well as offsite professional learning opportunities. Professional learning opportunities to include contracting with consultants, attending PLOs provided by the SCDE, etc.	August 2021 June 2026	School Principal District Personnel	$5,000.00	Title I MSAP Local	Teacher Registrations / PD Requests, Lesson Plans, PLC Agendas / Minutes
11. Reading coach will conduct coaching cycles with all ELA teachers to ensure the implementation of reading and writing strategies.	August 2021 June 2026	School Principal Reading Coach	n/a	n/a	Coaching Schedule Coach & Teacher Conference Notes Lesson Plans
12. Employ Academic Instructional Assistants, at the middle and high school level to assist the classroom teacher with small-group instruction, independent and personalized learning, and academic intervention.	August 2021 June 2026	School Principal Finance Director HR Director	$40,000.00	MSAP Funds Local Funds	Classroom Schedules Lesson Plans Intervention Plans Student Achievement Data

13. Promote an environment of literacy by continuing to increase classroom libraries.	August 2021 June 2026	School Principal Reading Coach Classroom Teachers	$5,000.00	MSAP Funds Title I Funds	Invoices, Reading logs, Classroom Library Inventories
14. Conduct monthly data meetings during PLC times to look at benchmark, summative, and formative assessments, and update teacher data walls in the area of ELA.	August 2021 June 2026	School Principal Reading Coach Classroom Teachers School Instructional Team	n/a	n/a	Agendas, Meeting minutes, sign in sheets, data wall/folders, data analysis sheets, data presentations
15. Purchase instructional supplies to increase reading achievement and differentiate instruction across the core content subjects.	August 2021 June 2026	School Principal Reading Coach Classroom Teachers School Instructional Team	$5,000.00	$5,000.00 MSAP Funds Title I Funds Local Funds	POs, packing slips, invoices

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2025-2026, the percent of all students in grades 6th-8th who score met or above on the SC Ready math assessment will increase from 31.5% to 48%, and high school math EOC passage rate will increase from 76% to 81%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Ready Math	31.5%	**Projected Data:** 32%	36%	40%	44%	48%
		Actual Data: 12.3%	11.2%			
Algebra I EOC	76%	**Projected Data:** 77%	78%	79%	80%	81%
		Actual Data: 51.2%	23.1%			

Action Plan

Strategy #1: Establish a consistent alignment of our mathematics program to include curriculum, assessments, instructional strategies and resources to support the needs of all students.						
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**	
1. Provide professional development to all staff on the profile of the SC Graduate: world Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2026	School Leadership Team Interventionists Teachers	n/a	n/a	Training documentation, agendas, sign in sheets	
2. Develop a school level math plan that aligns to the district level math plan in order to increase the level of rigor in math instruction and implement the plan to track the data.	August 2021June 2026	School Leadership Team Interventionists Teachers	n/a	n/a	Sign In Sheets Copy of math plan	
3. Provide professional development for staff to review the district math plan while developing the school math plans.	August 2021-June 2026	District Instructional Team Lead Teachers Interventionists School Leadership Teams	n/a	n/a	Sign-Sheets Agendas	
4. Provide professional development on the math SC College and Career Ready Standards.	August 2021-June 2026	District Instructional Team Lead Teachers/ Interventionists School Leadership Teams	n/a	n/a	Sign-Sheets Agendas Training information	
5. Attend state and local math professional development opportunities and share with appropriate personnel.	August 2021-June 2026	School Leadership Team Math Leaders	$2000	Title I	Training Information Agendas Sign in sheets	

6. Utilize the district-wide math pacing guide for each grade level.	August 2021-June 2026	School Leadership Teams Teachers Interventionists	n/a	n/a	Math plan Agendas Sign- In Sheets Data Analysis
7. Provide opportunities for career exploration including Career Fairs and Career Days each year.	August 2021-June 2026	School Counselors School Leadership Team CDFs	n/a	n/a	Career Fair & Career documentation Agendas / Sign-In Sheets Pictures of events
8. Employ a Math Interventionist to work directly with students in areas such as: goal-setting, strategies for success that are based on best practices. Interventionist will work along with classroom teacher to provide small group and individual differentiated instruction	August 2021 June 2026	School Principal Human Resource Director Finance Director	$65,000.00	District Level Funds	Classroom Schedules Lesson Plans Intervention Plans Student Achievement Data
9. Provide professional development for staff through onsite as well as offsite professional learning opportunities. Professional learning opportunities to include contracting with consultants, attending PLOs provided by the SCDE, etc.	August 2021 June 2026	School Principal District Personnel	$5,000.00	Title I MSAP Local	Teacher Registrations / PD Requests, Lesson Plans, PLC Agendas / Minutes
10. Employ Academic Instructional Assistants, at the middle and high school level to assist the classroom teacher with small-group instruction, independent and personalized learning, and academic intervention.	August 2021 June 2026	School Principal Finance Director HR Director	$40,000.00	MSAP Funds Local Funds	Classroom Schedules Lesson Plans Intervention Plans Student Achievement Data
11. Conduct monthly data meetings during PLC times to look at benchmark, summative, and formative assessments, and update teacher data walls in the area of ELA.	August 2021 June 2026	School Principal Reading Coach Classroom Teachers School Instructional Team	n/a	n/a	Agendas, Meeting minutes, sign in sheets, data wall/folders, data analysis sheets, data presentations
12. Purchase instructional supplies to increase math achievement and differentiate instruction across the core content subjects	August 2021 June 2026	School Principal Reading Coach Classroom Teachers School Instructional Team	$5,000.00	MSAP Funds Title I Funds Local Funds	POs, packing slips, invoices,

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2025-2026, the percent of students in grades 6-8 scoring meet or higher on the SC Pass science state assessment will increase from 57.7% to 70%, and the passage rate for high school science EOC will increase from 67% to 77%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC Pass	57.%	**Projected Data:** 58%	61%	64%	67%	70%
		Actual Data: 39.6%	31.7%			
Biology EOC	67%	**Projected Data:** 69%	71%	73%	75%	77%
		Actual Data: 43.8%	39.1%			

Action Plan

Strategy #1: Establish a consistent alignment of our Science Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2026	STEM Coach School Admin Instructional Team	n/a	n/a	Agendas Trainings/ Sign In Sheets
2. Utilize a science curriculum that offers the latest research based instructional strategies. Encourage scientifically rich classroom environments. Continue to promote the rigor, relevance, and integration of other disciplines in the science classrooms. Continue to increase our outside collaborative Science Partners.	August 2021-June 2026	School admin STEM Coach Instructional Team	n/a	n/a	Training Agendas Sign-In Sheets Documentation of Science Partners
3. Provide professional development on the SC Academic Standards and Performance Indicators for Science.	August 2021- June 2026	School admin STEM Coach Instructional Team	n/a	n/a	Training documentation Agenda Sign-In Sheets
4. Attend State and local Science professional development opportunities and share with appropriate personnel.	August 2021-June 2026	STEM Coach School Admin	$3000	Local Funds MSAP Funds Title I Funds	PLC documentation Sign-In Sheets Agendas
5. Utilize the district wide Science pacing guides for all grade levels.	August 2021-June 2026	Science Coach School Admin	n/a	n/a	Pacing Guides Agendas for trainings
6. Provide a science boot camp for all Biology EOC students.	August 2021-June 2026	School admin STEM Coach Instructional Team	n/a	n/a	Sign In Sheet Plans for Boot Camp

7. Attend SCCTM Conference and other relevant science conferences and professional development.	August 2021 June 2026	School Principal STEM Coach Classroom Teachers	$3,000	Local Funds MSAP Funds Title I Funds	Teacher Registrations / PD Requests Lesson Plans PLC Agendas / Minutes
8. Monthly data meetings during PLC times to look at benchmark, summative, and formative assessments in the area of math. Expenditures to include materials for data walls, magnet strips, markers, post-it notes, etc.	August 2021 June 2026	School Principal STEM Coach Classroom Teachers	n/a	n/a	Agendas Sign in Sheets PLC documentation Data analysis sheets Data presentation
9. Purchase instructional supplies to increase student achievement in science.	August 2021 June 2026	School Principal STEM Coach Classroom Teachers	$3,000.00	Refurbishment Funds MSAP Funds Title I Funds	POs packing slips invoices

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2025-2026, J. Paul Truluck will increase its teacher retention rate from 72.7 % to a minimum of 85%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Teacher Retention Rate	72.7%	**Projected Data:** 81%	84%	87%	90%	93%
		Actual Data: 75%	83.3%			

Action Plan

Strategy #1: Establish professional development opportunities which will increase teacher proficiency in student achievement and teacher performance.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide professional development for staff on best practices and effective coaching strategies.	August 2021-June 2026	Instructional Coaches School Leadership Teams	n/a	n/a	PLC documentation Agendas Training Materials
2. Using district evaluation data, identify areas of needed support and work with teachers to develop an improvement plan if needed.	August 2021-March 2026	Instructional Coaches School Leadership Teams	n/a	n/a	Data Analysis Improvement plans Agendas
3. Utilize the district's need assessment survey data to determine teacher needs as well as school created surveys completed throughout the school year.	August 2021-June 2026	School Admin School Leadership Teams	n/a	n/a	Needs Assessments survey Data Analysis
4. Data conferencing with teachers at least three times a year to discuss performance on benchmarks and other student data.	August 2021-June 2026	Instructional Coaches School Leadership Teams	n/a	n/a	Data Conference Agendas Meeting Schedule