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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:	Olanta Elementary
SIDN:	2103037
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 6
District:	Florence 3
Address 1:	312 N. Jones Rd.
Address 2:	
City:	Olanta, SC
Zip Code:	29114
School Renewal Plan Contact Person:	Melanie Dukes McKnight
School Plan Contact Phone:	843-396-4457
School Plan E-mail Address:	mdukesmcknight@fsd3.org

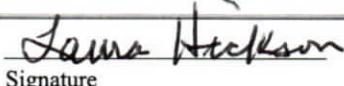
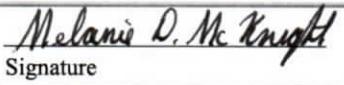
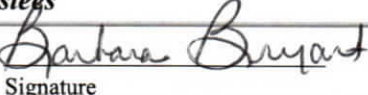
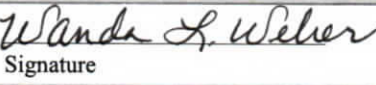
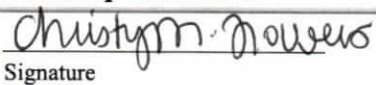
Required Signature Page

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 assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Laura Hickson</u> Printed Name	 Signature	04-07-2023 Date
Principal		
<u>Melanie Dukes McKnight</u> Printed Name	 Signature	3/14/2023 Date
Chairperson, District Board of Trustees		
<u>Barbara Bryant</u> Printed Name	 Signature	4/6/23 Date
Chairperson, School Improvement Council		
<u>Wanda Weber</u> Printed Name	 Signature	3/14/2023 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Christy Flowers</u> Printed Name	 Signature	3-14-23 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 <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.
N/A	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	<p>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.</p>
No	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

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	Melanie Dukes McKnight
2.	Teacher	Crystal Godfrey
3.	Parent/Guardian	Rita Goins
4.	Community Member	Sophia Reynolds
5.	Paraprofessional	Georgetta Cash
6.	School Improvement Council Member	Wanda Weber
7.	Read to Succeed Reading Coach	Christy Flowers
8.	School Read To Succeed Literacy Leadership Team Lead	Christy Flowers
9.	School Read To Succeed Literacy Leadership Team Member	Erica Poston
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		
	PTO President	Torrie Thomas-Edwards
	MSAP Site Coordinator	Crystal Huckabee

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 (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

OMS Needs Assessment 2023

School Report Card Available at:

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9RSZzaWQ9MjEwMzAzNw>

Olanta Creative Arts and Science (CAAS) Magnet School, located in Olanta, SC, is a 4K-6th grade elementary school in Florence School District Three. Olanta has a current student population of 215 students with a poverty index of about 91.5%. Of its 241 students, 55.8% are African American (70.8% African American males), 3% Hispanic, 2.7% Two or more races, and 38.6% Caucasian. Olanta CAAS Magnet continues to allow data to drive instruction as well as all curricular and instructional decisions. Student progress is monitored through the following measurements: MYGDIs assessment (4K), KRA (5K), Easy CBM (5K-2nd) NWEA MAP (5K-6th), IRLA (5K-6th), as well as Mastery Connect (3rd-6th), a computer-based test item bank which provides insight into providing rigorous, standards-based instruction. Action plans for instruction are developed at the beginning of the school year and revised after each quarterly MAP and Mastery Connect testing administration. Easy CBM is used quarterly for grades 5K-2nd and offer a method of progress monitoring using the same tool. IRLA, MAP and Easy CBM data are used to determine small group instruction needs and intervention as well as the school's after-school and summer school program.

Areas: Glows (Areas of Improvement)

- When comparing Spring 2022 data with Spring 2023 data, percentile growth of two percentiles or more were seen in grades 5K, 1st, 3rd, 4th, 5th, and 6th grade math and 5K, 1st, 3rd, 4th, 5th and 6th grade ELA as measured by Measures of Academic Progress (MAP),
- 5K students have a median RIT in the 70th percentile in reading and the 61st percentile in math,
- First grade students grew from the 28th percentile to the 36th percentile in reading and from the 39th percentile to the 55th percentile when comparing MAP Fall to Spring results,
- Second grade students moved from the 16th to the 28th percentile in math,
- Third grade students moved from the 15th to the 23rd percentile in reading,
- Fourth grade students moved from the 35th to the 48th percentile in reading and the 35th to the 47th percentile in math,
- Fifth grade moved from the 36th percentile to the 48th percentile in reading and from the 22nd to the 29th percentile in math,
- Sixth grade students grew two percentiles in math.
- SC Ready ELA scores have grown in the Met or above category in ELA from 16.2% to 29.3% and from 14.6 % in math to 25.2%.

Areas: Grows (Areas which need improvement)

- Students in Grade 3 did not demonstrate progress in MAP when comparing Fall to Spring data in Math (24th percentile to 20th percentile)
- Students in 2nd grade did not grow in the area of reading (Decrease from the 16th percentile to the 12th percentile)
- Students in 6th grade decreased in reading from fall to spring scores from 40th percentile to 38th percentile.

- Only 29.3 % of students scored Met or above in SC Ready in the area of ELA
- 25.2% of students scored Met or above in the area of Math as measured by Math
- Students taking the KRA 5K Readiness assessment and SC PASS Science scores in 4th and 6th grades have declined; causing a reduction in report card points from 8.6 to 2.55 out of 10 as measured by the SDE Report Card.
- Students are making less than adequate progress on reaching five year goals pertaining to grade level mastery as measured by SC Ready
- Over 1/3 of our population of students are considered under Chronic Absenteeism,
- Over 1/3 of our population of students are considered truant,
- 25% of grades 4 and 6 students scored met or above as measured with SC PASS.
- OMS received a rating of Below Average as measured by SDE Report Card

Reading and math computer programs (Lexia and Dreambox) allow students access to work on their level and specific needs in both ELA and Math, as well as to become digitally literate while decreasing the gap between students achievement levels and grade level mastery. A multimedia lab proctor is being used to provide time for students to use these programs with guided instructor assistance. He/she would be able to provide intervention based on data as well as use these researched-based programs to assist students in special needs categories increase the level of mastery with on-grade level content. In addition to student data results, PLC minutes, walk through observations, formal evaluations, and teacher coaching conferences indicate the need for professional development, support, and assistance with instructional techniques/strategies necessary to ensure individual students' academic needs are met. Data results show a continued need for small group and interventions. With the school's data results indicating the school is performing well below the 50th percentile and less than 40% of students in grades 3 through 6 scoring Met or higher on the state assessments, there is a definite need for interventions. We currently have 2 interventionists (one math and one reading) that serve our primary levels in order to close the gap and strengthen their educational foundation as well as a lab proctor and reading interventionist for our elementary grade students to assist students in meeting goals within those grade levels. Data results show a continued need for extended programs as well as intensive small group instruction and resources. With the school's data results indicating the school is performing well below the 50th percentile and less than 40% of students in grades 3 through 6 scoring Met or higher on the state assessments, there is a definite need for more instructional opportunities for students beyond the regular school hours. Instruction beyond the school hours such as after school and during the summer is a definite need as the school focuses on student mastery of grade level standards, having students at the met or above level, and having students college and/or career ready.

Attendance & Discipline

Attendance: Attendance has been an issue in recent years due to the pandemic and continues to be a need at OMS. Currently, Based on current data, the chronic absenteeism rate is at 31%; 67 students. This is over third of the population of students. 63 students are considered Truant. These numbers are high based on the number of students we have attending OMS.

Discipline: Currently there are 37 suspensions for the year; which is a drastic decrease from last year's numbers (146). Many efforts are being used to keep numbers low and reduce numbers as much as possible. Hit/Kick/Push, Disrupting Class and Disrespect have been our top types of infractions for this school year. Of our top 4 offenders, 3 are African-American males and 1 are African-American females. Even though there is a considerable reduction in the number of suspensions, there is still a considerable number of teacher handled incidents being recorded (671 as measured by Educator's Handbook). The top three incidents being Disrupting Class, Disrespect and ID violations. In meeting with students, they lacked the coping skills to be able to adequately address needs and know what to do when they are upset. This demonstrates a need for small group counseling, behavior interventions, instruction in problem solving as well as character development. Data shows a need to support students through student incentives that promote an increase in attendance as well as academics and a decrease in tardies, early dismissals, and discipline in efforts to ensure success and college and career readiness.

Professional development opportunities have continued to increase in the areas of the magnet focus of science and arts integration. However, walk through observations, formal evaluations, coaching conferences, teacher surveys, academic data and PLC minutes demonstrate a need for school-based professional development for small group and differentiated instruction using tool kits, arts integration, project/problem-based integration, increasing student empowerment, providing data-driven small group and individual intervention (both SEL and academic needs), building rigorous, standards-based assessments. Training in the areas of intentional research-based strategies proven to increase student achievement in all content areas, higher quality small group planning and instruction, integration of the Arts, science, and social studies, student engagement techniques, data analysis methodology, problem/project-based instruction, use of instructional technology, and classroom management techniques would all prove beneficial for students academically, socially, and behaviorally which would lead to increased student achievement and a decrease in discipline referrals.

Family and Community Engagement (Parental Involvement)

Family and Community engagement events and activities have been scheduled during the evenings throughout the school year. Parent attendance varies throughout the school year. Based on the number of participation, the average number of parent participation represents around 25% of the student population; a decrease in those numbers occurs depending on the activity provided. Based on parent feedback, parents are satisfied with the time and day of the events, but these times are in conflict with recreational events that occur in the spring. Emails and Facebook are the preferred methods of communication but all methods are used to meet all needs as much as possible.

According to the state report card survey data showed that 85.7% were satisfied with school-home relations and 71.4% were satisfied with the learning environment. Based on Title I Parent Survey data, parents expressed that they would like to work more closely with teachers to understand their child's areas of need and how to help them with those areas. While OMS has been able to hold more engagement activities this school year which assist in improving school-home relations, there is still a need to continue with holding parent events geared towards parent education of how to assist students educationally, meeting their social/emotional demands and understanding developmental next steps. A designated parent liaison will be assigned to work with parents and to ensure communication is being held between parents and the school. Parents have indicated a need for opportunities to have access to educational board games, videos, etc. as the need for understanding grade level standards and how best

to assist their student. There is also still a need for a school parenting center and the purchase of supplies and materials for that center to ensure updated items are available. To ensure all parents have communication in their language, there is still a need for the school to have various items translated such as the school's newsletters, classroom newsletters, flyers/pamphlets, school letters, etc. In addition, to ensure all parents have the opportunity to attend various events throughout the school year communication needs to be shared through various media (flyers, newsletters, digital, etc.).

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	
Primary School (K - 2)	
1.	<p>According to Spring MAP as well as EasyCBM, the district's assessment tool for MTSS, principles of reading and vocabulary are areas of concern in primary grades. On Easy CBM, students continue to struggle with phoneme segmenting, word reading fluency, and passage reading fluency. This data indicates a need for explicit instruction in phonics as well as tools based on student levels that can be used for intervention and differentiated instruction during small groups. Students need to be equipped with skills and strategies to decode unknown words.</p> <p>In math, 5K and first grade students scored lowest in Algebraic Thinking and Number Sense. On Spring MAP, students in K5 scored in the 45th percentile, 1st graders scored in 35th percentile, and 2nd scored in the 15th percentile. Areas of improvement are number sense, fact fluency, and solving word problems. While Reading plays a role in students struggling to comprehend word problems, students need explicit instruction in number sense routines as well as in performing mathematical operations.</p>
Elementary/Middle School (3 - 8)	
2.	<p>According to Spring MAP, students in grades 3-6 scored in the 24th-38th percentile range. Informational Text: Language, Craft, and Structure and Vocabulary are areas of improvement for grades 3-5. This is reflective on the SC Ready Assessment as well. Students need an intensive focus and explicit instruction in Reading to equip students with strategies to figure out unknown words as well as comprehend what they are reading. Students need exposure to subject-specific vocabulary on a regular basis.</p> <p>In Math, students in grades 3-6 scored in the 18th-32nd percentile range. Algebraic Thinking and Operations and Measurement and Data Analysis are areas of improvement. Students struggle with both performing operational procedures as well as comprehending word problems due to their reading skill levels. The pandemic created a large skill gap in the areas that are traditionally taught in the Spring (Measurement and Data Analysis). A need for closing this gap as well as in fact fluency is evident.</p> <p>In Science, 25% of students in grades 4 and 6 scored Met or above on SC PASS. Due to the pandemic, there is a skill gap for students in this area as well. Through our Green Steps Environmental Science Magnet Focus, we hope to offer more opportunities for student interactions in science.</p>
Teacher/Administrator Quality	
3.	<p>Teacher retention has continued to be an issue. The teacher retention rate has declined from about 72% to 69.2% between the past two years as reflected on the school report card. A goal of both the school and the district is to retain high quality certified personnel. Collective Leadership is a resource that can develop teachers into leaders meeting them where they are and fostering a connection between what they do in the class and school level success. We hope to build a team of individuals who are data-driven and assist in designing practices that meet the needs of our students. It is our desire that through these practices, teachers will take ownership and pride in their school; in turn, decreasing the number of teachers that leave our school.</p>
School Climate	

4. According to the SCDE Report Card, OMS is rated as Unsatisfactory as it pertains to school climate. 78.6% of teachers and 71.4% of parents were satisfied with the learning environment. Our goal as a premier magnet school is to ensure that all of our stakeholders feel our students are safe when they are on our campus and that education is a top priority. We need to develop a strong home school connection. We also need to empower our students to take the learning achievement to a high level. Student empowerment will help us close the gap between where students are and what is considered grade level mastery.

Other (such as district and/or school priorities)

5. Two populations that are a focus area at Olanta Magnet are our disabled and gifted and talented populations. When looking at MAP data, while these populations are making growth a concern is that the growth will not be at the level for them to be proficient in grade level standards. Extensive support has been provided to both the students and instructors of these students to ensure their continued growth. We have one student who qualifies for GT services but five students who have been identified as students who may be able to grow in this area. We desire to increase this number. Through the use of a pull up GT program as well as an additional instructor and time for our disabled population, and stronger professional development, we hope to increase academic proficiency and grade level mastery for both groups of students.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-26, 40% of our disabled population in grades 3-6 will meet or exceed the state scores based on the state ELA assessment and 46% will meet or exceed the state scores based on the state Math assessment.					
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	3rd: 25% 4th: 0% 5th: 0% 6th: N/A	Projected Data: 3rd: 25% 4th: 20% 5th: 25% 6th: 25%	3rd: 28% 4th: 25% 5th: 28% 6th: 28%	3rd: 32% 4th: 30% 5th: 32% 6th: 32%	3rd: 36% 4th: 35% 5th: 36% 6th: 36%	3rd: 40% 4th: 40% 5th: 40% 6th: 40%
		Actual Data: 3rd: 36.6% 4th: 31% 5th: 0% 6th: 0%	3rd: 36.6% 4th: 33% 5th: 20% 6th: 30.2%			
SC Ready Math	3rd: 25% 4th: 0% 5th: 0% 6th: N/A	Projected Data: 3rd: 25% 4th: 20% 5th: 25% 6th: 25%	3rd: 30% 4th: 26% 5th: 30% 6th: 30%	3rd: 35% 4th: 33% 5th: 35% 6th: 35%	3rd: 40% 4th: 40% 5th: 40% 6th: 40%	3rd: 46% 4th: 46% 5th: 46% 6th: 46%
		Actual Data: 3rd: 50% 4th: 13.7% 5th: 0% 6th: 0%	3rd: 50% 4th: 16.6% 5th: 15% 6th: 24.6%			

Action Plan

Strategy #1: Implement the district's revised ELA/literacy and math programs to include curriculum, assessment, instructional strategies and resources to support the needs of all students including the disabled population.					
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. Implement the District Literacy Action Plan and Math Action Plan to address closing the achievement gaps in the disabled population.	August 2021-June 2026	School Leadership Team and Instructional Staff	N/A	N/A	Lesson Plans, Walkthrough and Formal Observation Data (i.e. Classroom Mosaic), and Assessment Data/Usage Reports
2. Pacing guides for ELA and math will be developed and aligned to state standards. These pacing guides will be updated and adjusted as needed with feedback from the school level. Implementation will be monitored.	August 2021-June 2026	District Instructional Team, Leadership Team	N/A	N/A	Lesson Plans, Walkthrough and Formal Observation Data (i.e. ELEOT), and Assessment Data
3. Benchmark assessments will be administered and analyzed for ELA and Math at all levels. K-6 will take benchmarks three times a year. Benchmark data will be used to determine next steps for instruction to include small group support, instructional strategies, and drafting of students' IEPs.	August 2021-June 2026	Instructional Staff, OEC teacher, and Leadership Team	N/A	N/A	Assessment Data and Analysis, Lesson Plans, and IEPs
4. Accommodation logs will be monitored for fidelity of following each students' IEP. Materials and resources necessary for IEP implementation will be provided as needed. Leveled, high-interest reading materials will also be provided to students to encourage reading.	August 2021-June 2026	Instructional Staff, School Administration, OEC Teacher	\$4,000.00	Title I and ATSI	Accommodation Logs and Reading Logs, IRLA Data
5. Incentivize student achievement through reading challenges, fact fluency challenges, etc.	August 2021-June 2026	Leadership Team	\$500.00	ATSI and Title I	Fact Fluency Assessments, Reading Logs, and Recognition of Achievement (Facebook Posts, etc.)

6. Provide professional development to teachers and instructional staff on reading and math instructional strategies to support the disabled population.	August 2021-June 2026	Leadership Team, Instructional Staff	\$3,500.00	Title I and ATSI	PD Agendas/Sign-In Sheets and Training Materials, IRLA Tool Kit usage, Intervention data (Read 180)
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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, Olanta Magnet’s chronic absenteeism will decrease from 8.41% to 6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Chronic Absenteeism	8.41%	Projected Data: 24%	8%	7%	6.5%	6%
		Actual Data: 28.9%	45.7%			

Action Plan

Strategy #1: 1. School officials will monitor weekly attendance and place students on attendance plans/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. School will send out automated calls each time a student is absent. Attendance letters will be sent by Truancy coordinators to establish an early warning system. Students who are absent for 3 or more consecutive days or 5 days total will be contacted by the Truancy coordinator and an attendance plan will go into effect.	August 2021-June 2026	School Attendance Team	N/A	N/A	Phone Logs, Attendance Letters, and PowerSchool Reports and attendance plan.
2. Truancy coordinator will schedule attendance and/or truancy meetings with families as needed.	August 2021-June 2026	School Attendance Team	N/A	N/A	Minutes from Meetings, PowerSchool Reports, and Phone Logs/Meeting Notices/attendance plans.
3. Attendance incentives will be offered to individuals and classes.	August 2021-June 2026	School Attendance Team	\$500.00	Title I or General Funds	Facebook (posts for recognition), certificates, and lists of students/classes awarded monthly and quarterly, students awarded additional recess time.
4. Attendance strategies will be utilized from resources such as Attendance Works.	August 2021-June 2026	School Attendance Team	N/A	N/A	Attendance Letters, Facebook Posts, Phone Logs, and Other Documentation of Strategies

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 85% of all stakeholders will be satisfied with 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
State Report Card Survey: Learning Environment	T: 89.5% S: 71.4% P: 84.7%	Projected Data: T: 91% S: 73% P: 86%	T: 93% S: 76% P: 88%	T: 95% S: 79% P: 90%	T: 96% S: 82% P: 92%	T: 97% S: 85% P: 94%
		Actual Data: T: 95% S: 95.5% P: 95.2%	T: 78.6% S: 91.2% P: 71.4			
State Report Card Survey: Social/Physical Environment	T: 84.2% S: 78.6% P: 92.3%	Projected Data: T: 86% S: 80% P: 93%	T: 88% S: 82% P: 94%	T: 90% S: 84% P: 95%	T: 92% S: 86% P: 96%	T: 94% S: 88% P: 97%
		Actual Data: T: 95% S: 95.5% P: 90.5%	T: 92.9% S: 86.8% P:- 100%			
State Report Card Survey: School/Home Relationships	T: 79.0% S: 75.0% P: 92.3%	Projected Data: T: 81% S: 77% P: 93%	T: 83% S: 79% P: 94%	T: 85% S: 81% P: 95%	T: 87% S: 83% P: 96%	T: 89% S: 85% P: 97%
		Actual Data: T: 55%	T: N/A			

S: 81.8%
P: 85.7%

S: 71.2
P: 85.7%

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. Attend professional development trainings for employees and school improvement councils on effective parent conferences and how to involve parents and community in the educational process.	August 2021-June 2026	School Improvement Council and Parent Liaison	N/A	N/A	Agendas/Sign In Sheets from PD and Training Materials
2. Develop and implement a home/school communication plan outlining how parents are informed of students' academic progress and revise as needed.	August 2021-June 2026	District-Level Team, Communications, and School-Level Team	N/A	N/A	Home/School Communication Plan and Other Documentation of Communication
3. Update and continue to implement the National Network of Parenting Partners' parental involvement plan.	August 2021-June 2026	Administration	N/A	N/A	Parental Involvement Plan
4. Continue to provide parent involvement workshops to help families support their child's educational development/academic achievement.	August 2021-June 2026	School Liaison and Leadership Team	N/A	N/A	Agendas/Sign In Sheets from Workshops and Workshop Materials
5. Administer and analyze a district-developed school climate survey 2 to 3 times a year. Use data to form a Plan of Action based on identified areas of need.	August 2021-June 2026	School Leadership Team	N/A	N/A	School Climate Survey Results, Data Analysis Documentation, and Plan of Action
6. Update and implement school crisis management plans. Carry out all monthly emergency drills.	August 2021-June 2026	School Administration	N/A	N/A	Crisis Management Plan, Drill Documentation
7. Each school will have at least 4 student clubs, to include the Dr. Ronald E. McNair Science Club as well as a Gentleman's Club and Ladies' Club. A plan will be developed for guidelines and implementation.	August 2021-June 2026	School Administration and Club Sponsors	N/A	N/A	Club Sign-In Sheets and Other Documentation of Club Activities, meeting agendas

8. Offer incentives and door prizes for attendance to parent involvement events.	August 2021-June 2026	Leadership Team, School Liaison, and Event Coordinators	\$500.00	Title I, MSAP, and School-Level Funds	Event Agendas/Sign-In Sheets and Documentation of Recognition (Facebook, Door Prize Sign Out, etc.)
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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, a minimum of 55% of students in grades 3, 4, and 6 and a minimum of 40% in grade 5 will meet or exceed the state ELA assessment scores based on the SC Ready ELA assessment administered .					
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	3rd: 28% 4th: 35% 5th: 6% 6th: N/A	Projected Data: 3rd: 28% 4th: 35% 5th: 6% 6th: 30%	3rd: 35% 4th: 40% 5th: 20% 6th: 35%	3rd: 42% 4th: 45% 5th: 27% 6th: 45%	3rd: 49% 4th: 50% 5th: 34% 6th: 50%	3rd: 55% 4th: 55% 5th: 40% 6th: 55%
		Actual Data: 3rd: 18% 4th: 9% 5th: 9% 6th: 21%	3rd: 36.6% 4th: 33% 5th: 20% 6th: 30.2%			

Action Plan

Strategy #1: Promote and implement a consistent alignment of the district's 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 2026	School Leadership Team, Instructional Staff, District Instructional Team	N/A	N/A	PD Agendas/Sign-In Sheets, Training Materials, Literature and Documentation of Distribution
2. Implement the District's Literacy Plan based on the SC State Literacy Plan. Track data on all subgroups. Create Action Plans addressing the needs based on the data obtained.	August 2021-June 2026	District Instructional Team, Leadership Team, and Instructional Staff	N/A	N/A	Data Charts, Documentation of Analysis, Action Plans, Lesson Plans, and Walkthrough/Formal Observation Data/IRLA/Lexia Data Tracking
3. Distribute 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.	August 2021-June 2026	School Leadership Team, Parent Liaison	N/A	N/A	Parent Involvement Event Agendas/Sign-Ins. Pamphlets, Newsletters, and Other Documentation of Distribution
4. Provide professional development to staff on state standards, the district's Literacy Plan to develop the school's Literacy Plan, as well as provide opportunities to attend local and state PD related to Literacy instruction.	August 2021-June 2026	District Instructional Team, Leadership Team, Instructional Staff	\$3,000.00	District-Level Funds, Title I, ATSI, and MSAP	PD Agendas/Sign-In Sheets
5. Implement district-wide ELA Pacing Guides for each grade level to include common assessments. Assist with revision, editing, and monitor fidelity with implementation.	August 2021-June 2026	District Instructional Team and School Leadership Team, Instructional Staff	N/A	N/A	Pacing Guides, Lesson Plans, Walk-Through and Formal Observation Data (i.e. Classroom Mosaic), and Student Assessment Data

6. Implement the district's Career Education Plan, including Career Fairs at all grade levels. Implement district-wide program across grade levels as appropriate.	August 2021-June 2026	School Counselors, Leadership Team, Instructional Staff, District Instructional Team, Community Members	N/A	N/A	Career Education Plan, Counselor Plans, Documentation Related to the Career Fair
7. Implement ARC reading initiative program for all grade levels to include differentiated small group, independent reading times and reading conferences being held with fidelity.	August 2022-June 2026	Teachers, Coaches, Interventionist, Administrators	n/a	n/a	PLC Documentation, Observations, IRLA documentation, conference notes

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, a minimum of 48% of students in grades 3-6 will meet or exceed the state Math assessment scores based on the SC Ready Math assessment administered.					
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	3rd: 14% 4th: 27% 5th: 9% 6th: N/A	Projected Data: 3rd: 21% 4th: 21% 5th: 16% 6th: 15%	3rd: 28% 4th: 28% 5th: 24% 6th: 23%	3rd: 35% 4th: 35% 5th: 32% 6th: 31%	3rd: 42% 4th: 42% 5th: 40% 6th: 39%	3rd: 48% 4th: 48% 5th: 48% 6th: 48%
		Actual Data: 3rd: 18% 4th: 16% 5th: 9% 6th: 7%	3rd: 50% 4th: 16.6% 5th: 15% 6th: 24.6%			

Action Plan

Strategy #1: Promote and implement a consistent alignment of the district's Math Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.

<p style="text-align: center;">Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p style="text-align: center;">Timeline Start/End Dates</p>	<p style="text-align: center;">People Responsible</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">Indicators of Implementation</p>
<p>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.</p>	<p>August 2021-June 2026</p>	<p>District Instructional Team, School Leadership Team, and Instructional Staff</p>	<p>N/A</p>	<p>N/A</p>	<p>PD Agendas/Sign-In Sheets, Training Materials, Literature and Documentation of Distribution</p>
<p>2. Implement the district's math plan to increase the level of rigor in math instruction and implement a plan to track the data as well as create an action plan to address.</p>	<p>August 2021-June 2026</p>	<p>District Instructional Team, Leadership Team, Instructional Staff</p>	<p>N/A</p>	<p>N/A</p>	<p>Data Charts, Documentation of Analysis, Action Plans, Lesson Plans, and Walkthrough/Formal Observation Data</p>
<p>3. Provide professional development to staff on state standards, the district's Math Plan to develop the school's Math Plan, as well as provide opportunities to attend local and state PD related to Math instruction.</p>	<p>August 2021-June 2026</p>	<p>District Instructional Staff, Leadership Team, and Instructional Staff</p>	<p>\$1,000.00</p>	<p>Title I, ATSI, and MSAP</p>	<p>PD Agendas/Sign-In Sheets and Training Materials</p>
<p>4. Implement district-wide Math Pacing Guides for each grade level to include common assessments. Assist with revision, editing, and monitor fidelity with implementation.</p>	<p>August 2021-June 2026</p>	<p>District Instructional Team, Leadership Team, and Instructional Staff</p>	<p>N/A</p>	<p>N/A</p>	<p>Pacing Guides, Lesson Plans, Walk-Through and Formal Observation Data (i.e. ELEOT), and Student Assessment Data</p>

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, a minimum of 52% of all students taking the Science state assessment in grades 3-6 will meet or exceed state scores based on the state science assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC PASS Science	4th: 32% 6th: N/A	Projected Data: 4th: 15% 6th: 15%	4th: 24% 6th: 24%	4th: 33% 6th: 33%	4th: 42% 6th: 42%	4th: 52% 6th: 52%
		Actual Data: 4th: 5% 6th: 11%	4th: 31% 6th: 18%			

Action Plan

Strategy #1: Promote and implement a consistent alignment of the district's 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	District Instructional Team, Leadership Team, and Instructional Staff	N/A	N/A	PD Agendas/Sign-In Sheets, Training Materials, Literature and Documentation of Distribution
2. Implement the district's adopted science curriculum that offers the latest research based instructional strategies. Encourage scientifically rich classroom environments. Promote the rigor, relevance, and integration of other disciplines in the science classrooms. Establish outside collaborative Science Partners.	August 2021-June 2026	District Instructional Team, Leadership Team, and Instructional Staff	N/A	N/A	Lesson Plans, Walkthrough and Formal Observation Data (i.e. Classroom Mosaic), and Documentation of Partnerships
3. Provide professional development to staff on state standards, as well as provide opportunities to attend local and state PD related to Science instruction.	August 2021-June 2026	District Instructional Team, Leadership Team, and Instructional Staff	N/A	N/A	PD Agendas and Sign-In Sheets and Training Materials
4. Implement district-wide Science Pacing Guides for each grade level to include common assessments. Assist with revision, editing, and monitor fidelity with implementation.	August 2021-June 2026	District Instructional Team, Leadership Team, and Instructional Staff	N/A	N/A	Pacing Guides, Lesson Plans, Walk-Through and Formal Observation Data (i.e. Classroom Mosaic), and Student Assessment Data

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 percentage of 3-6 GT students scoring met or above on the state assessment in ELA, Math, and Science 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 & Math and SC PASS Science	3rd: N/A 4th: 100% 5th: 50% 6th: N/A	Projected Data: 3rd: 50% 4th: 50% 5th: 50% 6th: 50%	3rd: 59% 4th: 59% 5th: 59% 6th: 59%	3rd: 68% 4th: 68% 5th: 68% 6th: 68%	3rd: 77% 4th: 77% 5th: 77% 6th: 77%	3rd: 85% 4th: 85% 5th: 85% 6th: 85%
		Actual Data: 3rd: N/A 4th: N/A 5th: N/A 6th: N/A	3rd: N/A 4th: N/A 5th: N/A 6th: 100%			

Action Plan

Strategy #1: Implement the district's plan to create a consistent alignment of the 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. Provide enrichment as well as differentiated opportunities and experiences for all GT students in the regular classroom.	August 2021-June 2026	Leadership Team, Instructional Staff, GT Teacher	N/A	N/A	Lesson Plans, Activities, Walkthrough and Formal Observation Data (i.e. Classroom Mosaic)
2. Continue to provide pull-out program that utilizes the district's GT scope/sequence and curriculum/framework.	August 2021-June 2026	Leadership Team, GT Teacher	N/A	N/A	Schedule for GT Teacher, Walkthrough and Formal Observation Data (i.e. Classroom Mosaic)
3. Partner with the district's GT Committee to ensure the consistent alignment of the program's goals to those of the regular school day.	August 2021-June 2026	GT Teacher, School Administration, and GT Committee	N/A	N/A	Lesson Plans, Walkthrough and Formal Observation Data (i.e. Classroom Mosaic), and Student Assessment Data

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, Olanta Magnet will increase our teacher retention rate from 93% to a minimum of 95%.					
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	93%	Projected Data: 93%	94%	94%	95%	95%
		Actual Data: 76%	69%			

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. Attend professional development for all school leadership teams and teachers on best practices and effective coaching strategies.	August 2021-June 2026	District Instructional Team Lead Teachers/ Instructional Coaches School Leadership Teams	N/A	N/A	PD Agendas/Sign-In Sheets and Training Materials
2. Using evaluation data, identify areas of needed support and work with teachers to develop an improvement plan if needed.	August 2021-June 2026	School Administration, Teachers, District Level Administration	N/A	N/A	Evaluation Data, Data Analysis Documentation, and Improvement Plans
3. Administer a needs assessment and survey yearly to determine teacher needs.	August 2021-June 2026	Leadership Team	N/A	N/A	Needs Assessment Survey and Data Analysis Documentation
4. Data conferencing with teachers at least three times a year to discuss performance on benchmarks and other student data.	August 2021-June 2026	School Administration	N/A	N/A	Data Charts and Conferencing Documentation
5. Provide training and implementation of Collaborative Leadership initiative for all staff.	August 2025- June 2026	Lead Teachers, Instructional Team, Administrators, Teachers	0		Meeting Minutes, Agenda, POP Data, Needs Assessment, Survey
Strategy #2: Establish and implement an incentive plan based on student achievement.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Develop an incentive plan that recognizes teacher effectiveness based on student results scoring an overall student achievement.	August 2021-June 2026	Leadership Team and District Level Team	\$1,000.00	District-level funds	Data Charts and Documentation of Recognition (Facebook posts, certificates, sign out sheets for receipt of incentive, etc.)
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