

# School Renewal Plan Table of Contents

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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**

<b>School Name:</b>	Lake City Early Chood Ctr
<b>SIDN:</b>	2103050
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	PK To 2
<b>District:</b>	Florence 3
<b>Address 1:</b>	906 N. Matthews Road
<b>Address 2:</b>	
<b>City:</b>	Lake City, SC
<b>Zip Code:</b>	29560
<b>School Renewal Plan Contact Person:</b>	Jonte' Singletary
<b>School Plan Contact Phone:</b>	843-374-2353
<b>School Plan E-mail Address:</b>	jbsingletary@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

<b>Superintendent</b>		
<u>Dr. Laura Hickson</u> Printed Name	<u>Laura Hickson</u> Signature	<u>04-07-2023</u> Date
<b>Principal</b>		
<u>Jonte' Singletary</u> Printed Name	<u>Jonte' Singletary</u> Signature	<u>3/24/2023</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Barbara Bryant</u> Printed Name	<u>Barbara Bryant</u> Signature	<u>4/6/23</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Kenya Salters</u> Printed Name	<u>Kenya Salters</u> Signature	<u>3-24-2023</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Angela Welch</u> Printed Name	<u>Angela Welch</u> Signature	<u>3/27/2023</u> 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.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> 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).
N/A	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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><b>Developmental Screening</b> 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>
Yes	<p><b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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><b>Developmentally Appropriate Curriculum for PreK–3</b> 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><b>Parenting and Family Literacy</b> 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><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Jonte' Singletary
2.	<b>Teacher</b>	Terri Burgess
3.	<b>Parent/Guardian</b>	Wendy Kennedy
4.	<b>Community Member</b>	Jeannine McKnight-Tolson
5.	<b>Paraprofessional</b>	Brenda Brown
6.	<b>School Improvement Council Member</b>	Kenya Salters
7.	<b>Read to Succeed Reading Coach</b>	Angela Welch
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Angela Welch
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Terese Patterson
	<b>OTHERS</b> (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	
	<b>Assistant Principal</b>	Bridget Fleming

## 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)	

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9UCZzaWQ9MjEwMzA1MA>

Lake City Early Childhood Center, is a PK-2 school which places greater emphasis on early learning, foundational skill building, and arts integrated learning. LCECC's student enrollment is 388 students, with 100% of students receiving free lunch through the Community Eligibility Program. Of the 388 students, 91% are African American (43% African American males), 1% Latino/Hispanic, 1% Two or more races, 1% American Indian or Alaska Native, and 6% Caucasian. Lake City Early Childhood Center allows data to drive all academic decisions.

**Student Achievement: Title One Reform Strategies (1, 2, 3, 10)  
Primary Students (PK-2<sup>nd</sup>)**

Lake City Early Childhood Center places a greater emphasis on early childhood education in Lake City. LCECC student enrollment is 388 students, with all students receiving free or reduced lunch. Academically, students at LCECC have made improvements in the areas of Reading and Math. Students in K-2 showed an increase in ELA and Math, according to their MAP assessments, but the students are still below the expected levels for their respective grade levels. To close this gap, it is essential that interventions and coaching of teachers continue to be a priority.

LCECC continues to use data to make curriculum and teaching decisions. We track student achievement using several assessment measures: MAP, IRLA, and curriculum based benchmark assessments. Action Plans were created after each testing session for Fall, Winter, and Spring. We also analyze state assessment data to determine the needs of subgroups of students. Overall as a district, African American Males and our disabled population continue to be an area of focus in all subject areas. Specific plans were put in place to track and monitor these subgroups. This is a District Priority focus in our plan.

**Teacher/Administrator Quality: Title One Reform Strategies (2, 5)**

Based on the Needs Assessment Survey, professional development opportunities will continue to be provided. LCECC has several teachers that require professional development training and support in instructional strategies, lesson planning and classroom management. MAP, EasyCBM, Lexia, and IRLA data also support the continual need for literacy professional development. Teachers and administrators will be provided the opportunity to attend the South Carolina Reading Conference, to gain valuable information and research-based practices to improve student achievement and to support school-wide academic programs. They are all undergoing LETRS training as well.

Additionally, a Behavioral Interventionist will be employed to provide assistance to students and their families in areas of school-related concerns such as attendance and discipline in grades PK - 2. Through the assistance of the Behavioral Interventionist, the number of OSS days will decrease, increasing overall student attendance and academic achievement of students.

The district will also focus on developing an incentive plan to retain highly effective teachers.

**School Climate: Title One Reform Strategies (3, 7)**

On the most recent state report card there was little change from the previous year in student attendance. The average daily membership of attendance is 91%. Tardies continue to be a concern with an average of 20 per day. To keep a better pulse on the district's goal to provide safe and invitational education for all, schools will provide quarterly survey opportunities for all parents to provide feedback on their satisfaction with their child(ren)'s learning environment, physical environment, and home-school relations. We continue to see high levels of satisfaction from parents.

Teachers participate in PLC meetings weekly with the Literacy Coach and the Curriculum and Professional Development Coordinator. PLCs are data driven and continue to support academic growth through research-based strategies.

Additionally, PBIS and the Leader In Me program will be continue to be implemented to increase the school culture and target social-emotional needs of the staff and students. These two initiatives will target student attendance, behavior, and achievement, as well as, target staff retention.

**Family and Community Engagement (Parental Involvement)-Title I Reform Strategy (7)**

Throughout the year, parents were asked to participate in several surveys. Data from the previous year, as well as the current year are important, as we move forward. As a result of surveys, several Family and Community Engagement events were planned using different methods (virtual and in-person) at different times accommodate parent needs. Weekly School Messages were sent out on Sunday afternoons providing weekly updates of school events. Keeping parents constantly in the know has increased our parent participation in different events. Daily student agendas are also used as a communication tool for teachers and parents. Additionally, school newsletters, flyers, and brochures are translated for parents in their primary language. Survey results also indicated a need for more educational items to check out in the Parenting Center. Parents also expressed an interest in Parent Academy continuing to provide guidance on current trends and issues in society that directly impacts parenting skills and academic achievement.

## 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.

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	NWEA MAP data that was taken Spring of 2022 shows that overall, the students at LCECC fall below the expected norms for students in the respective grade levels. As a whole, students are averaging a score in the 40th percentile on the NWEA MAP ELA Benchmark Assessment and a score in the 38th percentile on the NWEA MAP Math Benchmark Assessment. Of the total population of 388 students, 8% of students are in the disabled population, scoring in the 24th percentile in ELA and the 54th percentile in Math. The ML student population makes up almost 1% of the total population and they are scoring in the 50th percentile in ELA and the 51st percentile in Math.
<b>Teacher/Administrator Quality</b>	
2.	Professional development opportunities will continue to be provided based on results from a Needs Assessment Survey. The school will also focus on developing an incentive plan to recruit and retain highly effective teachers.
<b>School Climate</b>	
3.	To keep a better pulse on the district's goal to provide invitational education for all, the schools will provide quarterly survey opportunities for all parents to provide feedback on their satisfaction with their child(ren)'s learning environment, physical environment, and home school relations. Parent Academy will continue, in order to provide our parents with current, up-to-date information concerning their children and the children's educational expectations and experiences. The implementation of a School-wide Attendance Plan with incentives to track data daily. Also, the implementation of PBIS and Leader In Me will improve the culture for students, staff and parents.

## Performance Goal

<b>Performance Goal Area:</b>	District Priority					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, LCECCA's chronic absenteeism will decrease from 6.82% to 5%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Chronic Absenteeism	6.82%	<b>Projected Data:</b> 6.4%	6.0%	5.6%	5.2%	5.0%
		<b>Actual Data:</b> 6.44%	7.28%			

## Action Plan

<b>Strategy #1: Promote an educational climate and culture that enhances the safety and success of all children.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement attendance incentives to encourage regular attendance.	August 2021/ June 2026	Leadership	NA	NA	Attendance Reports Flyers for Incentives
2. Hold attendance meetings to develop attendance plans for students with numerous absences.	August 2021/June 2026	Principal, Assistant Principal, Attendance Clerk	NA	NA	Attendance Plans

## Performance Goal

<b>Performance Goal Area:</b>	District Priority					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, our disabled students in grades K-2 will increase percentiles on the NWEA MAP ELA Benchmark Assessment from 18% to 38% and increase percentiles on the NWEA MAP Math Benchmark Assessment from 21% to 41% and the ML population in grades K-2 will increase percentiles on the NWEA MAP ELA Benchmark Assessment from 26% to 46% and increase percentiles on the NWEA MAP Math Benchmark Assessment from 35% to 55%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Disabled Population NWEA MAP ELA	18%	<b>Projected Data:</b> 22%	26%	30%	34%	38%
		<b>Actual Data:</b> 18%	24%			
Disabled Population NWEA MAP Math	21%	<b>Projected Data:</b> 25%	29%	33%	37%	41%
		<b>Actual Data:</b> 21%	25%			
ML Population NWEA MAP ELA	26%	<b>Projected Data:</b> 30%	34%	38%	42%	46%
		<b>Actual Data:</b> 26%	51%			
ML Population NWEA MAP Math	35%	<b>Projected Data:</b> 39%	43%	47%	51%	55%
		<b>Actual Data:</b> 35%	50%			

## Action Plan

Strategy #1: Establish a consistent alignment of the district's ELA/Literacy and Math Programs; to include curriculum, assessments, instructional strategies, and resources to support the needs of disabled students and ML students.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement a school level Literacy Action Plan to specifically address closing the achievement gaps in ELA for the disabled population and ML students with fidelity.	August 2021- June 2026	DIT, School Leadership Team, Coaches, Classroom Teachers	NA	NA	District and school action plans, lesson plans, meeting agendas, assessment data
2. Implement a school Math Action Plan to specifically address closing the achievement gaps in Math for the disabled population and ML students with fidelity.	August 2021- June 2026	DIT, School Leadership Team, Coaches, Classroom Teacher	NA	NA	District and school action plans, lesson plans, meeting agendas, assessment data

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> <b>SMART goal must include:</b> <b>WHO will do WHAT, as measured by HOW and WHEN.</b>	By the end of 2025-2026, 95% or higher of all stakeholders (teachers and parents) will be satisfied with the learning environment, the social and physical environment, and the school-home relationships as measured by the state survey.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Learning Environment	T- 97.3% P- 90%	<b>Projected Data:</b> T-98% P- 90%	T-98% P-91%	T-98% P-92%	T-98% P-93%	T-98% P-95%
		<b>Actual Data:</b> T- 93.8% P -89.3%	T- 75.9% P - 91.4%			
Social & Physical Environ.	T-97.3% P-90%	<b>Projected Data:</b> T-98% P-91%	T-98% P-91%	T-98% P-92%	T-98% P-93%	T-98% P-95%
		<b>Actual Data:</b> T-93.8% P-87.5%	T-72.4% P-96.5%			
School-Home Relations	T-83.8% P-90%	<b>Projected Data:</b> T-85% P-90%	T-88% P-90%	T-90% P-92%	T-92% P-94%	T-95% P-95%
		<b>Actual Data:</b> T-81.3% P-84.0%	T-81.3% P-93.8%			

## Action Plan

<b>Strategy #1: Promote an educational climate and culture that enhances the safety and success of all children.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Continue to provide parent involvement workshops to help families support their child's educational development/academic achievement through a series of Family Night workshops.	August 2021-June 2026	Title I Coordinator Parent Liaison	TBD	Title I	List of Programs, Copies of Sign-In Sheets, Agendas, Photos, Parent Academy Logs
2. Continue to provide professional development trainings for all employees on effective parent conferences, and how to involve parents and community in the educational process.	August 2021-June 2026	Title I coordinator Administration	\$TBD	Title I	Sign-in Sheets, Agendas
3. Develop a written home/school communication plan outlining how parents are informed of students' academic progress.	August 2021-June 2026	Title I Coordinator Administration	NA	NA	List of types of communications, PTC Sign-In Sheets, Interims, Report Cards, Monday Folders
4. Update district crisis management plans. Monitor school level plans. Carry out all monthly emergency drills.	August 2021-June 2026	Principal, Assistant Principal, COO, Maintenance Director	NA	NA	Updated Plans, monthly drill paperwork, logs
5. Administer and analyze a district-developed school climate survey quarterly. Use data to form a Plan of Action based on identified areas of need.	October 2021-Completion	COO, Principal	NA	NA	Survey Results, Action Plan

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: <b>WHO</b> will do <b>WHAT</b> , as measured by <b>HOW</b> and <b>WHEN</b> .	By 2025-2026, students in K-2 will increase from the 32% to the 52% on the NWEA MAP ELA Benchmark Assessment.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Overall average	32%	<b>Projected Data:</b> 36%	40%	44%	48%	52%
		<b>Actual Data:</b> 32%	39.8%			
5K Spring MAP	30%	<b>Projected Data:</b> 34%	40%	42%	46%	52%
		<b>Actual Data:</b> 30%	39%			
1st Grade Spring MAP	33%	<b>Projected Data:</b> 37%	40%	43%	48%	52%
		<b>Actual Data:</b> 33%	39.5%			
2nd Grade Spring MAP	33%	<b>Projected Data:</b> 33%	38%	43%	48%	52%
		<b>Actual Data:</b> 33%	41%			

## Action Plan

<b>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.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
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	DIT Leadership Team	NA	NA	Sign-in sheets, Agendas
2. Implement a 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	DIT, Principal, Coaches	NA	NA	Sign-in Sheets, District plans, school-level plans, assessment data
3. Attend professional development for the alignment of District and School Literacy Plan.	July 2021- June 2026	DIT, Leadership Team, Coaches	NA	NA	Sign-in sheets, agendas
4. Provide professional development on the ELA SC College-and-Career Ready Standards.	August 2021- June 2026	DIT, Leadership Team, Classroom teachers	NA	NA	Sign-In Sheets, Agendas
5. Implement the district's ELA Curriculum Map for each grade level with fidelity.	Current- June 2026	DIT, Leadership, Coaches, Classroom Teachers	NA	NA	Curriculum Maps, Observation, Sign-in sheets
6. Provide professional learning opportunities that focus on data analysis and planning to meet the specific needs of each student.	August 2021- June 2026	DIT, Leadership Team, Coaches, Teachers	NA	NA	Sign-in Sheets, Agendas, lesson plans

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, students in K-2 will increase from the 24% to the 50% on the NWEA MAP Math Benchmark Assessment.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Overall Average	24%	<b>Projected Data:</b> 29%	34%	39%	44%	50%
		<b>Actual Data:</b> 24%	38.1			
5K NWEA MAP Benchmark Assessment	27%	<b>Projected Data:</b> 32%	37%	42%	47%	50%
		<b>Actual Data:</b> 27%	39.7			
1st Grade NWEA MAP Benchmark Assessment	25%	<b>Projected Data:</b> 30%	35%	40%	45%	50%
		<b>Actual Data:</b> 25%	40.7			
2nd Grade NWEA MAP Benchmark Assessment	20%	<b>Projected Data:</b> 30%	35%	40%	45%	50%
		<b>Actual Data:</b> 20%	33.9			

## Action Plan

Strategy #1: Establish a consistent alignment of our Math Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
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	DIT, Leadership Team	NA	NA	Sign-in Sheets, Agenda
2. Provide professional development on the Math SC College-and-Career Ready Standards.	August 2021- June 2026	DIT, Leadership Team, Classroom teachers.	NA	NA	Sign-in sheets, agenda
3. Implement the district's Math Curriculum Map with fidelity.	Current- June 2026	DIT, Leadership Team, Coaches, Classroom Teachers	NA	NA	Curriculum Maps, Observations, sign-in sheets, lesson plans
4. Provide professional learning opportunities that focus on data analysis and planning to meet the specific needs of each student.	August 2021- June 2026	DIT, Leadership Team, Coaches, Classroom Teachers	NA	NA	Sign-in Sheets, Agenda, Lesson Plans

## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2025-2026, LCECCA will increase the teacher retention rate from 90% to 96%.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Retention List	90%	<b>Projected Data:</b> 92%	93%	94%	95%	96%
		<b>Actual Data:</b> 95%	91%			

## Action Plan

### Strategy #1: Establish professional development opportunities which will increase teacher proficiency in student achievement and teacher performance.

<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Using district evaluation data, identify areas of needed support and work with teachers to develop an improvement plan.	August 2021- June 2026	School Administration, Human Resources Director, Coaches	NA	NA	Coaching plans, observations, improvement plans.
2. Administer a needs assessment and survey yearly to determine teacher perceptions of needs.	August 2021- June 2026	Principal	NA	NA	Survey results, needs assessment

### Strategy #2: Establish a positive school climate that attracts and retains high quality teachers.

<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Implement Leader in Me to increase student and staff culture.	May 2021- June 2026	Leadership Team, Superintendent, School LiM Team	80,000	Title I, ESSER	Leadership Days, Audits, Sign-in sheet, implementation plans
2. Continue to implement PBIS with fidelity	Current- June 2026	Leadership Team, Classroom Teachers	NA	NA	Behavior Matrix, discipline data