

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

| | |
|--|------------------------------|
| School Name: | Ronald E. McNair Junior High |
| SIDN: | 2103053 |
| Plan Submission: | School utilizes Cognia |
| Grade Span: | 7 To 8 |
| District: | Florence 3 |
| Address 1: | 311 Carver Street |
| Address 2: | |
| City: | Lake City, SC |
| Zip Code: | 29560 |
| School Renewal Plan Contact Person: | Charm L. Eaddy |
| School Plan Contact Phone: | 8433748651 |
| School Plan E-mail Address: | ceaddy@fsd3.org |

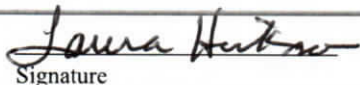
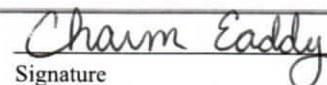
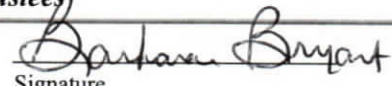

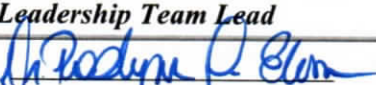
Required Signature Page

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>Dr. Laura Hickson</u> Printed Name |  Signature | <u>04-07-2023</u> Date |
| Principal | | |
| <u>Charm Eaddy</u> Printed Name |  Signature | <u>4-4-2023</u> Date |
| Chairperson, District Board of Trustees | | |
| <u>Barbara Bryant</u> Printed Name |  Signature | <u>4/6/23</u> Date |
| Chairperson, School Improvement Council | | |
| <u>Lacharda Green</u> Printed Name |  Signature | <u>4/4/23</u> Date |
| School Read To Succeed Literacy Leadership Team Lead | | |
| <u>Roslynn Elom</u> Printed Name |  Signature | <u>4-4-2023</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.

| Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (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. |
| 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> |
| N/A | <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> |
| N/A | <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 | Charm Eaddy |
| 2. | Teacher | Tonya Wallace |
| 3. | Parent/Guardian | Abigail Webb |
| 4. | Community Member | Yamekia Robinson |
| 5. | Paraprofessional | Erica Speller |
| 6. | School Improvement Council Member | Lacharda Green |
| 7. | Read to Succeed Reading Coach | Roslynn Elom |
| 8. | School Read To Succeed Literacy Leadership Team Lead | Roslynn Elom |
| 9. | School Read To Succeed Literacy Leadership Team Member | Kimberly Cooper |
| | 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 (<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) | |

DREM Needs Assessment

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9TSZzaWQ9MjEwMzA1Mw>

Dr. Ronald E. McNair School of Digital Communication and Leadership (DREM-DCL) serves seventh and eighth grade students in Lake City, SC, a mostly rural, impoverished town that is located at the southernmost tip of Florence County. The school has local importance to the community as in previous years it served as the high school for African-American students during segregation and was the alma mater of Lake City's most famous son, for whom the school is now named, Challenger astronaut Dr. Ronald E. McNair.

Given the location of the district, limited housing, and low pay, the school struggles to attract highly qualified teachers. In addition to hiring traditionally trained teachers, the district relies heavily on programs like FACES, TFA, PACE, EPI, and i-Tutor to fill vacancies. Even then, it is still difficult to fully staff schools. In content areas where there has traditionally been a surplus of teachers—like the arts—DREM-DCL still struggles to fill vacancies. Retaining teachers has consistently been an issue because relying on programs like TFA and FACES means that either foreign nationals or individuals from other states come here with a minimal commitment to stay because they have no ties to the area.

Dr. Ronald E. McNair School of Digital Communication and Leadership continues to allow data to drive instructional decisions in the classroom as well as curricular decisions at the school level. Academic progress of students is monitored through a variety of assessments (formal and informal) as well as through the regular use of software like Progress Learning and NWEA's Measures of Academic Progress (MAP).

An action plan for instruction was developed in the fall based on data from the previous spring—MAP, Progress Learning, and SCReady testing. This plan was revisited quarterly. Additionally, teachers use data to group students for small-group instruction and to assist in their progress monitoring. Progress monitoring allows teachers to make recommendations to the Multi-Tiered Support Systems (MTSS) team in order to provide more focused and immediate interventions for those students who are struggling academically, behaviorally, or have had a traumatic event within their life.

A review of the data indicated that the achievement gap has been slightly bridged between certain subgroups of REM's population. However, African-American students, particularly males, continue to show the largest gaps when compared to all other subgroups. Our Spring 2023 MAP data shows that our students performed significantly lower than the national norm in the areas of ELA and Math. In seventh grade, our average ELA RIT score was 205.0 while the national norm is 226 with only 10 out of 71 students scoring at or above grade level RIT. In eighth grade, our average ELA RIT score was 212.8 while the national norm is 228 with only 8

out of 89 of our students scoring at or above the grade level RIT. In seventh grade, our average Math RIT was 209.1 while the national norm is 235 with only 5 out of 71 students scoring at or above grade level RIT. In eighth grade, our average Math RIT was 214.5 while the national norm is 241 with only 2 out of 97 students scoring at or above grade level RIT. Our MAP data shows that our scores in ELA and Math are still at an unsatisfactory level for our state report card.

REM- 2022-2023 ELA Comparisons

| 7th Grade ELA | | | |
|---|------------------|--------------------|--------------------|
| Test Name | Fall 2022 | Winter 2022 | Spring 2023 |
| MAP (Projected points out of 40) | 5.50 | 6.51 | 7.39 |
| BM (Projected points out of 40) | Not applicable | | |
| SC Ready (Taken Spring 2022) | 8.76 | Not applicable | |

| 8th Grade ELA | | | |
|---|------------------|--------------------|--------------------|
| Test Name | Fall 2022 | Winter 2022 | Spring 2023 |
| MAP (Projected points out of 40) | 7.33 | 7.69 | 9.38 |
| BM (Projected points out of 40) | Not applicable | | |
| SC Ready (Taken Spring 2022) | 10.23 | Not applicable | |

REM- 2022-2023 MATH Comparisons

| 7th Grade MATH | | | |
|----------------------------------|----------------|----------------|-------------|
| Test Name | Fall 2022 | Winter 2022 | Spring 2023 |
| MAP (Projected points out of 40) | 3.50 | 3.22 | 5.04 |
| BM (Projected points out of 40) | Not applicable | | |
| SC Ready (Taken Spring 2022) | 5.64 | Not applicable | |

| 8th Grade MATH | | | |
|----------------------------------|----------------|----------------|-------------|
| Test Name | Fall 2022 | Winter 2022 | Spring 2023 |
| MAP (Projected points out of 40) | 4.00 | 4.40 | 4.44 |
| BM (Projected points out of 40) | Not applicable | | |
| SC Ready (Taken Spring 2022) | 5.70 | Not applicable | |

As a result of our analysis of assessment results, as well as parent and stakeholder survey results, DREM-DCL has determined several areas of necessity in order to meet the learning needs of our students. They include, but are not limited to the following: higher quality small group and project-based learning instruction; curriculum resources, instructional supplies and materials; the purchase of additional books to enhance and support literacy across all subject areas; SEL counseling services; and before school academic instruction. Furthermore, there is also a need to replace end of life technology and invest in updated devices that will enable our students to thrive in an ever-changing technological society. This will also provide the opportunity for our students to compete with those in more affluent school districts.

Research has indicated a best practice for addressing the achievement gap is the use of small group instruction, direct instruction, and differentiated instruction to meet the divergent needs of DREM-DCL students. To ensure that this is happening systematically at DREM-DCL, ongoing professional development is provided to teachers through weekly professional learning communities that are guided by formative, summative, and progress monitoring assessments as well as feedback from formal and walkthrough observations. Surveys among stakeholders indicated a need for expanding professional development materials and the need for teachers (not instructional coaches) to participate in off-site professional development training were indicated as needs for the school. There is an immediate need for teachers to learn more ways to integrate technology in their classrooms and to be trained on all the district's current software.

Analysis of all school data supports the need for an instructional assistant, academic instructional assistant, and a math coach. The school implemented the Leader in Me initiative to better equip our students with strategies to become leaders. Our instructional assistants are needed to assist teachers with small group instruction, one-on-one reading/math conferences, and provide academic interventions to identified students. Additionally, a math coach, who will oversee and direct the academic instructional assistant, is needed. This person will provide teachers with ongoing training in the use of quality small group instruction and implementation, suggest strategies/practices to help close the achievement gap, analyze data, and to assist teachers with implementing project/problem based learning, authentic and relevant lessons, as well as the effective integration of technology for instruction.

As a result of our analysis of parent and stakeholder survey results, DREM-DCL has determined a major area of improvement continues to be improved math and English instruction, parental involvement, and school climate. Our plans as we move forward are to continue to provide meaningful parent opportunities for engagement as well as promote a highly collaborative and leadership driven culture. Several areas of need in order to meet effective communication between home and school requires the additional support of the parent liaison, who works with the school and parents to encourage parent and family engagement participation, as well as an EL translator to translate school communications for our ELL students and families; and additional parenting resources for our Parent Resource Center. Title I meetings will be held both virtually and face-to-face to help increase parental involvement.. Math and English courses will be 80 minutes long next year to allow more time for differentiated instruction and Read 180 to be incorporated. All math and English teachers will attend professional development training on their specific content area, also. Our partnership with stakeholders and community agencies will be a continued priority as we work collaboratively to meet the needs of our students.

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. | Dr. Ronald E. McNair School of Digital Communication and Leadership serves seventh and eighth grade students. DREM uses data to make curricular and instructional decisions in all classes. 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), Mastery Connect benchmark testing, and progress monitoring, as well as data yielded from other software utilized by teachers. Individual teachers compile data for students in their classes to group students and make decisions. Data is compiled on a school level and used to help guide instructional decision making for the school, as well as address pedagogical practices and instructional strategies that teachers should use. A review of all data continues to show a slight achievement gap between our lowest performing sub-group (African-American population) and other students. These differences exist in all subject areas. Their progress is monitored by individual teachers as well as at the school level. |
| Teacher/Administrator Quality | |
| 2. | The school uses the SCTS 4.0, ELEOT 2.0, and Classroom Mosaic to evaluate teacher effectiveness. Opportunities for professional development will continue to be provided at the school level based on teacher needs and a school-level needs from the cumulative reports on SC LEAD. Additionally, teachers will participate in a weekly professional learning community within the school day to improve instructional strategies and pedagogical practices. Teachers will also have the opportunity to attend professional development off-campus when it meets with the defined needs of the teacher and school. |
| School Climate | |
| 3. | 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 on ways to provide a safe classroom environment. 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 Leader in Me initiatives. |

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 7-8 who score met or higher on the state ELA assessment will increase from 14% to 24% and the percentage scoring met or higher for the math assessment will increase from 7% to 17% and the percentage of our ML population in grades 7-8 who score met or higher on the state ELA assessment will increase from 50% to 62% and the percentage scoring met or higher for math will increase from 28% to 40%. | | | | | |
| 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 (disabled) | 14% | Projected Data: 17% | 19% | 21% | 22% | 24% |
| | | Actual Data: 2% | 4% | | | |
| SC Ready Math (disabled) | 7% | Projected Data: 9% | 11% | 13% | 15% | 17% |
| | | Actual Data: 0% | 2% | | | |
| SC Ready ELA (ML) | 50% | Projected Data: 53% | 56% | 58% | 60% | 62% |
| | | Actual Data: 0% | 50% | | | |
| SC Ready Math (ML) | 28% | Projected Data: 31% | 33% | 35% | 38% | 40% |
| | | Actual Data: 0% | 50% | | | |

Action Plan

| Strategy #1: Intervention: Students will be provided daily interventions in the areas of math and ELA. | | | | | |
|--|------------------------------------|--|-----------------------|-----------------------|---|
| 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. Students will receive intervention through Language Live (ELA) and Transmath (math) daily in their Tutorial Support Classes. | August 2021/June 2026 | General Ed. Teacher OEC Teacher Principal Content Focused Administrators | 0 | CSI | Progress Monitoring(built into program), Data Dives and PLC's |
| 2. All teachers will attend professional development training to incorporate intervention strategies that include small group and programs such as Language Live, Transmath, Lexia-PowerUp, Read 180, Math 180, Math Nation, and Dreambox. | August 2021-June 2026 | All Teachers Principal Content Focused Administrators Interventionist Coaches | 0 | CSI | PLC's, sign-in sheets and PD days |
| 3. All ELA classes will increase to 80 minutes to allow for differentiated small group instruction. | August 2023 - June 2026 | Principal | 0 | N/A | Master Schedule |
| 4. Read 180 will be utilized in all ELA classes to improve reading foundational reading skills and comprehension. Professional development will be included to provide teachers with additional support for implementation. | August 2023- June 2026 | Principal Teachers | \$43,774.45 | CSI | Read 180 Reports |
| 5. All math classes will increase to 80 minutes to allow for differentiated small group instruction. | August 2023 - June 2026 | Principal | 0 | N/A | Master Schedule |
| 6. Math 180 will be utilized in all math classes to improve math skills to close the achievement gap. Professional development will be included to provide teachers with additional support for implementation. | August 2023 - June 2026 | Principal Teachers | \$51,930 | CSI | Math 180 Reports |

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 our chronically absentee rate will be 10% or less. | | | | | |
| Interim Performance Goal: Meet annual targets below. | | | | | | |
| Data Source(s)' | Average Baseline | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| Chronic Absenteeism | 20% | Projected Data: 18% | 17% | 15% | 12% | 10% |
| | | Actual Data: 20% | 59% | | | |

Action Plan

| Strategy #1: Incentives | | | | | |
|--|------------------------------------|---------------------------|-----------------------|-----------------------|---|
| 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 provide incentives for students that are not truant. | 2022-2023 | Adminstrators | \$2500 | Fundraising Account | Provide an incentive reward sheet to monitor the number of students receiving the incentive each month. |
| Strategy #2: Excuse Template | | | | | |
| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
| 1. School will provide excuse templates for students. | 2022-2023 | Administrators | 0 | n/a | Attendance Clerk and Administrators will keep a log of the excuse templates turned in and monitor how it affects the chronic absenteeism rates. |
| Strategy #3: Home Visits | | | | | |
| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
| 1. Administrators will do home visits for frequently absent students. | 2022-2023 | Administrators | 0 | n/a | Administrators will document the number of home visits for students that are frequently absent. |

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 June 2026, total student suspensions will decrease by 10% each school year according to Power School. | | | | | |
| Interim Performance Goal: Meet annual targets below. | | | | | | |
| Data Source(s)' | Average Baseline | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| School Discipline Rate - Number of suspensions | 347 | Projected Data: 300 | 275 | 250 | 225 | 200 |
| | | Actual Data: 57 | 323 | | | |

Action Plan

| Strategy #1: Increase Parent Involvement Opportunities | | | | | |
|--|------------------------------------|---|-----------------------|-----------------------|---|
| 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 National Network of Parenting Partners parental involvement plan. | August 2021-June 2026 | Principal Parent Liaison Content Focused Administrators | n/a | n/a | Copy of plan Sign In Sheets |
| 2. Provide parental involvement workshops to help families support their child's educational development and academic achievement. | August 2021-June 2026 | Principal Leadership Team Instructional Coaches Parent Liaison | \$800.00 | Title 1 | Workshop agendas Parent sign-in sheets |
| 3. Provide families with support to assist their child academically as well as with social development. | August 2021-2026 | Principal Social Emotional Counselor Pee Dee Mental Health Mentors Teachers | \$1,643.48 | Title I | Workshop agenda Pictures of parental involvement Parent sign in sheets Parent permission forms Parent communication Invoice |
| 4. Use available social media networks for information sharing and to highlight school events or activities. | August 2021-June 2026 | Principal Parent Liaison Media Specialist | 0 | n/a | School Webpage, School Facebook page, Emails |
| Strategy #2: Promote an educational climate and culture that enhances the safety and success of all children. | | | | | |
| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
| 1. Daily advisory time for students built into the master schedule. | August 2021-June 2026 | Principal Leadership Team Staff | n/a | n/a | Master Schedule Advisory Period Lesson Plans |

| | | | | | |
|--|-----------------------|--|--------|---------|--|
| 2. Implement The Leader In Me program as a student leadership model. | August 2021-June 2026 | Principal Leadership Team Staff | 12,000 | Title 1 | LIM Plans Student LEAD Journals Data Notebooks PD Requests PD Feedback |
| 3. Use Ripple Effects and Move the World software as a social-emotional learning & behavior intervention. | August 2021-June 2026 | Principal Leadership Team Staff SEL Counselor | 0 | n/a | Student Usage Reports for Software Discipline Data |
| 4. Adhere to the school Crisis Management Plan. | August 2021-2026 | Principal Leadership Team Staff | n/a | n/a | Documentation in Crisis management file |
| 5. Improve communication by using the school marquee board to display school events and important information. | August 2021-June 2026 | Principal Leadership Team Media Specialist | \$0 | | Calendars of 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 80% 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 | T-59.40% S-44.60% P-64.30% | Projected Data: T-63.40% S-51.600% P-67.30% | T-67.40% S-58.600% P-70.30% | T-71.40% S-65.600% P-73.30% | T-75.40% S-72.600% P-76.30% | T-80.00% S-80.00% P-80.00% |
| | | Actual Data: T- 92.3% S- 87.9% P- 86.4% | T - 90.5% S - 77.6% P - 83.3% | | | |
| Social & Physical Environment Teachers Students Parents | T-68.70% S-51.50% P-78.60% | Projected Data: T-72.70% S-57.50% P-82.60% | T-76.70% S-63.50% P-86.60% | T-80.70% S-69.50% P-90.60% | T-84.70% S-75.50% P-94.60% | T-88.70% S-81.50% P-98.60% |
| | | Actual Data: T-92.3% S- 87.7% P- 86.4% | T - 95.2% S - 77.9% P - 66.7% | | | |
| School-Home Relations Teachers Students Parents | T-43.80% S-70.00% P-76.90% | Projected Data: T-50.80% S-74.00% P-80.90% | T-57.80% S-78.00% P-84.90% | T-64.80% S-82.00% P-88.90% | T-71.80% S-86.00% P-92.90% | T-80% S-90.00% P-96.90% |
| | | Actual Data: T-82.1% | T - N/A | | | |

S- 83.1%
P- 77.2%

S - 71%
P - 90.9%

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. Implement the National Network of Parenting Partners' parental involvement plan. | August 2021/June 2022 | Principal Parenting Liaisons | 0 | N/A | Copy of Plan Sign In Sheets |
| 2. Provide parental involvement workshops to help families support their child's educational development/academic achievement. | August 2021/June 2022 | Principal Parent Liaisons | \$800 | Title 1 | List of Programs Copies of Sign-in sheets Agendas Photos |
| 3. 3. Provide families with support to assist their child academically as well as with social development. Expenditures may include but are not limited to: parent workshops, consultant fees, travel, rentals, stipends/benefits, supplies/materials such as paper, folders, markers, books, etc. and light refreshments. | August 2021-June 2026 | Principal Social Emotional Counselor Wellspring Mentors Teachers | \$1,643.48 | Local funds | Workshop agenda Pictures of parental involvement Parent sign in sheets Parent permission forms Parent communication Invoice |
| 4. 4. Use available social media networks for information sharing and to highlight school events or activities. | August 2021-June 2026 | Principal Communications Club Sponsor Parent Liaison | n/a | n/a | Social Media pages Facebook Page |

Performance Goal

| | | | | | | |
|---|--|-----------------------------------|----------------|----------------|----------------|----------------|
| Performance Goal Area: | Student Achievement * | | | | | |
| Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN. | By June 2026, we will increase the percentage of students scoring meet or exceeds on SC READY ELA from 23% to 30%. | | | | | |
| 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 | 23% | Projected Data: 24% | 25% | 27% | 29% | 30% |
| | | Actual Data: 13% | 19% | | | |

Action Plan

| Strategy #1: Establish a consistent alignment of our ELA 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. A Content Focused Administrator to work directly with teachers and students in the following areas: 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. | July 2021 - June 2026 | Principal DIT | \$0 | | 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 |
| 2. Update and implement school level Literacy Plan aligned to the state and district plans. Create plan for distributing information in the Literacy Plan with all stakeholders. | August 2021 - June 2026 | Principal Content Focused Administrators R2S District Liaison | n/a | n/a | Copy of Literacy Plan PD / PLC Agendas & Minutes PD / PLC Calendar Lesson Plans Curriculum Maps / Pacing Guides |

| | | | | | |
|---|-------------------------|--|----------------------|-----------|--|
| 3. Provide professional development for staff through onsite as well as off site professional learning opportunities. Professional learning opportunities to include contracting with consultants, attending Middle Level PLO provided by the SCDE, etc. Expenditures to include consultant fees, registration fees, meals, mileage, substitute pay, and stipends/benefits for staff to work beyond the regular school day/year. | August 2021- June 2026. | Principal Leadership Team Content Focused Administrators | \$4,279.03 | CSI funds | Teacher Registrations / PD Requests Lesson Plans PLC Agendas / Minutes |
| 4. Content Focused Administrator will conduct coaching cycles with all ELA teachers to ensure the implementation of reading and writing strategies. This will be done using Serravallo's best practices as well as other professional texts for ELA that will support teachers in the effective implementation. | August 2021- June 2026 | Principal Content Focused Administrator District Support Person | \$625.00 \$328.53 | CSI funds | Coaching Schedule Content Focused Administrator & Teacher Conference Notes Lesson Plans |
| 5. 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 2021-2026 | Principal Leadership Team District Support Person | 0 | n/a | Sign in Teacher reflection forms Data Notebooks Data Walls |
| 6. Purchase instructional supplies to increase reading achievement and differentiate instruction across the core content subjects. Supplies to include iReady curriculum and Catch Up with Coach consumable workbooks for reading, test preparation booklets, instructional materials such as leveled text, assorted reading resources manipulatives, AIMS materials, pencils, paper, notebooks, sentence strips, folders, binders, ½ cost for cold laminator, laminating film, ½ cost for poster maker, poster making supplies, etc. | June 2021-June 2026 | Principal LT Team | \$21,000 | Title I | PO and Packing Slips |
| 7. Purchase Progress Learning to use as an instructional technology tool in ELA for intervention and enrichment, tutoring (before & after school), etc. Expenditure to include site license for 3 year subscription. | June 2021-June 2026 | Principal Coaches Classroom Teacher Content Focused Administrators | \$5000 | CSI funds | Benchmarks Assessments |
| 8. Read 180 will be utilized in all ELA classes to improve reading foundational reading skills and comprehension. Professional development will be included to provide teachers with additional support for implementation. | May 2023 - May 2024 | Principal Leadership Team All teachers | \$43,774.45 | CSI Fed | MAP test scores SCReady test scores Benchmark 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 June 2026, REMJH will Increase the percentage of students scoring meets or above on SC READY Math from 17% to 25%. | | | | | |
| 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 | 17% | Projected Data: 18% | 20% | 22% | 24% | 25% |
| | | Actual Data: 7% | 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. | | | | | |
|--|------------------------------------|---|-----------------------|-----------------------|---|
| 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. A Content Focused Administrator will work directly with teachers and students in the following areas: / 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 | June 2021-June 2026 | Principal Content Focused Administrator | \$0 | N/A | 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 |
| 2. Provide professional development for staff through onsite as well as offsite professional learning opportunities. Professional learning opportunities to include contracting with consultants, attending Middle Level PLO provided by the SCDE, etc. Expenditures to include consultant fees, registration fees, meals, mileage, substitute pay, and stipends/benefits for staff to work beyond the regular school day/year. | August 2021-June 2026 | Principal Content Focused Administrator District Support Person | \$200 | CSI | Teacher Registrations / PD Requests Lesson Plans PLC Agendas / Minutes |
| 3. Attend SCCTM Conference - Content Focused Administrator, principal and/or leadership team. Expenditures to include registration, meals, mileage, lodging, and substitute pay. | August 2021 - June 2026 | Principal Leadership Team Content Focused Administrator | \$1,391.56 | CSI | Teacher Registrations / PD Requests Lesson Plans PLC Agendas / Minutes |

| | | | | | |
|---|-------------------------|---|-------------|-----------|--|
| 4. Monthly data meetings during PLC times to look at benchmark, summative, and formative assessments in the area of math. | August 2021 - June 2026 | Principal Leadership Team District Support Person | 0 | N/A | Sign in sheets Meeting agendas Teacher reflection forms Data Notebooks |
| 5. Provide properly certified teacher(s) to serve students across the grade levels with a focus on the core subject area of math. Students will be pulled individually or in small groups for academic assistance through in school math tutoring for intervention to build effective math skills. Expenditures to include consultant fees for properly certified staff secured through agencies or salary/benefits for properly certified staff employed on a part time basis up to 200 hours. | August 2021 - June 2026 | Principal District Support Content Focused Administrator | \$12,946.50 | CSI | Intervention schedule Job Description Student Data tracking sheets |
| 6. Purchase Progress Learning to use as an instructional technology tool in Math for intervention and enrichment, small group instruction, tutoring (before & after school), etc. | August 2021 - June 2026 | Content Focused Administrator Principal Classroom Teachers | \$4,335.00 | CSI | Benchmarks MAP |
| 7. Math 180 will be utilized in all math classes to improve math skills to close the achievement gap. Professional development will be included to provide teachers with additional support for implementation. | May 2023 - May 2024 | All Teachers Leadership Team Principal | \$51, 930 | CSI State | MAP test scores SCReady test scores Benchmark Data |

Performance Goal

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|---|--|-----------------------------------|----------------|----------------|----------------|----------------|
| 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, REMJH will increase our teacher retention rate from 65% to a minimum of 75%. | | | | | |
| Interim Performance Goal: Meet annual targets below. | | | | | | |
| Data Source(s)' | Average Baseline | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| Teacher Retention | 65% | Projected Data: 69% | 70% | 72% | 84% | 75% |
| | | Actual Data: 66% | 62% | | | |

Action Plan

| Strategy #1: 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. Use Classroom Mosaic and observation data to identify areas of needed support and work with teachers to develop and implement an improvement plan. | August 2021-2026 | Principal Leadership Team | n/a | n/a | Walk-throughs (Classroom Mosaic) Observations (SCLEAD) Leadership Meetings Coaching Cycles |
| 2. Administer a needs assessment survey yearly to determine teacher perception of needs. | August 2021-June 2026 | Principal Leadership Team | n/a | n/a | Survey Results PD plan |
| Strategy #2: Strategy #2: Establish a district incentive plan based on student achievement. | | | | | |
| Action Step | Timeline Start/End Dates | People Responsible | Estimated Cost | Funding Source | Indicators of Implementation |
| 1. Implement an incentive plan that recognizes teacher effectiveness based on student achievement and teacher professional growth. | August 2021-June 2026 | Principal Leadership Team | n/a | n/a | Teacher of the Month Teacher of the Year Teacher Appreciation Week Staff Luncheon Staff Gifts Social Media Recognition |