

School Renewal Plan Table of Contents

Signature Page	2
Assurances	3
Stakeholders	5
Waiver Requests	6
Needs Assessment Data	7
Executive Summary of Needs Assessment (Summary of Conclusions)	10
Performance Goals and Action Plans	12
Read to Succeed	

School Renewal Plan Cover Page

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

School Name:	Main Street Elementary
SIDN:	2103051
Plan Submission:	School utilizes Cognia
Grade Span:	3 To 6
District:	Florence 3
Address 1:	P.O. Box 1509
Address 2:	
City:	Lake City, SC
Zip Code:	29560
School Renewal Plan Contact Person:	Sharon Williams
School Plan Contact Phone:	843-374-2221
School Plan E-mail Address:	snwilliams@fsd3.org

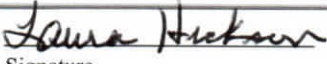

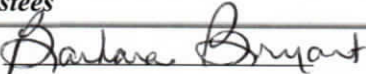


Required Signature Page

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>Sharon Williams</u> Printed Name	 Signature	<u>4/5/2023</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>Latosha Bacote</u> Printed Name	 Signature	<u>4/6/2023</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Ericka Bennett Bell</u> Printed Name	 Signature	<u>4/6/2023</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))	
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>
Yes	<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>
N/A	<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	Sharon Williams
2.	Teacher	Robin Daniels
3.	Parent/Guardian	Yamekia Robinson
4.	Community Member	Ericka Speller
5.	Paraprofessional	LaToya McElveen
6.	School Improvement Council Member	Mary Boston Pressley
7.	Read to Succeed Reading Coach	Ericka Bennett Bell
8.	School Read To Succeed Literacy Leadership Team Lead	Ericka Bennett Bell
9.	School Read To Succeed Literacy Leadership Team Member	Lisa Williams
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		
	Assistant Principal	Jacob Gilliard

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 Waiver 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)	

State Report Card for districts and schools data: [Overview - SC School Report Card \(screportcards.com\)](https://screportcards.com)

Main Street Elementary is a 3rd through 6th grade school that served approximately 341 students during the 2022-2023 school year. The school is one of five elementary schools within the district. Ninety-three percent 93% of Main Street's students are African American, 2% Hispanic, 4.4% Caucasian, and .84% of two or more races. Approximately 25% of the student population receives specialized education through Exceptional Children's services.

Student Achievement:

For the past four years, Main Street has consistently focused on implementing and sustaining small group instruction. The expectation is that our students are instructed through small group instruction in the areas of Math and ELA daily. We recognize that in order for our students to grow academically, we must meet their individual learning needs. Small group instruction affords us the best opportunity of instructing at each child's academic level. To aid in this area of intervention, the school implemented *Read Naturally* and *Lexia* as reading intervention programs. These programs are designed to build fluency and motivation, increase reading accuracy and expression, strengthen comprehension and vocabulary, and develop automaticity in decoding. We believe this approach will build and improve reading proficiency in students.

In math, students utilize the intervention program *Dreambox*, along with targeted tier 1 instruction and daily formative assessments (exit slips). *Dreambox* is a rigorous K–8 standards-aligned curriculum where students play games designed to teach math. Dreambox lessons start out simple and become more challenging as students progress. When students reach a challenging level, they can use the visual and oral feedback provided to help them figure out why their answer did or did not work. The oral and visual feedback provided with each lesson help students figure out how to solve the problems. Students have the opportunity to work on skills and standards that are being in addressed in class daily.

A diagnostic and prescriptive approach in reading and was taken based on the results of the 2020-2021 SC Ready scores in reading and math. Results of the 2021-2022 *SC Ready* scores in reading showed that only 12% of all students scored in the category of *Met* or *Exceed*, which represented a 23% decrease over 2018-2019 standardized scores. There was no state testing for the school year 2019-2020. In math, 6% of all students scored in the category of *Met* or *Exceed*, which represented a 23% decrease over 2018-2019 scores. In science, 4% of all students scored in the category of *Met* or *Exceed*, which represented a 12% decrease over 2018-2019 scores.

Results of the 2021-2022 *SC Ready* scores showed an increase in reading, math, and science but still fell significantly below the state's passing rate. Results of the 2021-2022 *SC Ready* scores in reading showed that 34% of all students scored in the category of *Met* or *Exceed*, which represents a 22% increase year over year. Similarly, in math, 33% of all students scored in the category of *Met* or *Exceed*, which represented a 27% increase year over year. In science, 6% of all students scored in the category of *Met* or *Exceed*, which represented a 2% increase over 2020-2021 scores.

Specifically by grade level, results of the spring 2022 *SC Ready* state assessment revealed that in ELA, 53% of third graders did not meet grade level expectations in ELA, 28% were approaching

grade level, 12% scored on grade level, and 7 % exceeded grade level expectations. In the area of Math, 51% of third graders did not meet grade level expectations in Math, 25% were approaching grade level, 16% scored on grade level, and 8% exceeded grade level expectations.

Thirty nine percent of fourth graders did not meet grade level expectations in ELA, 32% were approaching grade level, 21% scored on grade level, and 8% exceeded grade level expectations. In the area of Math, 59% of fourth graders did not meet grade level expectations in Math, 32% were approaching grade level, 7% scored on grade level, and 3% exceeded grade level expectations.

Fifty percent of fifth graders did not meet grade level expectations in ELA, 31% were approaching grade level, 16% scored on grade level, and 4% exceeded grade level expectations. In the area of Math, 62% of fifth graders did not meet grade level expectations in Math, 27% were approaching grade level, 8% scored on grade level, and 3% exceeded grade level expectations.

Forty four percent of sixth graders did not meet grade level expectations in ELA, 33% were approaching grade level, 16% scored on grade level, and 8% exceeded grade level expectations. In the area of Math, 72% of fifth graders did not meet grade level expectations in Math, 25% were approaching grade level, 3% scored on grade level, and no students exceeded grade level expectations.

Main Street Elementary will continue to use formal and informal school level data to inform the direction of academic instruction. Academic progress of students will be monitored through a variety of assessments (formal and informal) as well as through the regular administration of both MAP and TE21 assessments. An action plan for instruction will be developed in the fall based on data from the previous spring administration of MAP and state standardized testing (*SCReady & SCPASS*). This plan will be revisited quarterly. Additionally, teachers will use the data to group students for small-group instruction and to assist in progress monitoring. Progress monitoring will allow teachers to make recommendations to the Multi-Tiered Support Systems (MTSS) in order to provide more focused and immediate interventions for those students who are struggling academically, behaviorally or social/emotionally.

Main Street Elementary uses the following additional programs/resources for targeted interventions: Reading –Read 180, System 44, Read Naturally, Lexia
Social Emotional – Leader in Me

Student Achievement Action Plan

Based on the data analysis as well as input from the needs assessment, Main Street Elementary will focus on the following areas to improve instruction and better meet the learning needs of our students:

- Professional Learning Communities to enhance teacher growth and instructional practices.

- Program materials, supplies, and resources to accompany research based curriculums/programs for reading, math, science, and social studies.
- Classroom instructional supplies and materials
- Media books to enhance and support literacy across all subject areas.
- Support personnel to expand small group differentiated instruction both academic and behaviorally.
- High quality professional development
- Enhanced technology devices to support the virtual learning management system (Google classroom).
- Parental involvement and communication

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.	<p>For the past four years, Main Street has consistently focused on implementing and sustaining small group instruction. The expectation is that our students are instructed through small group instruction in the areas of Math and ELA daily. We recognize that in order for our students to grow academically, we must meet their individual learning needs. Small group instruction affords us the best opportunity of instructing at each child's academic level. To aid in this area of intervention, the school implemented Read Naturally and Lexia as reading intervention programs. These programs are designed to build fluency and motivation, increase reading accuracy and expression, strengthen comprehension and vocabulary, and develop automaticity in decoding. We believe this approach will build and improve reading proficiency in students.</p> <p>In math, students utilize the intervention program Dreambox, along with targeted tier 1 instruction and daily formative assessments (exit slips). Dreambox is a rigorous K–8 standards-aligned curriculum where students play games designed to teach math. Dreambox lessons start out simple and become more challenging as students progress. When students reach a challenging level, they can use the visual and oral feedback provided to help them figure out why their answer did or did not work. The oral and visual feedback provided with each lesson help students figure out how to solve the problems. Students have the opportunity to work on skills and standards that are being in addressed in class daily.</p> <p>A diagnostic and prescriptive approach in reading and was taken based on the results of the 2020-2021 SC Ready scores in reading and math. Results of the 2021-2022 SC Ready scores in reading showed that only 12% of all students scored in the category of Met or Exceed, which represented a 23% decrease over 2018-2019 standardized scores. There was no state testing for the school year 2019-2020. In math, 6% of all students scored in the category of Met or Exceed, which represented a 23% decrease over 2018-2019 scores. In science, 4% of all students scored in the category of Met or Exceed, which represented a 12% decrease over 2018-2019 scores.</p> <p>Results of the 2021-2022 SC Ready scores showed an increase in reading, math, and science but still fell significantly below the state’s passing rate. Results of the 2021-2022 SC Ready scores in reading showed that 34% of all students scored in the category of Met or Exceed, which represents a 22% increase year over year. Similarly, in math, 33% of all students scored in the category of Met or Exceed, which represented a 27% increase year over year. In science, 6% of all students scored in the category of Met or Exceed, which represented a 2% increase over 2020-2021 scores.</p>
Teacher/Administrator Quality	
2.	<p>Main Street Elementary works hard to ensure that there are effective qualified teachers in every classroom. To ensure that our teachers remain abreast of strategies that positively impact student achievement we have ongoing professional development. The professional development sessions are based on improving student academic achievement. Our teachers are also engaged in a weekly Professional Learning Community (PLC). During PLCs, teachers work collaboratively with instructional coaches to examine the South Carolina State Standards and develop Common Formative Assessments (CFAs) to meet the needs of students. PLCs are data rich in that summative and formative assessment data are examined to inform instructional next steps. We regularly analyze data to monitor student progress and inform instruction. Teachers analyze formative assessments in their common grade level planning meetings each week. We also have scheduled “Data Dives” for looking deeper at data from district benchmark assessments & state testing.</p> <p>During the school term, literacy has been a huge focus for Florence School District 3; therefore, many of our professional development sessions have focused on improving students' literacy skills. Developing and providing effective small group instruction has been a focal point for us this school term.</p>

Additionally, at Main Street Elementary, a variety of data is used to guide instruction, intervention, and professional learning. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes. At Main Street, we have worked diligently to establish a data driven culture where using data to drive continuous improvement is the norm. As a performance-driven school, we also use classroom walkthrough data and other qualitative measures to drive instruction.

School Climate

3. Main Street continues to maintain a positive climate. According to the staff, students', and parents' surveys, the community is positive about the climate at Main Street. Main Street continues to work hard to establish practices that encourages community involvement and partnerships. We believe that by applying the 7 Habits in our daily routines, we teach students to become effective leaders and to be the best they can be at all times. Each day we recite the Strive Hard motto that reads, "Whatever you do, strive to do it so well that no man living, no man dead, and no man yet to be born could do it any better." At MSE, we believe that all students are leaders that have the ability to succeed. That belief shapes the way we teach and engage students in learning. A true paradigm shift for the staff was the shift from teaching with the belief that only some students learn to teaching from a place of confidence that every student has the ability to learn regardless of background, socioeconomic status, zip code, or performing below grade level. We have focused a great deal on questioning as a strategy to expand student learning during instruction. By using a variety of questions beyond just recalling to analyzing, synthesizing, evaluating, and comparing, the student experiences opportunities to think at higher, critical levels. Additionally, the school focuses on additional strategies to help students become more confident in their abilities. These strategies include: a) Identify student strengths, b) expect high student performance, c) build on existing skills and knowledge, d) build a connection with student lives, e) student representation in the school culture, and f) teach and assess to the depth of every standard.
- To continue to maintain a positive climate and encourage community partnerships, Main Street does the following to build community and school relationships:
- Main Street Elementary Facebook and Instagram pages for promotion and information regarding school events and programs.
 - Real Men Read Annual Event: Male role models from our community volunteer to read to our classes throughout the day.
 - Lake City Public Library: They have a booth at our Family Reading Night to provide students and their family members with library cards. They also invite us to participate in various events held at the library.
 - Partnership with the Lake City Boys and Girls Club
 - Annual Leader in Me Leadership Day
 - Sonic: Provides incentives for students' academic gains
- .

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	Goal 1: By 2025-2026, the percentage of MSE's disabled students in grades 3-6 who score met or higher on the state standardized assessment will increase from 1% to 26% in reading and 2% to 26% in math. Similarly, the African American male population in grades 3-6 who score met or higher on the state standardized assessment will increase from 37% to 60% in reading and 45% to 68% in math.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
State Standardized Assessment - Reading	AAMP = 37% DP= 1%	Projected Data: AAMP = 40.7% D = 6%	AAMP = 44.7% D = 11%	AAMP = 48.4% D = 16%	AAMP = 55.8% D = 21%	AAMP = 60% D= 26%
		Actual Data: AAMP = 30% D = 1%	AAMP = 16% D = 6%			
State Standardized Assessment - Math	AAMP= 45% D = 2%	Projected Data: AAMP = 30% D = 1%	AAMP = 54.0% D = 11%	AAMP = 58.5% D = 16%	AAMP = 63% D = 21%	AAMP = 68% D = 26%
		Actual Data:	AAMP = 11% D = 5%			

Action Plan

Strategy #1: 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 African American males and Disabled 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. Create and implement a Literacy Action Plan to specifically address closing the achievement gaps in ELA for African American males and the disabled population.	Fall 2020/June 2026	Principal Assistant Principal Reading Coach Teachers Reading Interventionist	\$0	N/A	Copy of District Literacy Action Plan
2. Create and implement a Math Action Plan to specifically address closing the achievement gaps in Math for African American males and the disabled population.	Fall 2020/June 2026	Principal Assistant Principal Math Coach Math Interventionist	\$0	N/A	Copy of Math Action Plan
3. Add one paraprofessional to each classroom serving disabled population to allow more planning time for the teacher and also assist with small group instruction.	August 2023 - June 2026	Principal Teachers Assistances	\$42,000	ATSI	Analysis of set monthly goals for disabled subgroup
4. Implement a system of weekly student /teacher/conference with teacher to progress monitor student goal (disabled subgroup).	August 2023 - June 2026	Principal Assistant Principal Coaches Teachers Reading Interventionist	0	N/A	Monitoring of goals

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024-2025, Main Street Elementary School chronic absenteeism rate will decrease from 10% to 5%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Chronic Absenteeism Rate	10%	Projected Data: 9%	8%	7%	6%	5%
		Actual Data: 13%	16%			

Action Plan

Strategy #1: School administration and assigned staff members will monitor weekly attendance and place students on attendance plans and/or truancy intervention as needed. 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. The school will conduct calls and send out attendance letters to notify parents of student's absences.	August 2021 June 2025	School Attendance Teams	N/A	N/A	Minutes from meetings Attendance Tracking
2. School administrators and attendance team will schedule attendance meetings and/or truancy meetings as needed with students and their parents.	August 2021 June 2025	School Attendance Team	N/A	N/A	Minutes of Meetings Attendance Data
3. School administrators and attendance team will offer incentives for class attendance and individual attendance.	August 2021 June 2025 School Attendance Team Attendance Data Documentation showing incentives given	School Attendance Team	\$1000	Local Funds	Attendance Data Documentation showing incentives given
4. MSE will use the following sites for attendance strategies for students and their schools : www.attendanceworks.org and http://absencesaddup.org/	August 2021 June 2025	School Attendance Team	N/A	N/A	Documentation of strategies used Meeting minutes
5. Implement a system of daily contact for identified students that are absent.	August 2023 - June 2026	School Attendance Team	N/A	N/A	Contract Minutes from Meetings

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, Main Street Elementary will improve the submission rate of the SC State Department issued parent climate surveys from 52 to 152 and increase the overall satisfaction rate from 70% to 90%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC State Department Parent Climate Survey	Submission Rate = 52 Satisfaction Rate = 70%	Projected Data: Submission Rate = 72 Satisfaction Rate = 74%	Submission Rate = 92 Satisfaction Rate = 78%	Submission Rate = 112 Satisfaction Rate = 82%	Submission Rate = 132 Satisfaction Rate = 86%	Submission Rate = 152 Satisfaction Rate = 90%
		Actual Data: Submission Rate = 52 Satisfaction Rate = 92%	Submission Rate = 49 Satisfaction Rate = 92%			

Action Plan

Strategy #1: Continue efforts to build a welcoming school climate.					
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. Have teachers make personal contacts with families through e-mail, phone calls or home visits.	August 2021 - June 2026	Leadership Team Staff	N/A/	N/A	Climate Survey Assessment Results
2. Hold an open house, prior to school opening, at which families can meet their children’s teachers, tour the school building and meet other parents.	August 2021 - June 2026	Leadership Team Staff	\$1000	Title One	Climate Survey
3. Provide a personal greeting and welcome packet for all parents visiting the school, including a community services directory, important school contact information, school calendar and coupons to local businesses	August 2021- June 2026	Leadership Team Staff	N/A	N/A	Parent Climate Survey
Strategy #2: Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide training and materials for parents on how to improve children’s study skills or learning in various academic subjects.	August 2021 - June 2026	Leadership Team Staff	\$1500	Title One	Climate Survey Assessment Results
2. Engage families in opportunities to work with their children in setting their annual academic, college and career goals.	August 2021 - June 2026	Teachers Instructional Coaches Principal	N/A	N/A	Climate Survey Assessment Results
Strategy #3: Engage families in school planning, leadership and meaningful volunteer opportunities.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, SIC, or school safety).	August 2021 - June 2026	Principal Action Teams	N/A	N/A	Climate Survey Assessment results
2. Conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.	August 2021 - June 2026	Principal Action Teams	N/A	N/A	Climate Survey Assessment results

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 Gifted and Talented students at Main Street Elementary scoring met or above on the state assessment in ELA and math will be at or above 90% and 60% or above for science.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
State reading assessment	93%	Projected Data: 94%	95%	96%	97%	98%
		Actual Data: 80%	80%			
State math assessment	79%	Projected Data: 83%	87%	91%	95%	99%
		Actual Data: 81%	80%			
State science assessment	44%	Projected Data: 48.4%	52.8%	57.2%	61.6%	66%
		Actual Data: 6%	80%			

Action Plan

Strategy #1: Maintain a consistent alignment of our GT Program; to include curriculum, assessments, instructional strategies, to support the needs of gifted and talented students. 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 2025	School level instructional Team Classroom teachers GT teachers GT Coordinator	N/A	N/A	Lesson plans/ pictures of events
2. Provide enrichment opportunities and experiences beyond the classroom such as field experiences and summer programing.	August 2021-June 2025	GT Coordinator GT Teachers School level instructional team Classroom Teachers	N/A	N/A	Lesson plans, pictures of events, flyers in regards to events
3. Continuously review state assessment data for GT identified student and utilize data to evaluate and revise if necessary the scope/sequence of the current GT Program.	August 2021June 2025	Principal School level instructional team GT Teacher	N/A	N/A	Data Analysis of GT state data Revision of scope/sequence
4. Utilize the revised scope and sequence to evaluate current Gifted and Talented curriculum/framework.	August 2021-June 2025	Principal School level instructional team GT Teacher	N/A	N/A	Revision of GT curriculum/framework
5. Set yearly review of curriculum to ensure GT sequence is consistently aligned to national and state GT standards.	August 2021June 2025	Principal School instructional team GT Teacher	N/A	N/A	Revision of GT curriculum/framework

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, Main Street Elementary will increase its percentage of students scoring Met or Exceed in math from 23% to 38% as measured by 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
State math assessment	23%	Projected Data: 26%	29%	32%	35%	38%
		Actual Data: 6%	23%			

Action Plan

Strategy #1: Implement and maintain, with fidelity, a consistent alignment of our ELA/Literacy Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SCGraduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	Principal Assistant Principal Guidance Counselor Reading & Math Interventionists Teachers	N/A	N/A	Sign-In Sheets Agendas
2. Provide professional development to review the district pacing guide for math.	August 2021-June 2025	Principal Instructional Coaches	N/A	N/A	Sign-In sheets Agendas
3. Provide weekly PLC /professional development on the ELA SC College-and-Career Ready Standards for math.	August 2021-June 2025	Principal Instructional Coaches	N/A	N/A	Weekly PLC Agendas Sign-in Sheets
4. Maintain annually a Math curriculum guide for each grade level to include common assessments and pacing guides. Revise, edit, implement annually.	August 2021-June 2025	Principal Instructional Coaches Grade Level teachers	\$2500	Title One	Curriculum Map Timesheets
Strategy #2: Set and track individual student math academic goals annually.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use data from baseline assessments to set a student goal for all students in math.	August 2021-June 2025	Classroom Teacher School Level Instructional Team	N/A	N/A	Assessment results Written student goal

2. Maintain a student leadership portfolio with student goals, lead measures, weekly tracking, accountability partners, celebrations, and successes.	August 2021 June 2025	Teacher Student School Level Instructional Team	N/A	N/A	Tracking Forms Student Portfolio
3. Hold weekly accountability meetings with and among students to discuss progress on math goal(s).	August 2021 June 2025	Teacher Student	N/A	N/A	Weekly Tracking Student Potfolios

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, Main Street Elementary will increase its percentage of students scoring Met or Exceed in reading/writing from 17% to 40.1% as measured by the state reading assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
State reading assessment	17%	Projected Data: 21.5%	26%	31.1%	35.6%	40.1%
		Actual Data: 12%	23%			

Action Plan

Strategy #1: Implement and maintain, with fidelity, a consistent alignment of our ELA/Literacy Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SCGraduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	Principal Assistant Principal Guidance Counselor Reading & Math Interventionists Teachers	N/A	N/A	Sign-In Sheets Agendas
2. Provide professional development to review the District Literacy Plan while developing the School Literacy Plans.	August 2021-June 2025	Principal Instructional Coaches	N/A	N/A	Sign-In sheets Agendas
3. Provide weekly PLC /professional development on the ELA SC College-and-Career Ready Standards.	August 2021-June 2025	Principal Instructional Coaches	N/A	N/A	Weekly PLC Agendas Sign-in Sheets
4. Maintain annually an ELA curriculum guide for each grade level to include common assessments and pacing guides. Revise, edit, implement annually.	August 2021-June 2025	Principal Instructional Coaches Grade Level teachers	\$2500	Title One	Curriculum Map Timesheets
Strategy #2: Set and track individual student reading academic goals annually.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use data from baseline assessments to set a student goal for all students in reading.	August 2021-June 2025	Classroom Teacher School Level Instructional Team	N/A	N/A	Assessment results Written student goal

2. Maintain a student leadership portfolio with student goals, lead measures, weekly tracking, accountability partners, celebrations, and successes.	August 2021 June 2025	Teacher Student School Level Instructional Team	N/A	N/A	Tracking Forms Student Portfolio
3. Hold weekly accountability meetings with and among students.	August 2021 June 2025	Teacher Student	N/A	N/A	Weekly Tracking Student Portfolios

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, Main Street Elementary will increase its percentage of students scoring Met or Exceed in science from 12% to 24% as measured by 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
State science assessment	12%	Projected Data: 14.4%	16.8%	19.2%	21.6%	24%
		Actual Data: 6%	3%			

Action Plan

Strategy #1: Implement and maintain, with fidelity, a consistent alignment of our Science Program; to include curriculum, assessments, instructional strategies, and resources to support the needs of all students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development to all staff on the Profile of the SCGraduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021-June 2025	Principal Assistant Principal Guidance Counselor Reading & Math Interventionists Teachers	N/A	N/A	Sign-In Sheets Agendas
2. Provide weekly PLC /professional development on the Science SC College-and-Career Ready Standards.	August 2021-June 2025	Principal Instructional Coaches	N/A	N/A	Weekly PLC Agendas Sign-in Sheets
3. Maintain annually an SS curriculum guide for each grade level to include common assessments and pacing guides. Revise, edit, implement annually.	August 2021-June 2025	Principal Instructional Coaches Grade Level teachers	\$2500	Title One	Curriculum Map Timesheets

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 2024-2025, Main Street Elementary will increase its teacher retention rate from 73% to a minimum of 88%.					
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	73%	Projected Data: 76%	80%	83%	87%	91%
		Actual Data: 81%	81.25%			

Action Plan

Strategy #1: Establish professional development opportunities which will increase teacher proficiency in student achievement and teacher performance.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development for all school leadership teams and teachers on best practices and effective coaching strategies.	August 2021-June 2025	Instructional Coaches School Leadership Teams	N/A	N/A	PLC documentation Agendas Training Materials
2. Using school evaluation data, identify areas of needed support and work with teachers to develop an improvement plan if needed.	August 2021-March 2025	Instructional Coaches School Leadership Teams	N/A	N/A	Data Analysis Improvement plans Agenda
3. Administer a needs assessment and survey yearly to determine teacher needs	August 2021-June 2025	School Leadership Teams	N/A	N/A	Needs Assessments survey Data Analysis
4. Data conference with teachers at least three times a year to discuss performance on benchmarks and other student data.	August 2021-June 2025	Instructional Coaches School Leadership Teams	N/A	N/A	Data Conference Agendas Meeting Schedule