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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:	Scranton Elementary
SIDN:	2103039
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 6
District:	Florence 3
Address 1:	1649 US Hwy 52
Address 2:	
City:	Scranton, SC
Zip Code:	29591
School Renewal Plan Contact Person:	Jami Kirby
School Plan Contact Phone:	843-699-2112
School Plan E-mail Address:	jkirby@fsd3.org

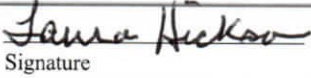
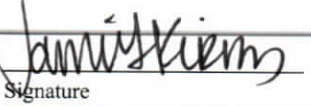
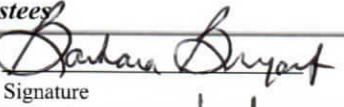
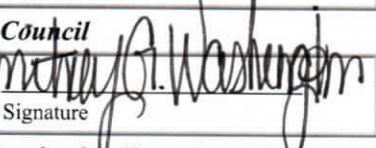
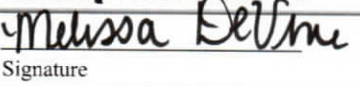
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Laura Hickson</u> Printed Name	 Signature	04-07-2023 Date
Principal		
<u>Jami Kirby</u> Printed Name	 Signature	3-14-23 Date
Chairperson, District Board of Trustees		
<u>Barbara Bryant</u> Printed Name	 Signature	4/6/23 Date
Chairperson, School Improvement Council		
<u>Britney Graham-Washington</u> Printed Name	 Signature	3-14-23 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Melissa Devine</u> Printed Name	 Signature	3/14/23 Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
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>
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	Jami Kirby
2.	Teacher	Britney Nobles
3.	Parent/Guardian	Britney Washington
4.	Community Member	Jason Kirby
5.	Paraprofessional	Sharon Hammond
6.	School Improvement Council Member	Atequa Harris
7.	Read to Succeed Reading Coach	Melissa Devine
8.	School Read To Succeed Literacy Leadership Team Lead	Melissa Devine
9.	School Read To Succeed Literacy Leadership Team Member	Kaylan Bouchette
	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	Cliff Gardner

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)	

Scranton Elementary STEAM Academy

ELA Scores

Grade Level	Level 1—Does not meet expectations	Level 2—Approaches Expectations	Level 3—Meets Expectations	Level 4—Exceeds Expectations
3 rd Grade	34.5%	24.1%	22.4%	19.0%
	50%	20%	21.70%	8.30%
4 th Grade	23.1%	30.8%	28.8%	17.3%
	40.70%	27.10%	20.30%	11.90%
5 th Grade	22.8%	35.1%	33.3%	8.8%
	32.70%	38.20%	23.60%	5.50%
6 th Grade	21.9%	37.5%	28.1%	12.5%
	33.30%	45.50%	15.20%	6.10%

Math Scores

Grade Level	Level 1—Does not meet expectations	Level 2—Approaches Expectations	Level 3—Meets Expectations	Level 4—Exceeds Expectations
3 rd Grade	24.1%	37.9%	25.9%	12.1%
	33.30%	30%	30%	6.70%
4 th Grade	30.8%	48.1%	13.5%	7.7%
	43.10%	34.50%	19%	3.40%
5 th Grade	36.2%	37.9%	20.7%	5.2%
	43.60%	34.50%	18.20%	3.60%
6 th Grade	34.4%	46.9%	15.6%	3.1%
	33.30%	48.50%	9.10%	9.10%

Black indicates 2022 scores

Red indicates 2021 scores

Scranton Elementary STEAM Academy (SESA) is an elementary school located in Scranton, South Carolina. The school has a poverty index of 81%. The school has approximately 370 students in four-year-old kindergarten through sixth grade. The disabled population of the school is approximately 13% and the African American population is approximately 46%.

SESA has continued to use data to make curriculum and teaching decisions. Student progress on My IGDI's assessment (4K-5K), MAP testing, benchmark testing, 100 Book Challenge/IRLA reading levels, state standardized testing, and all software programs is tracked regularly and data is compiled and decisions are made based on the data. After reviewing state testing subgroup data for grades 3-6, Scranton Elementary continues to have an achievement gap with the African American population and the Disabled population in all subject areas.

The charts and link above give a snapshot of the data for our school for the 2021-2022 school year and compares the performance data from the previous school year. Our data indicates that every grade level in ELA increased the number of students scoring "meets and exceeds" from the previous year. Additionally, every grade level with the exception of 4th grade math increased the number of students scoring "meets and exceeds". Fourth grade math will continue to be an area of focus at SESA. While this data does not compare the same student population from year-to-year, this does compare the performance

of each grade level from year-to-year with a different population of students. While gains are being made in almost every grade level and subject area and Scranton Elementary is outperforming the district average, students are still performing below the state average.

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

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

Student Achievement	
Primary School (K - 2)	
1.	Scranton Elementary will continue to use data to make curriculum and teaching decisions within the primary grades. Student progress will be tracked based on achievement on MyIGDIs assessments(4K), MAP, and other benchmark testing. Data will be continue to be compiled and decisions will be made on the data. An action plan will continue to be made each year after each testing period (fall, winter, and spring). Closing the achievement gap is a school and district focus; therefore, we will focus on literacy/reading levels in order to help close the achievement gap in future years.
Elementary/Middle School (3 - 8)	
2.	Scranton Elementary will continue to use data to make curriculum and teaching decisions within the elementary grades. Student progress will be tracked based on achievement on MAP and other benchmark testing. Data will be continue to be compiled and decisions will be made on the data. An action plan will continue to be made each year after each testing period (fall, winter, and spring). Closing the achievement gap is a school and district focus; therefore, we will focus close the gap in future years.
Teacher/Administrator Quality	
3.	Scranton Elementary will continue to provide staff development that meets the needs of all certified staff. Mentors will be provided to Induction teachers and anyone else with specific needs. An instructional coach will also work with all teachers to model lessons, follow-up, team teaching, and work with the teachers following the FSD3 rubric model. Technology staff development that meets the needs of the teachers will continue to be offered.
School Climate	
4.	Scranton Elementary will provide survey opportunities for all parents to provide feedback on their satisfaction with their children's learning environment, physical environment, and home-school relations. Parent Academy will continue in order to provide our parents with current information concerning their children and their children's educational expectations and experiences. Scranton Elementary will continue to offer opportunities for parents to be academically involved. Communication such as classroom newsletters, Remind announcements, and school newsletters will continue to go home to parents. The school will continue to contact parents to be volunteers in the school. An open door policy will remain in place to make parents and other stakeholders feel welcome in the school. The staff of Scranton Elementary will continue to incorporate strategies that will increase student achievement and therefore will have a learning environment that is conducive for learning.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the spring of 2026, 40% of our disabled population in grades 3-6 will meet or exceed the state scores based on the state ELA assessment and 46% will meet or exceed that state scores on the math assessment & 61% of the ML population in grades 3-6 will meet or exceed the state scores on the ELA assessment and 61% will meet or exceed the expected state scores on the math assessment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Disabled Students SC Ready ELA Assessment	10%	Projected Data: 15%	20%	25%	30%	40%
		Actual Data: 3%	9%			
Disabled Students SC Ready Math Assessment	10%	Projected Data: 15%	20%	25%	35%	46%
		Actual Data: 8%	3%			
ML Students SC Ready ELA Assessment	57%	Projected Data: 57%	58%	59%	60%	61%
		Actual Data: 0%	0%			
ML Students SC Ready Math Assessment	57%	Projected Data: 57%	58%	59%	60%	61%
		Actual Data: 0%	0%			

Action Plan

Strategy #1: Establish a consistent alignment of the district's ELA/Literacy and math programs; to include curriculum, assessments, instructional strategies, and resources to support the needs of Disabled and ELL students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement a school literacy plan that specifically addresses closing the achievement gap in ELA for disabled and ELL populations.	August 2021/June 2026	Leadership Team Literacy Coach	NA	NA	Literacy Plan
2. Provide ELL interventions on a regular basis	August 2021/June 2026	ELL teacher	NA	NA	ELL schedule and documentation
3. implement summer instruction for all rising 3rd through 6th grade students who are in the disabled population in the area of reading. This will require one certified instructor to work in small groups of students for 8 hours per week for 4 weeks.	June 2023/June 2026	Leadership Team	\$1,265	ATSI	Summer Schedule and roster
4. implement a robust, research based reading curriculum (IRLA- American Reading Company) in all classrooms that serve our disabled subgroup for students and teachers to work on increasing reading fluency and comprehension and track student progress through the online component of the program. This curriculum will also provide opportunities for professional development for teachers to ensure best practices are being implemented with fidelity.	January 2022/June 2026	Leadership Team Literacy Coach	17,000	District Funded	Master Schedule and documentation
5. implement digital programs such as IXL reading and Lexia with fidelity for all students (with an emphasis on our disabled subgroup) with weekly usage targets for both programs in order to track student usage and achievement.	August 2022/June 2026	Leadership Team Literacy Coach		Title I and District	student assessment data and login documentation
6. analyze student needs and align IEP goals to IRLA to ensure consistency in reading instruction for all disabled students who receive reading services.	August 2022/June 2026	IEP Team	0	n/a	IEP documentation and student progress data
7. send appropriate staff to Literacy PD (ex. Palmetto State Literacy Association Conference) in order to gain knowledge of research based, best practices to implement in our classrooms with our disabled population.	August 2022/June 2026	Leadership Team	\$4,000	ATSI	Lesson Plans and student achievement data

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the spring of 2026, SESA's chronic absenteeism will decrease from 9.7% to 6%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Chronic Absenteeism	9.7%	Projected Data: 9%	8%	7%	6.5%	6%
		Actual Data: 4.9%	10.8%			

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 attendance incentives to encourage regular attendance.	August 2021/June 2026	Leadership	NA	NA	Attendance Reports Flyers for Incentives
2. Hold attendance meetings to develop attendance plans for those students with numerous absences	August 2021/June 2026	Assistant Principal Attendance Clerk	NA	NA	Attendance Plans

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 the spring of 2026, a minimum of 95% 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	T- 100% S- 94% P- 70%	Projected Data: T- 100% S- 95% P- 75%	T- 100% S- 95% P- 80%	T- 100% S- 95% P- 85%	T- 100% S- 95% P- 90%	T- 100% S- 95% P- 95%
		Actual Data: T- 100% S-97%	T- 89% S-91%			
Social and Physical Environment	T- 85% S- 96% P- 79%	Projected Data: T- 87% S- 96% P- 82%	T-89 % S- 96% P- 85%	T- 91% S- 96% P- 88%	T- 93% S- 96% P- 92%	T- 95% S- 96% P- 95%
		Actual Data: T- 97% S- 94%	T-89% S-93%			
School-Home Relationships	T- 82% S- 87% P- 67%	Projected Data: T- 85% S- 88% P- 72%	T- 88% S- 90% P- 77%	T- 91% S- 91% P- 83%	T- 93% S- 93% P- 89%	T- 95% S- 95% P- 95%
		Actual Data: T- 97% S- 97%	T- N/A S-92%			

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. Update and continue to implement the National Network of Parenting Partners parental involvement plan	August 2021/June 2026	Administrators SIC Parent Liaison	NA	NA	Documentation of National Network of Partnership Schools membership Copy of school and district plan
2. The school will continue to provide parent involvement workshops to help families support their child's educational development and academic achievement.	August 2021/June 2026	Administrator Parent Liaison	\$1,000	Title I	Agendas Documentation of families served Pictures Sign In Sheets
3. Develop a written home-school communication plan outlining how parents are informed of student's academic process	August 2021/June 2026	Administrator	NA	NA	School-Parent Compact Newsletters Website School Messenger School Facebook Page
4. Update and monitor school crisis management plans. Monitor school level plans. Carry out all emergency drills.	August 2021/June 2026	Assistant Principal	NA	NA	Copies of plans NIMS completion certificates Agendas Drill documentation
5. Administer and analyze school climate surveys. Use the data to create a plan of action based on identified areas of need.	August 2021/June 2026	Administrator	NA	NA	Survey Results Plan of Action
6. Reinstate clubs such as Book Club, Science Club, BETA Club, Student Council, Robotics and Engineering	August 2022/June 2026	Club Sponsors	NA	NA	Attendance Rosters Photos
7. Plan opportunities for partnerships between the school, community, and parents in order to increase engagement and learning.	August 2022/June 2026	Leadership Team	NA	NA	Attendance rosters pictures survey 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 the spring of 2026, a minimum of 55% of all students in grades 3-6 will meet or exceed the expected state scores based on the SC Ready ELA assessment administered.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC READY ELA Assessments	39.4%	Projected Data: 43%	46%	49%	52%	55%
		Actual Data: 29.4%	42%			

Action Plan

Strategy #1: Establish a consistent alignment of our ELA/Literacy Program to include curriculum, assessments, instructional strategies, and resources that meet 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. Create a school Literacy Plan that aligns to state and district Literacy Plans and raises the rigor of instruction. Implement the plan. Track the data obtained. Provide PD as necessary to appropriately implement the plan.	August 2021/June 2026	All Teachers Leadership Team	NA	NA	Copy of District Plan Literacy Plan Sign In sheets Data Tracking sheets
2. Attend or have appropriate personnel attend PD opportunities and share with staff as appropriate.	August 2021/June 2026	Literacy Coach	NA	NA	Agendas Travel Requests
3. Implement, revise, and edit the ELA Curriculum Map and Instructional Protocols for each grade level including pacing guides and common assessments using Mastery Connect bi-weekly assessments	August 2021/June 2026	Literacy Coach Teachers	NA	NA	Copy of curriculum map Modifications completed with district Mastery Connect Data PLC notes
4. Ensure Enrichment blocks have a literacy focus to increase student achievement	August 2021/June 2026	Leadership Team Teachers	NA	NA	Lesson Plans Reading Conference Documentation Walkthrough Documentation
5. Implement intensive and research-based interventions for identified students	August 2021/June 2026	Leadership MTSS team Interventionists	NA	NA	Intervention Documentation and Schedules
6. Provide PD to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Explain how being literate and well-read mesh into the SC Graduate Profile. Provide literature for all stakeholders.	August 2021/June 2026	District	NA	NA	Agendas Sign In Sheets

7. Set individual, intentional and attainable goals for every student and hold data meetings with teachers to monitor student performance towards goals.	August 2022/June 2026	Leadership Team Teachers	NA	NS	Meeting notes Student achievement data
8. employ an instructional assistant @ 1.0 FTE to serve as an Instructional Assistant/Independent XCELERATION Lab instructor. The employee will implement online ELA and Math Instruction through the use of online programs such as IXL to provide additional academic instruction as a means to increase student achievement in all populations (with an emphasis on our disabled subgroup) in the area of ELA	August 2023/June 2026	Leadership Team IXL Lab instructor	\$17,500	ATSI	Student attendance logs student achievement 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 the spring of 2026, a minimum of 48% of all students in grades 3-6 will meet or exceed the expected state scores based on the math assessments administered.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC READY MATH Assessments	34.6%	Projected Data: 37%	40%	43%	46%	48%
		Actual Data: 25.6%	28%			

Action Plan

Strategy #1: Establish a consistent alignment of our mathematics program to include curriculum, assessments, instructional strategies, and resources that meet 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. Attend or have appropriate personnel attend state and local math PD opportunities and share with appropriate personnel.	August 2021/June 2026	Leadership Team	NA	NA	Agendas Sign In Sheets
2. Implement a math curriculum map and instructional protocols for each grade level to include common assessments using bi-weekly Mastery Connect assessments and pacing guides. Revise and edit as needed.	August 2023/June 2026	Math Teachers	NA	NA	Copy of Curriculum Map Mastery Connect data
3. Implement intensive and research based interventions for identified students	August 2021/June 2026	Interventionist MTSS Team Teachers	NA	NA	Intervention schedule and documentation
4. Provide PD to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021/June 2026	District	NA	NA	Agendas Sign In Sheets
5. implement digital programs such as IXL math and Dreambox with fidelity for all students with weekly usage targets for both programs in order to track student usage and achievement.	August 2022/June 2026	Leadership team Teachers	NA	NA	Student login information and achievement data
6. employ an instructional assistant @ 1.0 FTE to serve as an Instructional Assistant/Independent XCELERATION Lab instructor. The employee will implement online ELA and Math Instruction through the use of online programs such as IXL to provide additional academic instruction as a means to increase student achievement in all populations (with an emphasis on our disabled subgroup) in the areas of Math	August 2023/June 2026	Leadership Team IXL Lab Instructor	\$17,500	ATSI	Student attendance information and achievement 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 the spring of 2026, a minimum of 52% of all students taking the science state assessment in grades 3-6 will meet or exceed state scores based on the state science assessment administered.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
SC PASS Science Assessment	41.4%	Projected Data: 43%	46%	48%	50%	52%
		Actual Data: 21.7%	35%			

Action Plan

Strategy #1: Establish a consistent alignment of our science program to include curriculum, assessments, instructional strategies, and resources to meet 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. Attend or have appropriate personnel attend state and local science PD opportunities and share with appropriate personnel.	August 2021/June 2026	Leadership Team	NA	NA	Agendas Travel Requests
2. Continue to use inquiry focused science curriculum (Engineering is Elementary)	August 2021/June 2026	Teachers	NA	NA	Lesson Plans
3. Implement the required use of science spiral review to focus on science content centered around state standards.	August 2021/June 2026	Teachers	NA	NA	Lesson Plans
4. Provide PD to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021/June 2026	District	NA	NA	Agendas Sign In Sheets
5. send appropriate staff to science PD (Engineering is Elementary training, science standards training, SC Teams) in order to gain knowledge of research based, best practices to implement in our classrooms with our disabled population.	July 2023/June 2026	Leadership Team Teachers	\$5,000	ATSI	Student achievement data Schedules

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	By the spring of 2026, the percentage of 3-6 grade GT students scoring met or above on the state assessment in ELA, math, and science will be at or above 82%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
GT ELA SC READY Assessment	68%	Projected Data: 71%	74%	77%	80%	82%
		Actual Data: 88%	100%			
GT Math SC READY Assessment	60%	Projected Data: 64%	68%	72%	77%	82%
		Actual Data: 87%	73%			
GT Science SC PASS Assessment	62%	Projected Data: 66%	70%	74%	78%	82%
		Actual Data: 100%	88%			

Action Plan

Strategy #1: Establish a consistent alignment of our GT Program to include curriculum, assessments, instructional strategies, and resources that meet the needs of all students.

<p style="text-align: center;">Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p style="text-align: center;">Timeline Start/End Dates</p>	<p style="text-align: center;">People Responsible</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">Indicators of Implementation</p>
1. Implement a GT curriculum framework.	August 2021/June2026	GT Teacher	NA	NA	Copy of the Framework
2. Provide PD to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Provide literature to all stakeholders.	August 2021/June2026	District	NA	NA	Agendas Sign In Sheets

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 the spring of 2026, SESA will increase our teacher retention rate from 83% to a minimum of 93%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2021/22	2022/23	2023/24	2024/25	2025/26
Retention Rate	83%	Projected Data: 85%	87%	89%	91%	93%
		Actual Data: 92%	75%			

Action Plan

Strategy #1: Establish professional development opportunities which will increase teacher proficiencies in the FSD3 instructional rubric, technology, and improve student achievement through the improvement of instruction while maintaining the highly qualified status of all content teachers.

<p style="text-align: center;">Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)</p>	<p style="text-align: center;">Timeline Start/End Dates</p>	<p style="text-align: center;">People Responsible</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">Indicators of Implementation</p>
1. Identify areas of needed support and work with teachers to develop an improvement plan.	August 2021/June 2026	Leadership Team	NA	NA	Teacher Data
2. Analyze all available teacher observation data to identify professional development needs, to include instructional rubric training.	August 2021/June 2026	Administrators	NA	NA	Teacher Data Observation Data
3. Administer a needs assessment and survey yearly to determine teacher perceptions and needs.	August 2021/June 2026	Administrators	NA	NA	Needs Assessment Results Survey Results
4. Provide PD for school leadership on best practices and effective coaching strategies	August 2021/June 2026	Administrators	NA	NA	Sign In Sheets Agendas
5. Provide PD to all staff on the Profile of the SC Graduate: World Class Knowledge, World Class Skills, and Life and Career Characteristics. Explain how being literate and well-read mesh into the SC Graduate Profile. Provide literature for all stakeholders.	August 2021/June 2026	District	NA	NA	Agendas Sign In Sheets