

# **School Renewal Plan**

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## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 21/22 to 25/26**

**Upcoming School Year: 22/23**

|                                            |                        |
|--------------------------------------------|------------------------|
| <b>School Name:</b>                        | Whitesville Elementary |
| <b>SIDN:</b>                               | 0801030                |
| <b>Plan Submission:</b>                    | School utilizes Cognia |
| <b>Grade Span:</b>                         | PK To 5                |
| <b>District:</b>                           | Berkeley               |
| <b>Address 1:</b>                          | 324 Gaillard Road      |
| <b>Address 2:</b>                          |                        |
| <b>City:</b>                               | Moncks Corner, SC      |
| <b>Zip Code:</b>                           | 29461                  |
| <b>School Renewal Plan Contact Person:</b> | Katie Taie             |
| <b>School Plan Contact Phone:</b>          | 843-899-8880           |
| <b>School Plan E-mail Address:</b>         | Taiek@bcsdschools.net  |

### 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 assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

|                                                                    |                    |               |
|--------------------------------------------------------------------|--------------------|---------------|
| <b><i>Superintendent</i></b>                                       |                    |               |
| <u>Mr. Deon Jackson</u><br>Printed Name                            | _____<br>Signature | _____<br>Date |
| <b><i>Principal</i></b>                                            |                    |               |
| <u>Mrs. Katie Taie</u><br>Printed Name                             | _____<br>Signature | _____<br>Date |
| <b><i>Chairperson, District Board of Trustees</i></b>              |                    |               |
| <u>Mr. David Barrow</u><br>Printed Name                            | _____<br>Signature | _____<br>Date |
| <b><i>Chairperson, School Improvement Council</i></b>              |                    |               |
| <u>Mr. Cole Faulkner</u><br>Printed Name                           | _____<br>Signature | _____<br>Date |
| <b><i>School Read To Succeed Literacy Leadership Team Lead</i></b> |                    |               |
| <u>Mr. Rusty Boston</u><br>Printed Name                            | _____<br>Signature | _____<br>Date |



## Assurances for School Renewal Plan

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

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

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes | <p><b>Developmental Screening</b></p> <p>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><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Yes | <p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Yes | <p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p> |
| Yes | <p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Yes | <p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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                                                                                                                                                                                                                                                                                        | Mrs. Katie Taie       |
| 2. | Teacher                                                                                                                                                                                                                                                                                          | Mr. Cole Faulkner     |
| 3. | Parent/Guardian                                                                                                                                                                                                                                                                                  | Mrs. Lisa Kelly       |
| 4. | Community Member                                                                                                                                                                                                                                                                                 | Mrs. Cierra Rogers    |
| 5. | Paraprofessional                                                                                                                                                                                                                                                                                 | Mrs. Nicole Webster   |
| 6. | School Improvement Council Member                                                                                                                                                                                                                                                                | Mrs. Angela Gorski    |
| 7. | Read to Succeed Reading Coach                                                                                                                                                                                                                                                                    | Mrs. Ann-Marie Cate   |
| 8. | School Read To Succeed Literacy Leadership Team Lead                                                                                                                                                                                                                                             | Mr. Rusty Boston      |
| 9. | School Read To Succeed Literacy Leadership Team Member                                                                                                                                                                                                                                           | Ms. Jennifer Smalarz  |
|    | <b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)<br>** Must include the School Literacy Leadership Team for Read to Succeed |                       |
|    | School Read To Succeed Literacy Leadership Team Member                                                                                                                                                                                                                                           | Ms. Susan Herring     |
|    | School Read To Succeed Literacy Leadership Team Member                                                                                                                                                                                                                                           | Mrs. Erin Lawings     |
|    | School Read To Succeed Literacy Leadership Team Member                                                                                                                                                                                                                                           | Mrs. Jenna Perdue     |
|    | School Read To Succeed Literacy Leadership Team Member                                                                                                                                                                                                                                           | Ms. Lindsey McDaniels |

## 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<br>(Include the SBE Regulation number to be waived)                                          |                                                                                                                          |
| 6. Other<br>(Include the SBE Regulation number to be waived)                                          |                                                                                                                          |

## 2022 WES Needs Assessment

Provide a link to your school's most recent School Report Card.

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MDgwMTAzMA>

### SCHOOL CLIMATE

#### Kindergarten to Second Grade Benchmark Data (BAS)

| Grade Level           | Students on or above grade level |
|-----------------------|----------------------------------|
| Kindergarten          | 28.3%                            |
| 1 <sup>st</sup> Grade | 50.4%                            |
| 2 <sup>nd</sup> Grade | 67.9%                            |

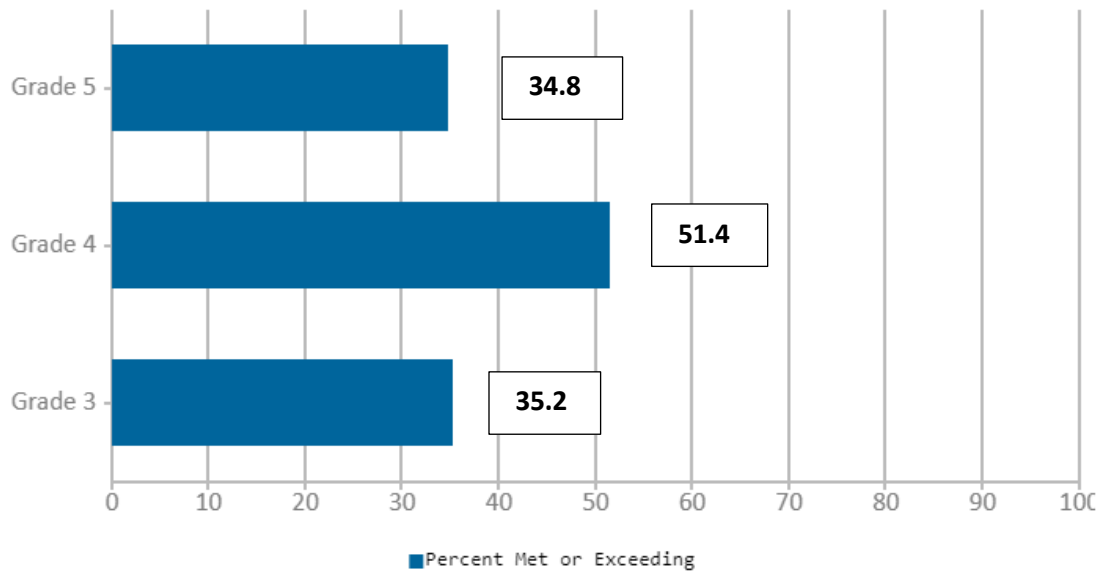
- Based on our Fountas & Pinnell 2022 Benchmark Assessment Systems (BAS) spring data, 28.3% of our kindergarten students are performing on or above grade level. In addition, 50.4% are performing on or above grade level in first grade, and 67.9% are performing on or above grade level in second grade. This data is based on BAS assessments administered during the second quarter of the 2021-22 school year.

**Conclusion:** We have established our BAS baseline data in our primary grades. We experienced a significant decrease in our kindergarten students scoring on or above grade level. During this school year, our grade level expectations changed from a Level C to a Level D/E. This change was made to align with the Fountas and Pinnell and Learning Assistance Program (LAP) expectations. We will continue to implement research-based interventions and provide academic recovery for fluency and comprehension as measured by BAS data. Our goal at WES is to continue to overcome the academic deficits that occurred during the pandemic which began in March of 2020.

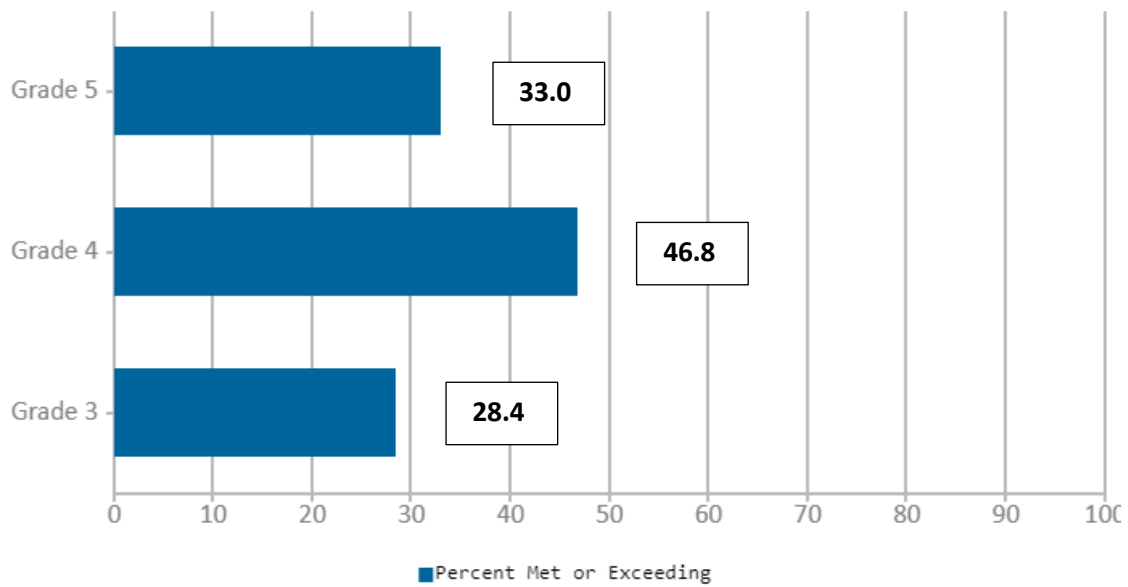
## Third to Fifth Grade ELA and Math

### SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

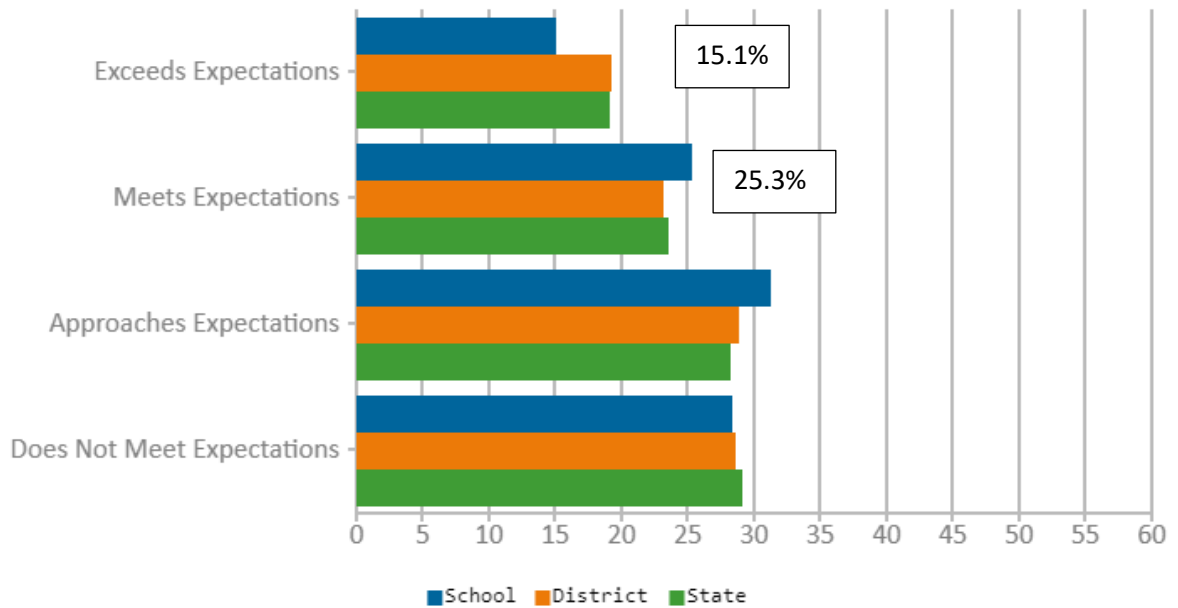


### Mathematics

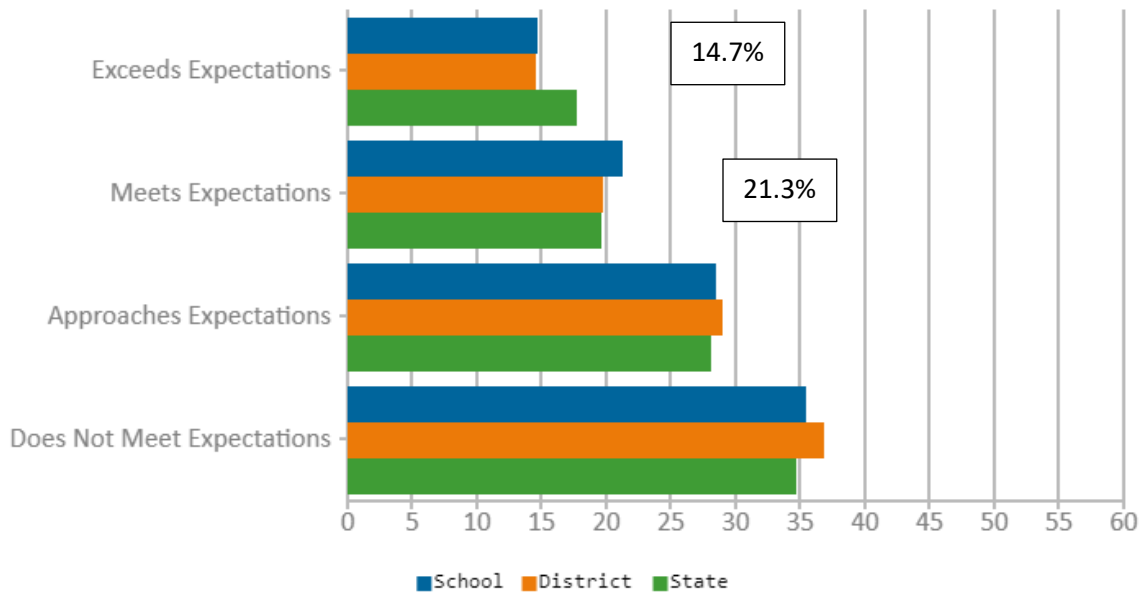


## SC READY English Language Arts and Mathematics

### English Language Arts (Reading and Writing)



### Mathematics



### ELA

- 40.4% of students in grades 3-5 scored Exceeds or Ready on the state assigned assessment of college and career readiness. (SCREADY)
- 36.0% of students in grades 3-5 scored Exceeds or Ready on the state assigned assessment of college and career readiness. (SCREADY)

**Conclusion:** Looking at WES trend data from SCREADY, our core instruction and literacy practices continue to maintain consistency with the state and district in ELA and Math. We implemented Read 180/Systems 44 as an intervention for third grade students struggling with foundational reading skills. Currently, we are serving thirty students. Identified students in third and fourth grades are also receiving Leveled Literacy Intervention (LLI). It is our hope the success of these programs will minimize the deficiencies in ELA.

## SCHOOL CLIMATE

### Teacher Retention Rate Data

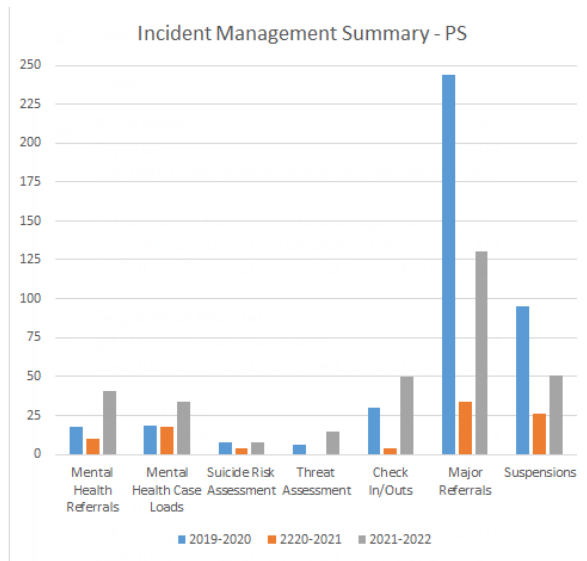
#### Results of Teacher, Student, and Parent Opinion Surveys

|                                                        | <u>Teachers</u> | <u>Students</u> | <u>Parents</u> |
|--------------------------------------------------------|-----------------|-----------------|----------------|
| Number of surveys returned                             | 57              | 127             | 195            |
| Percent satisfied with learning environment            | 100.0%          | 89.0%           | 87.7%          |
| Percent satisfied with social and physical environment | 96.5%           | 93.4%           | 85.1%          |
| Percent satisfied with school-home relations           | 92.9%           | 80.7%           | 75.8%          |

- Survey data indicates lower satisfaction rates for students and parents than teachers. Our goal is to maintain teacher satisfaction rates while increasing the student and parent satisfaction rate.

**Conclusion:** We have found school-home relations continues to be an area still needing work. Strong efforts have been made over the past few years to improve the relationships between and among all stakeholders.

## Incident Management Summary (PowerSchool)



| School Year              | 2019-2020 | 2020-2021 | 2021-2022 |
|--------------------------|-----------|-----------|-----------|
| Mental Health Referrals  | 18        | 10        | 41        |
| Mental Health Case Loads | 19        | 18        | 34        |
| Suicide Risk Assessments | 8         | 4         | 8         |
| Threat Assessments       | 6         | 0         | 15        |
| Check In/Out             | 30        | 4         | 50        |
| Major Referrals          | 244       | 34        | 131       |
| Suspensions              | 95        | 26        | 51        |

- During the abbreviated school year in 2020-21 we began the year with only 35% of our students face-to-face and present in the building. By the end of the equarter our face-to-face population had increased to 80%. During that school year we had only 34 major or minor referrals. At this time during our 2021-22 school year that number has increased to 131. We are, however, experiencing fewer referrals than previous years when our entire student population was present in the building.

**Conclusion:** During the pandemic we saw the need for additional social and emotional support for both our students and staff as students continued to transition from blended distance learning to face-to-face learning. Our guidance counselors and Berkeley Mental Health worker work collaboratively to provide positive behavior management assistance for our teachers as well as support for our students.

## TEACHER/ADMINISTRATIVE QUALITY

### Classroom Environment

|                                                                       | Our School | Change from Last Year |
|-----------------------------------------------------------------------|------------|-----------------------|
| Total Number of Teachers                                              | 55         | Up from 51            |
| <a href="#">Teacher attendance rate</a>                               | 93.2       | N/A                   |
| Average teacher salary                                                | \$52,124   | Down from \$53,295    |
| Percent of teachers returning from previous year - current year       | 91.8       | Up from 91.3          |
| Percent of teachers returning from previous year - three year average | 82.8       | Up from 80.9          |
| Percent of teacher vacancies for more than 9 weeks                    | 0.0        | No change             |
| <a href="#">Prime instructional time</a>                              | 89.1       | N/A                   |
| <a href="#">Student-teacher ratio in core subjects</a>                | 22.8 to 1  | N/A                   |
| Percent of inexperienced teachers teaching in core classes            | 11.8       | Up from 0             |
| Number of inexperienced teachers teaching in core classes             | 4          | Up from 0             |
| Percent of out-of-field teachers teaching in core classes             | 0.0        | Down from 3.4         |
| Number of out-of-field teachers teaching in core classes              | 0          | Down from 1           |

*ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.*

- Our SC Report Card data indicates our teacher retention rate increased from 91.3% to 91.8%. Our goal is to increase the retention rate by 5% in 2026.

**Conclusion:** We will continue to provide support for our induction and continuing contract teachers through mentoring programs and guidance from our instructional coaches. Our teachers will collaborate during Professional Learning Communities (PLCs) to provide peer support. Quality professional development opportunities will continue to address group or school needs in order to maintain enhanced growth based on student achievement and observation. All employees' strength will be maximized and all weaknesses will be addressed thus positively impacting student achievement.

## Executive Summary of Needs Assessment Data Findings

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

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

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

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

| Student Achievement              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary School (K - 2)           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.                               | To provide a solid foundation for future educational experiences, students and teachers are focused on establishing basic skills in reading. During the COVID pandemic, the quality and amount of direct instructional time was affected negatively. We will continue to implement research-based interventions and provide academic recovery for fluency and comprehension as measured by Benchmark Assessment Systems (BAS) data. Primary teachers will expand their efforts to ensure every child is challenged and supported through an enhanced integrated curriculum. Our goal at WES is to overcome the academic deficits that occurred during this pandemic.                                   |
| Elementary/Middle School (3 - 8) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.                               | The percentage of all students (3-5) who scored Met or Above in SCREADY ELA and SCREADY MATH exceeded both state and district performance. In grades 3-5, 40.4% of students scored Exceeds or Ready on SCREADY ELA and 36.0% of students in grades 3-5 scored Exceeds or Ready in Math. While we will have a laser focus on addressing our students most at risk, we will continue to expand our efforts to ensure every child is challenged and supported through an enhanced integrated curriculum. Due to the COVID pandemic, the quality and amount of direct instructional time was affected negatively. Our goal at WES is to overcome the academic deficits that occurred during this pandemic. |
| Teacher/Administrator Quality    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3.                               | Reflecting on our SC Report Card data, we determined the need to improve our teacher retention rate. To address this need, we will provide support and professional development for our staff. Instructional coaches will guide Professional Learning Communities to collaborate, plan instruction, analyze student data, discuss student concerns, and focus on professional growth. We are hoping our efforts and support for teachers will provide for improved teacher retention and become an effective recruitment strategy for our school.                                                                                                                                                      |
| School Climate                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4.                               | To improve our school climate, our focus will be improving the learning environment and social/emotional well-being of our students. We need to increase the percentage of teachers, parents, and students who are satisfied with home-school relations and the learning environment. Survey data indicates lower satisfaction rates for students and parents than teachers. Our goal is to maintain teacher satisfaction rates while increasing the student and parent satisfaction rate. During the pandemic, we saw a need for additional social and emotional support for both our students and staff.                                                                                             |

## Performance Goal

|                                                                                                                      |                                                                                                                                                                                            |                               |              |              |              |              |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------|--------------|--------------|--------------|
| <b>Performance Goal Area:</b>                                                                                        | School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)                                                                                                                      |                               |              |              |              |              |
| <b>Performance Goal:</b><br><b>SMART goal must include:</b><br><b>WHO will do WHAT, as measured by HOW and WHEN.</b> | By 2026, our school will increase parent and student satisfaction by 1% annually by providing a safe, orderly, and healthy school that ensures a positive and caring learning environment. |                               |              |              |              |              |
| <b>Interim Performance Goal: Meet annual targets below.</b>                                                          |                                                                                                                                                                                            |                               |              |              |              |              |
| <b>Data Source(s)'</b>                                                                                               | <b>Average Baseline</b>                                                                                                                                                                    | <b>21/22</b>                  | <b>22/23</b> | <b>23/24</b> | <b>24/25</b> | <b>25/26</b> |
| SC Report Card<br>Student Surveys                                                                                    | Spring 2019<br>79%                                                                                                                                                                         | <b>Projected Data:</b><br>80% | 90%          | 91%          | 92%          | 93%          |
|                                                                                                                      |                                                                                                                                                                                            | <b>Actual Data:</b><br>89%    |              |              |              |              |
| SC Report Card<br>Parent Surveys                                                                                     | Sprign 2019<br>88%                                                                                                                                                                         | <b>Projected Data:</b><br>89% | 89%          | 90%          | 91%          | 92%          |
|                                                                                                                      |                                                                                                                                                                                            | <b>Actual Data:</b><br>87.7%  |              |              |              |              |

## Action Plan

### Strategy #1: Encourage positive relationships between home and school.

| <b>Action Step</b><br>(List the processes to fully implement the strategy.<br>Include professional development, scientifically based research, innovation initiatives etc.)     | <b>Timeline</b><br>Start/End Dates | <b>People Responsible</b>                   | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b>             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------|-----------------------|-----------------------|-------------------------------------------------|
| 1. Provide Support for families through counseling and resources maintained in a parenting space.                                                                               | August 2021-June 2026              | Angela Burnsworth<br>Berkeley Mental Health | \$200                 | Title I               | Meeting log, Requisitions                       |
| 2. Provide communication such as Wednesday folders, monthly calendars, school website, parent emails, school-wide Dojo, and social media.                                       | August 2021-June 2026              | Katie Taie<br>Angela Burnsworth             | \$1,500               | Activity              | Report card surveys                             |
| 3. Plan and continue support for parenting activities based on parent surveys (i.e. Orientation for students and families before school begins, ELA, Science, and Math Nights.) | August 2021-June 2026              | Angela Burnsworth                           | \$8,000               | Title I               | Parent surveys, Title I surveys, sign-in sheets |
| 4. 4. Provide support for Title I planning meetings, School Improvement Council meetings, and the Annual Title I meeting.                                                       | August 201-June 2026               | Angela Burnsworth<br>Katie Taie             | \$500                 | Title I               | Agendas, sign-in sheets                         |
| 5. Support a school-wide volunteer program to encourage parents and community members to be active members of our school community. (Reading Partners and Watch Dogs)           | August 2021-June 2026              | Angela Burnsworth<br>Katie Taie             | \$1,500               | Title I               | Volunteer Logs and sign-in sheets               |

### Strategy #2: Provide a school choice opportunity through a Montessori program.

| <b>Action Step</b>                                   | <b>Timeline</b><br>Start/End Dates | <b>People Responsible</b>         | <b>Estimated Cost</b> | <b>Funding Source</b>     | <b>Indicators of Implementation</b> |
|------------------------------------------------------|------------------------------------|-----------------------------------|-----------------------|---------------------------|-------------------------------------|
| 1. Provide a classroom experience for 3-8 year-olds. | August 2021-June 2026              | Katie Taie<br>Classroom assistant | \$40,000              | General budget<br>Tuition | Kronos log                          |

### Strategy #3: Encourage student success through a school-wide incentive program.

| <b>Action Step</b>                                                                                                 | <b>Timeline</b><br>Start/End<br>Dates | <b>People</b><br><b>Responsible</b> | <b>Estimated</b><br><b>Cost</b> | <b>Funding</b><br><b>Source</b> | <b>Indicators of</b><br><b>Implementation</b> |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------|---------------------------------|---------------------------------|-----------------------------------------------|
| 1. Provide student incentives, certificates, and supplies for positive behavior and semester academic achievement. | August<br>2021-June<br>2026           | Angela<br>Burnsworth<br>Katie Taie  | \$8,000                         | Title I<br>Activity             | Behavior and academic<br>data, report cards.  |

## Performance Goal

|                                                                                                                      |                                                                                                                                                                                                               |                                 |              |              |              |              |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|--------------|--------------|--------------|
| <b>Performance Goal Area:</b>                                                                                        | School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)                                                                                                                                         |                                 |              |              |              |              |
| <b>Performance Goal:</b><br><b>SMART goal must include:</b><br><b>WHO will do WHAT, as measured by HOW and WHEN.</b> | By 2026, our school will improve social and emotional skills to ensure the growth of the whole child as evidenced by maintaining and/or decreasing our behavior incidents by 10% as recorded in Power School. |                                 |              |              |              |              |
| <b>Interim Performance Goal: Meet annual targets below.</b>                                                          |                                                                                                                                                                                                               |                                 |              |              |              |              |
| <b>Data Source(s)'</b>                                                                                               | <b>Average Baseline</b>                                                                                                                                                                                       | <b>21/22</b>                    | <b>22/23</b> | <b>23/24</b> | <b>24/25</b> | <b>25/26</b> |
| Incident Management Summary                                                                                          | Spring 2020<br>26.2%                                                                                                                                                                                          | <b>Projected Data:</b><br>24.2% | 16%          | 15%          | 14%          | 13%          |
|                                                                                                                      |                                                                                                                                                                                                               | <b>Actual Data:</b><br>16.5%    |              |              |              |              |

## Action Plan

| Strategy #1: Utilize effective strategies to support students' social and emotional needs.                                                                                                      |                                |                                                                  |                   |                   |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------|-------------------|-------------------|---------------------------------|
| Action Step<br>(List the processes to fully implement the strategy.<br>Include professional development, scientifically based research, innovation initiatives etc.)                            | Timeline<br>Start/End<br>Dates | People<br>Responsible                                            | Estimated<br>Cost | Funding<br>Source | Indicators of<br>Implementation |
| 1. Our Guidance Counselors and Berkeley Mental Health worker will collaborate with classroom teachers to develop positive strategies and techniques when interacting with challenging students. | August<br>2021-June<br>2026    | Guidance<br>Counselors<br>Berkeley Mental<br>Health              | NA                | NA                | Meeting notes<br>Logs           |
| 2. The Guidance Counselors and Berkeley Mental Health worker will work collaboratively with the SDSS team.                                                                                      | August<br>2021-June<br>2026    | Guidance<br>Counselors<br>SDSS Team<br>Berkeley Mental<br>Health | NA                | NA                | Meeting notes                   |
| Strategy #2: Support students through a school-wide social and emotional curriculum.                                                                                                            |                                |                                                                  |                   |                   |                                 |
| Action Step                                                                                                                                                                                     | Timeline<br>Start/End<br>Dates | People<br>Responsible                                            | Estimated<br>Cost | Funding<br>Source | Indicators of<br>Implementation |
| 1. Students participate in Morning Meetings and character education lessons daily.                                                                                                              | August<br>2021-June<br>2026    | Classroom<br>teachers<br>Guidance<br>Counselors                  | NA                | NA                | Lesson Plans                    |

## Performance Goal

|                                                                                                    |                                                                                                                                                     |                        |       |       |       |       |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------|-------|-------|-------|
| Performance Goal Area:                                                                             | Student Achievement *                                                                                                                               |                        |       |       |       |       |
| Performance Goal:<br>SMART goal must include:<br>WHO will do WHAT, as measured by HOW<br>and WHEN. | By 2026, the percent of students in grades 3-5 who meet or exceed the national average in ELA and Math as measured by SCREADY will increase by 10%. |                        |       |       |       |       |
| Interim Performance Goal: Meet annual targets below.                                               |                                                                                                                                                     |                        |       |       |       |       |
| Data Source(s)'                                                                                    | Average Baseline                                                                                                                                    | 21/22                  | 22/23 | 23/24 | 24/25 | 25/26 |
| SCREADY ELA - 3rd Grade                                                                            | Spring 2019<br>56%                                                                                                                                  | Projected Data:<br>58% | 60%   | 62%   | 64%   | 66%   |
|                                                                                                    |                                                                                                                                                     | Actual Data:<br>34.8%  | 37%   | 39%   | 41%   | 42%   |
| SCREADY ELA - 4th Grade                                                                            | Spring 2019<br>51%                                                                                                                                  | Projected Data:<br>53% | 55%   | 57%   | 59%   | 61%   |
|                                                                                                    |                                                                                                                                                     | Actual Data:<br>51.4%  | 52%   | 54%   | 56%   | 58%   |
| SCREADY ELA - 5th Grade                                                                            | Spring 2019<br>43%                                                                                                                                  | Projected Data:<br>45% | 47%   | 49%   | 51%   | 53%   |
|                                                                                                    |                                                                                                                                                     | Actual Data:<br>35.2%  | 36%   | 38%   | 40%   | 42%   |
| SCREADY MATH - 3rd Grade                                                                           | Spring 2019<br>50%                                                                                                                                  | Projected Data:<br>52% | 54%   | 56%   | 58%   | 60%   |
|                                                                                                    |                                                                                                                                                     | Actual Data:<br>33.0%  | 35%   | 37%   | 39%   | 41%   |
| SCREADY MATH - 4th Grade                                                                           | Spring 2019<br>53%                                                                                                                                  | Projected Data:<br>55% | 57%   | 59%   | 61%   | 63%   |
|                                                                                                    |                                                                                                                                                     |                        |       |       |       |       |

|                          |                    |                                   |     |     |     |     |
|--------------------------|--------------------|-----------------------------------|-----|-----|-----|-----|
|                          |                    | <b>Actual Data:</b><br>46.8%      | 47% | 49% | 51% | 53% |
| SCREADY MATH - 5th Grade | Spring 2019<br>57% | <b>Projected<br/>Data:</b><br>59% | 61% | 63% | 65% | 67% |
|                          |                    | <b>Actual Data:</b><br>28.4%      | 30% | 32% | 33% | 35% |

## Action Plan

| Strategy #1: Integrate technology into all subject areas.                                                                                                                                           |                             |                                                              |                |                       |                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------|----------------|-----------------------|-----------------------------------------------|
| Action Step<br>(List the processes to fully implement the strategy.<br>Include professional development, scientifically based research, innovation initiatives etc.)                                | Timeline<br>Start/End Dates | People Responsible                                           | Estimated Cost | Funding Source        | Indicators of Implementation                  |
| 1. Integrate technology into classroom instruction by purchasing current robotic and technology tools to meet 21st century life skills.                                                             | August 2021-June 2026       | Katie Taie<br>Angela Burnsworth                              | \$20,000       | Activity Title I      | Requisitions                                  |
| 2. Maintain mobile devices and equipment such as Chromebooks, iPads, headphones, and earbuds.                                                                                                       | August 2021-June 2026       | Katie Taie<br>Angela Burnsworth                              | \$15,000       | Activity Title I      | Requisitions                                  |
| Strategy #2: Integrate the curriculum through enhanced experiences.                                                                                                                                 |                             |                                                              |                |                       |                                               |
| Action Step                                                                                                                                                                                         | Timeline<br>Start/End Dates | People Responsible                                           | Estimated Cost | Funding Source        | Indicators of Implementation                  |
| 1. Grade levels 3-5 will participate in field studies that support integration of the curriculum.                                                                                                   | August 2021-June 2026       | Administration<br>3-5 classroom teachers<br>Debbie Gallagher | \$5,000        | Activity              | Lesson plans, Field Study Request Forms       |
| 2. Students will experience arts integration lessons through field studies, Artists in Residence, and partnerships with Engaging Creative Minds (ECM) and the South Carolina Arts Commission (ABC). | August 2021-June 2026       | Debbie Gallagher<br>Eryn Estep<br>Classroom teachers         | \$5,000        | Grant funds, ECM, ABC | Lesson plans, Field Study Request Forms, logs |
| Strategy #3: Support the curriculum with supplemental materials.                                                                                                                                    |                             |                                                              |                |                       |                                               |
| Action Step                                                                                                                                                                                         | Timeline<br>Start/End Dates | People Responsible                                           | Estimated Cost | Funding Source        | Indicators of Implementation                  |

| 1. Purchase high interest reading materials such as Scholastic, Social Studies Weekly, Weekly Reader, and Time for Kids.                            | August 2021-June 2026                   | Angela Burnsworth<br>Katie Taie                                       | \$6,000                   | Title I Activity          | Requisitions                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------|---------------------------|---------------------------|--------------------------------------------------------------------|
| 2. Purchase software such as Achieve3000, Lexia, IXL, Read 180, Reading A-Z, etc.                                                                   | August 2021-June 2026                   | Angela Burnsworth                                                     | \$35,000                  | Title I                   | Requisitions                                                       |
| <b>Strategy #4: Utilize effective strategies to address students' academic needs and increase achievement.</b>                                      |                                         |                                                                       |                           |                           |                                                                    |
| <b>Action Step</b>                                                                                                                                  | <b>Timeline<br/>Start/End<br/>Dates</b> | <b>People<br/>Responsible</b>                                         | <b>Estimated<br/>Cost</b> | <b>Funding<br/>Source</b> | <b>Indicators of<br/>Implementation</b>                            |
| 1. An instructional coach will provide staff development and ongoing support and collaboration with teachers on effective instructional strategies. | August 2021-June 2026                   | Katie Taie<br>Debbie Gallagher                                        | \$97,200                  | Title I                   | PLC meeting notes, sign-in sheets, staff development agendas       |
| 2. Teachers will collaborate in PLCs to analyze data, progress monitor, and make necessary instructional adjustments.                               | August 2021-June 2026                   | Debbie Gallagher                                                      | NA                        | NA                        | Common assessments, RI/MI results in grades 305, PLC meeting notes |
| <b>Strategy #5: Implement intervention for At-Risk students Math and Reading through research-based intervention programs.</b>                      |                                         |                                                                       |                           |                           |                                                                    |
| <b>Action Step</b>                                                                                                                                  | <b>Timeline<br/>Start/End<br/>Dates</b> | <b>People<br/>Responsible</b>                                         | <b>Estimated<br/>Cost</b> | <b>Funding<br/>Source</b> | <b>Indicators of<br/>Implementation</b>                            |
| 1. Employ interventionists to provide small group instruction.                                                                                      | August 2021-June 2026                   | Katie Taie<br>Angela Burnsworth                                       | \$110,000                 | Title I                   | Master schedule, Kronos, student rosters                           |
| 2. Provide/purchase materials and programs to support intervention.                                                                                 | August 2021-June 2026                   | Katie Taie<br>Angela Burnsworth                                       | \$20,000                  | General funds<br>Title I  | Requisitions                                                       |
| 3. Provide training for teacher and assistants to deliver direct instruction.                                                                       | August 2021-June 2026                   | Katie Taie<br>Debbie Gallagher<br>Ann-Marie Cate<br>Angela Burnsworth | \$3,000                   | Title I                   | Training agendas, sign-in sheets                                   |

## Performance Goal

|                                                                                                    |                                                                                                                                                                                              |                          |       |       |       |       |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------|-------|-------|-------|
| Performance Goal Area:                                                                             | Student Achievement *                                                                                                                                                                        |                          |       |       |       |       |
| Performance Goal:<br>SMART goal must include:<br>WHO will do WHAT, as measured by HOW<br>and WHEN. | By 2026, K-2 students reading at or above grade level based on a nationally-normed and research-based literacy skills assessment or end of the year assessment results will increase by 10%. |                          |       |       |       |       |
| Interim Performance Goal: Meet annual targets below.                                               |                                                                                                                                                                                              |                          |       |       |       |       |
| Data Source(s)'                                                                                    | Average Baseline                                                                                                                                                                             | 21/22                    | 22/23 | 23/24 | 24/25 | 25/26 |
| Benchmark Assessments System (BAS) - Kindergarten                                                  | Spring 2021<br>49.6%                                                                                                                                                                         | Projected Data:<br>51.6% | 32%   | 34%   | 36%   | 38%   |
|                                                                                                    |                                                                                                                                                                                              | Actual Data:<br>28.3%    |       |       |       |       |
| Benchmark Assessments System (BAS) - 1st Grade                                                     | Spring 2021<br>55.0%                                                                                                                                                                         | Projected Data:<br>57%   | 52%   | 54%   | 56%   | 58%   |
|                                                                                                    |                                                                                                                                                                                              | Actual Data:<br>50.4%    |       |       |       |       |
| Benchmark Assessments System (BAS) - 2nd Grade                                                     | Spring 2021<br>45.9%                                                                                                                                                                         | Projected Data:<br>47.9% | 68%   | 69%   | 70%   | 71%   |
|                                                                                                    |                                                                                                                                                                                              | Actual Data:<br>67.9%    |       |       |       |       |

## Action Plan

### Strategy #1: Integrate technology into all subject areas.

| <b>Action Step</b><br>(List the processes to fully implement the strategy.<br>Include professional development, scientifically based research, innovation initiatives etc.) | <b>Timeline</b><br>Start/End Dates | <b>People Responsible</b>       | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|-----------------------|-----------------------|-------------------------------------|
| 1. Integrate technology into classroom instruction by purchasing current robotic and technology tools to meet 21st century life skills.                                     | August 2021-June 2026              | Katie Taie<br>Angela Burnsworth | NA                    | NA                    | Requisitions                        |
| 2. Maintain mobile devices and equipment such as Chromebooks, iPads, and headphones including headphones with microphones.                                                  | August 2021-June 2026              | Katie Taie<br>Angela Burnsworth | NA                    | NA                    | Requisitions                        |

### Strategy #2: Implement intervention for At-Risk students in Reading through research-based intervention programs.

| <b>Action Step</b>                                                                                  | <b>Timeline</b><br>Start/End Dates | <b>People Responsible</b>                                             | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b> |
|-----------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------|-----------------------|-----------------------|-------------------------------------|
| 1. Employ interventionists to provide small group instruction.                                      | August 2021-June 2026              | Katie Taie<br>Angela Burnsworth                                       | NA                    | NA                    | Master schedule, student rosters    |
| 2. Provide/purchase materials and programs to support intervention.                                 | August 2021-June 2026              | Angela Burnsworth                                                     | NA                    | NA                    | Requisitions                        |
| 3. Provide training for teachers and assistants to deliver direct instruction.                      | August 2021-June 2026              | Katie Taie<br>Debbie Gallagher<br>Ann-Marie Cate<br>Angela Burnsworth | NA                    | NA                    | Training agenda, sign-in sheets     |
| 4. Implement a Reading Partners Program to provide assistance for at-risk students in second grade. | August 2021-June 2026              | Katie Taie<br>Angela Burnsworth                                       | \$25,000              | Title I               | Requisitions                        |

### Strategy #3: Support the curriculum with supplemental materials.

| Action Step                                                                                                                                                       | Timeline<br>Start/End<br>Dates | People<br>Responsible              | Estimated<br>Cost | Funding<br>Source   | Indicators of<br>Implementation                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------|-------------------|---------------------|--------------------------------------------------|
| 1. Purchase high interest reading materials such as Scholastic, Weekly Reader, and Time for Kids.                                                                 | August<br>2021-June<br>2026    | Angela<br>Burnsworth<br>Katie Taie | \$4,000           | Title I<br>Activity | Requisitions                                     |
| 2. Purchase software such as Lexia, Reading A-Z, RazKids, and SeeSaw.                                                                                             | August<br>2021-June<br>2026    | Angela<br>Burnsworth               | \$10,000          | Title I             | Requisitions                                     |
| <b>Strategy #4: Teachers will use a variety of strategies to assist students reading fluency and comprehension.</b>                                               |                                |                                    |                   |                     |                                                  |
| Action Step                                                                                                                                                       | Timeline<br>Start/End<br>Dates | People<br>Responsible              | Estimated<br>Cost | Funding<br>Source   | Indicators of<br>Implementation                  |
| 1. Teachers will utilize small group instruction to differentiate based on students' needs.                                                                       | August<br>2021-June<br>2026    | Primary teachers                   | NA                | NA                  | Classroom observations,<br>lesson plans          |
| 2. Teachers will monitor students' progress in oral reading fluency and comprehension through BAS assessments throughout the school year.                         | August<br>2021-June<br>2026    | Primary teachers                   | NA                | NA                  | BAS data                                         |
| <b>Strategy #5: Integrate the curriculum through enhanced experiences.</b>                                                                                        |                                |                                    |                   |                     |                                                  |
| Action Step                                                                                                                                                       | Timeline<br>Start/End<br>Dates | People<br>Responsible              | Estimated<br>Cost | Funding<br>Source   | Indicators of<br>Implementation                  |
| 1. Grade levels K-2 will participate in field studies that support integration of the curriculum.                                                                 | August<br>2021-June<br>2026    | Administration                     | NA                | NA                  | Lesson plans and Field Study<br>Request Forms    |
| 2. Students will experience arts integration lessons through field studies, Artists in Residence, and partnerships with the South Carolina Arts Commission (ABC). | August<br>2021-June<br>2026    | Ann-Marie Cate<br>Eryn Estep       | NA                | Grant funds,<br>ABC | Lesson plans, Field Study<br>Request Forms, logs |
| <b>Strategy #6: Utilize effective strategies to address students' academic needs and increase achievement.</b>                                                    |                                |                                    |                   |                     |                                                  |
| Action Step                                                                                                                                                       | Timeline<br>Start/End<br>Dates | People<br>Responsible              | Estimated<br>Cost | Funding<br>Source   | Indicators of<br>Implementation                  |

|                                                                                                                                                     |                       |                              |    |          |                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------|----|----------|---------------------------------------------------------------|
| 1. An instructional coach will provide staff development and ongoing support and collaboration with teachers on effective instructional strategies. | August 2021-June 2026 | Katie Taie<br>Ann-Marie Cate | NA | District | PLC meeting notes, sign-in sheets, staff development agendas. |
| 2. Teachers will collaborate in PLCs to analyze data, progress monitor, and make necessary instructional adjustments.                               | August 2021-June 2026 | Ann-Marie Cate               | NA | NA       | Common assessments, RI results, PLC meeting notes             |

## Performance Goal

|                                                                                                    |                                                              |                        |       |       |       |       |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------|-------|-------|-------|-------|
| Performance Goal Area:                                                                             | Teacher/Administrator Quality *                              |                        |       |       |       |       |
| Performance Goal:<br>SMART goal must include:<br>WHO will do WHAT, as measured by HOW<br>and WHEN. | By 2026, we will increase the teacher retention rate to 95%. |                        |       |       |       |       |
| Interim Performance Goal: Meet annual targets below.                                               |                                                              |                        |       |       |       |       |
| Data Source(s)'                                                                                    | Average Baseline                                             | 21/22                  | 22/23 | 23/24 | 24/25 | 25/26 |
| SC Report Card                                                                                     | Spring 2019<br>65%                                           | Projected Data:<br>70% | 92%   | 93%   | 94%   | 95%   |
|                                                                                                    |                                                              | Actual Data:<br>91.8%  |       |       |       |       |

## Action Plan

| <b>Strategy #1: Provide support and staff development for all teachers.</b>                                                                                                                                                                                                                                                                                                              |                                    |                                                                                   |                       |                       |                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------------------------------------------------------------------------------------|
| <b>Action Step</b><br>(List the processes to fully implement the strategy.<br>Include professional development, scientifically based research, innovation initiatives etc.)                                                                                                                                                                                                              | <b>Timeline</b><br>Start/End Dates | <b>People Responsible</b>                                                         | <b>Estimated Cost</b> | <b>Funding Source</b> | <b>Indicators of Implementation</b>                                                                 |
| 1. All first year teachers will participate in district PRIDE meetings and will be assigned a mentor. First year teachers will meet routinely with mentor teachers. New teachers to the school will also be assigned a mentor teacher to assist in learning school procedures. WES will conduct a new teacher orientation for all new staff members at the beginning of the school year. | August 2021-June 2026              | Katie Taie<br>Rusty Boston                                                        | NA                    | NA                    | Mentor assignments, orientation sign-in sheets                                                      |
| 2. All teachers will participate in weekly PLC meetings to collaborate, plan instruction, analyze student data, discuss student concerns, and focus on professional growth.                                                                                                                                                                                                              | August 2021-June 2026              | Katie Taie<br>Rusty Boston<br>Nathan Snider<br>Debbie Gallagher<br>Ann-Marie Cate | NA                    | NA                    | Weekly PLC meeting notes, examples of common assessments, information from data analysis            |
| 3. Teachers and staff will meet weekly with the instructional coaches and administration to focus on planning instruction utilizing a variety of instructional strategies to meet the needs of all students, analyze unit assessments, and analyze SLO data.                                                                                                                             | August 2021-June 2026              | Katie Taie<br>Rusty Boston<br>Debbie Gallagher<br>Ann-Marie Cate                  | NA                    | NA                    | Formal and information classroom observations, PLC meeting notes, nationally-normed assessment data |
| 4. A coach will provide support for teachers and coaches.                                                                                                                                                                                                                                                                                                                                | August 2021-June 2026              | Katie Taie<br>Susan Herring                                                       | \$10,000              | Activity              | Kronos log                                                                                          |
| 5. Provide a Title I Facilitator/School Improvement/Coach to coordinate school improvement efforts and to ensure effective staff development.                                                                                                                                                                                                                                            | August 2021-June 2026              | Katie Taie<br>Angela Burnsworth                                                   | \$35,000              | Title I               | Parent and teacher surveys                                                                          |
| 6. Teachers will participate and attend staff development opportunities throughout the school year that foster best instructional practices and strategies.                                                                                                                                                                                                                              | August 2021-June 2026              | Katie Taie<br>Rusty Boston<br>Nathan Snider                                       | NA                    | NA                    | Training sessions and presentations, sign-in sheets, PLC notes, classroom observations              |

