

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2024-2025 to 2028-2029

Upcoming School Year: 2026-2027

School Name:	Palmetto Grove Elementary
SIDN:	2306515
Plan Submission:	School utilizes Cognia
Grade Span:	Kindergarten - 5th
District:	Magnolia River School District
Address 1:	1245 Magnolia Creek Road
Address 2:	
City, State:	West Columbia, SC
Zip Code:	29172
School Renewal Contact Person:	Dr. Marissa Langford
School Plan Contact Phone:	803-555-0198
School Plan E-mail Address:	mlangford@magnoliaschools.org

Superintendent		
Dr. Calvin Whitaker		4/20/26
Printed Name	Signature	Date
Principal		
Dr. Marissa Langford		4/20/26
Printed Name	Signature	Date
Chairperson, District Board of Trustees		
Evelyn Carrington		4/20/26
Printed Name	Signature	Date
Chairperson, School Improvement Council		
Terrence Holloway		4/20/26
Printed Name	Signature	Date
School Read To Succeed Literacy Leadership Team Lead		
Dr. Maren Ellison		4/20/26
Printed Name	Signature	Date

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.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Assurances for School Renewal Plans

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

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

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

	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.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

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	Dr. Marissa Langford
2.	Teacher	Talia Monroe
3.	Parent/Guardian	Darius Bennett
4.	Community Member	Calvin Rivers
5.	Paraprofessional	Lillian Tate
6.	School Improvement Council Member	Terrence Holloway
7.	Read to Succeed Reading Coach	Dr. Maren Ellison
8.	School Read to Succeed Literacy Leadership Team Lead	Dr. Maren Ellison
9.	School Read to Succeed Literacy Leadership Team Member	Ramona Blake
	Assistant Principal	Jocelyn Carrington
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		

**Add rows as necessary*

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Comprehensive Needs Assessment Data

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.

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Palmetto Grove Elementary is a Title I school located in South Carolina, serving approximately 550 students in grades Kindergarten through 5th. The school population reflects a diverse and high-needs community, with 65% of students identified as economically disadvantaged, 20% as English Language Learners, 12% receiving special education services, and 3% classified as homeless or part of a transient population. These demographics underscore the importance of targeted academic and character and resilience education (CARE) supports to ensure equitable access to high-quality education for all learners.

Academic Performance Overview

SC READY Assessment (Spring 2024) English Language Arts (ELA)

Grade	Does Not Meet	Approaching	Meets	Exceeds
3 rd	25%	35%	28%	12%
4 th	28%	32%	30%	10%
5 th	22%	30%	33%	15%

Key Insight: ELA scores show a consistent pattern of underperformance, with over 50% of students in each grade not meeting or only approaching grade-level expectations.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

SC READY Assessment (Spring 2024) Mathematics

Grade	Does Not Meet	Approaching	Meets	Exceeds
3 rd	22%	30%	30%	18%
4 th	25%	28%	32%	15%
5 th	20%	25%	35%	20%

Key Insight: Math performance is slightly stronger than ELA, but still shows a need for targeted support, especially in foundational skills.

2023-2024 MAP Growth (Measures of Academic Progress) Reading – RIT Scores

Grade	Fall	Winter	Spring
K	138	144	150
1	155	160	165
2	170	174	178
3	185	188	192
4	195	198	202
5	203	206	210

2023-2024 MAP Growth (Measures of Academic Progress) Math – RIT Scores

Grade	Fall	Winter	Spring
K	140	146	152
1	158	163	168
2	172	176	180
3	187	190	194
4	197	200	204
5	205	208	212

Key Insight: MAP data shows steady growth across all grades, but many students remain below national norms, especially in early grades.

2023-2024 Kindergarten Readiness Assessment (KRA)

- Domains Assessed: Language & Literacy, Mathematics, Physical Well-being, Social Foundations

Emerging Readiness	Approaching Readiness	Demonstrating Readiness
20%	42%	38%

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Key Insight: Only 38% of incoming kindergarteners are fully ready for school, indicating a need for stronger early childhood partnerships and transition programs.

We are committed to advancing student achievement and ensuring equitable access to high-quality instruction for all learners at Palmetto Grove Elementary. Based on our comprehensive needs assessment, we propose various strategic actions to guide our school renewal efforts. First, we will implement targeted small-group instruction informed by MAP Growth and SC READY data to address specific learning gaps and support differentiated instruction utilizing the Multi-tiered Systems of Support (MTSS) method. Second, we will launch an early literacy initiative for grades K–2, anchored in a phonics-based curriculum, to build strong foundational reading skills. Third, we will reinvigorate our Professional Learning Communities (PLCs) that meet quarterly to monitor student progress and adjust instructional practices based on performance trends by having grade level teams begin to meet a minimum of once a month. Finally, we will strengthen partnerships with local preschools to improve kindergarten readiness through aligned expectations, transitional activities, and family engagement. These recommendations reflect our commitment to continuous improvement and student success.

Teacher/Administrator Quality

Palmetto Grove Elementary is staffed by a dedicated team of educators, but professional development and retention remain critical focus areas.

Teacher Profile:

- Certified Teachers: 100%
- Years of Experience:
 - 35% have 0–5 years
 - 40% have 6–15 years
 - 25% have 16+ years
- Professional Development Participation:
 - 85% attended district PD sessions.
 - Only 40% report PD as “highly relevant” to their instructional needs.

Administrator Profile:

- Leadership team includes a principal and assistant principal with a combined 25 years of experience.
- Strong instructional leadership noted, but staff desire more visibility and feedback from administration.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

At Palmetto Grove Elementary, we recognize the importance of investing in the professional growth and instructional leadership of our staff to drive student achievement. To support this goal, we aim to increase access to job-embedded professional learning opportunities that are directly aligned with classroom needs and school priorities. Additionally, we will provide structured coaching and mentoring for early-career teachers to build confidence, instructional capacity, and long-term retention. To further strengthen our instructional leadership, we will implement regular walkthroughs and feedback cycles that promote reflective practice, consistency in expectations, and continuous improvement across all grade levels.

School Climate

Palmetto Grove Elementary fosters a welcoming and inclusive environment, but recent survey data and behavioral trends suggest areas for improvement:

Key Indicators:

- Student Survey Results (Spring 2025):
 - 72% of students feel safe at school.
 - 65% report positive relationships with teachers.
 - Only 48% feel their voice is heard in decision-making.
- Behavioral Data:

2023-2024 Discipline Referral Data

Grade	1st Semester	2nd Semester	Total
K	(n/a) → 6	(n/a) → 8	(n/a) → 14
1	(8) → 10	(6) → 13	(14) → 23
2	(12) → 38	(10) → 44	(22) → 82
3	(35) → 13	(40) → 15	(75) → 28
4	(15) → 9	(12) → 11	(27) → 20
5	(10) → 12	(9) → 18	(19) → 30

Data represented in the parentheses reflects the previous school year (2022-2023), enabling us to track student cohorts and observe behavioral trends over time.

- Office referrals increased by 18% from the previous year.
 - Chronic absenteeism affects 14% of students, with higher rates among economically disadvantaged populations.
- Staff Perception:
 - Teachers report high levels of collegiality but express concerns about student behavior and emotional regulation.
 - 60% of staff feel supported by administration in managing classroom challenges.

Note: *Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.*

At Palmetto Grove Elementary, we recognize the importance of cultivating a positive and supportive school climate that promotes both academic success and emotional well-being. To strengthen our learning environment, we plan to enhance our character and resilience education programs to better equip students with the skills needed to manage emotions, build relationships, and make responsible decisions. We will also expand resilience practices and behavior intervention supports to address the growing needs of students impacted by adverse experiences. Additionally, we are committed to increasing student voice and leadership opportunities, ensuring that all students feel heard, valued, and empowered to contribute to their school community.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Executive Summary of Needs Assessment Data Findings

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, including sub-groups
Early Childhood/Primary (PK-2): Kindergarten Readiness Assessment data reveals that only 38% of incoming students demonstrate full readiness for school, underscoring the urgent need to strengthen early childhood partnerships and transition supports. While MAP Growth data shows that students in Grades K–2 are making progress throughout the year, the rate of improvement is not sufficient to close gaps and bring students up to grade-level standards. These findings highlight the need for targeted small-group instruction, the implementation of early literacy initiatives, and the development of robust data monitoring systems through MTSS and PLC structures. Strengthening collaboration with local preschools will be essential to ensure students enter kindergarten with the foundational skills necessary for long-term academic success.
Elementary/Middle (3-8): Our analysis of academic performance data at Palmetto Grove Elementary reveals persistent gaps in student achievement. SC READY results indicate that more than half of our students in Grades 3–5 are performing below grade-level expectations in English Language Arts, with Math scores showing slightly stronger performance but still reflecting areas of concern. MAP growth data shows that while students are making progress throughout the year, overall gains are not occurring at a rate sufficient to close achievement gaps. In particular, students in Grades 3–5 are demonstrating slow growth on MAP assessments, which is not adequate to accelerate learning and meet grade-level standards. These findings underscore the urgent need to expand Tier 2 and Tier 3 interventions through a Multi-Tiered System of Supports (MTSS) framework, implement targeted small-group instruction, and strengthen data monitoring systems through MTSS and Professional Learning Communities (PLCs) to ensure instruction is responsive and aligned to student needs.
Teacher/Administrator Quality
Palmetto Grove Elementary has identified critical areas of need related to teacher and administrator quality that directly impacts student achievement. We recognize that sustained investment in professional growth and instructional leadership is essential to improving outcomes for all learners. To address this, we will expand access to job-embedded professional learning that is closely aligned with classroom needs and school-wide priorities. Additionally, we will implement structured coaching and mentoring programs to support early-career teachers, helping them build instructional

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

capacity, confidence, and long-term commitment to the profession. To further strengthen instructional leadership, we will conduct regular walkthroughs and feedback cycles that promote reflective practice, consistency in instructional expectations, and continuous improvement across all grade levels.

From an instructional standpoint, our needs assessment also revealed a demand for more targeted professional development in literacy strategies, data-driven instruction, and culturally responsive teaching. Ensuring vertical curriculum alignment and consistent pacing across grade levels will be essential to creating coherent learning experiences and supporting academic growth school-wide.

School Climate
Student and staff survey data at Palmetto Grove Elementary reflect a generally positive school climate; however, concerns remain around student behavior, chronic absenteeism, and limited opportunities for student voice. These challenges suggest a need to strengthen our character and resilience education (CARE) programming and expand resilience practices to better support students' behavioral and emotional needs. Additionally, increased access to counseling services and behavior intervention supports will be essential to address rising behavioral incidents and attendance issues. Finally, strengthening family and community engagement remains a priority. We must improve communication with multilingual households and offer accessible workshops that empower families to support literacy, math, and digital learning at home. These findings will guide the strategic actions outlined to ensure every student at Palmetto Grove Elementary receives the academic, character and resilience education, and community support needed to thrive.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Performance Goals

Per SBE Regulation 43-261, 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.

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By Spring 2029, Palmetto Grove Elementary will improve ELA achievement by increasing the percentage of students scoring in the “Meets” or “Exceeds” categories on SC Ready ELA by at least 3 percentage points each year. Progress toward this goal will be monitored through interim MAP Reading assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Cohort	Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
MAP Reading Data	Cohort 2036	(2023-24 K gr) 150	Current 1 st gr 152	Current 2 nd gr	Current 3 rd gr	Current 4 th gr	Current 5 th gr
	Cohort 2035	(2023-24 1 st gr) 165	Current 2 nd gr 168	Current 3 rd gr	Current 4 th gr	Current 5 th gr	n/a
	Cohort 2034	(2023-24 2 nd gr) 178	Current 3 rd gr 176	Current 4 th gr	Current 5 th gr	n/a	n/a
	Cohort 2033	(2023-24 3 rd gr) 192	Current 4 th gr 196	Current 5 th gr	n/a	n/a	n/a
	Cohort 2032	(2023-24 4 th gr) 202	Current 5 th gr 208	n/a	n/a	n/a	n/a
SC READY ELA “Meets” & “Exceeds”	3 rd – 5 th Gr	43%	Target: 46% Actual: 44%	Target: 49% Actual:	Target: 52% Actual:	Target: 55% Actual:	Target: 58% Actual:

*Add or delete rows as needed.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

STUDENT ACHIEVEMENT STRATEGY #1

We will strengthen all Tiers of Instruction through data-driven small groups (MTSS Framework).

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Analyze MAP Growth and SC READY Data: Use grade-level PLCs to identify students performing below grade level. Create student profiles with strengths and areas for growth.	August – May (Monthly)	-Administration -Instructional Coach -Grade-level Teachers	n/a	n/a	-PLC Meeting Agendas and Minutes -Intervention Groups -Student Data Profiles
2. Implement Targeted Small-Group Instruction: Use leveled readers, phonics-based materials, and comprehension strategies aligned to MAP RIT bands.	August – May	-Grade-level Teachers -Instructional Coach -Interventionist	\$2,500	Title I	-Small-group lesson plans -Walkthrough and Observation Data -Growth in MAP and Formative Assessment Scores

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

3. Monitor Progress and Adjust Instruction: Use bi-weekly formative assessments and MAP interim data. Adjust groupings and instructional strategies based on student progress.	August – May	-Grade-level Teachers -Instructional Coach -Interventionist -Administration	\$500	General Funds	-Formative Assessments and Results -MAP Data Reports -Small Group Lesson Plans
4. Provide Professional Development: Train teachers on effective small-group instruction and MTSS implementation. Offer coaching cycles focused on differentiation and data use.	August – May	-Administration -Instructional Coach -Teacher Leaders	\$3,000	Title 1 and General Funds	-PD Agenda and Attendance Records -Coaching cycle logs and feedback forms -Teacher implementation surveys -Classroom observation data showing use of strategies

To add a row, go to the last box and press the tab button.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

STUDENT ACHIEVEMENT STRATEGY #2

We will launch a K–2 Early Literacy Initiative anchored in Foundational Skills.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Adopt a Phonics-Based Curriculum: Implement a structured literacy program with explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.	August – May	-Instructional Coach -Grade-level Teachers -Administration	n/a	n/a	-Curriculum Materials -Teacher training -Lesson Plans aligned to structured literacy components
2. LETRS Training: Grade-level teachers will participate in LETRS 2-year training.	August – May	-Instructional Coach -Grade-level Teachers -Administration	n/a	n/a	-Completion of LETRS Modules -Evidence of LETRS strategies in lesson plans and instruction

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

3. Conduct Literacy Screenings and Progress Monitoring: Use tools like DIBELS or mCLASS to assess foundational skills three times per year. Identify students needing early intervention and track growth.	August – May <i>Fall, Winter, Spring</i>	-Instructional Coach -Grade-level Teachers	\$2,000	Title I	-Screening Data collected and analyzed -Intervention Groups -Small-group lesson plans
4. Engage Families in Literacy Development: Host two literacy nights for parents. Provide take-home materials and strategies to support reading at home.	November, March	-Administration -Instructional Coach -Grade-level Teachers	\$5,000	Title I	-Event Attendance Logs -Parent Feedback Surveys -Records of take-home materials -Evidence of increased family involvement
5. Collaborate with Local Preschools: Align early literacy expectations and share resources. Facilitate transition activities for rising kindergarteners.	January - May	-Administration -Instructional Coach -Kindergarten Teachers -District Early-Childhood Coordinator	\$1,000	General Funds	-Meeting Agenda and Notes -Parent and Preschool feedback -Increased Kindergarten readiness scores

To add a row, go to the last box and press the tab button.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By Spring 2029, Palmetto Grove Elementary will increase student achievement in Mathematics by raising the percentage of students scoring in the “Meets” or “Exceeds Expectations” categories on the SC READY Mathematics assessment by a minimum of 3 percentage points annually. Progress toward this goal will be monitored through interim MAP Math assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Cohort	Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
MAP Math Data	Cohort 2036	(2023-24 K gr) 152	Current 1 st gr 160	Current 2 nd gr	Current 3 rd gr	Current 4 th gr	Current 5 th gr
	Cohort 2035	(2023-24 1 st gr) 168	Current 2 nd gr 174	Current 3 rd gr	Current 4 th gr	Current 5 th gr	n/a
	Cohort 2034	(2023-24 2 nd gr) 180	Current 3 rd gr 185	Current 4 th gr	Current 5 th gr	n/a	n/a
	Cohort 2033	(2023-24 3 rd gr) 194	Current 4 th gr 199	Current 5 th gr	n/a	n/a	n/a
	Cohort 2032	(2023-24 4 th gr) 204	Current 5 th gr 202	n/a	n/a	n/a	n/a
SC READY Math “Meets” & “Exceeds”	3 rd – 5 th Gr	50%	Target: 53% Actual: 54%	Target: 56% Actual:	Target: 59% Actual:	Target: 62% Actual:	Target: 65% Actual:

*Add or delete rows as needed.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

STUDENT ACHIEVEMENT STRATEGY #1

We will strengthen Core Math Instruction through differentiation and high-yield instructional practices.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Math Workshop Model: Implement a balanced math block with time for whole-group instruction, guided practice, independent work, and math centers consistent across all grade levels.	August - May	-Administration -Instructional Coach -Grade-level Teachers	\$2,000	Title I and General Funds	-Math block schedules and lesson plans -Classroom Walkthroughs and Observation Data -Growth in MAP scores -Teacher feedback surveys
2. Tiered Instruction & Differentiation: Use MAP data to group students by skill level and provide targeted instruction (e.g., small group interventions, enrichment for advanced learners).	August - May	-Administration -Instructional Coach -Grade-level Teachers -Interventionist	\$1,000	General Funds	-Student groupings based on MAP Data -Small Group Lesson Plans -Classroom Walkthroughs and Observation Data -Growth in MAP scores

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

3. Training on High-Yield Strategies: Offer PD on number talks, conceptual understanding, and problem-solving strategies.	August - May	-Administration -Instructional Coach -Teacher Leaders	\$2,500	Title I	- PD Attendance Records and Agendas - Teacher Implementation Surveys - Evidence of Strategies in Lesson Plans - Classroom Observation Data
4. Math Nights & Workshops: Host events to help families understand grade-level expectations and how to support math learning at home.	October, February	-Administration -Instructional Coach -Teacher Leaders	\$5,000	Title I	- Event Attendance Records - Parent Feedback Surveys - Distribution of Math Support Materials - Increased Family Engagement

To add a row, go to the last box and press the tab button.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

STUDENT ACHIEVEMENT STRATEGY #2
We will use Data Cycles to drive Intervention and Monitor Progress.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. MAP Data Analysis Cycles: Conduct data meetings to analyze MAP growth and proficiency trends by cohort and grade level. Identify students who need additional support.	August – May (Monthly)	-Administration -Instructional Coach -Grade-level Teachers	n/a	n/a	-PLC Meeting Agendas and Minutes -Intervention Groups -Student Data Profiles
2. Small Group Instruction: Implement targeted interventions (during school, after school, and/or summer) for students below grade level.	August - May	-Administration -Instructional Coach -Grade-level Teachers -Interventionist	\$1,000	General Funds	-Student groupings based on MAP Data -Small Group Lesson Plans -Classroom Walkthroughs and Observation Data -Growth in MAP scores

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

3. Goal Setting: Use student data notebooks and goal-setting to build ownership.	August - May	-Classroom Teachers	n/a	n/a	-Student Data Notebooks/Goal Sheets -Evidence of MAP Growth
4. Math PLCs (Professional Learning Communities): Facilitate regular grade-level meetings focused on analyzing student work, planning instruction, and sharing strategies. Monitor progress with formative assessments and adjust instruction accordingly.	August- May Monthly	-Administration -Instructional Coach -Grade-level Teachers	n/a	n/a	-PLC Meeting Agendas and Minutes -Teacher Lesson Plans -Classroom Observation Data
5. Celebrating Growth: Recognize student and teacher progress toward goals to build motivation and ownership.	End of each 9 weeks	-Administration -Instructional Coach -Grade-level Teachers	\$1,000	General Funds	-Recognition Event Records -Survey Feedback from Students and Teachers -Evidence of Goal Setting and Progress Tracking in Classrooms

To add a row, go to the last box and press the tab button.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By May 2030, Palmetto Grove Elementary will increase the relevance and impact of professional development by implementing a differentiated, job-embedded PD model aligned to instructional needs and school priorities. At least 90% of teachers will report PD as “highly relevant” on the end-of-year staff survey, up from 40%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

Data Source	Average Baseline		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Staff Survey related to Professional Development	40%	Projected Data	50%	60%	70%	80%	90%
		Actual Data	55%	62%			

*Add or delete rows as needed.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

TEACHER/ADMINISTRATOR QUALITY STRATEGY #1

We will implement differentiated Professional Development opportunities.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. PLCs - Strengthen Professional Learning Communities by aligning meeting agendas with school improvement goals and instructional needs.	August – May yearly	-Administration -Grade-level Team Leads -Grade-level Teachers	n/a	n/a	-Agenda -Meeting Minutes
2. Micro-PD Sessions: Offer short, targeted PD sessions during planning periods or staff meetings focused on specific instructional strategies or classroom challenges (as noted by teacher survey results).	August – May monthly	-Administration -Instructional Coach	\$2,000	Title I	-Micro-PD Session Presentations -Teacher Feedback form at the end of each session
3. Needs-Based PD Menu: Survey staff to identify instructional needs and create a PD menu with options tailored to grade levels, content areas, and experience levels.	August – May monthly	-Administration -Instructional Coach -Teacher Leaders	\$3,000	Title I	-Session Presentations -Session Attendance Log -Teacher Feedback Form

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

4. Choice Boards for PD: Allow teachers to select PD pathways (e.g., classroom management, literacy strategies, tech integration) based on their goals and student needs.	August – May monthly	-Administration -Instructional Coach -Teacher Leaders	\$3,000	Title I	-Session Presentations -Session Attendance Log -Teacher Feedback Form
5. Data Review Meetings: Use student performance and behavior data to inform future PD topics and coaching priorities.	August – May monthly	-Administration -Instructional Coach -Grade-level Team Leads	n/a	n/a	-Student Data -Meeting Agenda -Meeting Minutes

To add a row, go to the last box and press the tab button.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

TEACHER/ADMINISTRATOR QUALITY STRATEGY #2
We will implement job-imbedded Professional Development opportunities.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Instructional Rounds: Facilitate peer observation cycles where teachers observe and reflect on effective practices within their own school.	September – April (excluding December)	-Administration -Instructional Coach -Grade-level Teachers	\$5,000	Title I	-Instructional Round Schedule -Teacher Reflection Form
2. Mentor-Mentee Program: Pair early-career teachers with experienced mentors for weekly check-ins, classroom support, and goal-setting.	August - May	-Administration -1 st – 3 rd year Teachers -Mentor Teachers	n/a	n/a	-Mentor-Mentee Assignments
3. Weekly Walkthroughs and Feedback: Establish a schedule for administrators to conduct informal classroom walkthroughs with a consistent feedback template on a specific focus area (e.g., engagement, CARE integration).	August - May weekly	-Administration	n/a	n/a	-Walkthrough Schedule -Feedback Template

To add a row, go to the last box and press the tab button.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

Performance Goal Area: School Climate*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

By the Spring of 2029, Palmetto Grove Elementary will reduce office referrals by 5% each year through the implementation of enhanced character and resilience education (CARE) and behavior intervention supports. Progress will be monitored **monthly** using behavioral data reports, and success will be measured by a decrease in referral counts, improved student survey results related to emotional regulation and safety, and increased staff satisfaction with behavior support systems.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Cohort	Baseline	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Total Discipline Referrals	Cohort 2036	(2023-24 K gr) 14	Current 1 st gr Target: 13 Actual: 12	Current 2 nd gr Target: 12 Actual:	Current 3 rd gr Target: 11 Actual:	Current 4 th gr Target: 10 Actual:	Current 5 th gr Target: 9 Actual:
	Cohort 2035	(2023-24 1 st gr) 23	Current 2 nd gr Target: 22 Actual: 45	Current 3 rd gr Target: 21 Actual:	Current 4 th gr Target: 20 Actual:	Current 5 th gr Target: 19 Actual:	n/a
	Cohort 2034	(2023-24 2 nd gr) 82	Current 3 rd gr Target: 78 Actual: 33	Current 4 th gr Target: 74 Actual:	Current 5 th gr Target: 70 Actual:	n/a	n/a
	Cohort 2033	(2023-24 3 rd gr) 28	Current 4 th gr Target: 27 Actual: 26	Current 5 th gr Target: 26 Actual:	n/a	n/a	n/a
	Cohort 2032	(2023-24 4 th gr) 20	Current 5 th gr Target: 19 Actual: 24	n/a	n/a	n/a	n/a

*Add or delete rows as needed.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

SCHOOL CLIMATE STRATEGY #1					
We will strengthen our School-Wide Behavior Supports Through Character and Resilience Education (CARE).					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Strengthen Character and Resilience Education (CARE): Implement weekly CARE lessons using a research-based curriculum. Integrate CARE strategies into daily routines and classroom management. Provide PD for staff on embedding CARE into academic instruction.	August - May	-Administration -School Counselor -Classroom Teachers	\$3,000	General Funds	-CARE Lesson Plans -Classroom Observation Data showing CARE Integration
2. Expand Resilience Practices: Train staff on building resilience approaches and de-escalation techniques. Create calming spaces in classrooms and common areas. Develop protocols for responding to students impacted by adverse experiences.	August - May	-Administration -School Counselor -Classroom Teachers	\$2,500	General Funds	-Staff Training Attendance and Feedback -Calming Spaces in Each Classroom -Reduction in Behavioral Referrals

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

3. Enhance Behavior Intervention Supports: Establish clear school-wide behavior expectations and reinforcement systems. Use behavior data to identify students needing Tier 2 or Tier 3 support. (Track trends by grade, time of day, location, and type of behavior.) Implement check-in/check-out systems and behavior contracts for targeted students.	August - May	-Administration -School Counselor -Classroom Teachers	n/a	n/a	-School-wide Behavior Expectations Posted and Reinforced -Behavior Data (reviewed monthly) -Tiered Support Plans as needed -Check-in/Check-out Logs -Reduction in Behavior Referrals
4. Increase Student Voice and Leadership: Launch student leadership teams or advisory groups. Include student representatives in school climate planning. Conduct student surveys and feedback sessions to inform decisions.	August - May	-Administration -School Counselor -Student Leadership Members	n/a	n/a	-Student Leadership Team Meeting Agendas and Minutes -Survey Results Analyzed and Shared -Action Steps Taken Based on Student Feedback

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

5. Celebrate Positive Behavior and Growth: Recognize students who demonstrate improvement in behavior and CARE skills. Host quarterly celebrations or assemblies focused on character and citizenship. Share success stories with families and the school community.	End of each 9 weeks	-Administration -Grade-level Teachers	\$1,000	General Funds	-Recognition Event Records -Survey Feedback from Students and Teachers -Positive Trends in Behavior Data
---	---------------------	--	---------	---------------	--

To add a row, go to the last box and press the tab button.

Note: Palmetto Grove Elementary and its associated district are entirely fictional. All names, addresses, and contact information included are purely imaginary and used for illustrative purposes only.

School Renewal Plan Checklist

Are the following complete?	
√	School Renewal Plan Signature Page
√	Assurances for Plan
√	Stakeholder Involvement for Plan
√	Comprehensive Needs Assessment Data
√	Executive Summary of Needs Assessment Data Findings
√	Performance Goal and Action Plan: Area – Student Achievement
√	Performance Goal and Action Plan: Area – School Climate
√	Performance Goal and Action Plan: Area – Teacher/Administrator Quality
Once all boxes are checked, the plan can be submitted.	