School Renewal Plan
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School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27
Upcoming School Year: 2025/26

School Name:	Sandy Run School
SIDN:	0901008
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 8
District:	Calhoun
Address 1:	450 Old Swamp Rd
Address 2:	
City:	Swansea, SC
Zip Code:	29160
School Renewal Plan Contact Person:	Floyd Dinkins
School Plan Contact Phone:	8033190221
School Plan E-mail Address:	fdinkins@ccpsonline.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

Superintendent		
Dr. Ferlondo J. Tullock Printed Name	_____ Signature	_____ Date
Principal		
Mr. Floyd Dinkins Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
Mr. Gary Porth, Esq. Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
Mrs. Jessica Hall Printed Name	_____ Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
Mrs. Cynthia Layton Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *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.
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.
No	**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 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.

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**	Mr. Floyd Dinkins
2.	**Teacher**	Mrs. Mattie Shuler
3.	**Parent/Guardian**	Mrs. Deborah Callahan
4.	**Community Member**	Mrs. Mary Dixon
5.	**Paraprofessional**	Mrs. Amanda Miller
6.	**School Improvement Council Member**	Mrs. Jessica Hall
7.	**Read to Succeed Reading Coach**	Mrs. Lacey Rabon
8.	**School Read To Succeed Literacy Leadership Team Lead**	Mrs. Cynthia Layton
9.	**School Read To Succeed Literacy Leadership Team Member**	Mrs. Krystal Zeigler
	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	

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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	

School Renewal Plan update 2025 Needs Assessment
Sandy Run K8

Link to 2025 School Report Card (elementary school)
https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MDkwMTAwOA

Diagnostic Results

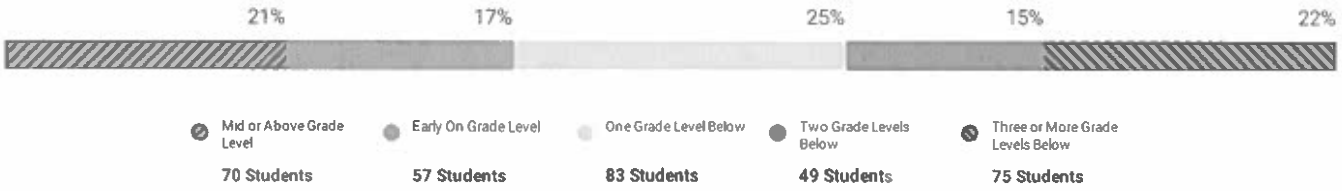
i-Ready

School	Sandy Run Elementary School
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Spring
Prior Diagnostic	None

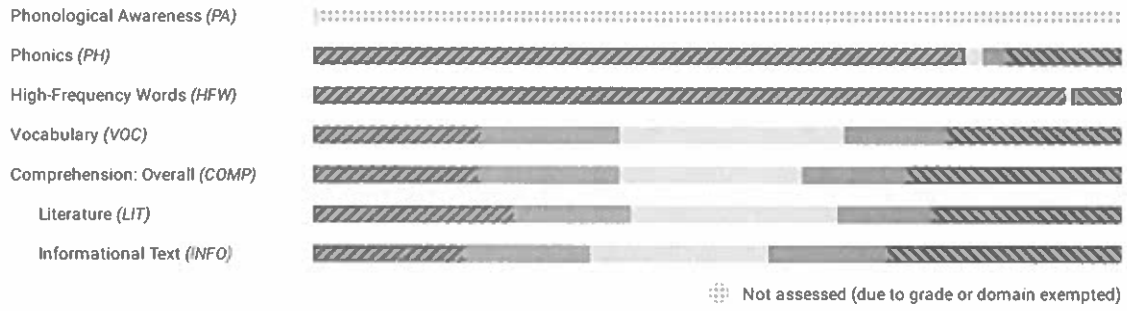
Criterion Referenced

Overall Placement

Students Assessed/Total: **334/517**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	–	–	–	–	–	–	0/48
Grade 1		100%	0%	0%	0%	0%	2/72
Grade 2	–	–	–	–	–	–	0/59
Grade 3		25%	27%	25%	18%	5%	56/58

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Diagnostic Results

i-Ready

School	Sandy Run Elementary School
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Spring
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	⊘	●	●	●	⊘	Students Assessed/Total
Grade 4		24%	16%	34%	7%	19%	58/58
Grade 5		13%	15%	27%	22%	24%	55/56
Grade 6		22%	13%	28%	20%	17%	54/55
Grade 7		16%	16%	10%	13%	45%	62/63
Grade 8		23%	17%	28%	9%	23%	47/48

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Diagnostic Results

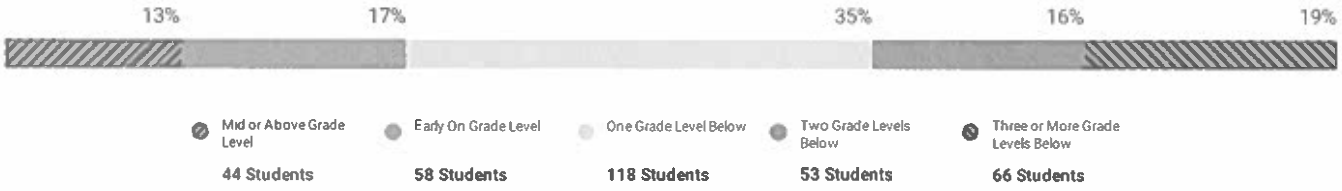
i-Ready

School	Sandy Run Elementary School
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Spring
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **339/517**



Placement by Domain

Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	–	–	–	–	–	–	0/48
Grade 1		13%	38%	50%	0%	0%	8/72
Grade 2		67%	0%	33%	0%	0%	3/59
Grade 3		9%	11%	49%	20%	11%	55/58
Grade 4		16%	16%	33%	23%	12%	57/58
Grade 5		9%	13%	34%	20%	25%	56/56

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Diagnostic Results

i-Ready

School	Sandy Run Elementary School
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Spring
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		17%	24%	37%	9%	13%	54/55
Grade 7		8%	21%	26%	11%	34%	62/63
Grade 8		18%	16%	27%	14%	25%	44/48

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Diagnostic Growth

i-Ready

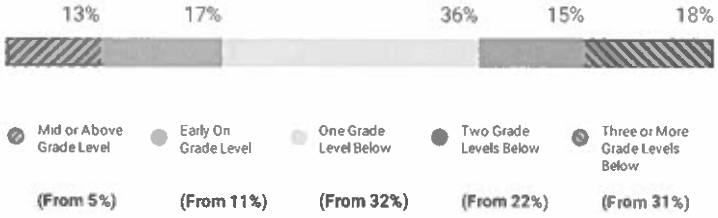
School	Sandy Run Elementary School
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Spring

Students Assessed/Total: **330/517**

Progress to Annual Typical Growth (Median)

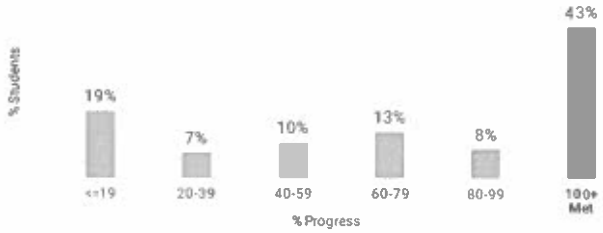
The median percent progress towards Typical Growth for this school is 83%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



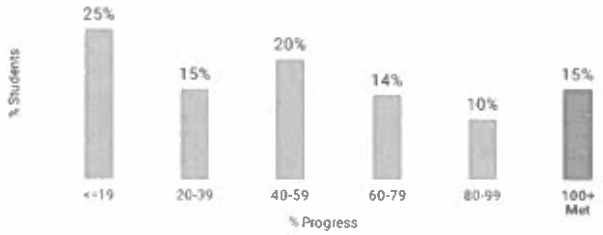
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	–	–	–	–	–	0/48
Grade 1	71%	13%	54%	0%	63%	8/72
Grade 2	83%	0%	48%	0%	33%	3/59
Grade 3	72%	20%	47%	7%	56%	54/58
Grade 4	74%	27%	38%	4%	63%	56/58

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Diagnostic Growth

i-Ready

School	Sandy Run Elementary School
Subject	Math
Academic Year	2024 - 2025
Comparison Diagnostic	Spring

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	94%	48%	49%	10%	63%	52/56
Grade 6	157%	77%	77%	33%	83%	52/55
Grade 7	58%	41%	30%	15%	43%	61/63
Grade 8	114%	57%	48%	32%	55%	44/48

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Diagnostic Growth

i-Ready

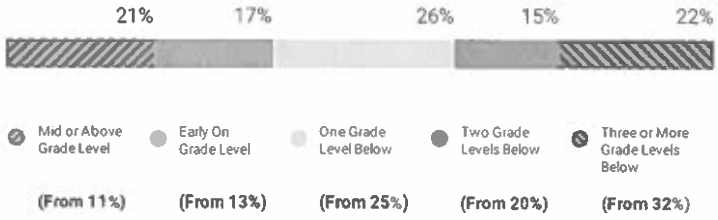
School	Sandy Run Elementary School
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Spring

Students Assessed/Total: **325/517**

Progress to Annual Typical Growth (Median)

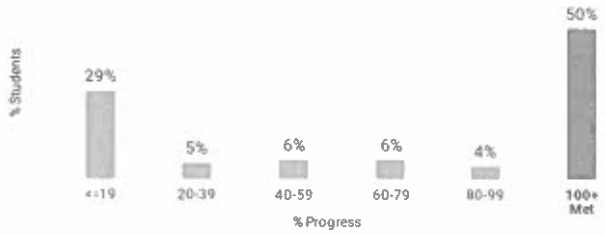
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



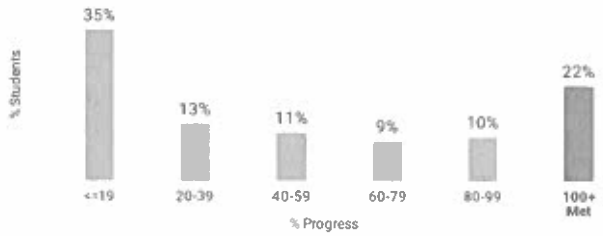
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	–	–	–	–	–	0/48
Grade 1	60%	50%	44%	0%	50%	2/72
Grade 2	–	–	–	–	–	0/59
Grade 3	112%	56%	60%	19%	69%	54/58
Grade 4	100%	53%	56%	28%	53%	57/58

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Diagnostic Growth

i-Ready

School	Sandy Run Elementary School
Subject	Reading
Academic Year	2024 - 2025
Comparison Diagnostic	Spring

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	94%	47%	40%	12%	53%	51/56
Grade 6	100%	51%	37%	26%	57%	53/55
Grade 7	82%	46%	28%	16%	38%	61/63
Grade 8	78%	47%	28%	32%	51%	47/48

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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.	Sandy Run K-8 strives to ensure that our students leave primary school reading on grade level as measured by STAR Reading data. As we begin our Road to Recovery from the COVID Pandemic, we have observed individual growth in the 2021-2022 school year. Our future efforts will be centered on MTSS meetings to assist teachers with data driven instruction. Our Literacy Coach, reading interventionist, and other iendtified staff will provide additional personalized support for students as we work hand in hand to increase the percentage of second grader students reading on grade level from 51% in 2021-2022 to 83% in 2026-2027, as measured by STAR reading.
Elementary/Middle School (3 - 8)	
2.	The goal for Sandy Run K-8 is to ensure each student reaches his or her highest potential. Elementary (grades 3-5) Based upon our 2018-2019 data, 1.5% of our elementary students were above the state average in ELA and 4.4% were above in math. Due to the COVID pandemic there was no data for the 2019-2020 school year. The 2020-2021 school year data reflects the impact of teh pandemic on student learning. 12.9% of our elementary students were below the state average in ELA and 10.8% were below in math. Middle school (grades 6-8) Based upon our 2018-2019 data, 1.0% of our middle school students were below the state average in ELA and 5.1% were below in math. Due to the COVID Pandemic there was not data for the 2019-2020 school year. Teh 2020-2021 school year data reveals that 3.1% of our middle school students were below the state average in ELA and 0.9% were below in math. From the longitudinal SC Ready test scores as recorded in the South Carolina school report card, we concluded that the pandemic had a larger impact on our younger students while utilizing virtual learning. as we continue on our Road to Recovery, our efforts will center on data driven instruction for each grade level, subject area, and student. Our Literacy Coach and other identified staff will provide professional development, additional personalized support to teachers and students as we work hand in hand to increase the percentage of students performing at or above grade level as measured by the SC Ready state test. We received the "Not Met" designation for accountability. The school is also designated as Priority due to our Elementary performance in grades 3-5 on SC Ready. We will work toward improving the performance of our students over the next five years.
Teacher/Administrator Quality	
3.	Students are better able to learn in a structured and organized learning environment. Teachers who are equipped with effective classroom management strategies are able to create engaging learning environments which lead to fewer discipline referrals and the need for Behavior Interventions. As such, 100% of the teachers at Sandy Run K-8 will participate in Tier 1 Classroom Management development opportunities. In 2025, we have partnered with Amie Dean's company to provide onsite training and classroom observations to enhance classroom management in order to decrease the number of student referrals.
School Climate	

4.	Student, parent, and teacher satisfaction with the learning environment is critical to the school's climate. Data form the State surveys indicates there is a variation in responses from each perspective group. Shared decision making, continuous communication with stakeholders, and allowing students and teachers to have more of a voice, will be our focal point. Data from the 2020-2021 school year shows that 77.5% of the stakeholders were satisfied with the learning environment. It is our goal by 2026-2027 to increase that percentage to 93.5%

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The percentage of students, parents, and teachers (average) that are satisfied with the school's learning environment, as reported on the school report card surveys, will increase from an average of 77.5% in 2021 to 93.5% in 2026-27					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
School Report Card surveys	77.5	**Projected Data:** 80.7	83.9	87.1	90.3	93.5
		Actual Data: 87.0	87%	86%		

Action Plan

Strategy #1: Increase the percentage of teachers, parents, and students satisfied with the school's learning environment.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Analyze the results of the South Carolina Department of Education survey to determine areas of concern and strength	2022-2027	Leadership Team	NA	NA	Surveys, Results, Sign-In Sheets, Agendas, and Minutes
2. 2. Create a Principal's Advisory Council that will meet monthly to ensure teachers have a voice	2022-2027	Administration and Council Members	NA	NA	Agendas, Sign-in Sheets, Minutes, and Data
3. 3. Allow students to have a voice by creating an 8th grade "Student Council" that will meet once per month with administration and guidance	2022-2027	Student Council, Administration, and Guidance	NA	NA	Lesson plans and observations
4. 4. Promote collaboration and open communication between stakeholders by implementing weekly newsletters, school webpage updates, and Canvas.	2022-2027	Students, guidance counselors, Teachers, Administration, Technology Department, and Guidance	NA	NA	Commni-GATOR Newsletter, Updated website, Canvas classrooms, Guidance newsletters, and Swift reach phone calls

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	The percentage of second grade students reading on grade level as measured by iReady reading will increase from 51% to 83% by 2027.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
iReady Reading Data	51	**Projected Data:** 57.4	63.8	70.2	76.6	83
		Actual Data: 46%	45%	39%		

Action Plan

Strategy #1: Students will receive direct instruction on the foundations of reading as indicated by the science of reading.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Analyze a variety of data including STAR and Aimsweb reading data to determine tiered support for students	2022-2027	Teachers, interventionists, literacy coach	NA	NA	MTSS groupings, data analysis meetings,
2. Provide tiered intervention for students as determined by MTSS committee.	2022-2027	Teachers, reading interventionist, Administration	NA	NA	Rosters for intervention, intervention progress logs
3. 3. Continue professional learning for teachers on the science of reading through LETRS.	2022-2027	teachers, interventionists, literacy coach	NA	NA	Records of employees who have completed the training
4. 4. Implement new reading curriculum based on the science of reading	2022-2027	Teachers, interventionists, coaches	NA	NA	Lesson plans, observations
5. 5. Provide professional learning on how to use the new curriculum	2022-2027	Teachers, interventionists coaches	NA	NA	Evidence of professional learning through teacher reflections

Performance Goal

Performance Goal Area:	Student Achievement *
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grade three scoring MET or EXCEEDS on ELA as measured by SCREADY data will increase from 31.5% to 83%. The school received the "Not Met" designation for accountability. The school is also designated as Priority due to our Elementary performance in grades 3-5 on SC Ready.

Interim Performance Goal: Meet annual targets below.

Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Third Grade ELA SC READY DATA	31.5	**Projected Data:** 40.6	51.2	61.8	72.4	83
		Actual Data: 27%	29.3%	38.2%		

Action Plan

Strategy #1: Based on data findings, third grade students will receive personalized and tiered reading instruction.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Analyze a variety of data including STAR and Aimsweb reading data to determine tiered support for students	2022-2027	Teachers, interventionists, literacy coach	NA	NA	MTSS groupings, data analysis meetings, LAP folders
2. Provide tiered intervention for students as determined by MTSS committee.	2022-2027	teachers , interventionists	NA	NA	Rosters for intervention, intervention progress logs, LAP folders
3. Continue professional learning for teachers on the science of reading through LETRS.	2022-2027	teachers, reading interventionists, administration	NA	NA	Records of employees who have completed the training
4. Implement curriculum based on the science of reading	2022-2027	Teachers, interventionists, coaches	NA	NA	Lesson plans, observations
5. Provide professional learning for implementing new curriculum.	2022-2027	Teachers, reading interventionist, administration	NA	NA	Evidence of professional learning through teacher reflections
6. Continue to implement a Summer Reading Camp for those students who have not met standard by the end of third grade.	2022-2027	Administration, teacher	NA	NA	Records of attendance, student progress data, LAP folders

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grades 4-5 scoring MET or EXCEEDS on ELA as measured by SCREADY data will increase from 36.6% to 83% (4th) and 30.4 to 83% (5th) The school was given the "Not Met" designation for accountability. The school is also designated as Priority due to our Elementary performance in grades 3-5 on SC Ready.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SCREADY Data	36.6 30.4	**Projected Data:** 39.8 35.0	50.6	61.4	72.2	83
		Actual Data: 25% 36%	54.9% 357%	34.5% 43.5%		

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grades 4-5 reaching or exceeding state standards.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implement strategy-based reading instruction throughout the school year.	2022-2027	Teachers, literacy coach	NA	NA	Lesson plans, observations
2. Provide opportunities for students to receive additional support on identified areas of concern during Enrichment	2022-2027	Literacy coach, teachers	NA	NA	Tiered intervention during Enrichment
3. . Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills	2022-2027	Students, guidance counselor, teachers, administration,	NA	NA	Evidence of student goals and progress towards them.
4. . Test data and grades should be monitored bi-weekly and quarterly through team meetings	2022-2027	Administration, teachers, literacy coach, students	NA	NA	MTSS Meetings
5. . An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2027	Administration, reading interventionist	NA	NA	Evidence of student goals and progress towards them during Enrichment and MTSS meetings.

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grade 3 scoring met or exceeds on math as measured by SC Ready will increase from 35.2% to 83%. The school received the "Not Met" designation for accountability. The school is also designated as Priority due to our Elementary performance in grades 3-5 on SC Ready.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Grade 3 SC Ready Data	35.2	**Projected Data:** 39	50	61	72	83
		Actual Data: 30&	31%	27.3%		

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grade 3 math meeting or exceeding state standards.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implement strategy-based math instruction throughout the school year using the Envision math curriculum.	2022-2027	Teachers, Math Interventionist, Administration	NA	NA	Lesson plans, observations
2. Students will master math vocabulary words.	2022-2027	Teachers, Math interventionist	NA	NA	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, Administration	NA	NA	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills.	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment Time and MTSS meetings.
5. Test data and grades should be monitored weekly andquarterly through team meetings.	2022-2027	Administration, teachers, math interventionist, students	NA	NA	MTSS Meetings
6. An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2023	Administration, Math Interventionist	NA	NA	MTSS Meetings

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2027, the percentage of students in grades 4-5 scoring met or exceeds on math as measured by SC Ready will increase form 12.7% to 83% (4th) and 10.9% to 83% (5th). The school received the "Not Met" designation for accountability. The school is also designated as Priority due to our Elementary performance in grades 3-5 on SC Ready.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
SC READY MATH DATA	12.7 10.9	**Projected Data:** 36.6 34.3	48.2 45.2	59.8 56.1	71.4 67	83 83
		Actual Data: 24% 25%	19.6% 12.0%	20% 21%		

Action Plan

Strategy #1: The school will provide Tier 1 instruction and targeted intervention to increase the percentage of students in grades 4-5 math meeting or exceeding state standards.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Implement strategy-based math instruction throughout the school year using the Envision math curriculum	2022-2027	Teachers, Math Interventionist, Administration	NA	NA	Lesson plans, observations
2. Students will master math vocabulary words.	2022-2027	Teachers, Math interventionist	na	na	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, Administration	na	na	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills.	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment Time and MTSS meetings.
5. Test data and grades should be monitored weekly and quarterly through team meetings.	2022-2027	Administration, teachers, math interventionist, students	NA	NA	MTSS Meetings
6. An interventionist will work with students who are not already receiving special ed services and who are scoring in the lowest 10% of the Aimsweb and STAR data.	2022-2027	Administration, Math Interventionist	NA	NA	MTSS Meetings

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	In order to mitigate student referrals for Special Education, teachers at Sandy Run will become proficient with providing Tier 2 and Tier 3 remediation instruction for struggling students. As such, 100% of the teachers will be trained in Multi-tiered Systems of Support (MTSS).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**
Staff Development Sign in Sheets	65	**Projected Data:** 72	79	86	93	100
		Actual Data: 65%	72%	100%		

Action Plan

Strategy #1: Analyzing Data					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Conduct effective meetings to review and discuss data.	2022-2027	Literacy Coach Reading Interventionist Classroom Teachers and Administration	NA	NA	Agenda's Sign-In Sheets and Data Book
2. Teachers will be trained in Multi-tiered System of support (MTSS) and apply this professional development in systematic tiered interventions	2022-2027	MTSS Team – Reading Coach, Reading Interventionist, Administration	NA	NA	Lesson plans, observations
3. Provide opportunities for students to receive additional support on identified areas of concern through Dream Box, IXL, Extra math, and Rocket Math	2022-2027	Math Interventionist, teachers, and Administration	NA	NA	Lesson plans and observations
4. Provide opportunities for students' learning to be personalized by implementing goal-setting protocols related to STAR, Aimsweb, quarterly grades, content-area skills	2022-2027	Students, guidance counselors, teachers, administration	NA	NA	Evidence of student goals and progress towards them during Enrichment Time and MTSS meetings.