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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:	St. Matthews K-8 School
SIDN:	0901009
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 8
District:	Calhoun
Address 1:	135 Saints Avenue
Address 2:	
City:	St. Matthews, SC
Zip Code:	29135
School Renewal Plan Contact Person:	Dr. Melissa Peeples
School Plan Contact Phone:	8036552750
School Plan E-mail Address:	mpeeples@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

<i>Superintendent</i>		
<u>Dr. Ferlondo J. Tullock</u> Printed Name	 Signature	 Date
<i>Principal</i>		
<u>Dr. Melissa Peeples</u> Printed Name	 Signature	 Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Gary Porth, Esq.</u> Printed Name	 Signature	 Date
<i>Chairperson, School Improvement Council</i>		
<u>Mrs. Eloise Guinyard</u> Printed Name	 Signature	 Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. Melinda Reed</u> 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 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
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	Dr. Melissa Peeples
2.	Teacher	Mrs. Sunita Marapally
3.	Parent/Guardian	Mrs. Shernette Bucknor
4.	Community Member	Mrs. MaRae Ellis
5.	Paraprofessional	Ms. Crystal Bonnette
6.	School Improvement Council Member	Mrs. Eloise Guinyard
7.	Read to Succeed Reading Coach	Mrs. Melinda Reed
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Melinda Reed
9.	School Read To Succeed Literacy Leadership Team Member	Mrs. Gloria Felder-Way
	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 (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

St. Matthews K8 School 2023-2024 School Report Card

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZaWQ9MDkwMTAwOQ>

Executive Summary of Needs Assessment Data Findings

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

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

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

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

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	St. Matthews K-8 School is committed to the success of all students. We will continue to focus on personalized learning for each student that integrates all subject content. Teachers will support novel experiences that build phonetic, synaptic, and vocabulary development and provide scaffolding for additional learning. Technology will continue to be used to provide assessment information for students and teachers while allowing them to respond to the individual needs of students through discovery and research. Other areas of focus will be to continue to implement ninety minutes of interdisciplinary reading and writing instruction daily for all students in kindergarten through eighth grade. We received the "Not Met" designation for accountability. The school is also designated as ATSI 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.
2.	St. Matthews K-8 School is committed to the success of all students. We will continue to focus on personalized learning for each student that integrates all subject content. Teachers will support novel experiences that build phonetic, synaptic, and vocabulary development and provide scaffolding for additional learning. Technology will continue to be used to provide assessment information for students and teachers, while allowing them to respond to the individual needs of students through discovery and research. Other areas of focus will be to continue to implement ninety minutes of interdisciplinary reading and writing instruction daily for all students in kindergarten through eighth grade.
Teacher/Administrator Quality	
3.	St. Matthews K-8 teachers are committed to the success of all students. We will continue to recruit and retain the best personnel possible. We will provide professional development that directly pertains to the needs of our students and the lifelong learning of faculty and staff on early release Tuesdays and require staff members to attend all district directed staff development.
School Climate	
4.	The climate of a school does more than set the tone for learning; it also provides an environment for relationships to develop and thrive. We communicate in various ways with our stakeholders and work tirelessly to provide a safe environment. The administration holds everyone accountable. It is our desire that 100% of all stakeholders are satisfied with the learning environment.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027, an average of 75% of stakeholders will be satisfied with the learning environment.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC School Report Card	50%	Projected Data: 55%	60%	65%	70%	75%
		Actual Data: 72.5	89.8%			

Action Plan

Strategy #1: The principal communicates high expectations to staff, students and families, and supports students to achieve them.					
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. 1. Inform parents of students' academic progress. (e.g. report cards, midterms, powerschool) through student parent conferences.	August 2022 May 2027	Leadership Team Teachers	0	N/A	Conference scripts progress reports learning profiles
2. 2. Engage effectively with all stakeholders about the school's purpose and direction (e.g. Open House, Assemblies, SIC Meetings, Literacy and Project Based Learning Night).	August 2022 May 2027	Leadership Team	\$6,000.00	Title I	Flyers Agendas Parent Sign in Sheets

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027 70% of students' parents will participate in at least one Parent Engagement Event.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Sign-In Sheets	25%	Projected Data: 30%	40%	50%	60%	70%
		Actual Data: 45%	50%			

Action Plan

Strategy #1: Developing Comprehensive Learning Profiles					
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. Parent Engagement Committee will plan at least 2 events per semester. The events will allow parents to engage in literacy and math activities that can extend into the home environment. The events will also provide parents with parenting skills and tips to ensure their child(ren) have the opportunity to experience success.	Summer 2022 May 2027	Leadership Team Parent Engagement Committee Teachers Students	\$2500	Title I Funds Parent Engagement Funds	Sign-In Sheets Event Agendas Event Action Plan

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027,from 31.1% to 61.4% of students in grades third through fifth will score met or exceeds on the reading and writing section of the SC READY. This goal is due to the "Not Met" designation for accountability. The school is also designated as ATSI due to our Elementary performance in grades 3-5.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC School Report Card	31.1%	Projected Data: 42.4	47.4	52.4	57.4	61.4
		Actual Data: 38.4	45.6			

Action Plan

Strategy #1: Standards Based Cumulative Assessment					
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. iReady will be administered three times a year to assess students' knowledge of concepts and provide data analysis for goal setting.	Beginning of the school year End of 1st semester End of 3rd quarter	School Leadership Team Reading Coach Interventionists	\$5000.00	Title I	Progress reports from iReady
Strategy #2: School Wide Writing Initiative					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The school will participate in a school wide writing prompt three times during the school year that will address different genres of writing and include text dependent writing.	End of 1st nine weeks End of 1st Semester End of 3rd Nine weeks	School Leadership Team Teachers Reading Coach	\$6250.00	Title I	State Department Scoring Rubrics
Strategy #3: Interdisciplinary Studies					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will participate in an after school and summer enrichment learning experience. The primary focus of this program is reading and math support through interdisciplinary instruction.	June 2022 June 2027	School Leadership Team	\$65000.00	ATSI Funds Title I	iReady IXL Teacher Assessments Attendance logs

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027, 47.6% of students in grades third through fifth will score met or exceeds on the math section of the SC READY. This goal is due to the "Not Met" designation for accountability. The school is also designated as ATSI due to our Elementary performance in grades 3-5.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
SC School Report Card	28.9	Projected Data: 32.0	31.6	36.6	42.6	47.6
		Actual Data: 23.3	24.2			

Action Plan

Strategy #1: Personalized 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. Students will work on personalized instruction through digital software 20 to 40 minutes a day.	August 2022 May 2027	Leadership Team Teachers	\$4,465.00 \$5,333.33 \$6000.00	Title I ATSI	iReady Progress Reports IXL Progress Reports Dreambox Progress Reports
Strategy #2: Math Journals					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will use math journals to record their math work and thinking during problem solving sessions.	August 2022 May 2027	Leadership team Teachers	400.00	Title I ATSI	Teacher observations Student-Teacher conferences. Math Journals

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027, 100% of teachers and teacher assistants will receive professional development in fundamentals of current learning strategies.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Professional Development Checklist	0%	Projected Data: 50%	62.5%	75%	87.5%	100%
		Actual Data: 70%	75%			

Action Plan

Strategy #1: Professional Development Tuesdays					
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. Teachers and teacher assistants will participate in professional development opportunities for LETRS, HMH, Visible Learning, Open Court, Dreambox, iReady, New ELA Standards, and Behavior Strategies that Work.	Summer 2022 May 2027	Leadership Team District Personnel	Offered by the state	N/A	Renewal Credits Certification of Completions Sign in Sheets
2. Implementation in all classrooms	August 2022 May 2027	Leadership Team Teachers Teacher Assistants	0	N/A	Lesson plans Classroom observation records.