

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: Choose an item. to Choose an item.

Upcoming School Year: Choose an item.

School Name:	Joanna-Woodson Elementary School
SIDN:	
Plan Submission:	School utilizes Cognia
Grade Span:	K - 5
District:	Laurens 56
Address 1:	510 South Ellis Street
Address 2:	
City, State:	Joanna, SC
Zip Code:	29351
School Renewal Contact Person:	Arneice Renwick
School Plan Contact Phone:	864-697-6480
School Plan E-mail Address:	arneicerenwick@lcsd56g.com

Superintendent

David O'Shields		
Printed Name	Signature	Date

Principal

Arneice Renwick		
Printed Name	Signature	Date

Chairperson, District Board of Trustees

Jim Barton		
Printed Name	Signature	Date

Chairperson, School Improvement Council

Ashley Broome		
Printed Name	Signature	Date

School Read To Succeed Literacy Leadership Team Lead

Lorrie Boling		
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.

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 <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	Arneice Renwick
2.	Teacher	Jamie Anderson
3.	Parent/Guardian	Jessica Cauble
4.	Community Member	Connie Bates
5.	Paraprofessional	Ashley Broome
6.	School Improvement Council Member	Donna Price
7.	Read to Succeed Reading Coach	Lorrie Boling
8.	School Read to Succeed Literacy Leadership Team Lead	Lorrie Boling
9.	School Read to Succeed Literacy Leadership Team Member	Jamie Anderson

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

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.)

Joanna-Woodson Elementary School is a Title 1 school located in Joanna, SC. Joanna serves appropriately 278 students in Kindergarten through fifth grade. The school population reflects a diverse and high-needs community, with 86% of students identified economically disadvantaged, 6% as Multi-Lingual Language Learners, 24% receiving special services (speech, resource, self-contained), and 2% have a 504 plan in place. We serve 5% of our students through our Gifted and Talented Program. This demographic profile points to the importance of intentional academic and social-emotional support to ensure all learners can access a high-quality education.

Academic Performance Overview

Data shows that our students are underperforming in both ELA and Math with more support needed in Math. According to the 2024-2025 school report card, only 54.4% of our students scored Meets or Exceeds on the ELA SCREADY assessment while only 48.3% scored Meets or Exceeds on Math assessment.

At the beginning of the school year, within the first 45 days, our kindergarten students were administered the KRA assessment. Based on this data, only 12% of our kindergarten students are demonstrating readiness.

To help with monitoring our data throughout the year, we are administering the DRC Beacon test in the fall, winter and spring. The winter data is listed below.

2024 - 2025 SC Ready Assessment English Language Arts

Grade	Does Not Meet	Approaching	Meets	Exceeds
3	21%	28%	38%	14%
4	14%	24%	42%	20%
5	30%	25%	30%	16%

2024 - 2025 SC Ready Assessment Math

Grade	Does Not Meet	Approaching	Meets	Exceeds
3	33%	26%	36%	5%
4	22%	29%	31%	18%
5	23%	25%	30%	23%

**2025 - 2026 DRC Beacon English Language Arts
Winter Prediction Scores**

Grade	Does Not Meet	Approaching	Meets	Exceeds
3	3%	38%	56%	3%
4	7%	33%	56%	0%
5	6%	40%	48%	6%

**2025 - 2026 DRC Beacon Math
Winter Scores**

Grade	Support Needed	Near Target	Prepared
3	3%	97%	0%
4	45%	55%	0%
5	40%	60%	0%

**2025 – 2026 Kindergarten Readiness Assessment (KRA)
Domains Assessed: Language & Literacy, Mathematics, Physical Well-being,
Social Foundations**

Emerging Readiness	Approaching Readiness	Demonstrating Readiness
34%	54%	12%

**2025 - 2026 DRC Beacon Reading
Winter Scores**

Grade	Support Needed	Near Target	Prepared
K	23%	72%	5%
1	26%	70%	5%
2	20%	47%	33%

**2025 - 2026 DRC Beacon Math
Winter Scores**

Grade	Support Needed	Near Target	Prepared
K	44%	56%	0%
1	19%	70%	12%
2	24%	51%	24%

Teacher/Administrator Quality

Joanna-Woodson Elementary School is staffed with all certified teachers. Our staff consists of two self-contained teachers, fifteen core teachers (grades K – 5), five related arts teachers (PE, Art, Media Center, Music and Leader in Me), two resource teachers, one MLL teacher, one GT teacher, an interventionist and a reading coach. There are three teachers who have less than 5 years of experience in education. Three years ago, teachers in K – 3, the interventionist, MLL teacher, resource teachers, self-contained teachers, and administrators were trained in LETRS. We have one recently hired teacher and our 4th and 5th grade ELA teachers are in the process of getting certified in LETRS.

Joanna-Woodson has a principal with 28 years of experience in education (Elementary and Middle) and an assistant principal with 27 years of experience (Elementary). The principal is a Train the Trainer for mentors and the 4.0 rubric. Both administrators have experience in coaching and leading PLG (Professional Learning Groups).

At Joanna-Woodson Elementary, we recognize the importance of providing our teachers opportunities for professional learning weekly during PLG. In PLG, we focus on HQIM, common assessments, strategies, and MTSS (small group interventions). We provide opportunities for our teachers to work together and share strategies.

The School Leadership team supports teachers through coaching, observations with feedback, planning and team teaching. The administrators do walk through observations and provide teachers with feedback using a district wide tool. Based on the data for this year, our teachers need additional support in differentiation and asking high quality questions.

Teacher Observations

Content is differentiated to meet the needs of all students.	2.2 9
The teacher asks questions that are varied, of high quality, and a balance of question types.	2.4 7

School Climate

Joanna-Woodson Elementary fosters an environment where students and families are welcomed. Joanna-Woodson is in its first year as a Leader in Me School. As a Leader in

Me school, Joanna-Woodson administered The Measurable Results Assessment (MRA). The Measurable Results Assessment is a rigorously developed survey tool used to annually collect, analyze, and report student-, staff-, and school-level outcomes related to the focus on improving leadership, culture, and academics.

Leader in Me Schools use the MRA as they engage in continuous cycles of improvement to identify its strengths and weaknesses, develop improvement plans, and monitor progress.

The MRA measures are aligned with the highly effective practices outlined in the *Leader in Me* Framework. This alignment empowers schools to move from data insights to action plans and best leverage their limited time and resources to meet their most important goals

In our first MRA survey administered to students in grades 4 and 5, only 82% of our students feel cared about and understood by the people in their school.

At Joanna-Woodson Elementary, we understand the importance of having a culture that not only focuses on academics but the emotional well-being of the student. To help our students feel cared about and understood, we have implemented clubs where students were able to choose their clubs. During club time, students will have an opportunity to be with students who they may not have the opportunity of being around due to scheduling. We have also implemented a Student Lighthouse Team, and these students are providing ways we can make every child feel cared for and welcomed.

2025 – 2026 The Measurable Results Assessment (MRA)

Student Empowerment	School Belonging	School Climate	Trusted Relationship
84%	82%	88%	83%

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): Our students in 5K – 2 nd grades are assessed using a variety of assessments (KRA for Kindergarten, AMIRA, FOLA, RAN, and DRC Beacon). The DRC Beacon test reveals that our students are underperforming in grades K – 2. In Reading, 82% of the students are scoring in the Support Needed or Near Target category while in Math, 87% of the students are scoring in the Support Needed or Near Target category. According to our KRA (Kindergarten Readiness Assessment) which is given within the first 45 days of school, only 12% of our students are demonstrating readiness. Although our data shows our students have made progress from Fall to Winter, it is not sufficient to close gaps and bring students up to grade-level standards. These findings support the need for targeted small-group instruction, early literacy and math initiatives, MTSS with progress monitoring, and PLGs. By strengthening these areas, our students will have the foundational skills needed for long-term academic success.
Elementary/Middle (3-8): SCReady results indicate that 54% of our students meet grade level standards in English Language Arts, with Math scores trailing behind with only 48% of our students performing on grade level. Our Winter DRC scores indicate 58% of our students are meeting grade level standards In English Language Arts and 0% of our students are Prepared in Math. These results show our students are not meeting grade-level standards. There is a need for strengthening our Tier 1 instruction using Highly Qualified Instructional Materials (HQIM), developing our Tier 2 interventions using our MTSS framework, implementing targeted small-group instruction and strengthening data monitoring systems.
High School (9-12):

Teacher/Administrator Quality
According to our district-wide observation tool, there were two areas of improvement at Joanna-Woodson Elementary. Under differentiation, our teachers scored an average of 2.29 and in questioning, they scored 2.47. At Joanna-Woodson Elementary, we recognize the importance of differentiating instruction based on the needs of all students and asking higher order questions. To address these areas that were identified through our district-wide observation tool, we will provide targeted PD within our Professional Learning Groups (PLG). As a district, we will hold vertical team meetings where teachers in our district can plan together and provide support. Additionally, our Leadership Team (LT) will provide model lessons, team teaching, planning and coaching cycles to support teachers in building their instructional practices. The LT will conduct regular walk-through observations and provide feedback.
School Climate
On the recent report card, Joanna-Woodson received a rating of Good with a score of 7.87 as it relates to the perceptions of the school climate. The overall results of teacher, students and parents were over 90% in all categories. As a Leader in Me school, our 4th and 5th grade students participated in a MRA survey. According to the survey data, only 82% of our students feel cared about and understood by the people in their school.
Other (such as district and/or school priorities)

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 the end of the 2030 - 2031 school year, students in K - 2 will increase the percentage of students scoring On Target or Above on the DRC Beacon Reading assessment will increase from 77% to 87% and the percentage of students scoring On Target or Above on DRC Beacon Math will increase from 72% to 82%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Cohort	Average Baseline 2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
DRC Beacon Reading Data (Cohort)	Cohort 2038 5K	77%	1 st Grade 78%	2 nd Grade 80%	3 rd Grade 82%	4 th Grade 84%	5 th Grade 86%
	Cohort 2037 1st	75%	2 nd Grade 77%	3 rd Grade 79%	4 th Grade 81%	5 th Grade 83%	Middle School
	Cohort 2036 2 nd	80%	3 rd Grade 82%	4 th Grade 84%	5 th Grade 86%	Middle School	Middle School
DRC Beacon Reading Total Results	K-2	77%	Target: 79% Actual:	Target: 81% Actual:	Target: 83% Actual:	Target: 85% Actual:	Target: 87% Actual:
DRC Beacon Math Data (Cohort)	Cohort 2038 5K	56%	1 st Grade 58%	2 nd Grade 60%	3 rd Grade 62%	4 th Grade 64%	5 th Grade 66%

	Cohort 2037 1st	82%	2 nd Grade 84%	3 rd Grade 86%	4 th Grade 88%	5 th Grade 90%	<i>Middle School</i>
	Cohort 2036 2nd	75%	3 rd Grade 77%	4 th Grade 79%	5 th Grade 80%	Middle School	Middle School
DRC Beacon Math Total Results	K-2	72%	<i>Target: 74% Actual:</i>	<i>Target: 76% Actual:</i>	<i>Target: 78% Actual:</i>	<i>Target: 80% Actual:</i>	<i>Target: 82% Actual:</i>

Joanna-Woodson will strengthen all Tiers of Instruction through data-driven instruction and high-quality instructional materials.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Use analysis of assessment data (DRC Beacon, FOLA, RAN, KRA) to drive Tier 1 and Tier 2 instruction. Use PLG to identify students performing below grade level in Reading and/or Math. Using the data analyzed, create data folders for tracking student progress and create spreadsheets with strengths and weaknesses for each student. Purchase resources needed to support identified needs.	August – ongoing Tests are given three times a year (Fall, Winter and Spring)	-Administration -Reading Coach -Teachers -Interventionist	\$500.00	Federal Funds	-PLG Meeting Agendas and Minutes -Data Folders -Student spreadsheets
2. Provide instructional support. Provide instructional support for students identified as needing intervention to accelerate learning and decrease the achievement gap by funding a full-time Reading interventionist.	August - ongoing	-Reading Interventionist	\$88, 292	Federal Funds	-Rosters for students being served by interventionist -Progress monitoring sheets on targeted skills -Growth in classroom and

					formative and summative assessments. -EdPlan
3. Provide instructional support. Provide instructional support for students identified as needing intervention to accelerate learning and decrease the achievement gap by funding either a part time or full-time Math interventionist.	August - ongoing	-Math Interventionist	\$44,000 - \$88,000	Federal Funds	-Rosters for students being served by the interventionist -Progress monitoring sheets on targeted skills -Growth in classroom and formative and summative assessments
4. Implement MTSS interventions and monitor progress. Implement MTSS interventions and use progress monitoring data to adjust grouping and instructional practices.	August – ongoing	-Teachers -Reading Coach -Interventionist	\$500.00	Federal Funds	-EdPlan -Progress Monitoring sheets -Small group lesson plans -Walkthrough and Observation Data -DRC Beacon scores (growth)
5. Provide tutoring services. Provide tutoring services to students not performing on grade level in Reading	January - ongoing	-Administration -Teachers -PC tutors	\$5000.00 for certified teachers	Title 1	-Progress monitoring sheets -DRC Beacon scores (growth)

through a partnership with PC and using retired teachers.		-Retired teachers	\$0.00 for PC tutors		-Heggerty/Dibbles for PC students
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STUDENT ACHIEVEMENT STRATEGY #2

Joanna-Woodson will launch a K-2 Early Literacy Initiative anchored in Foundational Skills and a K-2 Number Sense Initiative to increase foundational skills in Math.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Professional Learning Groups. Provide ongoing support and professional development strategies for teachers through weekly PLG and vertical team meetings.	August - ongoing	-Administration -Reading Coach -Teacher Leaders -Teachers	\$500.00	Federal Funds	-PLG Meeting Agendas and Minutes -Vertical Team Meeting Agendas and Minutes -Sign up sheets
2. Highly Qualified Instructional Materials and targeted small-group instruction. Implement HMH and McGraw Hill with fidelity. Use resources to plan targeted small-group instruction.	August - ongoing	-Teachers -Instructional Coaches -Reading Coach	\$5000	Title 1	-Analysis of common assessments -Walk through observations -Resource materials -PLG Meeting Agendas and Minutes -Small group lesson plans

					Growth in formal and summative assessments
3. Engage families in literacy and math development. Host family nights/open house throughout the year. Provide take-home materials and strategies to support reading and math at home.	September – ongoing	-Administration -Reading Coach -Teachers -District Reading Coach	\$5000	Title 1	-Event Attendance Logs -Parent Feedback Surveys -Records of take-home materials -Evidence of increased family involvement
4. Provide tutoring services. Provide tutoring services to students not performing on grade level in Reading and/or Math by hiring retired certified teachers and partnering with PC.	January - ongoing	-Administration -Teachers -Reading Coach -PC tutors -Retired teachers	\$5000 for certified teachers \$0 for PC students	Title 1	-Progress monitoring sheets -DRC Beacon scores (growth) -Heggerty/Dibbles for PC students
5. Provide Professional Development. Provide professional development for teachers in effective practices in Reading and Math. Offer coaching cycles focused on differentiation and data use.	August – ongoing	-Administration -Reading Coach -Teachers -District Reading Coach	\$20,000 OGAP is \$4,000 per teacher	Federal Funds	-PD agendas and notes -Classroom observation data showing use of strategies -Data showing growth -Coaching cycle logs and feedback forms
6. Leader in Me. Implement WIG (Wildly Important Goals) focusing on early literacy foundational skills and number sense in math.	September – ongoing	-Teachers	\$1000	Title 1	-Student WIG notebooks -Data sheets showing growth over time

7. Computer-based programs. Implementing computer-based learning programs (ALEKS, ZEARL, Reading A to Z, Study Island, Exact Path) to support instruction in small-group settings.	August – ongoing	-Administration -Reading Coach -Interventionist -Teachers -Instructional Technology Coach	\$33,224	Federal Funds	-Data usage of programs -Growth in formative and summative assessments
8. Countdown to Kindergarten. Participate in the Countdown to Kindergarten.	June – ongoing	-Kindergarten Teachers -First Steps	\$500 per child	First Step Grant	-Student attendance/preparation -Lesson plans (Transition Toolkit) -Student data (KRA, DRC, FOLA, RAN)

Performance Goal Area: Student Achievement*

(*required)

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

By the end of the 2030-2031 school year, students in grades 3 - 5 will increase the percentage of scoring Approaching, Meets and Exceeds on SC Ready in Reading from 79% to 90%. Progress of this goal will be monitored through DRC Beacon assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Cohort	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
DRC Beacon Reading Data (Cohort)	Cohort 2035 3rd	332 – 87%	4 th Grade 366 – 90%	5 th grade 391 – 93%	Middle School	Middle School	Middle School
	Cohort 2034 4th	366 – 71%	5 th Grade 391 – 74%	Middle School	Middle School	Middle School	Middle School
	Cohort 2033 5th	391 – 81%	Middle School	Middle School	Middle School	Middle School	Middle School
SC Ready Results by Grades	Cohort 2035 3rd	A, M, E 79%	4 th grade 81%	5 th grade 83%	Middle School	Middle School	Middle School
	Cohort 2034 4th	A, M, E 86%	5 th grade 88%	Middle School	Middle School	Middle School	Middle School
	Cohort 2033 5th	A, M, E 70%	Middle School	Middle School	Middle School	Middle School	Middle School
SC Ready Total	3rd – 5th	79%	<i>Target: 81% Actual:</i>	<i>Target: 83% Actual:</i>	<i>Target: 85% Actual:</i>	<i>Target: 87% Actual:</i>	<i>Target: 90% Actual:</i>

Results							
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STUDENT ACHIEVEMENT STRATEGY #1
Joanna-Woodson will strengthen all Tiers of Instruction through data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Use analysis of assessment data (DRC Beacon) to drive Tier 1 and Tier 2 instruction. Use PLG to identify students performing below grade level in Reading. Using the data analyzed, create data folders for tracking student progress and create spreadsheets with strengths and weaknesses for each student. Purchase resources needed to support identified weaknesses/needs.	August – ongoing Tests are given three times a year (Fall, Winter and Spring)	-Administration -Reading Coach -Teachers -Interventionist	\$500.00	Federal Funds	-PLG Meeting Agendas and Minutes -Data Folders -Student spreadsheets
2. Provide instructional support. Provide instructional support for students identified as needing intervention to accelerate learning and decrease the achievement	August - ongoing	-Reading Interventionist	\$88,292	Federal Funds	-Rosters for students being served by interventionist

gap by funding a full-time Reading interventionist.					-Progress monitoring sheets on targeted skills -Growth in classroom and formative and summative assessments. -EdPlan
3. Implement MTSS interventions and monitor progress. Implement MTSS interventions and use progress monitoring data to adjust grouping and instructional practices.	August – ongoing	-Teachers -Reading Coach -Interventionist	\$500.00	Federal Funds	-EdPlan -Progress Monitoring sheets -Small group lesson plans -Walkthrough and Observation Data -DRC Beacon scores (growth)
4. Provide tutoring services. Provide tutoring services to students not performing on grade level in Reading.	August - ongoing	-Administration -Teachers	\$5000	Title 1	-Progress monitoring sheets -DRC Beacon scores (growth)
5. Engage families in literacy development. Host family nights/open house throughout the year. Provide take-home materials and strategies to support reading at home.	September – ongoing	-Administration -Reading Coach -Teachers -District Reading Coach	\$5000	Title 1	-Event Attendance Logs -Parent Feedback Surveys -Records of take-home materials

					-Evidence of increased family involvement
6. Provide Professional Development. Provide ongoing support and professional development strategies for teachers through weekly PLG and monthly vertical team meetings. Provide professional learning for the analysis, interpretation and application of assessment data.	August – ongoing	-Administration -Reading Coach -Teachers -District Reading Coach	\$5000	Title 1	-PD agendas and notes -Classroom observation data showing use of strategies -Data showing growth -Coaching cycle logs and feedback forms

STUDENT ACHIEVEMENT STRATEGY #2

Joanna-Woodson will strengthen Core Reading instruction through differentiation and high-yield instructional practices.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Structured Reading Block. Implement a structured reading block with time for whole group instruction, small group instruction, shared reading, writing, and vocabulary.	August – ongoing	-Administration -Reading coach -Teachers -District Reading Coach	N/A	N/A	-Class Schedules -Walkthrough observations
2. Provide Professional Development. Provide ongoing support and professional development strategies for teachers through weekly PLG and monthly vertical team meetings. Provide professional learning for the analysis, interpretation and application of assessment data.	August – ongoing	-Administration -Reading Coach -Teachers -District Reading Coach	\$5000	Title 1	-PD agendas and notes -Classroom observation data showing use of strategies

					-Data showing growth -Coaching cycle logs and feedback forms
3. Tiered instruction and Differentiation. Use DRC Beacon data to group students by skill level and provide targeted instruction.	August-ongoing	-Administration -Reading Coach -Teachers -Interventionist	\$1000	Title 1	-Student groupings based on DRC Beacon -Small group lesson plans -Classroom walkthroughs and observation data -Growth in DRC Beacon scores
4. Engage families in literacy development. Host family nights/open house throughout the year. Provide take-home materials and strategies to support reading and math at home.	September – ongoing	-Administration -Reading Coach -Teachers -District Reading Coach	\$5000	Title 1	-Event Attendance Logs -Parent Feedback Surveys -Records of take-home materials -Evidence of increased family involvement

Performance Goal Area: Student Achievement*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.) By the end of the 2030-2031 school year, students in grades 3 - 5 will increase the percentage scoring Approaching, Meets and Exceeds in Math on SCReady from 74% to 84%. Progress of this goal will be monitored through DRC Beacon assessments to inform instruction and guide intervention efforts.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Cohort	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
DRC Beacon Math Data (Cohort)	Cohort 2035 3rd	321 – 97%	4 th Grade 380 – 98%	5 th grade 435 – 99%	Middle School	Middle School	Middle School
	Cohort 2034 4th	380 – 55%	5 th Grade 435 – 60%	Middle School	Middle School	Middle School	Middle School
	Cohort 2033 5th	435 – 60%	Middle School	Middle School	Middle School	Middle School	Middle School
SCREADY Results by	Cohort 2035 3rd	A, M, E 67%	4 th grade 69%	5 th grade 71%	Middle School	Middle School	Middle School
	Cohort 2034	A, M, E	5 th grade	Middle School	Middle School	Middle School	Middle School

Grades	4th	78%	80%				
	Cohort 2033 5th	A, M,E 77%	N/A	Middle School	Middle School	Middle School	Middle School
SC Ready Total Results	3rd – 5th	74%	<i>Target: 76% Actual:</i>	<i>Target: 78% Actual:</i>	<i>Target: 80% Actual:</i>	<i>Target: 82% Actual:</i>	<i>Target: 84% Actual:</i>

STUDENT ACHIEVEMENT STRATEGY #1

Joanna-Woodson will strengthen all Tiers of Instruction through data-driven instruction.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Use analysis of assessment data (DRC Beacon) to drive Tier 1 and Tier 2 instruction. Use PLG to identify students performing below grade level in Math. Using the data analyzed, create data folders for tracking student progress and create spreadsheets with strengths and weaknesses for each student. Purchase resources needed to support identified weaknesses/needs.	August – ongoing Tests are given three times a year (Fall, Winter and Spring)	-Administration -Teachers -Interventionist	\$500.00	Federal Funds	-PLG Meeting Agendas and Minutes -Data Folders -Student spreadsheets

2. Provide instructional support. Provide instructional support for students identified as needing intervention to accelerate learning and decrease the achievement gap by funding a full-time Reading interventionist.	August - ongoing	-Math Interventionist	\$44,000 - \$88,000	Federal Funds	-Rosters for students being served by interventionist -Progress monitoring sheets on targeted skills -Growth in classroom and formative and summative assessments. -EdPlan
3. Implement MTSS interventions and monitor progress. Implement MTSS interventions and use progress monitoring data to adjust grouping and instructional practices.	August – ongoing	-Teachers -Reading Coach -Interventionist	\$500.00	Federal Funds	-EdPlan -Progress Monitoring sheets -Small group lesson plans -Walkthrough and Observation Data -DRC Beacon scores (growth)
4. Provide tutoring services. Provide tutoring services to students not performing on grade level in Math.	August - ongoing	-Administration -Teachers	\$5000	Title 1	-Progress monitoring sheets -DRC Beacon scores (growth)
5. Engage families in math development. Host family nights/open house throughout the year. Provide	September – ongoing	-Administration -Teachers	\$5000	Title 1	-Event Attendance Logs -Parent Feedback Surveys

take-home materials and strategies to support math at home.					-Records of take-home materials -Evidence of increased family involvement
6. Provide Professional Development. Provide ongoing support and professional development strategies for teachers through weekly PLG and monthly vertical team meetings. Provide professional learning for the analysis, interpretation and application of assessment data.	August – ongoing	-Administration -Teachers	\$5000	Title 1	-PD agendas and notes -Classroom observation data showing use of strategies -Data showing growth -Coaching cycle logs and feedback forms

STUDENT ACHIEVEMENT STRATEGY #2

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

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Structured Math Block. Implement a structured math block with time for warm-up for math fluency, whole group instruction, small group/independent workstations for hands on practice.	August – ongoing	-Administration -Teachers	\$1500.00	Federal Funds	-Class Schedules -Walkthrough observations
2. Provide Professional Development. Provide ongoing support and professional development strategies for teachers through weekly PLG and monthly vertical team meetings. Provide professional	August – ongoing	-Administration -Teachers	\$5000	Title 1	-PD agendas and notes -Classroom observation data

learning for the analysis, interpretation and application of assessment data.					showing use of strategies -Data showing growth -Coaching cycle logs and feedback forms
3. Tiered instruction and Differentiation. Use DRC Beacon data to group students by skill level and provide targeted instruction.	August-ongoing	-Administration -Teachers -Interventionist	\$1000	Title 1	-Student groupings based on DRC Beacon -Small group lesson plans -Classroom walkthroughs and observation data -Growth in DRC Beacon scores
4. Engage families in math development. Host family nights/open house throughout the year. Provide take-home materials and strategies to support reading and math at home.	September – ongoing	-Administration -Teachers -District Math Coach	\$5000	Title 1	-Event Attendance Logs -Parent Feedback Surveys -Records of take-home materials -Evidence of increased family involvement

Performance Goal Area: Teacher/Administrator Quality*

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.) By the end of the 2030-2031 school year, teachers will increase their score on the LCSD56 Observation tool in the area of differentiating content to meet the needs of all students from a 2.30 to a 3.0 and asking questions that are varied, of high quality, and a balance of question types from a 2.5 to a 3.0.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
LCSD56 Observation Tool (differentiation)	2.3	<i>Target: 2.4 Actual:</i>	<i>Target: 2.5 Actual:</i>	<i>Target: 2.6 Actual:</i>	<i>Target: 2.8 Actual:</i>	<i>Target: 3.0 Actual:</i>
LCSD56	2.5	<i>Target: 2.6 Actual:</i>	<i>Target: 2.7 Actual:</i>	<i>Target: 2.8 Actual:</i>	<i>Target: 2.9 Actual:</i>	<i>Target: 3.0 Actual:</i>

Observation Tool (questioning)						
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TEACHER/ADMINISTRATOR QUALITY STRATEGY #1
Joanna-Woodson will implement job-embedded Professional Development on differentiation and high order questioning.

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Professional learning groups (PLG). Provide professional development opportunities in PLG with a focus on differentiation and questioning.	August – ongoing	-Administration -Reading Coach -Teacher Leaders -Teacher	\$3000.00	Federal Funds	-PLG meeting agendas and minutes -Sign-up sheets

					-Walkthrough observations
2. Workshops. Attend workshops outside of the school focusing on differentiation and questioning.	August-ongoing	-Administration -Reading Coach -Teachers	\$5000	Federal Funds	-Certificate of workshop attendance -Walkthrough and classroom observations
3. Peer Observations. Provide teachers with opportunities to observe strong models in the building/district.	September – ongoing	-Administration -Reading Coach -Teachers	N/A	N/A	-Peer observation form -Walkthrough and classroom observation following peer observation
4. Tiered instruction and Differentiation. Use DRC Beacon data to group students by skill level and provide targeted instruction.	August - ongoing	-Administration -Reading Coach -Teachers -Interventionist	\$1000	Title 1	-Student groupings based on DRC Beacon -Small group lesson plans -Classroom walkthroughs and observation data -Growth in DRC Beacon scores
5. High Quality Instructional Materials. Implement with fidelity adopted curriculum focusing on the questioning and differentiation components within each lesson.	August - ongoing	-Administration -Reading Coach -Teachers	N/A	N/A	-Small Group lesson plans -Walkthroughs and observation data

Performance Goal Area: School Climate*

*(*required)*

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.) By the end of the 2030-2031 school year, the number of students reporting on the MRA LIM survey that they feel cared about and understood by the people in their school will increase from 82% to 92%.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Leader in Me MRA	82%	Target: 84% Actual:	Target: 86% Actual:	Target: 88% Actual:	Target: 90% Actual:	Target: 92% Actual:

(Measurable Results Assessment)						
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SCHOOL CLIMATE STRATEGY #1
Joanna-Woodson will implement Leader in Me with a focus on building student leadership and ownership.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Monthly club times. Implement monthly club times for all students in grades K – 5.	September – ongoing	-LIM facilitator -Administrator -Reading Coach	\$2000	Title 1	-Club Sign up sheets

		-Teachers			-Student attendance on club days -MRA feedback -Student interviews/surveys
2. Leadership roles. Implement Leadership Roles in every classroom and schoolwide.	August – ongoing	-Administration -Teachers	N/A	N/A	-List of student roles and responsibilities
3. Leader in Me. Provide Leader in Me lesson by the school counselor monthly.	August-ongoing	-Counselor	\$1000	Title 1	-Guidance lessons -Classroom Observation
4. Counseling Sessions. Provide small group counseling sessions.	August – ongoing	-Counselor	\$500.00	Federal Funds	-Counselor Schedule -Meeting agendas -Student feedback
5. Student Lighthouse Team. Create and maintain a Student Lighthouse Team with students in grades 2 – 5 where students will provide feedback on schoolwide initiatives.	August-ongoing	-Administration -LIM facilitator	N/A	N/A	-Application and interview documentation -Monthly agendas and minutes -Attendance logs
6. Mentor Program. Implement a mentor program using teachers and community members.	September – ongoing	-Administration -LIM facilitator -Reading Coach -All staff members	N/A	N/A	-Sign in sheets for community volunteers -Student feedback -Overall school attendance and behavior records

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.