

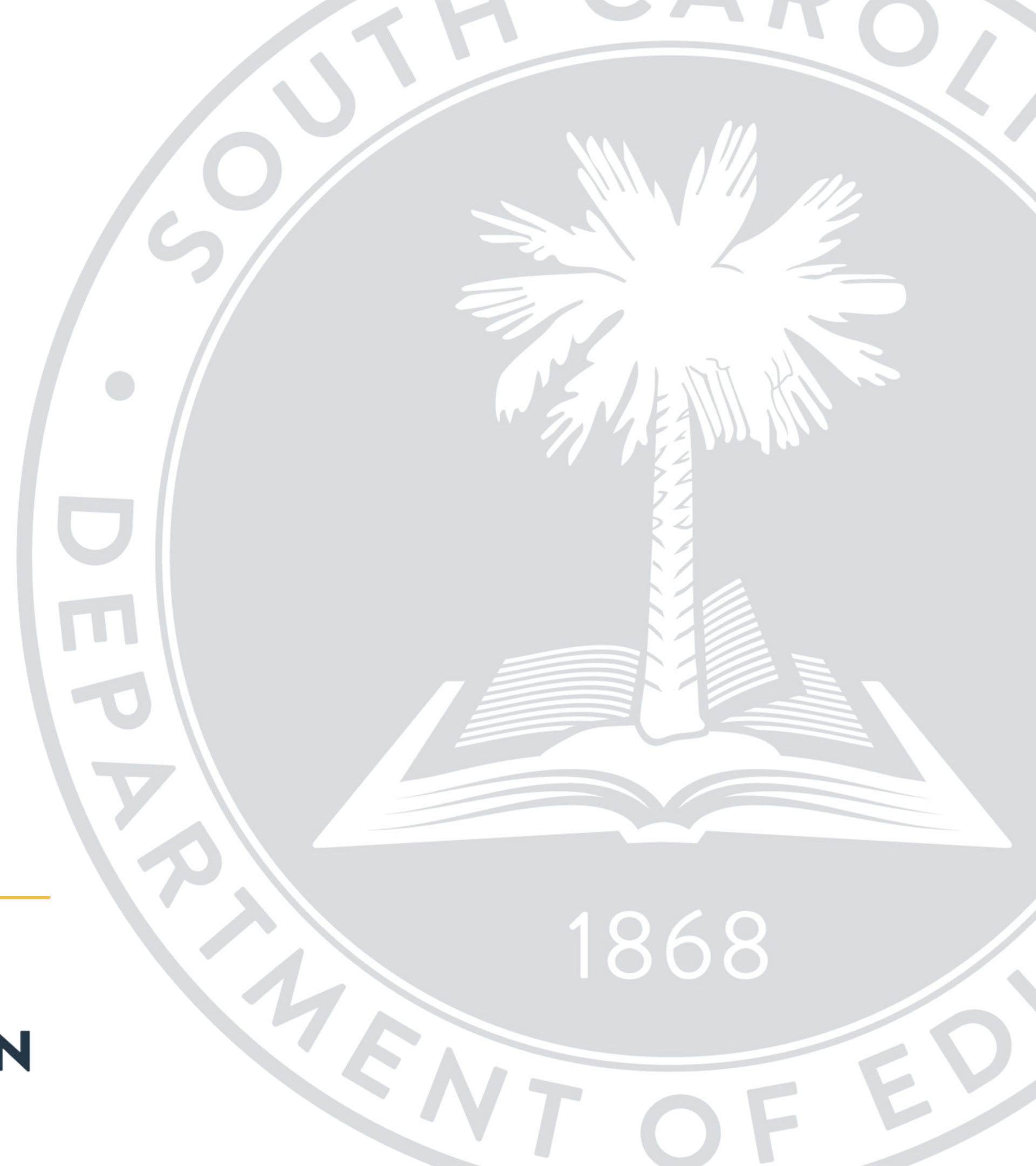
How to Submit Strategic and Renewal Plans?

(Strategic Renewal & GEMS)

Innovation and Support Team



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**





APPLICATIONS & SURVEYS

My Applications

Devetter Bradley (dbradley)

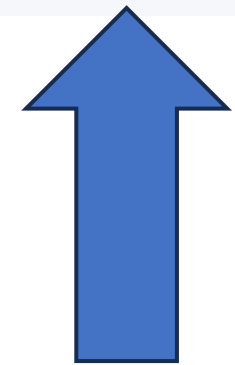
Applications

District & Entity Information
Management

EPMS

Human Capital Dashboard


Strategic Renewal




Under Applications, select Strategic Renewal



Portal View

 Main Menu

District:

< Select > 

District Strategic Plan

School Renewal Plan

Select your district from the drop-down menu



District Strategic Plan

District Administrator

- Administer District Strategic Plans
- Approve School Renewal Plans
- Submit Plan for Agency Review

Superintendent

- Submit Plan for Agency Review

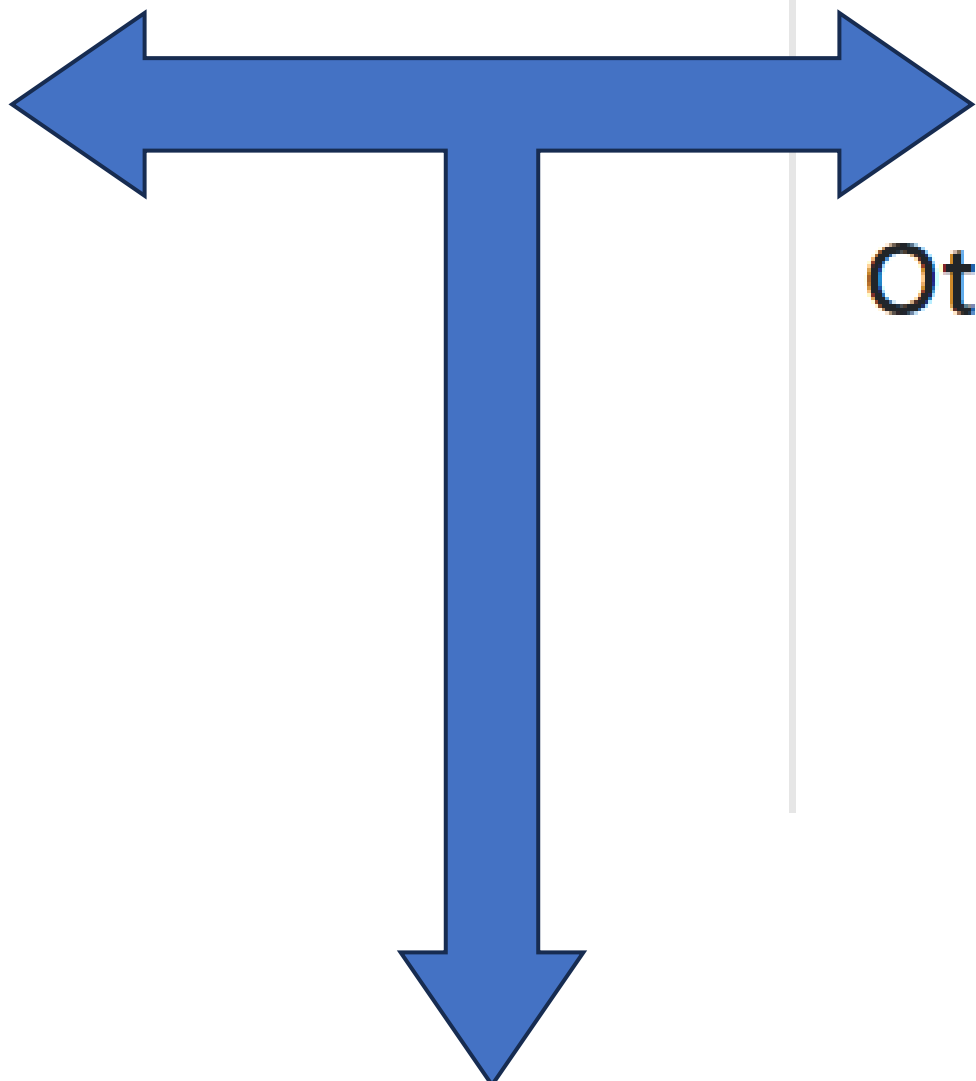
School Renewal Plan

School Principal

- Administer School Renewal Plans

Other

- View Submitted District Plans
- View Submitted School Plans




District Administrators select, Administer District Strategic Plans.
School Principals select, Administer School Renewal Plans.



Initial vs. Update vs. Revision

(stroll to the bottom of the page)

	2023/24	Update 1	Submitted	04-28-2023	
--	---------	----------	-----------	------------	---

New 2023/24 Revision Plan

New 2024/25 Update Plan

Permanently Close 5-Year Plan

Choose:

- Revision: a revision to an initial or updated plan
- Annual Update, yr 2-5: an annual updated plan
- Permanently Close 5-year Plan: Starts 5-yr Initial Plan




Initial Plan

Select **Permanently Close** 5-Year Plan.

Verify you want the 5-year plan permanently closed.


Select New 5-Year Plan.

	2018/19	Update 4 Revision 2	Submitted	05-16-2018		Actions ▾
New 5-Year Plan						

Enter starting year.




Annual Update

	2023/24	Update 1 Revision 1	Submitted	06-14-2023		Actions ▾
<div>New 2023/24 Revision Plan</div> <div>New 2024/25 Update Plan</div> <div>Permanently Close 5-Year Plan</div>						

- Select New Update Plan.
- Click Save and Return to Main Menu.



Revision

-	2023/24	Update 1 Revision 1	Submitted	06-14-2023		Actions ▾
<div>New 2023/24 Revision Plan</div> <div>New 2024/25 Update Plan</div> <div>Permanently Close 5-Year Plan</div>						

- Select New Revision Plan.



District Strategic Plan View For Editing

[Main Menu](#)

District:

District Plan: 2022/23 - 2026/27

School Year: Update 1 Revision 2 (2023/24)

District:

District Name

School:

< Select >

District Strategic Plan

District Administrator

- [Administer District Strategic Plans](#)
- [Approve School Renewal Plans](#)
- [Submit Plan for Agency Review](#)

Superintendent

- [Submit Plan for Agency Review](#)

District Plan Entry

* For those who upload plans, attach the Table of Contents, Needs Assessment Data, Executive Summary of the Needs Assessment Data Findings, Performance Goals and Action Plans here.

** Upload separately

- [Signature Page](#)
- [Assurances](#)
- [Stakeholders](#)
- [District Requested Waiver](#)
- [Needs Assessment Data](#)
- [Executive Summary of Needs Assessment](#)

School Renewal Plan

Choose each
Option to
complete...



School Renewal Plan View For Editing

School: **School Name**

School Plan: **2023/24 - 2027/28**

School Year: **This will indicate Initial, Update, or revision.**

School:

School Name

School Renewal Plan

School Principal

Administer School Renewal Plans

Submit Plan for District Review

School Plan Entry

* For those who upload plans, attach the Table of Contents, Needs Assessment Data, Executive Summary of the Needs Assessment Data Findings, Performance Goals and Action Plans here.

** Upload separately

Signature Page

Assurances

Stakeholders

District Requested Waiver

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals/Action Plans

Attached Documents*

Read To Succeed**

Choose
each
Option to
complete...

District Plan Entry looks the same way.



Click, Signature Page

[Main Menu](#) | [Print PDF](#)

School Name:			
SIDN:	1601013		
Plan Submission:	<input type="radio"/> School does not utilize Cognia <input checked="" type="radio"/> School utilizes Cognia		
Grade Span:	<input type="text" value="3"/>	to	<input type="text" value="5"/>
District:	Darlington		
Address 1:	<input type="text" value="-"/>		
Address 2:	<input type="text"/>		
City:	<input type="text"/>		, SC
Zip Code:	<input type="text" value="29532"/>		
School Renewal Plan Contact Person:	<input type="text"/>		
School Plan Contact Phone:	<input type="text"/>		
School Plan E-mail Address:	<input type="text" value="-"/>		

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

Superintendent	<input type="text"/>
Principal	<input type="text"/>
Chairperson, District Board of Trustees	<input type="text"/>
Chairperson, School Improvement Council	<input type="text"/>
School Read To Succeed Literacy Leadership Team Lead	<input type="text"/>
<div>CancelSaveSave and Return to Main Menu</div>	

[Main Menu](#) | [Print PDF](#)



Signature Page Upload

- Complete the requested information or ensure existing information is correct.
- Print the signature page by selecting *Print PDF*. Print the page.
- Return to the application and click *Save and Return to Main Menu*.
- Obtain the required signatures and dates from persons appearing on the signature page.
- Then, turn the page into a PDF document and scan it onto your desktop.
- Go to *Attached Documents*.
- Click *Choose File*, select the signature PDF file, click *Open*, and *Upload* the signed Signature Page. (The file should appear in the chart under the heading *FileName*.)
- Select the radio button (Replace) under *Signature Page (with signatures)*.
- Click *Save*.
- Click *Main Menu*.



Click, Assurances

Choose each
assurance that your
organization complies
with.

Elementary sites
should comply with all
assurances.

Click *Save* and *Return*
to *Main Menu*.

Save

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))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve



Stakeholder Involvement

Complete the requested information or ensure existing information is correct.

Click *Save* and *Return to Main Menu*.

[Main Menu](#) | [Print PDF](#)

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	
2. Teacher	
3. Parent/Guardian	
4. Community Member	
5. Paraprofessional	
6. School Improvement Council Member	
7. Read to Succeed Reading Coach	
8. School Read To Succeed Literacy Leadership Team Lead	
9. School Read To Succeed Literacy Leadership Team Member	
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 School Literacy Leadership Team for Read to Succeed	
<div>Add Another Participant</div>	
<div><div>Cancel</div><div>Save</div><div>Save and Return to Main Menu</div></div>	



Waivers

NOTE:
Districts and schools should select Not Applicable unless a waiver request has been approved to submit the DSSR plans after the April 30 due date. Waivers cannot be submitted until after the plans have been approved for the schools (identified & district). Click *Save and Return to Main Menu*.

[Main Menu](#) | [Print PDF](#)

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>)	



One Upload Replacement File

Click *Attached Documents*

- Table of Contents,
- Needs Assessment Data,
- Executive Summary of the Needs Assessment Data Findings,
- Performance Goals, and
- Action Plans

OR

Input each manually:

- [Needs Assessment Data](#)
- [Executive Summary of Needs Assessment Data Findings](#)
- [Performance Goals/Action Plans](#)



[Needs Assessment Data](#)

[Executive Summary of Needs Assessment Data Findings](#)

[Performance Goals/Action Plans](#)

[Attached Documents*](#)

[Read To Succeed](#)

[Gifted and Talented Required Tables**](#)

[District Proficiency-Based System**](#)

[District Summer School Programs Site Identification**](#)



Upload Attachment File:

Continue these steps until you have uploaded all needed documents:

- Needs Assessment
- Executive Summary
- Performance Goals
- Table of Contents
- Mission & Vision
- Signature Page

Click *Save*

[Main Menu](#)
Select PDF File to Upload

Choose File No file chosen

Upload

Choose the file & Upload it first.

Uploaded Attachment Files

File Name	Separate Attachment Files			One-Upload Replacement File				
	Title Page (optional)	Mission and Vision (optional)	Signature Page (with signatures)	Table of Contents	Needs Assessment Data	Needs Assessment Executive Summary	Performance Goals/ Action Plans	
FCC School Renewal Plan 2018-2019 Update.pdf	<input type="radio"/> Insert	<input type="radio"/> Insert	<input type="radio"/> Replace	<input checked="" type="radio"/> One-Upload Replacement				Delete

Save

Once uploaded it will appear here.

Choose the type of document attached.



Submission- School

At the school level, choose
“Submit Plan for District
Review” to send the plan to
your district level.

School:

School Renewal Plan School Principal

[Administer School Renewal Plans](#)

[Submit Plan for District Review](#)



Submission-District

At the district level, choose “Submit Plan for Agency Review” to send the plan to your district level.



Then the Superintendent must choose “Submit Plan for Agency Review” to send to your Education Associate at the Department.



District Strategic Plan

District Administrator

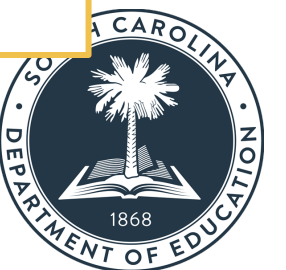
Administer District Strategic Plans

Approve School Renewal Plans

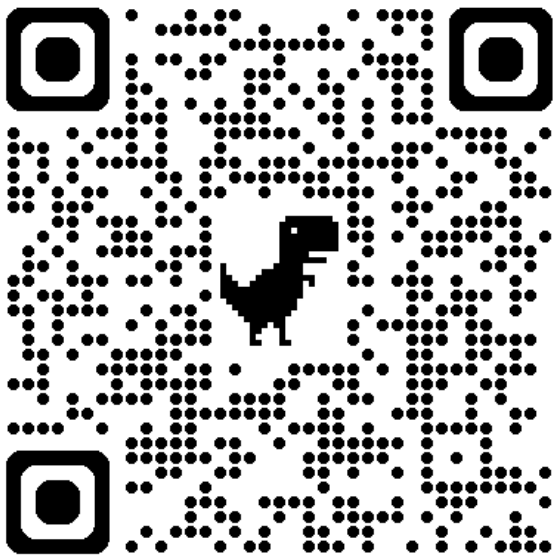
Submit Plan for Agency Review

Superintendent

Submit Plan for Agency Review



Grants Electronic Management System (GEMS)



Click:
“GEMS Sign-in”

Input your login
information.

A screenshot of the South Carolina Department of Education (SCDE) website. The header includes the SCDE logo, navigation links (About SCDE, Newsroom, State Board (SBE), Jobs, Contact), and social media icons. The main content area is titled "Grants Electronic Management System Home". A left sidebar contains a menu with items: GEMS Home, Search, SCDE Resources, Help for Current Page (with a count of 3), Request Help, and GEMS Sign-In. A blue arrow points to the "GEMS Sign-In" link. Below the menu, there are sections for "Announcements" and "MOE information- Greg King (8/12/2024)".

SOUTH CAROLINA DEPARTMENT OF EDUCATION
ed.sc.gov

About SCDE Newsroom State Board (SBE) Jobs Contact

f t in ig y

GEMS Home
Search
SCDE Resources
Help for Current Page 3
Request Help
GEMS Sign-In
Public Access
Production

Grants Electronic Management System Home

Announcements

Title I, II, IV, V, N&D GEMS application update (12/17/2024)
Please note that 25 GEMS applications have moved into the Revision Started status for 25 Title I, IV, V and N&D. Indirect Cost Rates have been updated as well. Coordinators will need to move the 24 Title I, IV, V and N&D GEMS grants into the Revision Started status to see the update to the most current indirect cost rate. I will continue to update this message to make districts aware of the status of 25 Title II final allocations and indirect cost rate changes. Superintendents have now received Grant Award Notifications and Terms Conditions/Assurances for 25 Title I, IV, V and N&D. GAPS is loaded to reflect 25 final allocations for Titles I, IV, V and N&D. Please send a signed copy of the GAN and Assurances/Terms and Conditions to jrhodes@ed.sc.gov for the district's GAPS budgets to be reviewed and approved.

MOE information- Greg King (8/12/2024)
Quite a few districts are showing a substantial gain in their Maintenance of Effort in the 2024-25 Title I plan submission. Remember that districts are expected to be within 90% of this number next year. To avoid an issue with not meeting Maintenance of Effort next year, please begin planning with your finance director immediately to meet this requirement. If you have any questions, contact Dr. Gregory King at 803-734-0025 or gking@ed.sc.gov.



Home Page



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- Inbox ▶
- Planning ▶
- Funding ▶
- Grant Summary
- LEA Document Library
- Address Book
- SCDE Resources
- Help for Current Page 0
- Request Help
- GEMS Sign Out

Bradley, Devetter

Production

Session Timeout
(Hide Timer)
00:38:59

School Renewal Plan Sections



Status: School Renewal Plan Not Started

Change Status To: [School Renewal Plan Started](#)

[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print Select Items
All		Print
<input type="checkbox"/> History Log		Print
History Log		Print
Create Comment		
<input type="checkbox"/> Plan Information and Stakeholders		Print
School Renewal Plan Information		Print
Stakeholders and Mission and Vision		Print
<input type="checkbox"/> Needs Assessment		Print
Needs Assessment Data		Print
Executive Summary of Needs Assessment Data		Print
<input type="checkbox"/> Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps		Print
Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps		Print
<input type="checkbox"/> Alternate Views		
Performance Goals		
Performance Goals and Indicators of Implementation		
Performance Goals, Indicators of Implementation, and Action Steps		
Performance Goal Areas		
Performance Goal Areas and Indicators of Implementation		
Performance Goal Areas, Indicators of Implementation, and Action Step Titles		
<input type="checkbox"/> Assurances		Print
Assurances		Print
<input type="checkbox"/> Waiver		Print
Waiver		Print
<input type="checkbox"/> Related Documents		Print
Related Documents		Print
<input type="checkbox"/> Checklist		Print
Checklist		Print
All		Print

Plan Information and Stakeholders

LEA Strategic/School Renewal Plan Information

- Enter Plan Submission (Whether or not your site uses Cognia)
- Phase of the Plan (Initial or Update Number)
- State & Federal School Improvement Status
- School Plan Contact Information (Include the Principal’s & Board of Trustee’s Names & Date the Board Approved the Plan)

Click “Go To” Choose “Next Page”

School Renewal Plan Information

1001 - Charleston County School District (1001) Public District - FY 2025 - A. C. Corcoran Elementary (1001036) Public School - School Renewal Plan - Rev 0

Go To

[21st Century Graduate Profile](#)

* Plan Submission

☐ School does not utilize Cognia

☐ School utilizes Cognia

* Phase of Plan

☐ Initial 5-year plan

☐ Update 1

☐ Update 2

☐ Update 3

☐ Update 4

☐ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

Select...

School Plan Contact Information

* Name

* Phone

* Email

* Principal's Name

* Board of Trustees Chairperson's Name

* Date of Plan Approval by the Board



Stakeholders and Mission & Vision

Include all Stakeholders, for your site.

At the bottom, you have the option to include the mission, vision, beliefs, and/or values.

(Optional) Enter mission, vision, beliefs, and/or values.

Go To ▶

Click “Go To” Choose “Next Page”

Stakeholders and Mission and Vision

Go To ▶

Stakeholder Names

Principal

Name *

Teacher

Name *

Parent/Guardian

Name *

Community Member

Name *

School Level Administrators

Name *

School Read to Succeed Literacy Leadership Team Lead

Name *

School Read to Succeed Literacy Leadership Team Member

Name *

School Improvement Council Member(s)

Name *

School Gifted and Talented Coordinator

Name *

School Federal Programs Coordinator

Name *

Other Stakeholders

Position

Name



Needs Assessment Data

- Include the school's most recent Report Card (make sure it works).
- Include all assessment data: benchmarks, formal & summative assessments.
- Include any data used as a component of the Comprehensive Needs Assessment.

Needs Assessment Data

Go To ▶

[State Report Cards for Districts and Schools](#)

*** Provide the link to your school's most recent Report Card**

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Go To ▶



Executive Summary of Needs Assessment Data

The Executive Summary should include all findings from the Comprehensive Needs Assessment that you want to focus on. This should include all baseline data with dates and the source. It MUST include:

- Student Achievement (appropriate grade level)
- Teacher/Administration Quality
- School Climate

Executive Summary of Needs Assessment Data

1001 - Charleston County School District (1001) Public District - FY 2025 - A. C. Corcoran Elementary (1001036) Public School - School Renewal Plan - Rev 0

Go To

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 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 school report card.

State Report Cards for Districts and Schools

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

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

* Elementary/Middle (3-8)

* High School (9-12)

* Teacher/Administrator Quality

* School Climate

Other (such as school priorities)

* Gifted and Talented



Performance & Interim Goals

(Including Projections)

Plan Items [Expand All](#) [Collapse All](#))

☐ 1 Student Achievement 6th - 8th SC Ready ELA

Performance Goal:

By 2029, at Castle Heights Middle School, 72% of 6th grade; 80% of 7th grade; and 80% of 8th grade students will score MEETS or EXCEEDS in ELA as measured by the SC Ready State Assessment from the baseline data of 6th grade at 39.6%; 7th grade at 47.3%; 8th grade at 47.3% in 2023.

☐ **PM** 1.1 By 2025, Castle Heights Middle School will have 50.4% of 6th graders, 58.2% of 7th graders, and 58.2% of 8th-grade students who score Meets or Exceeds in ELA as measured by the SC Ready State Assessment.

☐ **PM** 1.2 By 2026, at Castle Heights Middle School, 55.8% of 6th grade; 63.65% of 7th grade; and 63.65% of 8th grade students will score MEETS or EXCEEDS in ELA as measured by the SC Ready State Assessment from the baseline data of 6th grade at 39.6%; 7th grade at 47.3% and 8th grade at 47.3% in 2023

☐ **PM** 1.3 By 2027, at Castle Heights Middle School, 61.2% of 6th grade; 69.1% of 7th grade; and 69.1% of 8th grade students will score MEETS or EXCEEDS in ELA as measured by the SC Ready State Assessment from the baseline data of 6th grade at 39.6%; 7th grade at 47.3% and 8th grade at 47.3% in 2023

☐ **PM** 1.4 By 2028, at Castle Heights Middle School, 66.6% of 6th grade; 74.55% of 7th grade; and 74.55% of 8th grade students will score MEETS or EXCEEDS in ELA as measured by the SC Ready State Assessment from the baseline data of 6th grade at 39.6%; 7th grade at 47.3% and 8th grade at 47.3% in 2023

☐ **PM** 1.5 By 2029, at Castle Heights Middle School, 72% of 6th grade; 80% of 7th grade; and 80% of 8th grade students will score MEETS or EXCEEDS in ELA as measured by the SC Ready State Assessment from the baseline data of 6th grade at 39.6%; 7th grade at 47.3% and 8th grade at 47.3% in 2023



Indicators of Implementation & Action Steps

[-] 1 Student Achievement 6th - 8th SC Ready ELA

Performance Goal:

By 2029, at Castle Heights Middle School, 72% of 6th grade; 80% of 7th grade; and 80% of 8th grade students will score MEETS or EXCEEDS in ELA as measured by the SC Ready State Assessment from the baseline data of 6th grade at 39.6%; 7th grade at 47.3%; 8th grade at 47.3% in 2023.

[-] [PM] 1.1 By 2025, Castle Heights Middle School will have 50.4% of 6th graders, 58.2% of 7th graders, and 58.2% of 8th-grade students who score Meets or Exceeds in ELA as measured by the SC Ready State Assessment.

Analysis of Actual vs. Projected Data:

Data for analysis will be available in the Fall of 2025

[-] [S] 1.1.1 Establish High- functioning PLCs

Evidence-Based Research:

The research on PLCs that is cited here meets the definition of Level 1 research. The research cited focused on the impact of changing teacher practices when all PLC components were implemented. In addition, substantial research meeting levels 1-4 have been completed; they found that when implemented to a high level, PLCs impacted teachers' instructional practices and student achievement.
<https://www.cde.state.co.us/uip/strategyguide-plc#>

[+] [AS] 1.1.1.1 PLC Monthly Expectations



Assurances

Choose the Assurances that are implemented at your site.

District & Elementary sites should include all Assurances.

Assurances

Go To

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
* N/A	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 and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the 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 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 in professional development and classroom instruction in order to improve teaching and learning.
* Yes	Innovation The school funds 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 such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes	Developmental Screening The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* N/A	Half-Day Child Development The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* N/A	Developmentally Appropriate Curriculum for PreK-3 The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	Parenting and Family Literacy The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* N/A	Recruitment The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing 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 school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Waivers & Proficiency-Based System

- Waivers and the Proficiency-Based System Plan should not be included in this stage of the DSSR.
- Waivers should not be submitted until after the DSSR Plan is approved.
- After approval, use the [Formstack](#) to submit a waiver, a Proficiency-Based System Plan, or a Proficiency-Based System Evaluation.



Gifted & Talented Plan

- 2 GT SMART Goals in the District Strategic Plan
- Policies and Practices
- Scope and Sequence
- Grades of Academic Service
- Grades of Artistic Service
- Screening and Identification Notification



Resources

District Strategic and School Renewal Plans:

<https://ed.sc.gov/districts-schools/state-accountability/district-strategic-and-school-renewal-plans/>



School Improvement Model

- School improvement must be viewed as an organizational **strategy**, rather than an exercise in compliance.
- This improvement cycle gives districts a template for focused and intentional actions that lead to continuous improvement.



South Carolina School Improvement Model

Strategic Plan

Formal Definition

- A **dynamic** process that formalizes and communicates the school district's mission, vision, values, goals, and objectives, and the **actions** needed to achieve those goals and objectives.



Quality Strategic Planning: *Essential Elements*

- **Needs Assessment**
- **Differentiated Interventions**
- **Focused Improvement**



Quality Strategic Planning: *Essential Elements*

Structure/Strategy

- Strategy sets the direction and focus, elaborates plans and the environment for educators to understand the organization's goals.
- An organization must be able to efficiently execute that strategy to achieve its performance improvement goals.



Quality Strategic Planning: *Essential Elements*

Culture

- Building and sustaining an organizational **culture** that facilitates and accelerates change (Collaboration & Distributive Leadership) - **Relationships!**

"If you want to go fast, go alone. If you want to go far, go together." African Proverb

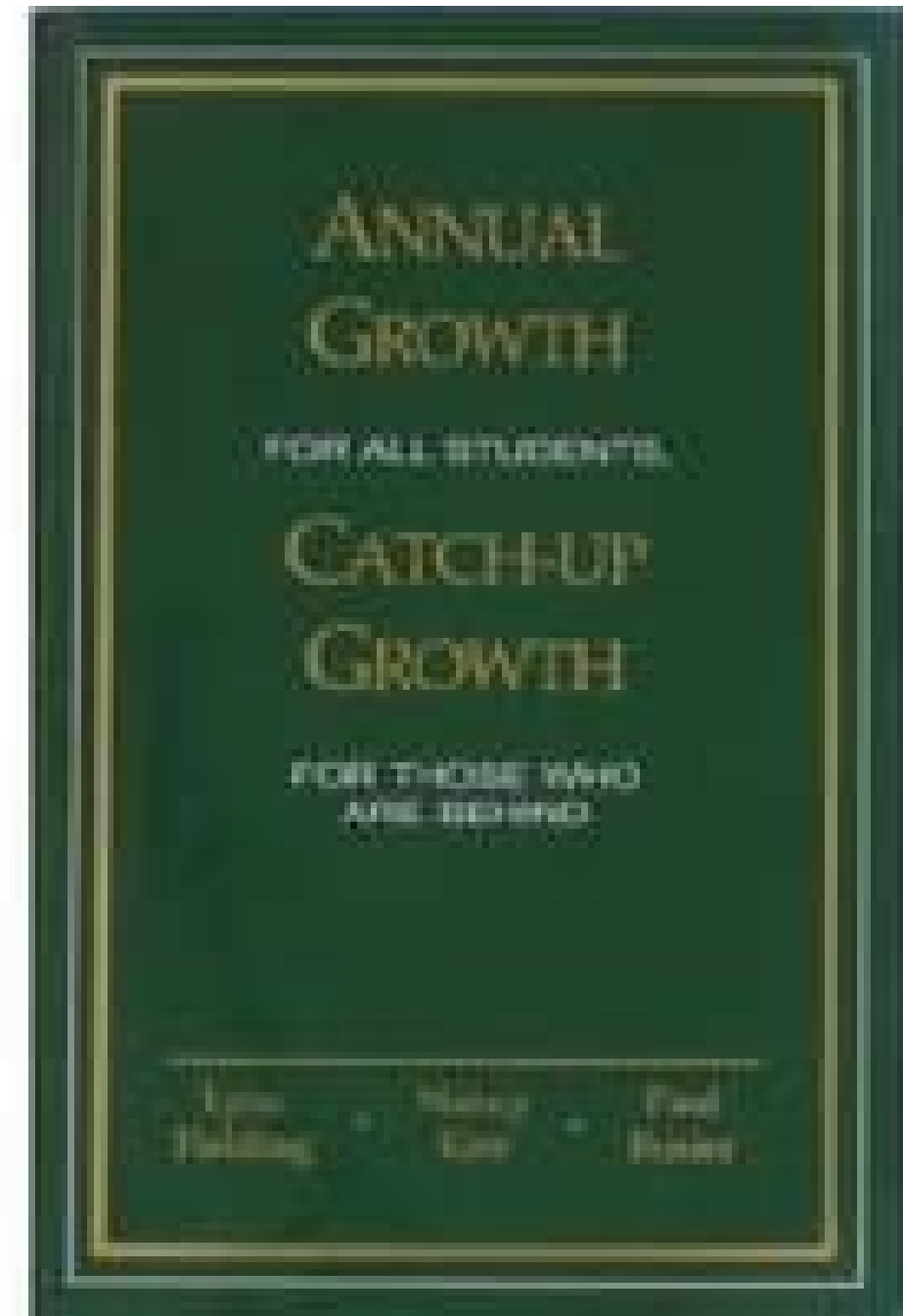
- Fostering a sense of personal **accountability** for strategy execution and ownership at every level (High Expectations) - **People will only follow you as deeply as they trust you.**

"Do not expect changes in student outcomes before you have changes in adult practices."



Annual Growth...Catch Up Growth

- Kennewick School district (15,000 students) established a 90% 3rd grade reading goal, moving from 57% of students at standard in 1996 to 89.6% in 2006 and 89.3% in 2007.



Quality Strategic Planning: *Essential Elements*

- Effective school improvement planning models emphasize comprehensive needs assessments, strategic prioritization of needs, and data-driven decision-making through ongoing monitoring.



Transformations do not take place until the culture of the school permits it.

District Strategic and School Renewal Plans

Statutory and Regulatory Requirements

- All districts and schools are required to have a District Strategic Plan/School Renewal Plan
- The plans are on a five-year cycle with annual updates
- Submissions are due by April 30th each year
- Purpose of the Plans is to coordinate and align improvement initiatives

<https://www.ed.sc.gov/districts-schools/state-accountability/district-strategic-and-school-renewal-plans/>



District Strategic and School Renewal Plan Components

- ✓ Assurances
- ✓ Stakeholder Involvement
- ✓ Comprehensive Needs Assessment
- ✓ Needs Assessment Executive Summary
- ✓ Performance Goals
- ✓ Interim Performance Goals
- ✓ Strategies and Action Plans
- ✓ Evaluation of the Strategies



District Strategic and School Renewal Plans

Performance Goals

DISTRICT

- Each district must complete at least one goal for
 - Student Achievement
 - Teacher/Administrator Quality
 - School Climate
 - Gifted and Talented

SCHOOLS

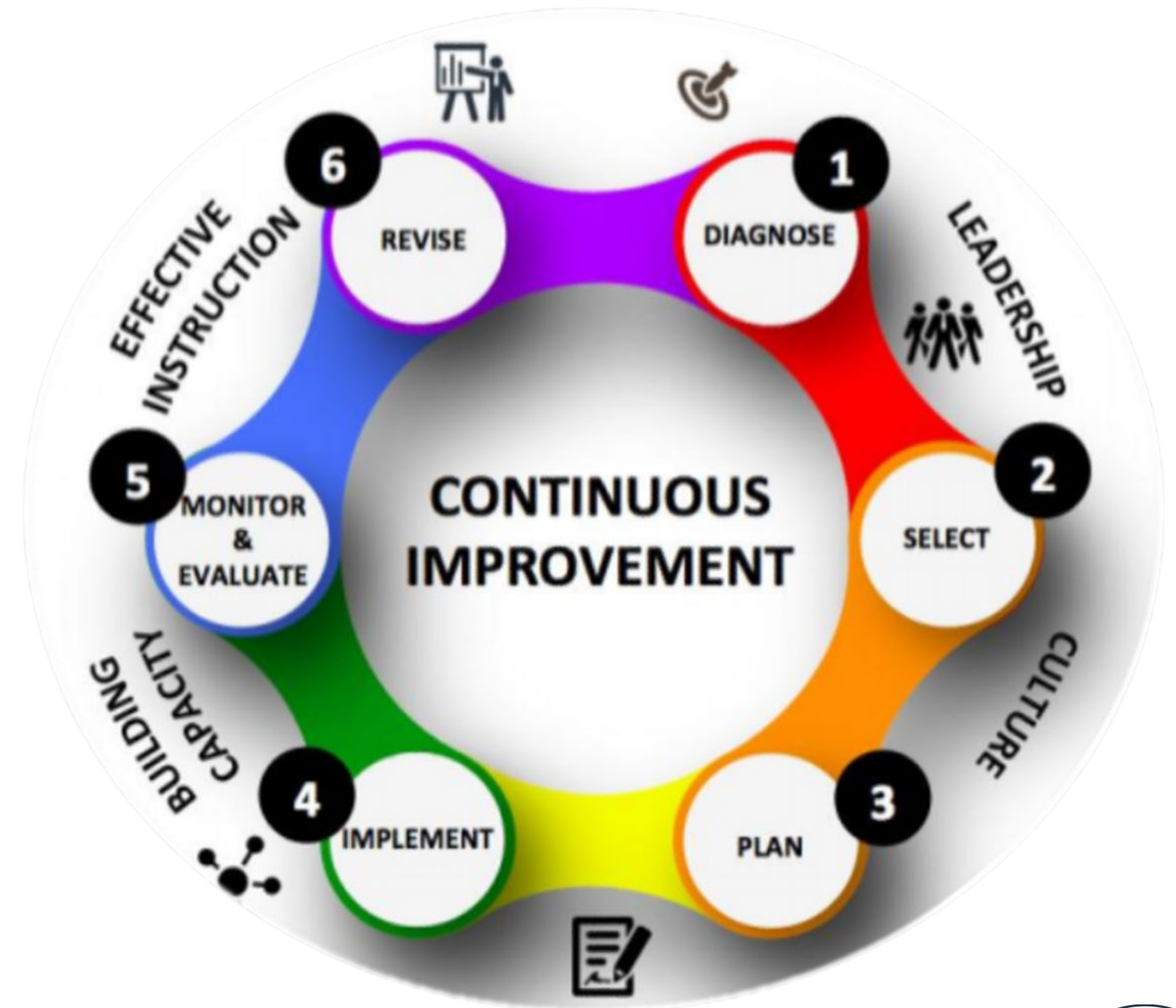
- Each school must complete at least one goal for
 - Student Achievement
 - Teacher/Administrator Quality
 - School Climate



School Improvement Model - Diagnose

Diagnose-Consult many sources to help determine the critical needs in the district's current operations.

- Plan and prepare for the process
- Collect and analyze data
- Use Needs Assessment Rubric to identify needs
- Prioritize the most strategic and overarching challenges
- Conduct a root cause analysis



Diagnose: Comprehensive Needs Assessment

A needs assessment:

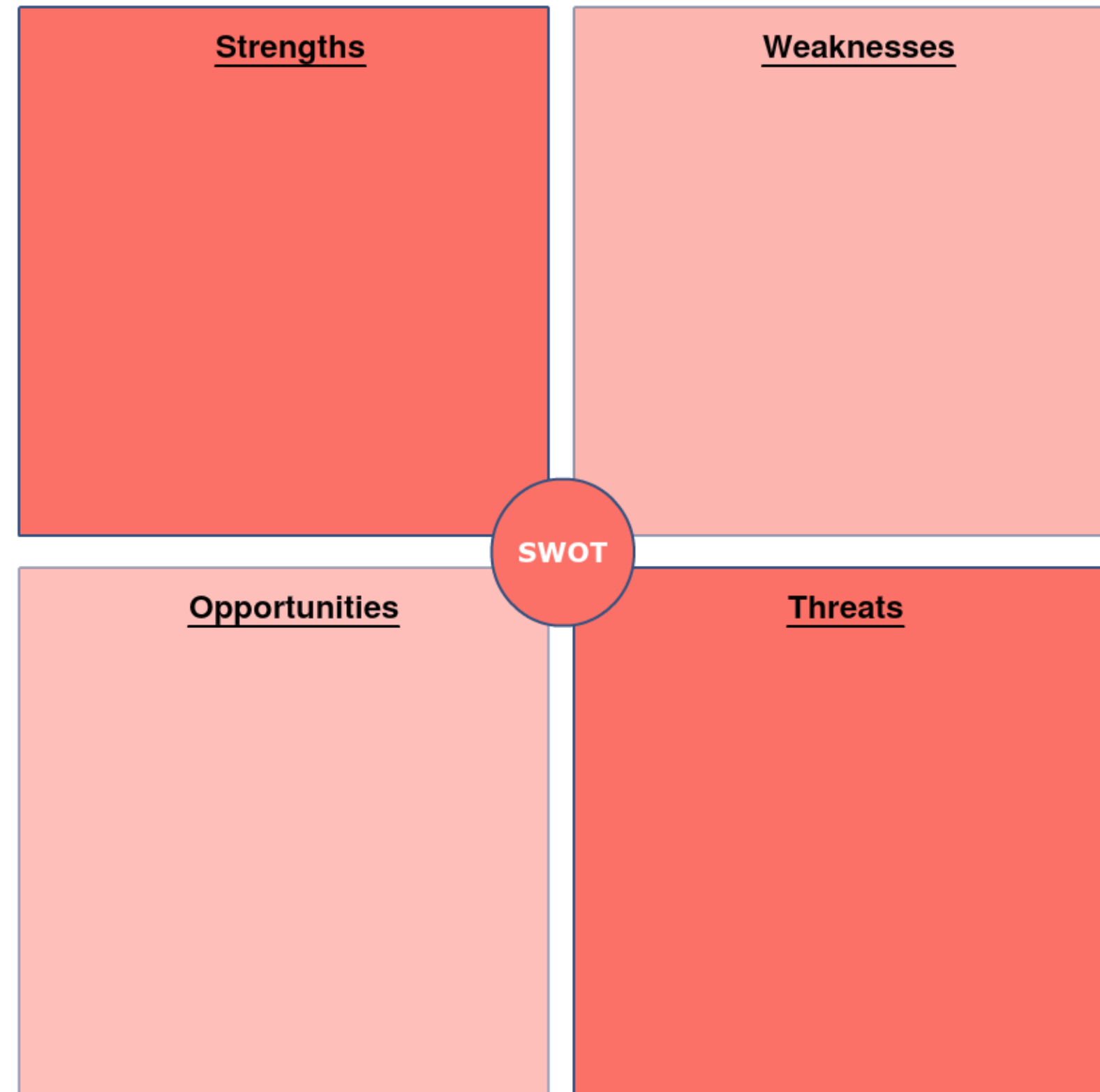
- Requires an inclusive team approach
- Requires gathering and analyzing data
- Informs identification of primary needs, root causes, need statements and desired outcomes



SWOT Analysis

SWOT analysis is a technique for assessing aspects of your organization.

- What challenges arose during the past school year/s that have not yet been resolved?
- What challenges do we expect might arise during 2025-2026?
- What processes and programs are helping us innovate and transform?
- How can we leverage these opportunities?
- Who are the people who have stepped up to the challenges?



Reflective Questions

Stakeholders will use these questions to drive discussions and use consensus to determine the current reality:

Our district....

- Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.
- Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments
- Uses a collaborative, data-driven planning process at the district and school levels for improving student learning.
- Ensures that professional learning is relevant and addresses adult and student needs
- Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching.



Diagnose: Examine Educational Factors



The data analysis should include educational factors that matter for student learning:

- Aligned Curriculum & Assessments
- Effective Instruction
- Quality of Leadership
- Supports for Students and Teachers
- A Safe and Positive Climate
- Family and Community Engagement
- Equitable Access to Resources

Plan: Writing a Performance Goal

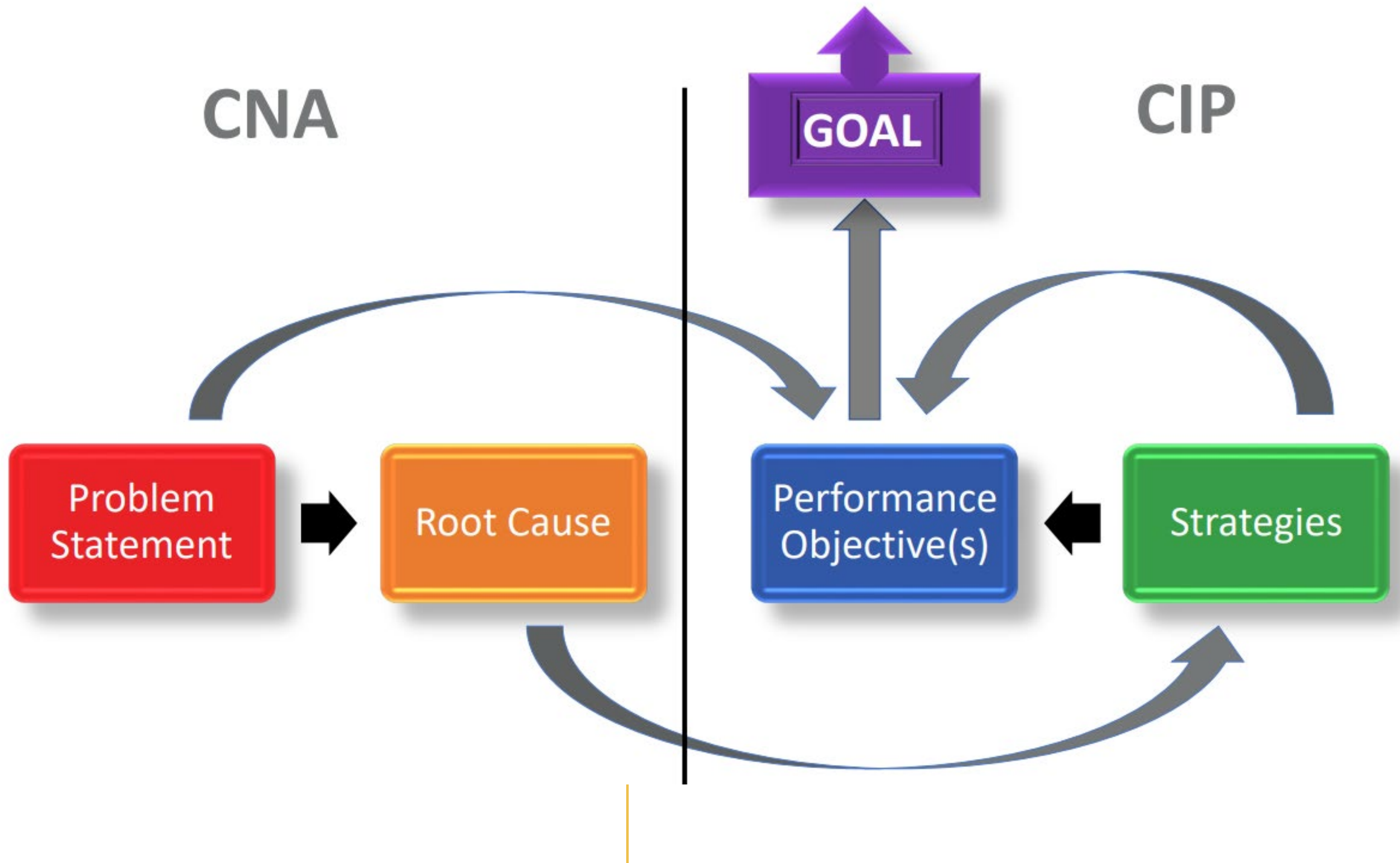
Goal Area: Student Achievement

Performance Goal: ABC School will increase the high school graduation rate from 75% to 90% by 2026.

Interim Performance Goal: ABC School will increase the high school graduation rate by 3% each year.

Data Sources: School Graduation Results





Common Challenges of Strategic Planning

- Lack of Time
- Insufficient Tools
- Asking Wrong Questions- Are you asking the deep and “tough” questions?
- Jumping to Solutions- Leaders often jump to the task of brainstorming solutions before truly understanding the problems to be solved.
- Ineffective Implementation and Monitoring



Common Challenges of Strategic Planning

Executive Summary of Needs Assessment Challenges

- Not identifying a need as the basis of the plan
- Failure to make the appropriate correlations
- Failure to analyze data at a deep level

Any discrepancies in the following areas identified by the school and district report cards must be included in the plan:

1. Achievement	5. Discipline
2. Achievement by Subgroup	6. Teacher/Administrator Quality
3. Graduation Rate	7. Other Priority Areas
4. Attendance	



Common Challenges of Strategic Planning

Failure to Create a **Strategic** Performance Goal

- By 2025-2026, 60% of 3rd-8th graders will score “Meets or Exceeds” on the ELA and Math benchmarks as measured by Spring MAP scores.
- Reduce class size for 4th and 5th grades to 18:1 by 2025-2026.
- Provide all teachers with 3 additional professional development opportunities per school year by 2025 (OR) By 2027, 100% of the faculty/staff will receive appropriate schoolwide and area-specific professional development.
- By June of 2027, school report card surveys will show: Parents satisfied with the learning environment will increase 1 percentage point each academic year from 95.9% to 99.9%.(OR) Teachers satisfied with the learning environment will remain at 100% each academic year.



Monitor: Ongoing, Timely Review and Feedback

- The two things that matter most to instructional quality are what is being taught and how well.
- Many schools are plagued by “lots of change, but not much improvement.”
- Teachers must regularly analyze achievement data, set goals, and then meet to discuss the results.



Review– Core Principles

1. A focused plan **aligns** vision, mission, and philosophy.
2. The process is **continuous**, and the plan is a **dynamic** document.
3. The process relies on **quality, deep data** interpretations.
4. The process is completed in a **collaborative** and inclusive way.
5. The process produces one focused, integrated plan that directs all work and resources.
6. The process expects **substantive changes** in **student performance** and **adult practices** as a result of implementing, monitoring, and evaluating the process and plan.
7. An efficient communication approach ensures all stakeholders are consistently informed of progress at each stage.



Questions



Staffing/Organizational Chart



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