

School Renewal Plan Table of Contents

Signature Page	2
Assurances	3
Stakeholders	5
Waiver Requests	6
Needs Assessment Data	7
Executive Summary of Needs Assessment (Summary of Conclusions)	38
Performance Goals and Action Plans	39
Read to Succeed	61

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27 Upcoming School Year: 2023/24

School Name:	Barnwell Elementary
SIDN:	0645012
Plan Submission:	School utilizes Cognia
Grade Span:	4 To 6
District:	Barnwell 45
Address 1:	10524 Marlboro Avenue
Address 2:	
City:	Barnwell, SC
Zip Code:	29812
School Renewal Plan Contact Person:	Kay M. Gooding
School Plan Contact Phone:	803-541-1287
School Plan E-mail Address:	kgooding@bsd45.net

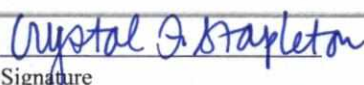
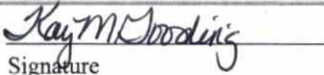
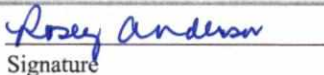
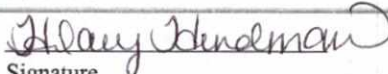

Required Signature Page

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 assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Crissie F. Stapleton</u> Printed Name	 Signature	4/18/23 Date
Principal		
<u>Kay M. Gooding</u> Printed Name	 Signature	4.27.2023 Date
Chairperson, District Board of Trustees		
<u>Rosie Anderson</u> Printed Name	 Signature	4-27-23 Date
Chairperson, School Improvement Council		
<u>Hilary Hindman</u> Printed Name	 Signature	4/27/23 Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Denise Parker</u> Printed Name	 Signature	4/27/2023 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))	
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. 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.
N/A	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	<p>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.</p>
N/A	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>

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	Kay M. Gooding
2.	Teacher	Lorena Nuno
3.	Parent/Guardian	Vickie Black
4.	Community Member	Felecia Hartzog
5.	Paraprofessional	Mia Handberry
6.	School Improvement Council Member	Hilary Hindman
7.	Read to Succeed Reading Coach	Kara Bolen
8.	School Read To Succeed Literacy Leadership Team Lead	Denise Parker
9.	School Read To Succeed Literacy Leadership Team Member	Jenny Raines
<p>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</p>		

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 Waiver 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)	

Barnwell Elementary School Needs Assessment Data

2022 School Report Card

Last Updated 01.13.23

Barnwell 45 SC Ready ELA & Math Scores

Due to school closure, SC Ready was not given during school year 19-20.

	2017 SC Ready			2018 SC Ready			2019 SC Ready			2021 SC Ready			2022 SC Ready		
	Not Met*	Met & Exceeds	State Met & Exceeds	Not Met*	Met & Exceeds	State Met & Exceeds	Not Met*	Met & Exceeds	State Met & Exceeds	Not Met*	Met & Exceeds	State Met & Exceeds	Not Met*	Met & Exceeds	State Met & Exceeds
Gr 3 ELA	70.8%	29.2%	42.1%	56.5%	43.5%	45.2%	64.5%	35.5%	49.7%	69.1%	30.9%	43.3%	64.7%	35.3%	48.0%
Gr 3 Math	58.9%	41.1%	52.5%	47.7%	52.3%	55.7%	47.1%	52.9%	57.7%	58.1%	41.9%	46.9%	58.8%	41.2%	51.0%
Gr 4 ELA	70.8%	29.2%	40.9%	73.6%	26.4%	43.9%	53.5%	46.5%	51.2%	68.1%	31.9%	46.1%	66.8%	33.1%	50.4%
Gr 4 Math	64.2%	34.8%	46.4%	74.7%	25.3%	48.1%	53.5%	46.5%	50.5%	74.5%	25.5%	42.0%	65.2%	34.8%	43.4%
Gr 5 ELA	68.1%	31.9%	38.3%	73.2%	26.8%	38.9%	77.4%	22.6%	41.0%	79.8%	20.2%	38.9%	64.2%	35.7%	48.3%
Gr 5 Math	60.3%	39.7%	40%	66.5%	33.5%	45.2%	74.6%	25.4%	45.4%	70.5%	29.5%	38.1%	71.4%	28.6%	43.3%
Gr 6 ELA	68.8%	31.2%	39.7%	70.5%	29.8%	39.9%	70.8%	29.2%	41.0%	57.3%	42.7%	41.8%	69.3%	30.7%	45.1%
Gr 6 Math	56.6%	43.4%	41.5%	65.2%	34.8%	42.6%	57.8%	42.2%	43.9%	65.7%	34.3%	33.9%	70.1%	29.9%	35.7%

*Not Met includes the total percentage of students scoring **Does Not Meet** and **Approaches**.

Due to school closure, SC Ready was not given during school year 19-20.

When analyzing longitudinal data from our state assessments, our grade levels are lower than the state average, indicating a need for stronger interventions and instructional strategies at all grade levels.

2019 SC Ready ELA & Math	2021 SC Ready ELA & Math
--------------------------	--------------------------

Meeting and Exceeding Standard Percentages								Meeting and Exceeding Standard Percentages						
	State	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg	State	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg
Gr 3 ELA	49.7%	35.5%	18.4%	31.3%	13.3%	51.1%	61.0%	43.3%	30.9%	10.3%	27.1%	25.4%	41.5%	41.2%
Gr 3 Math	57.7%	52.9%	26.3%	39.1%	39.2%	54.4%	74.4%	46.9%	41.9%	6.5%	27.1%	24.2%	42.7%	37.6%
Gr 4 ELA	51.2%	46.5%	32.6%	32.8%	22.2%	46.8%	41.0%	46.1%	31.9%	24.4%	50.0%	25.0%	39.9%	32.6%
Gr 4 Math	50.5%	46.5%	46.5%	26.2%	18.3%	46.5%	43.0%	42.0%	25.5%	20.0%	45.8%	17.4%	35.5%	26.1%
Gr 5 ELA	41.0%	22.6%	14.9%	20.9%	12.0%	39.2%	24.5%	38.9%	20.2%	3.1%	21.6%	17.6%	35.8%	29.9%
Gr 5 Math	45.4%	25.4%	23.4%	35.3%	12.0%	45.3%	21.8%	38.1%	29.5%	3.0%	27.5%	14.5%	33.0%	24.1%
Gr 6 ELA	41.0%	29.2%	34.0%	20.6%	9.8%	35.2%	36.7%	41.8%	42.7%	20.5%	26.4%	8.2%	34.1%	35.2%
Gr 6 Math	43.9%	42.2%	46.8%	17.6%	12.0%	34.5%	53.3%	33.9%	34.3%	12.8%	11.3%	4.3%	24.0%	23.1%

2022 SC Ready ELA & Math							
Meeting and Exceeding Standard Percentages							
	State	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg
Gr 3 ELA	48.0%	35.3%	25.6%	32.7%	31.7%	43.4%	43.5%
Gr 3 Math	51.0%	41.2%	20.9%	42.9%	31.7%	44.5%	42.4%
Gr 4 ELA	50.4%	33.1%	21.6%	39.1%	27.4%	46.7%	28.0%
Gr 4 Math	43.4%	34.8%	8.1%	43.5%	12.9%	37.7%	29.0%
Gr 5 ELA	48.3%	35.7%	27.5%	43.8%	21.8%	42.3%	33.0%
Gr 5 Math	43.3%	28.6%	7.5%	47.9%	19.5%	35.1%	17.0%
Gr 6 ELA	45.1%	30.7%	10.0%	22.2%	24.6%	42.8%	38.9%
Gr 6 Math	35.7%	29.9%	3.3%	13.0%	18.3%	28.9%	34.7%

An analysis of our incoming students in comparison to neighboring districts indicates that our students scored at a lower percentage at the Meets or Exceeds level than some other districts, as well as in comparison to the state.

2019 SC Ready ELA & Math								2021 SC Ready ELA & Math						
Approaching, Meeting and Exceeding Standard Percentages								Approaching, Meeting and Exceeding Standard Percentages						
	State	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg	State	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg
Gr 3 ELA	74.5%	71.7%	47.4%	65.5%	40.0%	77.1%	81.7%	68.2%	62.4%	41.4%	62.5%	54.0%	68.2%	69.4%
Gr 3 Math	78.7%	77.5%	47.4%	68.8%	54.1%	78.1%	90.2%	69.0%	63.7%	38.7%	50.0%	41.9%	65.9%	68.2%
Gr 4 ELA	72.2%	72.0%	55.8%	47.5%	49.4%	68.9%	67.0%	67.5%	50.7%	40.0%	64.6%	45.8%	64.4%	57.6%
Gr 4 Math	75.7%	77.7%	74.4%	55.7%	47.6%	73.2%	80.0%	67.5%	60.6%	46.7%	72.9%	40.6%	64.1%	57.6%
Gr 5 ELA	71.8%	56.8%	53.2%	44.8%	41.0%	72.5%	65.5%	72.1%	62.0%	25.0%	51.0%	45.1%	71.1%	67.8%
Gr 5 Math	75.5%	62.4%	68.1%	70.6%	41.0%	77.8%	66.4%	66.6%	56.6%	18.2%	45.1%	43.6%	64.2%	62.1%
Gr 6 ELA	73.9%	63.4%	70.2%	57.4%	40.2%	70.4%	72.2%	74.5%	73.4%	64.1%	56.6%	32.7%	68.8%	74.7%
Gr 6 Math	72.5%	62.7%	74.5%	48.5%	46.7%	66.1%	80.0%	64.5%	69.2%	43.6%	49.1%	15.2%	55.5%	64.8%

2022 SC Ready ELA & Math							
Approaching, Meeting and Exceeding Standard Percentages							
	State	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg
Gr 3 ELA	71.0%	62.5%	44.2%	55.1%	48.3%	69.0%	70.6%
Gr 3 Math	73.2%	64.0%	46.5%	65.3%	55.0%	69.5%	76.5%
Gr 4 ELA	72.0%	58.6%	56.8%	84.8%	50.0%	70.8%	61.3%
Gr 4 Math	71.3%	60.2%	43.2%	80.4%	40.3%	67.2%	71.0%
Gr 5 ELA	77.9%	67.9%	50.0%	75.0%	56.4%	75.9%	76.1%
Gr 5 Math	70.5%	55.7%	40.0%	79.2%	46.8%	65.2%	58.0%
Gr 6 ELA	76.9%	70.9%	53.3%	57.4%	44.3%	76.7%	75.8%
Gr 6 Math	66.2%	66.9%	26.7%	38.9%	53.3%	62.2%	70.5%

66.9% of our incoming 6th grade students outperformed the state average, as well as some neighboring districts with similar demographics.

2019 & 2021 SC Ready ELA and Math Scores by Demographic Category

Due to school closure, SC Ready was not given during school year 19-20.

	2019 District Meet & Exceed	2019 SC Meet & Exceed	2019 District Approach, Meet, & Exceed	2019 SC Approach, Meet, & Exceed	2021 District Meet & Exceed	2021 SC Meet & Exceed	2021 District Approach, Meet, & Exceed	2021 SC Approach, Meet, & Exceed
3 rd ELA All Students	35.5%	49.7%	71.7%	74.5%	30.9%	43.3%	62.4%	68.2%
Male	33.3%	45.4%	65.4%	70.3%	25.6%	39.9%	56.7%	64.8%
Female	38.3%	54.2%	80.0%	78.8%	36.4%	46.7%	68.2%	71.7%
African American	20.8%	30.5%	61.1%	61.1%	11.1%	22.8%	48.1%	51.5%
White	50.9%	64.2%	83.0%	84.7%	47.3%	57.8%	75.7%	80.3%
Disabled	16.7%	18.8%	36.7%	37.2%	12.9%	15.8%	25.8%	32.4%
Not Disabled	40.7%	55.8%	81.5%	81.7%	34.7%	48.4%	70.1%	75.0%
Non-migrant	35.8%	49.8%	72.3%	74.5%	30.9%	43.3%	62.4%	68.2%
Non-LEP	34.3%	51.0%	70.9%	75.6%	29.8%	44.6%	61.9%	69.5%
Pupils in Poverty (PIP)	30.6%	38.0%	72.1%	66.7%	23.1%	30.8%	57.1%	58.3%
Non-PIP	57.7%	71.4%	70.9%	89.0%	67.7%	64.6%	87.1%	85.2%
3 rd Math All Students	52.9%	57.7%	77.5%	78.7%	41.9%	46.9%	63.7%	69.0%
Male	57.7%	58.3%	76.9%	77.9%	40.7%	48.6%	63.7%	69.5%

Female	46.7%	57.2%	78.3%	79.5%	43.2%	45.0%	63.6%	68.4%
African American	37.5%	37.5%	69.4%	65.0%	22.2%	22.5%	48.1%	47.7%
White	69.8%	71.9%	86.8%	88.3%	62.7%	63.3%	81.3%	82.8%
Disabled	23.3%	27.4%	56.7%	48.9%	18.8%	22.1%	37.5%	41.1%
Not Disabled	61.1%	63.6%	83.3%	84.5%	46.9%	51.5%	69.4%	74.2%
Non-migrant	53.3%	57.7%	77.4%	78.7%	41.9%	46.9%	63.7%	69.0%
Non-LEP	51.5%	58.3%	76.9%	79.2%	41.4%	47.6%	63.9%	69.5%
Pupils in Poverty (PIP)	49.1%	46.8%	75.9%	71.8%	32.4%	33.5%	58.8%	58.7%
Non-PIP	69.2%	77.9%	84.6%	91.7%	87.1%	69.8%	87.1%	86.6%

2022 SC Ready ELA and Math Scores by Demographic Category

	2022 District Meet & Exceed	2022 SC Meet & Exceed	2022 District Approach, Meet, & Exceed	2022 SC Approach, Meet, & Exceed
3rd ELA All Students	35.3%	48.0%	62.5%	71.0%
Male	40.3%	44.8%	65.3%	67.5%
Female	31.1%	51.4%	62.3%	74.5%
African American	20.3%	29.5%	48.4%	56.6%
White	57.1%	61.7%	82.1%	81.8%
Disabled	20.8%	18.8%	37.5%	35.7%
Not Disabled	38.4%	53.7%	67.9%	77.8%
Non-migrant	35.3%	48.0%	62.5%	71.0%
Non-LEP	34.4%	49.5%	61.1%	72.3%
Pupils in Poverty (PIP)	24.5%	36.5%	55.7%	62.4%
Non-PIP	81.5%	67.9%	96.3%	85.7%
3rd Math All Students	41.2%	51.0%	64.0%	73.2%
Male	45.9%	52.3%	68.9%	72.9%
Female	33.9%	49.7%	57.6%	73.6%
African American	19.4%	29.3%	41.9%	56.5%
White	65.5%	65.8%	87.9%	84.3%
Disabled	33.3%	25.6%	58.3%	45.7%
Not Disabled	42.9%	55.9%	65.2%	78.5%
Non-migrant	41.2%	51.0%	64.0%	73.2%
Non-LEP	39.7%	51.6%	62.6%	73.7%
Pupils in Poverty (PIP)	26.7%	39.2%	55.2%	64.9%
Non-PIP	92.9%	71.4%	96.4%	87.5%

2019 & 2021 SC Ready ELA and Math Scores by Demographic Category

Due to school closure, SC Ready was not given during school year 19-20.

	2019 District Meet & Exceed	2019 SC Meet & Exceed	2019 District Approach, Meet, & Exceed	2019 SC Approach, Meet, & Exceed	2021 District Meet & Exceed	2021 SC Meet & Exceed	2021 District Approach, Meet, & Exceed	2021 SC Approach, Meet, & Exceed
4th ELA All Students	46.5%	51.2%	72.0%	72.2%	31.9%	46.1%	50.7%	67.5%
Male	45.3%	47.3%	74.7%	68.5%	28.4%	42.8%	44.8%	64.2%
Female	47.6%	55.3%	69.5%	76.1%	35.2%	49.4%	56.3%	70.9%
African American	27.9%	32.4%	50.8%	57.5%	22.4%	24.2%	38.8%	48.6%
White	56.8%	65.2%	86.5%	83.1%	40.0%	60.9%	60.0%	80.2%
Disabled	For subgroup data, the group tested must be 20 or more students.				7.7%	16.5%	11.5%	32.8%
Not Disabled	48.3%	57.3%	73.8%	79.1%	37.5%	51.7%	59.8%	74.2%
Non-migrant	46.8%	51.2%	71.8%	72.2%	31.9%	46.1%	50.7%	67.5%
Non-LEP	45.9%	52.4%	71.6%	73.2%	31.6%	47.7%	50.4%	69.0%
Pupils in Poverty (PIP)	37.7%	39.6%	66.7%	63.6%	28.7%	33.3%	49.6%	57.2%
Non-PIP	69.8%	71.9%	86.0%	87.7%	47.8%	67.2%	56.5%	84.5%
4th Math All Students	46.5%	50.5%	77.7%	75.7%	25.5%	42.0%	60.0%	67.5%
Male	52.0%	52.0%	85.3%	75.6%	30.3%	44.2%	60.6%	68.2%
Female	41.5%	49.0%	70.7%	75.8%	21.1%	39.6%	60.6%	66.8%
African American	26.2%	30.6%	62.3%	60.9%	12.1%	18.1%	45.5%	45.6%
White	62.2%	64.7%	89.2%	86.0%	41.8%	57.7%	74.5%	81.4%
Disabled	For subgroup data, the group tested must be 20 or more students.				15.4%	16.7%	30.8%	37.0%
Not Disabled	46.9%	56.1%	77.9%	81.8%	27.9%	46.8%	67.6%	73.4%
Non-migrant	46.2%	50.6%	77.6%	75.7%	25.5%	42.0%	60.6%	67.5%
Non-LEP	46.6%	51.2%	77.7%	76.2%	25.8%	43.0%	59.1%	68.5%
Pupils in Poverty (PIP)	39.8%	38.9%	73.5%	67.9%	19.3%	28.9%	55.3%	56.8%
Non-PIP	65.1%	71.2%	90.7%	89.6%	56.5%	63.7%	87.0%	85.3%
5th ELA All Students	22.6%	41.0%	56.8%	71.8%	20.2%	38.9%	62.0%	72.1%
Male	21.1%	36.6%	50.5%	67.1%	20.0%	36.1%	56.0%	68.7%
Female	24.2%	45.4%	63.2%	76.8%	20.4%	41.9%	70.4%	75.6%
African American	10.4%	22.5%	44.8%	57.3%	8.8%	18.1%	48.5%	54.1%
White	32.0%	54.8%	66.7%	82.5%	28.8%	53.5%	78.8%	84.1%
Disabled	8.7%	9.2%	34.8%	30.0%	4.8%	9.9%	28.6%	32.6%
Not Disabled	24.6%	46.4%	59.9%	79.1%	23.1%	44.1%	68.5%	79.2%
Non-migrant	22.8%	41.0%	57.1%	71.9%	20.2%	38.9%	62.0%	72.1%
Non-LEP	21.9%	41.9%	55.7%	72.6%	18.4%	40.4%	61.6%	73.3%

Pupils in Poverty (PIP)	18.1%	28.9%	51.0%	63.2%	15.1%	25.9%	58.5%	62.7%
Non-PIP	42.9%	62.2%	82.9%	87.1%	43.5%	60.5%	78.3%	87.7%
5th Math All Students	25.4%	45.4%	62.4%	75.5%	29.5%	38.1%	56.6%	66.6%
Male	23.2%	44.3%	62.1%	73.1%	30.7%	39.1%	53.3%	65.5%
Female	27.7%	46.4%	62.8%	78.0%	27.8%	37.1%	61.1%	67.7%
African American	13.7%	26.3%	52.6%	61.9%	14.7%	15.7%	41.2%	45.4%
White	34.7%	58.8%	69.3%	85.0%	46.2%	53.0%	73.1%	79.8%
Disabled	0%	12.6%	43.5%	38.4%	9.5%	10.5%	33.3%	31.0%
Not Disabled	28.9%	51.0%	65.1%	81.9%	33.3%	43.1%	61.1%	73.0%
Non-migrant	25.5%	45.4%	62.8%	75.5%	29.5%	38.1%	56.6%	66.6%
Non-LEP	24.2%	45.7%	61.5%	75.8%	28.0%	39.0%	55.2%	67.1%
Pupils in Poverty (PIP)	20.1%	33.8%	57.8%	67.8%	22.6%	25.1%	50.0%	55.8%
Non-PIP	48.6%	65.6%	82.9%	89.0%	60.9%	59.7%	87.0%	84.5%
6th ELA All Students	29.2%	41.0%	63.4%	73.9%	42.7%	41.8%	73.4%	74.5%
Male	27.9%	35.4%	60.5%	68.3%	40.6%	36.8%	69.6%	69.7%
Female	30.7%	47.0%	66.7%	79.7%	44.6%	46.9%	77.0%	79.5%
African American	15.5%	22.3%	48.8%	59.8%	21.1%	21.9%	57.9%	58.5%
White	46.2%	54.4%	78.5%	83.9%	60.0%	55.4%	86.2%	85.1%
Disabled	0%	7.0%	31.8%	29.9%	For subgroup data, the group tested must be 20 or more students.			
Not Disabled	33.8%	46.4%	68.3%	80.8%	46.2%	47.1%	76.9%	81.3%
Non-migrant	29.2%	41.1%	63.4%	73.9%	43.0%	41.8%	73.2%	74.5%
Non-LEP	29.0%	41.9%	63.2%	74.6%	43.0%	43.4%	74.1%	75.8%
Pupils in Poverty (PIP)	16.5%	28.6%	53.9%	65.3%	37.7%	28.8%	66.0%	65.5%
Non-PIP	60.9%	61.9%	87.0%	88.3%	56.8%	62.3%	94.6%	88.8%
6th Math All Students	42.2%	43.9%	62.7%	72.5%	34.3%	33.9%	69.2%	64.5%
Male	46.5%	41.7%	61.6%	69.0%	37.7%	33.5%	69.6%	63.0%
Female	37.3%	46.2%	64.0%	76.2%	31.1%	34.2%	68.9%	66.0%
African American	27.4%	23.4%	47.6%	56.3%	14.0%	12.9%	50.9%	42.9%
White	60.0%	57.9%	80.0%	83.5%	47.7%	47.7%	80.0%	77.9%
Disabled	9.1%	9.5%	36.4%	32.6%	For subgroup data, the group tested must be 20 or more students.			
Not Disabled	47.5%	49.3%	66.9%	78.9%	37.7%	38.1%	73.1%	70.5%
Non-migrant	42.2%	43.9%	62.7%	72.6%	33.8%	33.9%	69.0%	64.5%
Non-LEP	41.9%	44.2%	62.6%	72.8%	33.3%	34.8%	69.6%	65.3%
Pupils in Poverty (PIP)	28.1%	31.2%	55.3%	63.4%	24.5%	20.6%	61.3%	52.8%
Non-PIP	76.1%	65.3%	80.4%	87.9%	62.2%	54.9%	91.9%	83.0%

2022 SC Ready ELA and Math Scores by Demographic Category

	2022 District Meet & Exceed	2022 SC Meet & Exceed	2022 District Approach, Meet, & Exceed	2022 SC Approach, Meet, & Exceed
4th ELA All Students	33.1%	50.4%	58.6%	72.0%
Male	30.4%	46.7%	52.2%	68.4%
Female	36.0%	54.2%	65.2%	75.8%
African American	13.8%	30.7%	45.0%	57.0%
White	48.7%	64.8%	69.2%	83.2%
Disabled	13.9%	18.2%	19.4%	35.8%
Not Disabled	37.9%	56.4%	68.3%	78.8%
Non-migrant	33.1%	50.4%	58.6%	72.0%
Non-LEP	32.6%	52.0%	57.9%	73.5%
Pupils in Poverty (PIP)	25.5%	38.4%	52.3%	63.3%
Non-PIP	68.8%	70.2%	87.5%	86.5%
4th Math All Students	34.8%	43.4%	60.2%	71.3%
Male	38.0%	45.2%	64.1%	71.6%
Female	31.5%	41.5%	56.2%	71.0%
African American	13.8%	29.3%	41.3%	52.4%
White	55.1%	58.6%	79.5%	83.9%
Disabled	19.4%	17.3%	30.6%	39.6%
Not Disabled	38.6%	48.2%	67.6%	77.2%
Non-migrant	34.8%	43.4%	60.2%	71.3%
Non-LEP	34.3%	44.4%	59.6%	72.2%
Pupils in Poverty (PIP)	26.8%	30.6%	53.7%	61.8%
Non-PIP	71.9%	64.5%	90.6%	86.9%
5th ELA All Students	35.7%	48.3%	67.9%	77.9%
Male	31.8%	45.4%	59.1%	74.5%
Female	39.2%	51.3%	75.7%	81.6%
African American	27.9%	28.2%	58.8%	65.1%
White	38.2%	63.1%	76.4%	87.6%
Disabled	0%	14.6%	30.4%	40.8%
Not Disabled	42.7%	54.5%	75.2%	84.8%
Non-migrant	35.7%	48.3%	67.9%	78.0%
Non-LEP	34.8%	50.0%	67.4%	79.4%
Pupils in Poverty (PIP)	35.6%	35.9%	66.1%	70.4%
Non-PIP	36.4%	68.5%	77.3%	90.3%
5th Math All Students	28.6%	43.3%	55.7%	70.5%

Male	28.8%	44.1%	51.5%	69.4%
Female	28.4%	42.4%	59.5%	71.7%
African American	16.2%	23.2%	48.5%	54.8%
White	36.4%	57.2%	60.0%	81.5%
Disabled	4.3%	14.0%	21.7%	35.6%
Not Disabled	33.3%	48.7%	62.4%	77.0%
Non-migrant	28.6%	43.3%	55.7%	70.6%
Non-LEP	27.4%	44.3%	54.8%	71.4%
Pupils in Poverty (PIP)	24.6%	31.1%	51.7%	61.4%
Non-PIP	50.0%	63.2%	77.3%	85.4%
6th ELA All Students	30.7%	45.1%	70.9%	76.9%
Male	29.2%	40.4%	69.4%	72.4%
Female	32.7%	49.9%	72.7%	81.6%
African American	20.6%	25.5%	60.3%	63.4%
White	39.6%	59.6%	83.3%	87.2%
Disabled	For subgroup data, the group tested must be 20 or more students.		For subgroup data, the group tested must be 20 or more students.	
Not Disabled	35.1%	51.0%	75.7%	83.8%
Non-migrant	30.7%	45.1%	70.9%	77.0%
Non-LEP	28.7%	46.5%	69.7%	78.2%
Pupils in Poverty (PIP)	27.0%	32.7%	67.0%	69.3%
Non-PIP	46.2%	65.4%	88.5%	89.5%
6th Math All Students	29.9%	35.7%	66.9%	66.2%
Male	31.9%	35.9%	62.5%	64.4%
Female	27.3%	35.5%	72.7%	68.0%
African American	10.3%	14.9%	52.9%	46.3%
White	52.1%	50.7%	83.3%	80.1%
Disabled	For subgroup data, the group tested must be 20 or more students.		For subgroup data, the group tested must be 20 or more students.	
Not Disabled	34.5%	40.5%	70.0%	72.8%
Non-migrant	29.9%	35.7%	66.9%	66.2%
Non-LEP	27.9%	36.7%	65.6%	67.0%
Pupils in Poverty (PIP)	22.0%	22.8%	63.0%	55.6%
Non-PIP	59.3%	56.8%	81.5%	83.5%

SC PASS Science and Social Studies Scores by Demographic Category

For subgroup data, the group tested must be 20 or more students.

Due to school closure, the SC PASS Science assessment was not given during school year 19-20.

The only grade levels that are currently assessed by the state on SC PASS Science are grades 4 and 6.

	2019 District Meets	2019 State Meets	2019 District Exceeds	2019 State Exceeds	2021 District Meets	2021 State Meets	2021 District Exceeds	2021 State Exceeds
4th Science All Students	34.4%	29.0%	23.6%	23.0%	23.3%	25.0%	17.3%	18.7%
Male	33.3%	27.8%	29.3%	23.9%	19.0%	24.6%	20.6%	20.2%
Female	35.4%	30.3%	18.3%	22.0%	25.7%	25.5%	14.3%	17.1%
Black or African American	26.2%	22.6%	9.8%	7.8%	19.0%	15.3%	7.9%	4.5%
White	40.5%	33.3%	36.5%	34.5%	22.2%	31.1%	25.9%	28.7%
Not Disabled	33.8%	31.7%	24.8%	25.8%	25.9%	27.4%	19.6%	21.1%
Non-migrant	34.0%	29.0%	23.7%	23.0%	23.3%	25.0%	17.3%	18.7%
Non-LEP	34.5%	29.3%	24.8%	23.7%	20.8%	25.3%	16.8%	19.4%
Pupils in Poverty (PIP)	32.5%	26.6%	17.5%	13.7%	23.6%	20.8%	12.7%	9.9%
Non-PIP	39.5%	33.4%	39.5%	39.5%	21.7%	32.0%	39.1%	33.2%
5th Social Studies All Students	39.2%	38.8%	21.2%	23.8%	Social Studies is no longer tested as part of the SC PASS Assessment program. Spring of 2019 is the last time the social studies assessment was given.			
Male	34.7%	36.8%	26.3%	26.4%				
Female	43.6%	40.9%	16.0%	58.7%				
Black or African American	40.0%	38.6%	11.6%	32.0%				
White	34.7%	38.7%	29.3%	35.1%				
Disabled	39.1%	26.8%	4.3%	31.3%				
Not Disabled	39.2%	40.9%	23.5%	25.7%				
Non-migrant	38.8%	38.8%	21.3%	20.7%				
Non-LEP	38.7%	38.9%	19.9%	23.8%				
Pupils in Poverty (PIP)	39.0%	40.4%	14.9%	26.4%				
Non-PIP	40.0%	36.0%	48.6%	58.7%				

6th Science All Students	19.3%	24.4%	13.0%	47.2%	21.0%	21.1%	21.7%	20.0%
Male	19.8%	22.5%	17.4%	45.7%	21.7%	20.5%	27.5%	20.8%
Female	18.7%	26.4%	8.0%	48.7%	20.3%	23.8%	16.2%	19.1%

Black or African American	10.7%	18.5%	4.8%	26.1%	12.3%	14.7%	7.0%	5.8%
White	30.8%	28.2%	21.5%	62.0%	27.7%	26.6%	38.5%	29.8%
Disabled	0%	9.0%	0%	12.7%	No subgroup	7.8%	No subgroup	3.6%
Not Disabled	22.3%	26.9%	15.1%	52.6%	22.3%	24.3%	23.1%	22.5%
Non-migrant	19.3%	24.4%	13.0%	47.2%	21.1%	22.1%	21.1%	20.0%
Non-LEP	20.0%	24.6%	12.3%	47.9%	20.8%	22.3%	23.1%	20.7%
Pupils in Poverty (PIP)	14.8%	21.7%	4.3%	34.6%	17.9%	18.7%	15.1%	10.5%
Non-PIP	30.4%	29.2%	34.8%	68.4%	29.7%	27.5%	40.5%	34.9%

SCPASS Science & Social Studies Scores

Due to school closure, the SC PASS Science assessment was not given during school year 19-20.

	2016 SC PASS			2017 SC PASS			2018 SC PASS			2019 SC PASS			2021 SC PASS		
	Not Met	Met & Above	State Met & Above	Not Met	Met & Above	State Met & Above	Not Met	Met & Above	State Met & Above	Not Met	Met & Above	State Met & Above	Not Met	Met & Above	State Met & Above
Grade 4 Science	38.3%	61.7%	65%	63.1%	36.9%	48.4%	56.2%	43.8%	49.8%	42.0%	58.0%	52.0%	59.4%	40.6%	43.7%
Grade 5 Social Studies	49.1%	50.9%	71.5%	39.7%	60.3%	70.9%	49.4%	50.6%	69.9%	39.7%	60.3%	70.1%	Social Studies is no longer tested.		
Grade 6 Science	46.6%	53.4%	62.1%	65.9%	34.1%	48%	70.1%	29.1%	47.7%	67.7%	32.3%	47.2%	57.4%	42.7%	42.1%

2019 SC PASS-Science and Social Studies Meeting and Exceeding Standard							2021 SC PASS- Science Meeting and Exceeding Standard					
	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg
Grade 4 Science	58.0%	34.9%	31.1%	15.9%	54.8%	45.0%	43.7%	14.3%	31.9%	19.4%	36.3%	34.8%
Grade 5 Social Studies	60.3%	42.6%	41.2%	20.5%	77.3%	67.3%	Social Studies is no longer tested.					

Grade 6 Science	32.3%	34.0%	22.1%	14.1%	50.3%	44.4%	42.1%	26.3%	13.2%	2.0%	42.2%	26.7%
-----------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	------	-------	-------

2022 SC PASS Science			
	Not Met*	Met & Above	State Met & Above
Grade 4 Science	61.6%	38.3%	46.4%
Grade 6 Science	59.5%	40.5%	45.6%

*Not Met includes the percentage of students scoring **Does Not Meet** and **Approaches**.

2022 SC PASS Science Meeting and Exceeding Standard							
	STATE	Barnwell	Blackville	Williston	Allendale	Aiken	Bamberg
Gr 4 Science	46.4%	38.3%	13.5%	37.0%	26.7%	41.2%	28.0%
Gr 6 Science	45.6%	40.5%	13.3%	18.5%	24.6%	45.0%	28.4%

2022 SC PASS Science Scores by Demographic Category

	2022 District Meets	2022 State Meets	2022 District Exceeds	2022 State Exceeds
4 th Grade Science ALL Students	22.8%	24.2%	15.6%	22.2%
Male	23.1%	23.3%	18.7%	24.0%
Female	22.5%	25.2%	12.4%	20.3%
Black or African American	13.8%	17.6%	2.5%	7.1%
White	31.2%	28.6%	26.0%	33.2%
Disabled	8.6%	13.0%	8.6%	7.5%
Not Disabled	26.2%	26.3%	17.2%	24.9%
Non-migrant	22.8%	24.2%	15.6%	22.2%
Non-LEP	22.9%	24.5%	14.1%	22.8%

Pupils in Poverty (PIP)	18.1%	21.4%	12.8%	12.6%
Non-PIP	45.2%	28.9%	29.0%	38.0%
6th Grade Science ALL Students	19.8%	21.5%	20.6%	24.1%
Male	19.7%	19.7%	21.1%	25.4%
Female	20.0%	23.4%	20.0%	22.8%
Black or African American	16.4%	16.3%	7.5%	8.6%
White	22.9%	25.3%	35.4%	35.6%
Disabled	For subgroup data, the group tested must be 20 or more students.		For subgroup data, the group tested must be 20 or more students.	
Not Disabled	22.7%	23.7%	23.6%	27.4%
Non-migrant	19.8%	21.5%	20.6%	24.1%
Non-LEP	19.0%	21.8%	19.8%	24.9%
Pupils in Poverty (PIP)	22.2%	19.1%	13.1%	14.0%
Non-PIP	11.1%	25.5%	48.1%	40.7%

Barnwell 45's Gifted & Talented Qualified Students
2022-2023 School Year
as of 9/14/2022

Grade Level	# of Students Who Met South Carolina's GT Criteria	# of Students in Grade Level	% of Students Who Are GT Qualified
3	11	163	6.7%
4	10	128	7.8%
5	12	173	6.9%
6	17	143	11.9%
7	14	129	10.9%
8	28	168	16.7%
9	22	186	11.8%
10	34	163	20.9%
11	15	90	16.7%
12	29	133	21.8%
District Totals	192	1476	13.0%

Barnwell 45 Comparisons of Renaissance STAR, District Benchmarks, & SC Ready

22-23 Grade Level	2022 ELA Renaissance STAR Score: Percentage of Students who Scored Exceeds, Meets, & Approaches	2022 ELA District Benchmark Average Score	2022 ELA SC Ready: Percentage of Students who Scored Exceeds, Meets, & Approaches	2022 Math Renaissance STAR Score: Percentage of Students who Scored Exceeds, Meets, & Approaches	2022 Math District Benchmark Average Score	2022 Math SC Ready: Percentage of Students who Scored Exceeds, Meets, & Approaches	Fall 2022 ELA Renaissance STAR Score: Percentage of Students who Scored Exceeds, Meets, & Approaches	Fall 2022 ELA District Benchmark Average Score	2023 ELA SC Ready: Percentage of Students who Scored Exceeds, Meets, & Approaches	Fall 2022 Math Renaissance STAR Score: Percentage of Students who Scored Exceeds, Meets, & Approaches	Fall 2022 Math District Benchmark Average Score	2023 Math SC Ready: Percentage of Students who Scored Exceeds, Meets, & Approaches
Grade 3	58%	65%		59%	65%		39%	58%		59%	69%	
Grade 4	54%	62%	62.5%	61%	60%	64.0%	48%	56%		53%	62%	
Grade 5	46%	55%	58.6%	58%	59%	60.2%	36%	60%		51%	59%	
Grade 6	40%	63%	67.9%	51%	55%	55.7%	41%	63%		46%	54%	

STAR Renaissance Interim Assessment Results

Fall 2021 & Fall 2022 Comparison

Grade Level	September 2021 Reading Results % of Students Scoring on Grade Level	September 2022 Reading Results % of Students Scoring on Grade Level	September 2021 Math Results % of Students Scoring on	September 2022 Math Results % of Students Scoring on

	or Above	or Above	Grade Level or Above	Grade Level or Above
3	30%	33%	42%	48%
4	29%	34%	41%	38%
5	17%	27%	28%	35%
6	18%	27%	25%	32%

State Testing Data and GAP Analysis for 2022

Due to Covid and school closure in Spring of 2020, we do not have complete testing data for the 2019-2020 school year.

3rd grade Data

Subject Area	GAP between B45 and State Average 2015-2016	GAP between B45 and State Average 2016-2017	GAP between B45 and State Average 2017-2018	GAP between B45 and State Average 2018-2019	GAP between B45 and State Average 2020-2021	GAP between B45 and State Average 2021-2022
ELA	10.8%	12.9%	1.7%	14.2%	12.4%	12.7%
Math	8.2%	11.4%	3.4%	4.8%	5.0%	9.8%

Science and Social Studies are not tested at this grade level.

4th grade Data

Subject Area	GAP between B45 and State Average 2015-2016	GAP between B45 and State Average 2016-2017	GAP between B45 and State Average 2017-2018	GAP between B45 and State Average 2018-2019	GAP between B45 and State Average 2020-2021	GAP between B45 and State Average 2021-2022
ELA	5.1%	11.7%	17.5%	4.7%	14.2%	17.3%
Math	3.4%	11.6%	22.8%	4%	16.5%	8.6%
Science	3.3%	11.5%	6%	6% Above	3.1%	8.1%

Social Studies is not tested at this grade level.

5th grade Data

Subject Area	GAP between B45 and State Average 2015-2016	GAP between B45 and State Average 2016-2017	GAP between B45 and State Average 2017-2018	GAP between B45 and State Average 2018-2019	GAP between B45 and State Average 2020-2021	GAP between B45 and State Average 2021-2022
ELA	10.7%	6.4%	12.1%	18.4%	18.7%	12.6%
Math	1.8%	.3%	11.7%	20.0%	8.6%	14.7%
Social Studies	20.6%	10.0%	7.3%	2.2%	Social Studies is no longer tested.	

Science and Social Studies are not tested at this grade level.

6th grade Data

Subject Area	GAP between B45 and State Average 2015-2016	GAP between B45 and State Average 2016-2017	GAP between B45 and State Average 2017-2018	GAP between B45 and State Average 2018-2019	GAP between B45 and State Average 2020-2021	GAP between B45 and State Average 2021-2022
ELA	16.3%	8.5%	10.1%	11.8%	.9% Above	14.4%
Math	13.5%	1.9% Above	7.8%	1.7%	.4% Above	5.8%
Science	8.7%	13.9%	6.2%	39.3%	1.6%	5.1%
Social Studies	7.1%	14.3%	5.4%	Social Studies is no longer tested.		

Social Studies is not tested at this grade level.

Barnwell 45 English Language (EL) Learners who Met Progress Toward Proficiency Target

Year	GAP between B45 and State Average
2018	1.4% Above
2019	6.6% Above
2020	1.8% Above
2021	11.8% Above
2022	5.7% Above

Chronic Absenteeism Rate

Year	Our District	State
2019	16.2%	13.1%
2020	17.3%	13.8%
2021	9.3%	8.2%
2022	19.5%	20.3%

School Climate Satisfaction Comparison

	Teachers						Students						Parents					
	2016	2017	2018	2019	2021	2022	2016	2017	2018	2019	2021	2022	2016	2017	2018	2019	2021	2022
Learning Environment	93.1	93.5	92	89.3	100	100	85.4	84.5	71.6	79.9	94.5	89.3	82.6	72.6	83.6	70.6	89.9	83.3
Social/Physical Environment	100	87.1	72	89.3	100	97.1	77.6	82.7	70.2	79.9	94.5	89.8	78.3	78.7	66.1	72.2	86.7	84.9
School-Home Relations	86.2	80.7	64	71.4	97.1	97.1	86	75.2	75.4	84.1	87.4	90.8	54.4	56.5	60	68.5	86.7	74

The percent of teachers satisfied with the learning environment and school-home relations stayed the same after a dramatic rise over the past three years. A higher percentage of students were satisfied with home-school relations. As part of ongoing improvement efforts, the school carefully considers the overall averages of all three stakeholder groups. The intentional focus on positive communications in the last few years, along with our efforts to be extremely consistent with practices and transparency, is a result of constant review of perception data.

Educator Effectiveness

Teacher Effectiveness		Special Area Effectiveness		Principal Effectiveness	
2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
80%	96.7%	100%	100%	100%	100%

The evaluation data for 2019-2020 does not indicate any discrepancies in teacher effectiveness as measured by the Expanded ADEPT System. Additionally, it is evident that those individuals in the special areas of guidance, media and speech are performing at high levels of effectiveness. The principal also attained professional goals and established plans that indicate high levels of effectiveness. Building a strong education system depends on strategically placing staff in areas in which they can exhibit high levels of success. Developing the strengths of all staff members, supporting staff members through individual structures targeted towards specific needs, and evaluating staff consistently are all critical components needed to overall impact effectiveness of the district’s human capital to sustain growth efforts and seek ongoing improvements.

Student Learning Objectives (SLOs) are a tool for actionable reflection used in South Carolina teacher evaluation systems as a student growth measure. SLOs are monitored over the duration of time the students are with the teacher for instruction, which may be a full academic year, a semester, or quarter (depending on the context in which the teacher leads instruction). Measuring student growth through Student Learning Objectives is appropriate for classroom- based teachers that have direct interaction with students that could noticeably improve their learning. This includes certified teachers of core academic subjects, related subjects (e.g. physical education, career and technology education) and special education. The term classroom teacher does not include special area personnel (e.g. school counselors, library media specialists, speech-language therapists). The classroom-based teacher receives one of four possible rating scores based on specific criteria, which is given below.

SLO Scoring Rubric

Score	Criteria	Page 23 of 68
--------------	-----------------	---------------

Exemplary	90% -100% of students showed evidence of growth as established in the educator’s SLO conference(s). Educator set up rigorous goals(s); skillfully assessed and monitored progress; and strategically revised instruction in response to ongoing progress monitoring.
Proficient	75% -89% of students showed evidence of growth as established in the educator’s SLO conference(s). Educator set up attainable goals(s); assessed and consistently monitored progress; and adjusted instruction in response to progress monitoring.
Needs Improvement	51% -74% of students showed evidence of growth as established in the educator’s SLO conference(s). Educator set up goals(s); assessed and inconsistently monitored progress; and inconsistently or inappropriately adjusted instruction.
Unsatisfactory	0% -50% of students showed evidence of growth as established in the educator’s SLO conference(s). Educator inconsistently assessed and failed to monitor progress; and failed to adjust instruction based on progress monitoring data.

SLO Evaluation Rating Data

Score	2018-2019	2019-2020*	2020-2021	2021-2022
Exemplary	36.6%	32.4%	45%	33.3%
Proficient	63.4%	67.6%	52.6%	62%
Needs Improvement	0%	0%	1.4%	3%
Unsatisfactory	0%	0%	1.0%	1%

*Only 25% of classroom teachers had completed their SLOs at the time of closure on March 16, 2020

Student Learning Objectives drive both teacher practice and student learning by strengthening instruction. The use of SLOs has been associated with improved student outcomes on standardized assessments. Additionally, SLOs encourage collaboration among teachers as well as between teachers and their evaluators. The process itself encourages the adoption of a long- term vision for student learning and contributes to meaningful discussions about student learning. A framework for measuring student growth, grounded in student work, is an essential component needed for continuous school improvement. There is no doubt the initial introduction of the SLO process was intimidating and overwhelming. A review of the data indicates strengths within the practice of our educators and the positive, powerful impact those educators have on student learning. It is unfortunate there were SLOs that were rated less than proficient. It is reassuring to note though that evaluation of the SLOs and the impact on

student learning is being critically analyzed. Continuous growth is not possible when data is ignored. The validity of data resulting from district processes that monitor and measure impact on student learning is critical in creating actionable plans that address areas of concern.

In 2018, South Carolina provided districts with a revised evaluation tool to inform educator’s professional growth and development with emphasis on connection between teacher practices and student learning through the incorporation of student growth measures as part of the teachers’ evaluation. The revisions in our overall evaluation structures and process is intended to better support teachers’ professional practice while supporting students’ academic growth. The state’s driving philosophy that, “Every student in South Carolina schools deserves an effective teacher,” is embraced by our district. The district firmly believes teachers need time and opportunities to receive and to provide feedback regarding their own instructional practices. Teachers deserve timely, thoughtful feedback about their practice to grow and develop at all stages of their professional careers. The implementation of these structures strengthens our professional practices and positively impacts student outcomes. The Expanded ADEPT Support and Evaluation System (Assisting, Developing, and Evaluating Professional Teaching) plays a critical role in our district’s improvement journey.

As part of this evaluation process, three categories of teachers are formally observed annually. All certified staff take part in the overall evaluation system and complete Student Learning Objectives (SLOs) and professional development plans. The observation cycle, however, refreshes every five years. Teachers included in the formal observations annually are those in the following categories: Induction Teachers, Annual Formal Teachers, and Formal Recertification Teachers. In South Carolina, the certification period is five years. At the end of each five year period, all certified staff, as part of their certificate renewal process and to be eligible for continuous employment, must complete a formative evaluation. These teachers are considered Formal Recertification Teachers for the purposes of the ADEPT system. Induction teachers are those teachers in either their first or second year of teaching. Districts have the option of identifying teachers as induction for three years, but our district does not normally have a practice of doing so. Induction teachers complete a formative evaluation process.

Following the completion of a successful induction year, teachers advance to an Annual Formal status and participate in a summative evaluation process. Formal observations with pre- and post-conferences are part of both the formative and summative evaluation processes. As part of the new system, South Carolina developed a holistic rubric to not only rate teachers but to also provide a formal model for proficiency expectations that outlines standards and linear progressions for certified staff to use for continuous improvement. The 4.0 Teaching Rubric includes twenty-three indicators. These indicators are grouped into four domains.

Planning	Instruction	Environment	Professionalism
-----------------	--------------------	--------------------	------------------------

<ul style="list-style-type: none"> ● Instructional Plans ● Student Work ● Assessment 	<ul style="list-style-type: none"> ● Standards & Objectives ● Motivating Students ● Presenting Instructional Content ● Lesson Structure & Pacing ● Activities & Materials ● Questioning ● Academic Feedback ● Grouping Students ● Teacher Content Knowledge ● Teacher Knowledge of Students ● Thinking ● Problem Solving 	<ul style="list-style-type: none"> ● Managing Student Behavior ● Expectations ● Environment ● Respectful Culture 	<ul style="list-style-type: none"> ● Growing & Developing Professionally ● Reflecting on Teaching ● Community Involvement ● School Responsibilities
---	--	--	---

The classroom evaluation cycle consists of announced and unannounced formal classroom observations with pre- conferences for those observations announced, and post conferences for both. Through this process, areas of reinforcement (areas of strength) and areas of refinement (area for improvement) are identified during the post conferences. A single area of Reinforcement (relative strength) and a single area of Refinement (area the educator can improve upon for the benefit of the students) are meant to be the primary focuses of the post conferences. Both the teachers and evaluators identify these areas. Evaluators are asked to select areas of Reinforcement that identify behaviors that will have the greatest impact on the professional and are behaviors the teacher is unconsciously competent in that greatly impact student learning in a positive manner. Areas of refinements are meant to be selected as those that will most immediately and directly benefit students by altering teacher behaviors. The refinement and reinforcement plans are not meant to identify weaknesses or strengths, but they are intended to guide improvements in practice and professional growth.

Formal evaluations are housed in a shared SC LEAD database. This database is accessible to the evaluator, evaluatees, mentors, building administrators and district administrators. In addition to housing evaluation data, the system stores the district’s ADEPT plans which detail specifics for the evaluation cycle each school year. Longitudinal data is available for only two years since both the process and database are relatively new. A longitudinal analysis revealed the following areas of reinforcement and refinement as indicated by data collected from formal classroom observations across the district. It is important to note, the data includes perspectives from both the observer and the educator. The top three areas of refinement and reinforcement are identified.

Areas of Refinement: Identified by Observers

2019-2020	2020-2021	2021-2022
Questioning Grouping Students Thinking	Questioning Thinking Activities and Materials	Questioning Grouping Students Problem Solving

Areas of Refinement: Identified by Educators

2019-2020	2020-2021	2021-2022
Questioning Grouping Students Thinking	Questioning Grouping Students Thinking/Problem Solving	Questioning Thinking Grouping Students

Areas of Reinforcement: Identified by Observers

2019-2020	2020-2021	2021-2022
Motivating Students/Lesson Structure and Pacing Presenting Instructional Content/Teacher Content Knowledge/Environment Activities and Materials	Presenting Instructional Content Lesson Structure and Pacing Standards and Objectives/Questioning Teacher Knowledge of Students/Expectations/Respectful Culture	Instructional Plan Questioning Lesson Plan and Structure

Areas of Reinforcement: Identified by Educators

2019-2020	2020-2021	2021-2022
Presenting Instructional Content Instructional Plans/Motivating Students Engaging Students and Managing Behaviors/Teacher Content Knowledge/Standards and Objectives	Presenting Instructional Content/Questioning/Environment Instructional Plans Motivating Students	Instructional Plan Activities and Materials Student Work

When considering the data, it is important to note the following:

- The Questioning Indicator within the Instruction component has consistently appeared as an identified area of improvement by both evaluators and educators. Acknowledging areas of improvement is a critical step in working towards progress. It is also important to consider the highest level of questioning, according to the rubric, is dependent on students themselves generating higher order questions.
- Consistency with areas of reinforcement are noted between observers and evaluators within the areas of presenting instructional planning, questioning, and lesson plan/structure.
- Strengths are evident in the use of activities and materials that compliment instructional strategies and benefit the learners. Circumstances of the previous years have definitely positively impacted the incorporation of multimedia presentations and the utilization of technology to enhance student learning and thinking. Both the learners and educators are exhibiting strengths within this area.
- Evidence indicates teachers across the district are developing learning experiences where inquiry, curiosity, and exploration are valued.

The Expanded ADEPT database also includes an Effectiveness Human Capital Report. This data is reviewed annually as part of the ADEPT planning process. Should discrepancies or disparities ever arise within the data, decisions regarding staff placements and support would play a critical role in the ADEPT plans as well as strategic plans for that school year. This data is also instrumental in identifying supports the district specifically needs to provide for the schools.

ADEPT Effectiveness Human Capital Report

	Teacher Effective			Special Area Effective			Principal Effective		
	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022	2019-2020	2021-2021	2021-2022
Barnwell Primary	98.00%	98.00%	100.00%	83.30%	100.00%	100.00%	100.00%	100.00%	100.00%
Barnwell Elementary	80.00%	96.70%	96.8%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Guinyard-Butler Middle	95.20%	95.80%	100.00%	100.00%	100.00%	66.7%	100.00%	100.00%	Incomplete
Barnwell High	87.50%	100.00%	100.00%	66.70%	100.00%	100.00%	100.00%	100.00%	100.00%

It is evident that those individuals in the special areas of guidance, media and speech are performing at high levels of effectiveness. The principals have also emphasized professional goals and established plans that indicate high levels of effectiveness. Building a strong education system depends on strategically placing staff in areas in which they can exhibit high levels of success. Developing the strengths of all staff members, supporting staff members through individual structures targeted towards specific needs, and evaluating staff consistently are all critical components needed to overall impact effectiveness of the district’s human capital to sustain growth efforts and seek ongoing improvements.

Barnwell Elementary School			
	2018	2019	2022
Overall Rating	Unsatisfactory	Average	Average
Academic Achievement	Average	Average	Below Average
Preparing for Success	Below Average	Average	Below Average
English Learner's Progress	Not Rated	Not Rated	Not Rated
Student Progress	Unsatisfactory	Average	Average
Student Engagement	Average	Excellent	Below Average

Guinyard-Butler Middle School			
	2018	2019	2022
Overall Rating	Average	Excellent	Average
Academic Achievement	Below Average	Average	Below Average
Preparing for Success	Below Average	Below Average	Not Rated
English Learner's Progress	Not Rated	Not Rated	Not Rated
Student Progress	Average	Good	Average
Student Engagement	Good	Excellent	Average

Barnwell High School			
	2018	2019	2022
Overall Rating	Average	Good	Below Average
Academic Achievement	Average	Average	Below Average
Preparing for Success	Below Average	Average	Below Average
English Learner's Progress	Not Rated	Not Rated	Not Rated
Graduation Rate	Good	Good	Average
College and Career Readiness	Average	Excellent	Average
Student Engagement	Good	Excellent	Average

Academic Achievement

English Language Arts (Reading and Writing)

	District 2021	State 2021	District 2022	State 2022
Exceeds Expectations	10.8%	19.1%	13.1%	21.9%
Meets Expectations	20.1%	23.5%	22.7%	24.7%
Approached Expectations	30.9%	28.2%	30%	27%
Does Not Meet Expectations	38.3%	29.1%	34.1%	25.4%

2022 Total Test Takers 872

Mathematics

	District 2021	State 2021	District 2022	State 2022
Exceeds Expectations	11.2%	17.1%	11.7%	19.3%
Meets Expectations	19.5%	19.6%	17%	19.6%
Approached Expectations	27.6%	28.1%	28.3%	28.1%
Does Not Meet Expectations	41.7%	34.7%	42.1%	32.1%

Total Test Takers 872

Kindergarten Readiness Assessment

Percentage of Students enrolling in Kindergarten and Demonstrating readiness to learn

	District 2021	State 2021	District 2022	State 2022
Overall	16.8%	26.8%	23.8%	36.0%

Language and Literacy	21.4%	32.4%	16.6%	29.8%
Mathematics	19.8%	28.3%	25.2%	28.1%
Social Foundation	<i>Teacher Observation Component</i>		40.4%	52.2%
Physical Well-Being			43%	51.5%

First and Second Grade Students on Track for Success in ELA and Math

	District 2021	State 2021	District 2022	State 2022
Second grade students who are on track for success in English Language Arts at the third grade.	55.6%	51.4%	62.5%	51.9%
Second grade students who are on track for success in Mathematics at the third grade.	75.5%	54.1%	69.4%	54.6%
First grade students who are on track for success in English Language Arts at the second grade	43.9%	55.7%	68.5%	53%
First grade students who are on track for success in Mathematics at the second grade	70.1%	60.1%	81.9%	58.7%

College and Career Readiness

	District 2021	District 2022	State 2022
Students in the graduation cohort who are college OR career ready	68.8%	66.2%	66.1%
Students in the graduation cohort who are college AND career ready	27.5%	20.1%	29%

Students in the graduation cohort who are college ready	27.5%	20.9%	32%
Students in the graduation cohort who are career ready	68.8%	65.5%	63.1%

	District 2021	District 2022
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	57.3	54.3
Number of students in the graduation cohort who have completed FAFSA forms	80	63
Percent of students in the graduation cohort completing college applications	57.3	52.2
Percent of students in the graduation cohort eligible for LIFE scholarship	79.6	60.3
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	3.8	2.9

Career and Technical Education (CTE)

	District 2021	District 2022
Students enrolled in CTE courses	451	218
CTE completers	72	47
Total students earning national or state credential	74	65

Industry Credentials earned by Career Cluster (A student may have earned multiple credentials)		
Agriculture Food and National Resources	8	2
Architecture & Construction	5	0
Arts, A/V Technology & Communications	0	0
Business Management & Administration	0	0
Education & Training	0	0
Finance	0	0
Government & Public Administration	Data N/A	Data N/A
Health Science	36	47
Hospitality & Tourism	0	0
Human Services	7	7
Information Technology	0	0
Law, Public Safety, Corrections & Security	0	0
Manufacturing	0	5
Marketing	0	0
Science, Technology, Engineering & Mathematics	0	0
Transportation, Distribution & Logistics	12	3
Other *	50	44

Yes, the district faces challenges, but overall, we are optimistic about what we see. Since we became a 1-to-1 district in October of 2017, there are so many more opportunities available for our students to review and stretch their skills. ABii, Moby Max, iStation, DreamBox, Learning.com, Math Nation, and Safari Montage are just a few of the learning platforms now available to our students. In addition, we are proud to have full-time reading coaches in both our primary and elementary schools, two full-time reading interventionists at the primary school, three part-time reading interventionists at the elementary school, three part-time math interventionists at the elementary school, a part-time math interventionist at the middle school, and two full-time district curriculum coaches. The support of additional interventionists, learning applications, and expanded summer programs are critical structures identified within our state academic recovery plans. Those structures are targeted to address not only the detrimental impacts of school closures during the last quarter of the 19-20 school year but also the inconsistent circumstances since returning back to face-to-face instruction.

Here in Barnwell 45 we realize that each subject area does not stand-alone, but instead all discipline areas fit together to create the entire academic picture. As we have really emphasized STEM over the past several years, that initiative is in place not only to grow science, technology, engineering, and math in our students, but also to strengthen problem solving and thinking skills. In turn, stronger problem solving, thinking skills, and writing skills will cross over to the ELA and social studies

classrooms. We are extremely delighted that each primary student has STEM activity class once every 7 school days, that each elementary student participates in the STEM lab at least twice monthly, that each middle school student participates in the STEM lab for one quarter of the school year, and that the high school offers courses in Project Lead the Way (PLTW), Industrial Technology, and Computer/Coding. In addition, numerous Barnwell County Career Center classes are available for our district’s students. Further, our DIG (Dreams, Imagination, & Gifts) After-School program is offered to primary, elementary, and middle school students as they explore critical thinking activities and STEM careers. We are also very fortunate to be able to include STEM activities in our summer programs.

Despite the fact that we have test scores below state averages, we are proud of the progress that we are making, especially on the ELA section of SC Ready.

Current Grade Level	Spring ‘21 SC Ready ELA Scores Percent Met/Exceeds	Spring ‘22 SC Ready ELA Scores Percent Met/Exceeds
5th	As 3rd graders: 30.9%	As 4th graders: 33.1%
6th	As 4th graders: 31.9%	As 5th graders: 35.7%
7th	As 5th graders: 20.2%	As 6th graders: 30.7%
9th	As 7th graders: 26.5%	As 8th graders: 40.0%

We feel that the focus on writing over the past few years has definitely contributed to SC Ready ELA improvement. This year the focus of each of the four schools’ renewal plans is ‘writing across all curriculum areas.’ Writing initiatives have included

teaming up with Clemson University several years ago to offer intensive writing PD for our grades 4-12 ELA and social studies teachers. To continue this writing professional development, ELA team members from the State Department of Education are providing hands-on support for SC Ready and the TDA writing process for our ELA teachers from grades 2-8, our reading coaches, BES transformational coach, and two district curriculum coaches. In addition, the focus of the 22-23 District Curriculum Team is on all aspects of writing. Further, in order to complement this writing process, the district's curriculum and instruction team regularly sends Curriculum Corner Tidbits which emphasize writing.

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.	<p>Student performance data indicates a need for continuous focus on classroom instruction and teacher support in all core content areas and grade levels. Additional support is needed as evidenced by math, science, social studies and English Language Arts performance levels.</p> <p>-- When analyzing longitudinal data from our state assessments, our incoming students have Reading and Math scores that are higher than the state average with ELA (42.7% Met and Exceeds) slightly higher than Math (34.3%) in 6th grade. Other grade levels are lower than the state average, indicating a need for stronger interventions and instructional strategies at our 4th and 5th grade levels.</p> <p>--An analysis of our incoming students in comparison to neighboring districts indicates that a higher percentage of 6th grade students scored at the Meets or Exceeds level than all other districts, as well as in comparison to the state.</p> <p>--69.2% of our incoming 6th grade students outperformed the state average, as well as neighboring districts with similar demographics.</p> <p>--For the 2021 testing cycle, BES students who exceeded state expectations were higher than the state average in 13 of the 20 demographic categories listed above as compared to only 9 of the 32 categories in 2019.</p> <p>--Our incoming 6th grade students performed better on the state science assessment than the state of SC with 42.7% scoring Met & Above as compared to the state average of 42.1%.</p> <p>--Even considering the number of students affected by the pandemic, an analysis of our STAR Renaissance data indicates that our incoming fourth graders are performing better in Reading and Math at the 4th grade level as compared to their performance as 3rd graders in September 2020. Our sixth grade math students performed the same as the previous year as fifth graders.</p>
Teacher/Administrator Quality	
2.	<p>Barnwell Elementary School will continue to focus on recruiting, hiring, and retaining certified and qualified teachers. Trends in a decreased retention rate indicate a recruitment and retention focus. Trends in student achievement data suggest a continuous need for recruiting and retaining qualified staff as well as providing quality professional development to support growth.</p>
School Climate	
3.	<p>An analysis of survey data, discipline data and leadership team feedback indicate a need to continue consistent implementation of school-wide procedures in PBIS strategies, improved home-school relationships, as well as celebrations of success for staff and students.</p>

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 end of the 2026-2027 academic school year, the percentage of our students, parents, and teachers satisfied with the learning environment, physical environment, and home-school relations will increase to 99% in all areas.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Learning Environment	94.8%	Projected Data: 95.8%	96.8%	97.8%	98.7%	99%
		Actual Data:				
Social & Physical Environment	95.25	Projected Data: 95.8%	96.8%	97.8%	98.8%	99%
		Actual Data:				
Home-School Relations	90.4%	Projected Data: 92%	94%	96%	98%	99%
		Actual Data:				

Action Plan

Strategy #1: Leadership engages stakeholders effectively in support of the school's purpose and direction. (Cognia 1.8, 1.10)					
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. Promote School Improvement Council and Parent Teacher Organization. Invite parents to give feedback regarding the school's purpose and direction.	August 2023-June 2024	Administration SIC/PTO Chair Faculty/Staff	N/A	N/A	Agendas; emails; REMIND; Sign-in Sheets; newsletters; flyers; social media posts
2. Expand parent/family involvement programs to help all families establish environments to support children as students - Breakfast program - Open-door policy to educate parents about PowerSchool - Home visits as appropriate when other contact is attempted but not successful - Hold a minimum of four parent night events each year.	August 2023-June 2024	Administration Teachers	\$1,000	Fundraising Title I	Sign-in sheets; flyers
Strategy #2: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. (Cognia 2.10)					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Share student reading goals and levels with parents and at home tips so that they may help students with their literacy skills beyond the school setting.	August 2023-June 2024	Administration Literacy Coach Teachers	N/A	N/A	Fountas & Pinnell reading levels sent home via report cards; Literacy Nights
2. Invite parents to open house, meet and greet, and other nightly opportunities and events promoting literacy and celebrations highlighting academic achievement, good attendance, and good character throughout the year and provide parents with tools and strategies to assist their child in the area of literacy outside of the school setting.	August 2023-June 2024	Administration Literacy Coach Teachers	N/A	N/A	Invitations; newsletter; REMIND; social media posts
3. Engage in monthly contact with parents regarding student progress, concerns, and behavior. Create opportunities for parent/teacher conference times beyond the traditional school hours.	August 2023-June 2024	Teachers	N/A	N/A	Parent communication log; REMIND; Newsletters

4. Design effective forms of home/school communications about school programs and children’s progress - Conferences with every parent/guardian at least twice per year (October and March) Inservice Day Parent Conferences) - Communicate with each family twice per semester through a home visit, phone call, or email with feedback/ response - weekly newsletter - Send positive cards home – Students recognized for academics and behavior quarterly. Parent contact logs will be maintained. Send home communication folders with student achievement, attendance concerns, and behavior data on at least a bi-weekly basis.	August 2023-June 2024	Teachers	N/A	N/A	Red Folder; Weekly progress reports
5. Encourage all parents to sign up for Remind and Parent Portal so that they will stay up to the minute on events at school and their child's achievement.	August 2023-June 2024	Administration Faculty/Staff	N/A	N/A	Technical support announcements on registration days; social media; newsletter

Strategy #3: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (Cognia 2.4)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will be paired with an adult advocate in a small group structure or on an individual basis for each student with an academic and/or behavioral concern. Student data folders will be used to set academic goals for all students. Student portfolios will be maintained for each student. Morning meetings will be used to establish a means of communication for students and address classroom concerns	August 2023-June 2024	Administration Faculty/Staff Guidance Counselor	N/A	N/A	Advisory lessons; schedule; lesson plans showing morning meeting topics

Strategy #4: The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. (Cognia 3.8)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Review intruder procedures, conduct safety meetings, and survey stakeholders on facilities to ensure the safety of all faculty, staff, and students.	August 2023-June 2024	Administration Faculty/Staff	N/A	N/A	District Safety Handbook; Sign-in sheets; training agendas
2. Address bullying through an Anti-Bullying Week, anti-bullying monthly activities, and hold a parenting workshop on the subject.	August 2023-June 2024	Administration Guidance Counselor Faculty/Staff	N/A	N/A	Documentation of lessons; newsletter; marquee; social media posts

3. Conduct fire, tornado, earthquake, intruder, and other safety drills in accordance with state laws, including providing the staff with fire extinguisher training.	August 2023-June 2024	Administration	N/A	N/A	Calendar of drills; fire drill notebook; sign-in sheets; verification of training through Vector Solutions
4. Meet with custodians and maintenance supervisor and cafeteria staff and cafeteria manager to discuss needs, successes, and areas of improvement.	August 2023-June 2024	Administration Maintenance Supervisor Cafeteria Manager	N/A	N/A	Sign-in sheets; Meeting notes
5. Provide Professional Development so that every member of the faculty and staff is trained the Threat Assessment Protocol and Behavior Management Procedures.	August 2023	Administration Guidance Counselor	N/A	N/A	Sign-in sheets; agenda

Strategy #5: Students and school personnel use a range of media and information resources to support the school's educational programs. (Cognia 2.10)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use one-to-one devices for additional instructional opportunities in the traditional classroom.	August 2023-June 2024	Administration Faculty/Staff	N/A	N/A	One-to-One Software Reports; lesson plans; student work
2. Providing remediation and enrichment through programs such as I-Station; Flocabulary; Generation Genius; and Dreambox.	August 2023-June 2024	Administration Faculty/Staff	N/A	N/A	Data reports; individual student data cards
3. Survey staff about needs in regards to technology.	August 2023-June 2024	Administration	N/A	N/A	Survey results

Strategy #6: The technology infrastructure supports the school's teaching, learning and operational needs. (Cognia 3.5)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide technology equipment to students on an equitable basis. Provide resources needed to maintain existing technology equipment. All students will have access to a Chromebook.	August 2023-June 2024	Administration	N/A	N/A	One-to-One Software Reports
2. Train teachers on technology equipment, software and applications available in the classroom. Grade-level technology consultants will be used.	August 2023-June 2024	Administration Lead teachers	N/A	N/A	Professional development calendar; sign-in sheets

Strategy #7: The school provides support services to meet the physical, social and emotional needs of the student population being served. (Cognia 3.6)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue our partnership with Barnwell County Mental Health, D.S.S, Axis-I, Eat Smart/Move More Barnwell County, Y.M.C.A, The DIG/STEM Program, and the United Way, local churches, businesses and other community agencies.	August 2023-June 2024	Guidance Counselor Administration Representatives from each organization	N/A	N/A	Agendas; referrals; attendance records; DIG MOA
2. Our school offers a character education program, which addresses bullying. Monthly whole group counseling sessions will be provided by the guidance counselor in each classroom.	August 2023-June 2024	Administration Guidance Counselor	N/A	N/A	Schedule; lesson plans
3. Multitiered System of Supports (MTSS) Teams, survey information from our SEL screener, teacher feedback are used to assess student needs. Student data folders are used to track interventions and progress.	August 2023-June 2024	Administration Guidance Counselors Faculty/Staff	N/A	N/A	Student assessment folders; meeting minutes
4. Continue the use of a schoolwide positive behavior plan that includes the selection of two students per grade level per week to be recognized as Mighty Mustangs of the Week. Posters will be hung around the building explaining appropriate behaviors in various areas.	August 2023-June 2024	Administration Faculty/Staff	N/A	N/A	Photos; posters; student list

Strategy #8: The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students. (Cognia 2.8, 2.9, 3.6)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Career Awareness will be explored in all grade levels and a career day opportunity will be afforded to all students.	August 2023-June 2024	Administration Guidance Counselor Career Development Facilitator	N/A	N/A	Photos; posters; student list
2. Individual and small group counseling is provided for social, emotional and academic needs.	August 2023-June 2024	Administration Guidance Counselor	N/A	N/A	List of services available related to counseling, assessment, referral, educational and career planning

3. Students performing below Tier I are referred for counseling and/or academic services via our MTSS process. They are also provided additional IStation time and provided Leveled Literacy Intervention during small group reading time.	August 2023-June 2024	Administration Guidance Counselor Teachers	N/A	N/A	MTSS records
4. Parent meetings will be held quarterly for all students reading below grade level. Student Data Folders will be completed along with a detailed reading summary sheet to be shared with parents. Student Data Folders contain Benchmark and IStation reading levels, as well as detailed information about student reading strengths/weaknesses and interventions being used.	August 2023-June 2024	Administration Teachers	N/A	N/A	Student Data Folders

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the end of the 2026-2027 school year, Barnwell Elementary School will annually increase the percentage of students performing at or above state averages as defined by the following data points: STAR Renaissance ELA and Math Performance and SC Ready ELA and Math Meeting & Exceeding Standard					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
State Formative ELA (Renaissance)	30.25%	Projected Data: 35%	40%	45%	50%	55%
		Actual Data:				
State Formative Math (Renaissance)	38.25%	Projected Data: 40%	40%	45%	50%	55%
		Actual Data:				
SC Ready ELA	33.7%	Projected Data: 35%	40%	45%	50%	55%
		Actual Data:				
SC Ready Math	33.6%	Projected Data: 35%	40%	45%	50%	55%
		Actual Data:				

Action Plan

Strategy #1: The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. (Cognia 1.2)					
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. Administrative team/School Leadership Team will meet to review/revise school purpose. Communicate school's purpose for student success with all stakeholders and solicit feedback.	August 2023-June 2024	Administrators; SIC Team; SLT Team	N/A	N/A	Purpose Statements Meeting Minutes of Documentation of Process for Creating School's Purpose w/Role of Stakeholders n Development of School's Purpose School's Purpose Communication Plan Examples of Communications to Stakeholders about the School's Purpose (website, newsletters, annual report, student handbook) Agendas/Minutes that Reference a Commitment to the Components of the School's Statement of Purpose Survey Results
Strategy #2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. (Cognia 1.1)					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Promote stakeholder and School Improvement Councils' participation in creating the school's statement of purpose and shared values and beliefs.	August 2023-June 2024	Administrators	N/A	N/A	Agendas; survey results

2. Utilize support documents to make sure essential information is embedded in pacing guides, guided notes, PowerPoints, essential questions, common assessments, study guides, word walls, and spiral reviews, as well as analyze textbooks for a correlation.	August 2023-June 2024	Administrators; Teachers	N/A	N/A	Lesson plans, observations, textbook correlation pacing guides, guided notes, PowerPoints, essential questions, common assessments, study guides, word walls, and spiral reviews,
3. Utilize professional learning communities sessions to analyze and extract from support documents by department, deconstruct the standards, ensure the proper implementation of the new Social Studies Standard, and collaborate and share best practices within each subject area. Sessions will be used for analyzing assessments(formal and informal) for rigor. Analyzing data and looking for trends and examining solutions for increased student achievement will be highlighted as well as instructional technology such as Teacher Toolbox and problem-based learning.	August 2023-June 2024	Administrators; Teachers; Reading Coach	N/A	N/A	Agendas; minutes

Strategy #3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (Cognia 1.3)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Using survey data, create and attend professional learning communities that focus on best practices of instruction that utilizes cooperative planning, departmental meetings, book studies, technology and STEAM integration, and data. Provide opportunities for teacher leadership.	August 2023-June 2024	Administrators; teachers	N/A	N/A	Agendas and minutes
2. Provide and disseminate information regarding Read to Succeed and the endorsement for all faculty members during the school year. Disseminate course offerings as information becomes available.	August 2023-June 2024	Administrators; Reading Coach	N/A	N/A	Agendas & minutes; emails
3. Identify teachers who need additional assistance with classroom management and provide a mentor, literature, whisper coaching sessions, workshops, and observation opportunities.	August 2023-June 2024	Administrators; teacher mentors	\$1,000	CSI State Funds	Observations; meeting notes; agendas; anecdotal notes

4. Continue to conduct weekly collaborative professional learning communities for professional growth in the following areas: best practices in curriculum and instruction, data analysis, effective literacy practices, best practices in supporting ESOL students, student achievement, assessing rigor, effective classroom management practices, colleague classroom visit protocols and student learning protocols to examine student work.	August 2023-June 2024	Administrators; teachers; data teams	N/A	N/A	Data team agendas; PLC Minutes
--	-----------------------	--------------------------------------	-----	-----	--------------------------------

Strategy #4: The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. (Cognia 2)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Analyze assessment data from informal assessments, benchmark test, Dreambox reports, common assessments, F&P running records, summative test data, and qualitative data from classroom instruction and observation to formulate small group instruction, individual instruction and whole class instruction, which will afford strategic opportunities to conference with students, to reteach, to remediate, as well as to accelerate instruction to ensure that lessons are differentiated appropriately to meet the needs of individual learners.	August 2023-June 2024	Administrators; Teachers	N/A	N/A	Lesson Plans Data Notebooks Dreambox Reports Summative Test Data F&P Running Records Student Engagement Inventories Anecdotal Records

Strategy #5: Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (Cognia 2.12)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Build classroom libraries for new classrooms and continue to build classroom libraries for existing classrooms with leveled libraries in all core content classes.	August 2023-June 2024	Reading Coach; Administrators	\$7,000 (Federal) \$5,123.67 (State)	CSI Funding	Purchase requisitions; financial records
2. Utilize Fountas Pinnell LLI Assessment Systems to provide intensive interventions in the area of literacy.	August 2023-June 2024	Teachers	N/A	N/A	Lesson Plans

3. Systematically review benchmark data; F&P data; formative assessment data and common assessment data for item analysis to drive small group instruction.	August 2023-June 2024	Teachers	N/A	N/A	Meeting agendas and minutes; item analysis printouts; lesson plans
---	-----------------------	----------	-----	-----	--

Strategy #6: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (Cognia 2.7)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Multiple instructional strategies will be used and professional development will be provided to review various instructional strategies and their benefits. Small flexible grouping will be provided daily in math and reading instruction.	August 2023-June 2024	Administrators; Teachers	N/A	N/A	Teacher Evaluation Criteria; Walk-Thrus & Observations; Student Work Demonstrating Application of Knowledge; PD Focused on These Strategies Authentic Assessments; Agenda Items Addressing These Strategies
2. Provide additional assistance and support to students who are not on grade level in math and/or reading through small group interventions conducted by a certified teacher.	August 2023-June 2024	Reading Interventionists; Math Interventionists	Salaries- 3 Reading and 3 Math Interventionists- (\$30/hr + 30% fringe=\$39/hr for 10 hours per week for 32 weeks = \$12,480 per teacher for total of \$57,600 Benefits \$16,980	CSI Federal Funding	Copies of Schedules Times Sheets; Student Attendance Records; Lesson Plans; Documentation of measurable progress
3. Teachers use community resources, field studies, science lab, computer lab, STEM and STEAM instruction, comprehensive Health standards, the Fitness Gram Assessment, and PBL to increase the level of student engagement. Provide soft skills instruction through guidance and morning meetings which will also increase student leadership skills. Provide additional learning opportunities in the areas of financial literacy, foreign languages, skills for productive citizens, and career awareness by utilizing community resources and the skills of faculty and staff.	August 2023-June 2024	Teachers; Guidance Counselor	N/A	N/A	Lesson plans with Sanford Harmony; Guidance lesson plans Guidance schedule

Strategy #7: Teachers implement the school's instructional process in support of student learning. (Cognia 2.11)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide additional learning opportunities for students by implementing a STEM Lab with a certified instructor.	August 2023-June 2024	Administrators; STEM teacher	Instructor-\$58,642 Benefits-\$29,422.33 STEM Enrichment Supplies-\$2,200 STEM Coding Software License - \$3,500	CSI Funding	Lesson plans; Class schedule; Photos
2. Continue to follow the Balanced Literacy model in ELA. Continue to update and follow district approved updated pacing guides. Utilize best practices in teaching and learning. Utilize the most updated science standards and the STEM lab to incorporate STEAM and STEM to support student learning.	August 2023-June 2024	Teachers; Administrators	N/A	N/A	Lesson plans; assessment data; observations

Strategy #8: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (Cognia 2.10)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will create a list, with detailed information regarding interventions in place, for each student at-risk, as identified by Ds or Fs on the quarterly report card. Parent meetings will be planned based on this list. Parent teacher conference dates are scheduled for October and March and letters will be mailed three times a year to inform parents of the child's progress.	August 2023-June 2024	Teachers	N/A	N/A	Parent letters; contact logs; report cards
2. Continue to administer common assessments across all grade levels. Continue to issue progress reports and report cards each quarter.	August 2023-June 2024	Administrators; Teachers	N/A	N/A	Progress reports; data analysis sheets; report cards
3. Establish guidelines for expectations of quality of student work.	August 2023-June 2024	Administrators; Teachers	N/A	N/A	Policies, Processes & Procedures on Grading/Reporting; Sample Communications to Stakeholders About Grading/Reporting; Sample Report Cards

Strategy #9: The school provides and coordinates learning support services to meet the unique learning needs of students. (Cognia 2.7, 2.8, 2.9)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
<p>1. Support services will be provided to ensure each student’s learning needs are met.</p> <p>a. Provide structured career awareness opportunities through guidance office.</p> <p>b. Student clubs for students with behavioral concerns will be maintained.</p> <p>c. Summer school and afterschool opportunities will be provided for students with academic concerns.</p> <p>d. MTSS will be used to address student needs and to ensure early intervention for Tier 2 and 3 students.</p> <p>e. Istation will be used to assist students in reading and mathematics through classroom computers and the computer lab.</p> <p>f. Tier 2 students will be provided a minimum of 60 minutes per week of Istation instruction.</p> <p>g. Identified at-risk students will be provided appropriate interventions and instruction</p> <p>h. Individual interventions will be provided in reading during independent reading conferences.</p> <p>i. Art Show, Musicals, Chorus, Drama, Dance will be offered to meet the artistic needs of our students.</p> <p>J. Literacy components will be included in science and social studies instruction. A Literacy Guide will be created and used by science and social studies teachers.</p> <p>K. ESL/ELL students will be provided with support services.</p>	August 2023-June 2024	Administrators; Teachers; Guidance Counselor	\$9,500 Istation	District Funds	List of Learning Support Services and Student Population Served By Such Services; Data Used to Identify Unique Learning Needs of Students; Training and Professional Learning Related to Research on Unique Characteristics of Learning
2. Provide grade level home reading materials and incentives for after-school and summer reading.	August 2023-June 2024	Administrator; Reading Coach	\$10,000	CSI Federal Funds	Purchase requisitions, photos of students utilizing materials, plans for summer reading
Strategy #10: The school establishes and maintains a clearly defined and comprehensive student assessment system. (Cognia 2.10)					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Student assessments will be provided and data analyzed to determine individual student needs and will be used to modify curriculum. a. Update and administer common assessments in all core academic areas. b. Administer quarterly benchmarks in accordance with pacing guides. c. Administer Fountas & Pinnell Reading Assessments will be given a minimum of three times per year. Students not on grade level for reading will be assessed more frequently. Running records will be used to determine student needs.	August 2023-June 2024	Administrators; Teachers	N/A	N/A	Assessment data; assessment calendar
--	-----------------------	--------------------------	-----	-----	--------------------------------------

Strategy #11: Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions. (Cognia 3.6)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Train support staff to use data in connection with their identified area for student support. Continue to use a variety of data as well as attend data analysis meeting. Conduct faculty and staff surveys regarding the learning environment and school improvement.	August 2023-June 2024	Administrator; teachers	N/A	N/A	Meeting minutes; PD calendar; survey results

Strategy #12: Professional and support staff are trained in the evaluation, interpretation and use of data. (Cognia 3.2)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development opportunities for support staff in evaluating, interpreting and using data.	August 2023-June 2024	Administrators	N/A	N/A	PD calendar; attendance records

Strategy #13: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. (Cognia 2.12, 3.2)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
-------------	--------------------------	--------------------	----------------	----------------	------------------------------

1. Continue to use common assessments, student report cards, and district created quarterly benchmarks data to monitor student learning. Continue to create benchmark testing calendar and share dates with all stakeholders. Continue to update the Fountas and Pinnell data cards. Plan celebrations and incentives to recognize student achievement.	August 2023-June 2024	Administrators; teachers	\$3,000	CSI State Funds	Assessment data; minutes from meetings; social media postings
Strategy #14: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. (Cognia 2.12, 3.2)					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to participate in SIC/PTO meetings to communicate with stakeholders. Continue to build community relations and partnerships that afford a platform to communicate. Continue to use BES website, Remind, local and newspaper, and monthly newsletters to share information regarding student learning and achievement with stakeholders.	August 2023-June 2024	Administrator	N/A	N/A	Agendas; Minutes; Social media; website

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 end of the 2026-2027 academic school year, the retention rate and professional growth of both certified and classified staff will increase annually according to the follow data points: 1. Certified positions in classrooms 2. Teacher Effectiveness Rate as measured by SCLead 3. Retention rate of teaching staff 4. Retention rate of all staff 5. Teacher Attendance Rate-State report card 6. Staff satisfaction as measured by the Annual Report Card Perception Surveys 7. Incorporate building capacity, growth and leadership as main focus areas for strategies.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2022/23	2023/24	2024/25	2025/26	2026/27
Classrooms led by Certified Teachers	100%	Projected Data: 100%	100%	100%	100%	100%
		Actual Data:				
Teacher Effectiveness Rating (SCLead)	96.7%	Projected Data: 97%	98%	99%	100%	100%
		Actual Data:				
Retention Rate of Teaching Staff	97.3%	Projected Data: 98%	99%	100%	100%	100%
		Actual Data:				
Staff Retention Rate	94.5%	Projected Data: 95%	96%	97%	98%	99%
		Actual Data:				
Teacher Attendance Rate	91.8%	Projected Data: 92%	93%	94%	95%	95%
		Actual Data:				
		Projected				

Staff Satisfaction from Annual Report Card Perception Surveys	99.0%	Data: 100%	100%	100%	100%	100%
		Actual Data:				

Action Plan

Strategy #1: The governing body establishes policies and support practices that ensure effective administration of the school. (Cognia 1.4)					
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. Develop written policies that ensure a balance between proper controls and effective support of staff to ensure accountability for student and staff performance. Walkthrough observations and formal evaluations of staff.	August 2023-June 2024	Administration	N/A	N/A	Policies, procedures, and practices. Observation and evaluation records.
2. Continue to maintain an Employee Hub Website to ensure emergency procedures, policies/procedures of the school are communicated with all staff members.	August 2023-June 2024	Administration	N/A	N/A	Website
3. Continue to update, maintain and distribute staff and student handbooks via our website to address policies and procedures for the school.	August 2023-June 2024	Administration	N/A	N/A	Website
Strategy #2: The governing body operates responsibly and functions effectively. (Cognia 1.5)					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Maintain a current list of faculty and staff assignments, certifications, and contact information.	August 2023-June 2024	Administration	N/A	N/A	List of assigned staff for compliance
2. The staff will regularly attend Professional Learning Communities where educational strategies are discussed to improve student achievement.	August 2023-June 2024	Administration Faculty/Staff	N/A	N/A	Agendas; meeting minutes
3. Administrative staff and school leadership teams will meet regularly to analyze operations.	August 2023-June 2024	Administration Leadership Team	N/A	N/A	Meeting agendas; minutes

4. Continue to review staff code of ethics, responsibilities at faculty meetings and address deficiencies through email and formal letters of reprimand.	August 2023-June 2024	Administration	N/A	N/A	Communication plan to inform staff of code of ethics & responsibilities: emails; letters
5. Faculty and staff will attend orientations to insure knowledge of compliance, expectations, policies, and procedures in accordance with state, district, and school guidelines.	August 2023-June 2024	Administration	N/A	N/A	Sign-in sheets; agendas; handbooks

Strategy #3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. The governing body operates responsibly and functions effectively. (Cognia 1.7)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Observe classroom environments through quarterly visits to all classrooms by administrators so that they can make informed, student-centered decisions.	August 2023-June 2024	Administrators	N/A	N/A	Walkthrough observations
2. Continue to hold quarterly data meetings between administration and classroom teachers to review achievement data. Data will be broken down into subgroups information.	August 2023-June 2024	Administrators	N/A	N/A	Agendas and minutes from meetings
3. Continue to survey staff regarding improvements in curriculum, instruction, and assessment.	August 2023-June 2024	Administrators	N/A	N/A	Survey results

Strategy #4: Leadership and staff foster a culture consistent with the school's purpose and direction. (Cognia 1.11)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Use communication links to parents and stakeholders to support individual academic growth of students.	August 2023-June 2024	Administrators	N/A	N/A	PowerSchool Gradebook, Report Card, Sign In, Istation Reports, Benchmark Data.
2. Involve all stakeholders in making decisions regarding the school improvement plan.	August 2023-June 2024	Administrators	N/A	N/A	Sign in sheets, invitations
3. Continue to survey all stakeholders regarding satisfaction with school climate and culture.	August 2023-June 2024	Administrators	N/A	N/A	Survey results

Strategy #5: Leadership and staff supervision and evaluation processes result in improved professional practice and student success. (Cognia 1.6, 1.9)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Collect/analyze classroom observation data and teacher PD survey data to determine professional development plans - Principal will provide specific professional development geared to individual teacher needs.	August 2023-June 2024	Administrators	N/A	N/A	Observation data sheets, PD calendar, survey results

Strategy #6: School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (Cognia 1.6, 1.9)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Increase teacher proficiency through - Administrator observations and feedback - SLO/GBE conferences three times per year. - Grade-Level Data Meetings, Planning Meetings, and Focused Professional Development	August 2023-June 2024	Administrators	N/A	N/A	Classroom observation protocols and logs
2. Monitor lesson plans and online grade books to ensure effective instruction and assessments are ongoing.	August 2023-June 2024	Administrators	N/A	N/A	Documentation of collection of lesson plans and grade books

Strategy #7: Teachers participate in collaborative learning communities to improve instruction and student learning. (Cognia 3.1)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to build on professional learning communities within content areas and across grade levels to ensure teacher collaboration to increase student achievement.	August 2023-June 2024	Administrators	N/A	N/A	Agendas & minutes of PLCs
2. Provide teachers with job-embedded professional learning opportunities on a weekly basis with norms and protocols in place based on best practices.	August 2023-June 2024	Administrators	N/A	N/A	Meeting minutes; PD calendar

Strategy #8: Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. (Cognia 3.3)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Implement coaching, mentoring and induction programs that consistently support quality instruction that is aligned with schools' values and beliefs about teaching and learning.	August 2023-June 2024	Administrators	N/A	N/A	Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs & values about teaching and learning
2. Mentors will weekly with first year teachers to assist in the development of lesson plans, classroom management strategies, and address needs/challenges. Assign mentor for first-year teachers.	August 2023-June 2024	Mentors; Administrators	N/A	N/A	PD calendar; Mentor Logs of meetings
3. Provide consistent feedback on observations. Complete additional follow-up observations as needed.	August 2023-June 2024	Administrators	N/A	N/A	Records of meetings and walk throughs/feedback sessions

Strategy #9: All staff members participate in a continuous program of professional learning. (Cognia 3.1)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Ensure that all teachers are working to complete their R2S endorsement.	August 2023-June 2024	Administrators	N/A	N/A	HR Documentation
2. Align professional development with goals for student achievement, individual staff needs and published teacher evaluation standards. A PD detailed plan will be provided to the district the summer prior to each academic year.	August 2023-June 2024	Administrators	N/A	N/A	Supervision and evaluation documents with criteria for improving professional practice and student success
3. Provide opportunities for teachers to attend conferences and workshops to improve teaching practices.	August 2023-June 2024	Administrators	\$5,000	Federal Funds	PD calendar; documentaiton of attendance

Strategy #10: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program. (Cognia 3.4)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Collaborate with Human Resources to recruit highly qualified teachers. Continue to seek, recruit, and retain faculty and staff members.	August 2023-June 2024	Administrators	N/A	N/A	Interviews scheduled; Morale Boosters; Surveys

Strategy #11: Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. (Cognia 3.8)

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide faculty, staff, and stakeholders with budgetary feedback regarding material resources to support the purpose and direction of the school.	August 2023-June 2024	Administrators	N/A	N/A	Input forms
2. Maintain curriculum rooms on each grade level to organize instructional materials, data walls, and planning materials for PLC/Grade Level meetings to support instruction.	August 2023-June 2024	Administrators; Teachers	N/A	N/A	Photos of rooms; data walls
3. Strategically create a master schedule that maximizes instructional time to support the purpose and direction of the school.	August 2023-June 2024	Administrators	N/A	N/A	Master Schedule

Form Name:	2022-23 Primary and Elementary School Literacy Reflection Tool
Submission Time:	October 13, 2022 10:48 am
Browser:	Chrome 106.0.0.0 / Windows
IP Address:	204.116.212.130
Unique ID:	1021140526
Location:	

2022-23 Primary and Elementary School Literacy Reflection Tool

District Name	Barnwell 45
School Name	Barnwell Elementary School
Principal Name	Kay Gooding
Email	kgooding@bsd45.net

Section A: Use of Data

Description Area	A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts. A Comprehensive System of Assessment Summative Assessment SC Ready Universal Screener Formative Assessment Fountas and Pinnell, DRA, Dominie MAP Star Reading iReady 4K Assessments: PALS, Gold, MyIGDIs Team Focused Data Based Decision Making Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan Documentation of Data
-------------------------	---

Description Area	Possible Sources of Evidence: Running Records, Phonological Awareness Screening Test (PAST) Assessment, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
-------------------------	--

Matrix	<p>A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge. = Routinely</p> <p>A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. = Routinely</p> <p>A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data). = Sometimes</p> <p>A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention. = Sometimes</p>
---------------	--

Section B: Core Instruction

Description Area

B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. Research-Based and Evidence-Based Instructional Practices: Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K The Profile of a South Carolina Ready Kindergartener The Profile of a South Carolina Graduate Word Study/Phonics Workshop, Shared Reading, Interactive Writing Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

Description Area

Possible Sources of Evidence: Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities

Description Area Possible Sources of Evidence: Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.

Matrix

C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing. = Sometimes

C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished. = Sometimes

C3. Teachers provide targeted, effective in-class intervention which 1) must provide targeted and intensified individual and small-group instruction; and 2) must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. = Sometimes

Section D: Literacy-Rich Environment

Description Area D. This school embeds practices reflective of exemplary literacy-rich environments. Inquiry-based Learning: Immersion, Investigation, Coalescing, Going Public, Read Aloud/Shared Reading/Shared Writing/Interactive Writing, Immersion into How Words Work (Phonics – Affixes), Independent reading, writing, researching South Carolina College and Career Ready Standards for Inquiry, Profile of the South Carolina Graduate

Description Area Possible Sources of Evidence: Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research

Matrix

- D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for much of the instructional time. = Sometimes
- D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers. = Sometimes
- D3. Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching. = Sometimes
- D4. Teachers ensure texts and materials are organized and easily accessible by students. = Routinely
- D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts) = Routinely
- D6. Teachers prominently display artifacts reflective of student learning. = Routinely
- D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries. = Routinely

Section E: Text Engagement**Description Area**

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students. Reading Engagement: Student Choice Blocks of time to read, write, and research; Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

Description Area

Possible Sources of Evidence: Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries

Matrix

- E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research. = Routinely
- E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume. = Sometimes
- E3. Teachers reflect on and eliminate activities that interfere with text reading and writing. = Sometimes
- E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time. = Routinely
- E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts. = Routinely

Section F: Professional Learning

Description Area

F. This school provides teacher and administrator training in reading and writing instruction. Professional Development: Literacy Competencies for PreK-5th Grade Teachers, Literacy Competencies for Administrators, South Carolina College and Career Ready Standards, Standards for Professional Learning, Early Learning Standards for 4K, REL Practice Guides on WWCFoundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

Description Area

Possible Sources of Evidence: Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans

Matrix

F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through study groups, collaboration with school coach, book clubs, teacher action research, collaborative planning, and/or peer coaching. = Routinely
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data via study groups, collaboration with the school coach, and/or book clubs. = Routinely

Section G: Partnerships

Description Area

G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Description Area

Possible Sources of Evidence: Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

Matrix

G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists = Routinely
G2. Specific actions are taken to foster partnerships. = Routinely

Section H: Parent Opportunities

Description Area

H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.

Description Area Possible Sources of Evidence:Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

Matrix H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. = Routinely

Section I: Analysis of Data

Strengths

- Providing intervention to all students reading below grade level
- Increase in the percentage of students who improved their TDA score on SCReady

Possibilities for Growth

- Continue progressing towards all students setting goals and creating action plans alongside the teacher
- Increase opportunities to write independently for authentic purposes

Section J: 2021-22 School SMART Goals and Progress Toward those Goals

Goal #1 Continue to implement and improve the workshop model to increase the volume of authentic reading and writing in ELA classes.

Goal #1 Progress Teachers were provided professional development by the instructional coaches during PLCs. The professional development was focused primarily on the work of Jennifer Serravallo. Teachers were also given assistance in revising their schedules to maximize time for reading, writing, and research.

Goal #2 Provide teachers opportunities to participate in professional learning opportunities within as well as outside of the school.

Goal #2 Progress Professional learning opportunities were provided during PLCs and during in-service days. Teachers were provided one-on-one support as needed also.

Goal #3 Students with support from their teacher and parents set measurable reading goals.

Goal #3 Progress Teachers received professional development on goal setting and were provided common goal setting sheets. Students were rewarded and celebrated for their achievement and meeting their goals.

Section K: 2022-23 School SMART Goals and Action Steps Based on Analysis of Data

Description Area For any schools serving third grade students, goal #1 MUST read "Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from _____ % to _____ % in the spring of 2023.

Goal #1

100% of students with support from their teacher and parents will set measurable reading goals.

Goal #1 Action Steps

- Teachers will use common goal setting sheets.
 - Goals will be communicated with parents throughout the year.
 - Together teachers and students will monitor students' progress.
 - As a school and within classrooms, achievement of goals will be celebrated.
 - Students will continue to set new goals as they meet their present goals.
-