

History Log

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
3/25/2022 12:45:48 PM	Cynthia Laizer	Status changed to 'School Renewal Plan Completed'.	S
3/9/2022 12:00:56 PM	Cynthia Laizer	Status changed to 'School Renewal Plan Started'.	S
2/16/2022 1:59:58 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cognia
- School utilizes Cognia

*** Phase of Plan**

- Initial 5-year plan
- Update 1
- Update 2
- Update 3
- Update 4
- Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

NA ▼

School Plan Contact Information

*** Name**

Cynthia Laizer

*** Phone**

843-707-0600

*** Email**

cynthia.laizer@beaufort.k12.sc.us

*** Principal's Name**

Dr. Kathy Corley

*** Board of Trustees Chairperson's Name**

David Striebinger

*** Date of Plan Approval by the Board**

04/05/2022



Stakeholders and Mission and Vision

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

* Kathleen Corley

Teacher

Name

* Lindsay Binkley

Parent/Guardian

Name

* Laura Jacobi

Community Member

Name

* Bennie Mullins

School Level Administrators

Name

* Cynthia Laizer

School Read to Succeed Literacy Leadership Team Lead

Name	* Kelly Wersler
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School Read to Succeed Literacy Leadership Team Member

Name	* Sarah Michael
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School Improvement Council Member(s)

Name	* Emma Robinson
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School Gifted and Talented Coordinator

Name	* Virginia Pratt
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School Federal Programs Coordinator

Name	* Cynthia Laizer
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Other Stakeholders

Position	Name

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

Vision: We will do whatever it takes to ensure all students find success.

Mission: We empower our students to be life-long learners, innovative thinkers, and citizens of good character in an ever-changing world.

Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

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

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MDcwMTAzNA>

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

https://docs.google.com/document/d/1qdQdiy2_eXm845QuThZxjZZSIDJs_UlfiCB-b9d22g/edit?usp=sharing



Grade Report
Grade 2

Term: Winter 2021-2022
District: Beaufort County School District
School: Red Cedar Elementary School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 16 (Winter 2022)
Grouping: Ethnicity
Small Group Display: No

Language Arts: Reading

Ethnicity: Hispanic/Latino

Summary	
Total Number of Students With Valid Growth Scores	36
Mean RIT Score	176.3
Standard Deviation	14.3
District Grade-Level Mean RIT	177.2
Students At or Above District Grade-Level Mean RIT	14
Grade-Level Mean RIT	179.3
Students At or Above Grade-Level Mean RIT	13

Overall Performance	Lo		LoAvg		Avg		HiAvg		Hi		Mean RIT Score (+/- Smp Err)	Std Dev
	%ile < 21	% count	%ile 21-40	% count	%ile 41-60	% count	%ile 61-80	% count	%ile > 80	% count		
Ethnicity: Hispanic/Latino	17%	6	36%	13	22%	8	8%	3	17%	6	174-176-179	14.3

Executive Summary of Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

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 report card 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 school report card.

State Report Cards for Districts and Schools

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

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

The Winter administration of Reading MAP in 2022 shows that the ethnicity subgroup of Hispanic/Latino had an avg/hi-avg/hi percentage of 47% which is a decrease from last year's administration.

* Elementary/Middle (3-8)

As evidenced by the 2021 SC School Report Card, Red Cedar has made considerable progress in growing the exceeds category in both ELA and Mathematics. In ELA, the school outperforms the district by 3.8% and the state

by 4.8%. In math, the school now outperforms the district by 5.6% and the state by 7.8%. Because this is a lot of growth in a short time, we would like to maintain this goal and continue to grow in this area as we look to maintain the growth we've had in the past year and continue on a path to reach our 5 year goal.

* High School (9-12)

n/a

* Teacher/Administrator Quality

There is no 2021 data due to Covid-19 *Note on missing data: On March 26, 2021, the U.S. Department of Education waived federal accountability requirements and granted flexibility in administering assessments due to COVID-19.

* School Climate

There is no data for 2021 *Note on missing data: On March 26, 2021, the U.S. Department of Education waived federal accountability requirements and granted flexibility in administering assessments due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Other (such as school priorities)

One achievement gap evidenced in our data is in the "lowest 20% group." We plan to target the students in this group to increase their growth index and thereby increase the number of growth points earned on the SC School Report Card from 54.0% to 74.0%

Note on missing data: On March 26, 2021, the U.S. Department of Education waived federal accountability requirements and granted flexibility in administering assessments due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic.

In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

Student Progress

No Data Available

* Gifted and Talented

n/a

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

Plan Items

1 Student Achievement*

Performance Goal:

By the year 2024, the percentage of students scoring in the exceeds category of the SC Ready Mathematics Assessment will increase from 22.8% to 27.8%.

PM 1.1 By the year 2021, the percentage of students in the exceeds category on the SC Ready Mathematics Assessment will increase by one percentage point.

Analysis of Actual vs. Projected Data:

Our 2019 data shows a growth of 1.9% points which surpasses our one year goal. We will continue out goal of 1%point.

S 1.1.1 Meeting Notes, Sign-in sheets, Completed Long Range Planning documents
Evidence-Based Research:

What Works Clearinghouse <https://www.nifdi.org/>

AS 1.1.1.1 Add Teaching Position

Action Step:

Through Title One Funding an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also serve high achieving first and second graders.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Position salary split between math and ELA goal.	\$65,000.00

AS 1.1.1.2 Long Range Planning and Analysis of Resources

Action Step:

A team of GT Certified teachers along with the instructional coach will analyse the various resources with which we teacher mathematics to ensure the best possible curriculum with which to grow our students. The plan that is created will be revisited and revised throughout the school year.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2020

PM 1.2 By the year 2022, the percentage of students scoring in the exceeds category of the SC Ready Mathematics Assessment will increase from 24.7% to 25.7%.

Analysis of Actual vs. Projected Data:

There is no data for the 19-20 school year due to Covid-19.

S 1.2.1 SC Ready

Evidence-Based Research:

www.whatworksclearinghouse.com

AS 1.2.1.1 Add Teaching Position

Action Step:

Through Title One Funding an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also serve high achieving first and second graders.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 1.2.1.2 Ready Math Implementation with M3 Support

Action Step:

All teachers will continue into the second year of implementation of the Ready Math curriculum while our highest performing students are supported with the M3 curriculum.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

6/3/2022

PM 1.3 By the year 2023, the percentage of students scoring in the exceeds category of the SC Ready Mathematics Assessment will increase from 23.9% to 25.4%.

Analysis of Actual vs. Projected Data:

In order to be on track to achieve the five-year goal by 2024, the interim goal is to increase 1.5 percentage points over the most recent data point of 23.9%.

S 1.3.1 SC Ready

Evidence-Based Research:

www.whatworksclearinghouse.com

AS 1.3.1.1 Add Teaching Position

Action Step:

Through Title One Funding an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also work with 2nd, 1st, and kindergarten teachers and students on school-wide talent development initiatives.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 1.3.1.2 STEM

Action Step:

All teachers will implement STEM best practices in order to inspire students to find creative solutions to authentic complex problems.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

AS 1.3.1.3 Academic Vocabulary

Action Step:

Teachers will work in PLC along with the Instructional Coach to align academic vocabulary expectations with standards for each grade level.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

AS 1.3.1.4 Visual Math Tools

Action Step:

Teacher will work to include visual math tools in lessons to make learning more concrete.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

2 Student Achievement*

Performance Goal:

By the year 2024, our percentage of students in the exceeds category on the ELA portion of the SC Ready assessment will increase from 13% to 25%.

PM 2.1 By the year 2021, we will increase the percentage of students in the exceeds category on the ELA SC Ready by 2 percentage points.

Analysis of Actual vs. Projected Data:

Although we are already within one point of our five-year goal with a 2019 of 22.6%, we would like to maintain the two point goal to continue growth.

S 2.1.1 SC Ready Data

Evidence-Based Research: -

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

AS 2.1.1.1 Add Teaching Position

Action Step:

Through Title One Funding an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also serve high achieving first and second graders.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Position salary split between ELA and math goal	\$65,000.00

AS 2.1.1.2 PLC/PD Meetings

Action Step:

Teachers will meet weekly with the instructional coach in PD and PLC meetings to improve reading and writing instruction in classrooms as well as interventions.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

9/2/2019

Estimated Completion Date:

6/1/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Lead Mentor Stipends, professional books/materials	\$12,000.00

PM 2.2 By the year 2022, our percentage of students in the exceeds category on the ELA portion of the SC Ready assessment will increase from 22.6% to 24.6%.

Analysis of Actual vs. Projected Data:

There is no 19-20 data available due to Covid-19.

S 2.2.1 SC Ready

Evidence-Based Research:

www.whatworksclearinghouse.com

AS 2.2.1.1 PLC/PD Meetings

Action Step:

Teachers will meet weekly with the instructional coach in PD and PLC meetings to improve reading and writing instruction in classrooms as well as interventions.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

9/2/2019

Estimated Completion Date:

6/1/2024

AS 2.2.1.2 Add Teaching Position

Action Step:

Through Title One Funding an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also serve high achieving first and second graders.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 2.2.1.3 William and Mary & Critical Thinking

Action Step:

GT Teachers who attended William and Mary training will present to all staff strategies that promote critical thinking in ELA.

Person Responsible:

Virginia Pratt

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

6/3/2022

PM 2.3 By the year 2023, our percentage of students scoring in the exceeds category on the ELA portion of the SC Ready assessment will increase from 23.9% to 24.9%.

Analysis of Actual vs. Projected Data:

The percentage of students who scored in the exceeds category on the 2021 administration of SC Ready ELA was 23.9% which will keep us on track to reach our adjusted 5-year goal.

S 2.3.1 SC Ready

Evidence-Based Research:

www.whatworksclearinghouse.com

AS 2.3.1.1 Add Teaching Position

Action Step:

Through Title One Funding an additional teacher will be added to the third grade team to serve the GT and HA needs in both ELA and Math. This person will also serve high achieving first and second graders.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 2.3.1.2 Talent Development

Action Step:

GT teachers will work with classroom teachers and students at grades k, 1, 2 to implement strategies to develop the strengths in all students.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

3 Student Achievement*

Performance Goal:

By the year 2024, our second grade Hispanic students will increase from 44% avg/hi-avg/hi to 54% on the Winter administration of the Reading Measures of Academic Performance assessment (MAP).

PM 3.1 By the year 2021, our second grade Hispanic students will maintain growth of 54% or more in the avg/hi-avg/hi on the Winter administration of the Measures of Academic Performance assessment (MAP).

Analysis of Actual vs. Projected Data:

As the data in the needs assessment section indicates, this goal was far surpassed. We would like to continue this goal as a maintenance goal to sure longevity in that progress.

S 3.1.1 MAP

Evidence-Based Research: -
<https://www.nwea.org/>

AS 3.1.1.1 Early Intervention

Action Step:

Increase student intervention at the earliest grade levels by maintaining part-time tutor assistance and working in tandem with ESOL support.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2021

Funding Application	Grant	Notes	Amount
Title I Part	Title I Part A		\$30,000.00

A

AS 3.1.1.2 Latino Literacy Workshop

Action Step:

Bring Hispanic families into the school for a series of ten instructional nights in order to empower the parents to help their children succeed.

Person Responsible:

Rosana Hellstrom

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2021

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,200.00

PM 3.2 By the year 2022, our second grade Hispanic students will increase from 51% avg/hi-avg/hi to 52.5% on the Winter administration of the Reading Measures of Academic Performance assessment (MAP).

Analysis of Actual vs. Projected Data:

Our data showed some inconsistency having dropped from 54% in this category the previous year. The most recent data shows 51% in this category.

S 3.2.1 MAP
Evidence-Based Research:

<https://www.nwea.org/>

AS 3.2.1.1 Early Intervention

Action Step:

Increase student intervention at the earliest grade levels by maintaining part-time tutor assistance and working in tandem with ESOL support.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 3.2.1.2 Latino Literacy Workshop

Action Step:

Bring Hispanic families into the school for a series of ten instructional nights in order to empower the parents to help their children succeed.

Person Responsible:

Rosana Hellstrom

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

PM 3.3 By the year 2023, our second grade Hispanic students will increase from 47% avg/hi-avg/hi to 51% on the Winter administration of the Reading Measures of Academic Performance assessment (MAP).

Analysis of Actual vs. Projected Data:

Our data showed some inconsistency having dropped from 51% in this category the previous year. The most recent data shows 47% in this category.

S 3.3.1 MAP

Evidence-Based Research: -
<https://www.nwea.org/>

AS 3.3.1.1 Early Intervention

Action Step:

Increase student intervention at the earliest grade levels by maintaining part-time tutor assistance and working in tandem with ESOL support.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$30,000.00

AS 3.3.1.2 Latino Literacy Workshop

Action Step:

Bring Hispanic families into the school for a series of ten instructional nights in order to empower the parents to help their children succeed.

Person Responsible:

Rosana Hellstrom

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$4,000.00

AS 3.3.1.3 Sight Word/Phonics

Action Step:

Teachers will work to connect sight word and phonics expectations and practice strategies with parents in order to increase the school to home connection and support for students.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

AS 3.3.1.4 Coordination Meetings

Action Step:

ESOL/ML department and Literacy department will create a schedule of monthly dates during which time teachers will review student data and supports in order to ensure the best possible scenario for each student.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

4 School Climate*

Performance Goal:

By the year 2024, our student quality as measured by the students scoring "committed" on the student engagement survey will increase from 70.0% to 80.0%.

PM 4.1 By the year 2021, our student quality as measured by the students scoring "committed" on the student engagement survey will increase from 69.5% to 74.0%.

Analysis of Actual vs. Projected Data:

Although we lost 0.5%points on this goal, we would like to continue on the trajectory of reaching our 5 year goal by increasing the one year goal.

S 4.1.1 Results of the AdvacEd Student Engagement Survey used for the SC School Report Card Evidence-Based Research:

<https://www.advanc-ed.org/>

AS 4.1.1.1 Formative Assessment of Engagement

Action Step:

We will create and use a tool to formatively assess student engagement quarterly in order to plan additional steps to increase engagement.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2021

AS 4.1.1.2 Choice Words & Restorative Practices

Action Step:

The staff will continue the work of small groups of teachers/support staff to do a school-wide book study of both Choice Words by Johnston and Hacking School Discipline by Maynard and Weinstein over the summer and into quarter one. We will then continue that work throughout faculty meetings throughout the school year.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

7/1/2020

Estimated Completion Date:

6/4/2020

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Books A	\$1,500.00

PM 4.2 By the year 2022, our student quality as measured by the students scoring "committed" on the student engagement survey will increase from 69.5% to 75.0%.

Analysis of Actual vs. Projected Data:

There is no 2019-20 data due to Covid-19.

S 4.2.1 Results of the AdvacEd Student Engagement Survey used for the SC School Report Card Evidence-Based Research:

<https://www.advanc-ed.org/>

AS 4.2.1.1 Panorama Data

Action Step:

Analyze the data from our new Panorama system to make decisions about support for students at both the classroom level as well as the guidance/behavior management level.

Person Responsible:

Dr. Rebecca Hannahs

Estimated Begin Date:

2/15/2021

Estimated Completion Date:

6/3/2022

PM 4.3 By the year 2023, our student quality as measured by the students scoring "committed" on the student engagement survey will increase from 69.5% to 75.0%.

Analysis of Actual vs. Projected Data:

There is no 2021-22 data due to Covid-19.

S 4.3.1 Results of the AdvacEd Student Engagement Survey used for the SC School Report Card Evidence-Based Research:

<https://www.advanc-ed.org/>

AS 4.3.1.1 Panorama Data

Action Step:

Analyze the data from our new Panorama system to make decisions about support for students at both the classroom level as well as the guidance/behavior management level.

Person Responsible:

Dr. Rebecca Hannahs

Estimated Begin Date:

2/15/2021

Estimated Completion Date:

6/3/2022

AS 4.3.1.2 Home-School Connections

Action Step:

We will increase awareness among parents and community members about our character development efforts by listing information on our website as well as by sharing both the winner and all nominees for character trait of the month as coordinated by our guidance counselor.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

AS 4.3.1.3 Student Services Coordination Meetings

Action Step:

Three times monthly, the behavior specialist, guidance counselor, school social worker, and administrators will meet to discuss students of concern as indicated by Panorama data and teacher input.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

AS 4.3.1.4 Restorative Practices

Action Step:

Administration will work with the support staff to introduce and support the faulty and staff in implementing restorative practices for behavior.

Person Responsible:

Cynthia Laizer

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

5 Teacher/Administrator Quality*

Performance Goal:

By the year 2024, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) increasing from 81.3% to 93%.

PM 5.1 By the year 2021, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) increasing from 86.3% to 87.3%..

Analysis of Actual vs. Projected Data:

Our 2019 data shows a 86.3% for the three year average which far surpasses our one year goal.

S 5.1.1 Retention Percentage (3 year Average)

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.3102/0002831212463813>

AS 5.1.1.1 Teacher Leaders

Action Step:

Continue to create teacher leaders by encouraging lead mentor teachers on each team to participate in leading PLC meetings and collaborate on the school leadership team.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2021

AS 5.1.1.2 Professional Development

Action Step:

Increase teacher capacity by sending one or two representatives from the staff to professional development opportunities to bring back learning to others.

Person Responsible:

Cynthia Laizer

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2021

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$4,500.00

PM 5.2 By the year 2022, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) maintaining our 89.3% as we manage our way through a global pandemic.

Analysis of Actual vs. Projected Data:

The current data of 89.3% surpasses our 5 year goal as evidenced on the SC School Report Card.

S 5.2.1 Retention Percentage (3 year Average)

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.3102/0002831212463813>

AS 5.2.1.1 Teacher Leaders

Action Step:

Continue to create teacher leaders by encouraging lead mentor teachers on each team to participate in leading PLC meetings and collaborate on the school leadership team. Encourage and provide opportunities for teachers to lead in less formal settings as well.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 5.2.1.2 Professional Development

Action Step:

Increase teacher capacity by sending one or two representatives from the staff to professional development opportunities to bring back learning to others.

Person Responsible:

Cynthia Laizer

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

PM 5.3 By the year 2023, our teacher quality will improve based on the percentage of teachers returning from the previous year (3 year average) increasing from 91% to 92%.

Analysis of Actual vs. Projected Data:

The current data of 91% surpasses our original 5 year goal as evidenced on the SC School Report Card; therefore, our 5 year goal was adjusted.

S 5.3.1 Retention Percentage (3 year Average)

Evidence-Based Research:

<https://journals.sagepub.com/doi/abs/10.3102/0002831212463813>

AS 5.3.1.1 Teacher Leaders

Action Step:

Continue to create teacher leaders by encouraging lead mentor teachers on each team to participate in leading PLC meetings and collaborate on the school leadership team. Encourage and provide opportunities for teachers to lead in less formal settings as well.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	stipends for plc leadership team	\$11,000.00

AS 5.3.1.2 Professional Development

Action Step:

Increase teacher capacity by sending one or two representatives from the staff to professional development opportunities to bring back learning to others.

Person Responsible:

Cynthia Laizer

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	prof dev costs plus planning stipends for summer	\$5,000.00

AS 5.3.1.3 PLC into Team Planning

Action Step:

We will work to better align and connect the PLC work with the planning that happens in team meetings through better coordination of the leadership team with the team leader group.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

AS 5.3.1.4 Professional Development - Planning

Action Step:

Teachers will work to develop conceptual understanding before planning lessons to increase the effectiveness of objectives, assessment and delivery of lessons.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/22/2022

Estimated Completion Date:

6/1/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$3,000.00

6 Other

Performance Goal:

By the year 2024, the lowest performing 20% of our students' progress points on the SC Report Card will increase from 54.9% to 74.0% of the possible points.

PM 6.1 By the year 2021, the lowest performing 20% of our students' progress points on the SC Report Card will increase from 57.1% to 62.1% of the possible points.

Analysis of Actual vs. Projected Data:

According to our 2019 data, we earned 57.1% of the possible progress points which is up from 54.9% of the points. In order to attempt to reach the 5 year goal, we will continue to strive for 5 additional points.

S 6.1.1 SC School Report Card Ratings

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

AS 6.1.1.1 Literacy Intervention

Action Step:

Continue to offer increased literacy intervention in combination with ESOL support and Special Education instruction to the students who make up with lowest performing 20% by adding an additional interventionist to our staff.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2021

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$65,000.00

AS 6.1.1.2 Project-Based Learning

Action Step:

Engage our struggling students by increasing the motivation to learn through project-based learning units that include an authentic purpose and audience.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2021

AS 6.1.1.3 Support Positions

Action Step:

We must maintain and increase the amount of planning time teachers can utilize in order to review data and plan instruction both within grade level teams and with support

interventionists/ESOL teachers. In order to do this, we need to fund support staff to cover duties. These support staff can also act as tutors for students who need extra help as time allows.

Person Responsible:

Cynthia Laizer

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/4/2021

PM 6.2 By the year 2022, the lowest performing 20% of our students' progress points on the SC Report Card will increase from 57.1% to 63.1% of the possible points.

Analysis of Actual vs. Projected Data:

There is no 2019-20 data available due to Covid-19.

S 6.2.1 SC School Report Card Ratings

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

AS 6.2.1.1 Literacy Intervention

Action Step:

Continue to offer increased literacy intervention in combination with ESOL support and Special Education instruction to the students who make up with lowest performing 20% by adding an additional interventionist to our staff.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 6.2.1.2 Project-Based Learning

Action Step:

Engage our struggling students by increasing the motivation to learn through project-based learning units that include an authentic purpose and audience.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

AS 6.2.1.3 Support Positions

Action Step:

We must maintain and increase the amount of planning time teachers can utilize in order to review data and plan instruction both within grade level teams and with support interventionists/ESOL teachers. In order to do this, we need to fund support staff to cover duties. These support staff can also act as tutors for students who need extra help as time allows.

Person Responsible:

Cynthia Laizer

Estimated Begin Date:

8/17/2020

Estimated Completion Date:

6/4/2022

AS 6.2.1.4 Common Language

Action Step:

We will work to implement the 30/30/30 and sight word lists to create consistency within a progressing program across grade levels.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

6/15/2022

AS 6.2.1.5 Learning Objectives

Action Step:

We will work to create consistency throughout the building in communicating objectives with clarity and a firm understanding on how to put the objective into action using the phrase "in order to."

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

6/16/2022

PM 6.3 By the year 2023, the lowest performing 20% of our students' progress points on the SC Report Card will increase to 63% of the possible points.

Analysis of Actual vs. Projected Data:

There is no 2020-21 data available due to Covid-19.

S 6.3.1 SC School Report Card Ratings

Evidence-Based Research:

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

AS 6.3.1.1 Literacy Intervention

Action Step:

Continue to offer increased literacy intervention in combination with ESOL support and Special Education instruction to the students who make up with lowest performing 20% by adding an additional interventionist to our staff.

Person Responsible:

Kathleen Corley

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/29/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	salary and benefits	\$92,000.00

AS 6.3.1.2 Project-Based Learning

Action Step:

Engage our struggling students by increasing the motivation to learn through project-based learning units that include an authentic purpose and audience.

Person Responsible:
Kelly Wersler
Estimated Begin Date:
8/12/2019
Estimated Completion Date:
5/29/2024

AS 6.3.1.3 Support Positions

Action Step:

We must maintain and increase the amount of planning time teachers can utilize in order to review data and plan instruction both within grade level teams and with support interventionists/ESOL teachers. In order to do this, we need to fund support staff to cover duties. These support staff can also act as tutors for students who need extra help as time allows.

Person Responsible:
Cynthia Laizer
Estimated Begin Date:
8/17/2020
Estimated Completion Date:
6/4/2022

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	2 support staff positions	\$60,000.00

AS 6.3.1.4 Common Language

Action Step:

We will work to implement the 30/30/30 and sight word lists to create consistency within a progressing program across grade levels.

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

6/15/2022

AS 6.3.1.5 Learning Objectives

Action Step:

We will work to create consistency throughout the building in communicating objectives with clarity and a firm understanding on how to put the objective into action using the phrase "in order to."

Person Responsible:

Kelly Wersler

Estimated Begin Date:

8/16/2021

Estimated Completion Date:

6/16/2022

Assurances

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))**

* Yes ▼	Academic Assistance, PreK-3
* Yes ▼	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
* Yes ▼	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
* Yes ▼	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes ▼	Staff Development

	<p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Developmental Screening</p> <p>The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Half-Day Child Development</p> <p>The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Developmentally Appropriate Curriculum for PreK-3</p>

	<p>The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Parenting and Family Literacy</p> <p>The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Recruitment</p> <p>The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.</p>
<p>* <input type="button" value="Yes"/> ▼</p>	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.</p>

Waiver

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

Not Applicable

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"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 school 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/>

	District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

Related Documents

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	

Checklist

0701 - Beaufort County School District (0701) Public District - FY 2023 - Red Cedar Elementary (0701034) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

<input type="checkbox"/>	1. Plan Information and stakeholders	Not Reviewed ▾
	1. Information is complete and appropriate.	
<input type="checkbox"/>	2. Needs Assessment	Not Reviewed ▾
	1. Needs assessment link is correct	
	2. Needs assessment is clear, thorough and appropriate.	
<input type="checkbox"/>	3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Not Reviewed ▾
	1. All required goal areas have been addressed.	
	2. Goal statements are complete and appropriate.	
	3. Goals have all required parts completed.	
	4. Action steps are complete and appropriate.	
<input type="checkbox"/>	4. Read to Succeed	Not Reviewed ▾
	1. Responses are complete, thorough and appropriate.	
<input type="checkbox"/>	5. Assurances	Not Reviewed ▾
	1. Responses are complete, thorough and appropriate	
<input type="checkbox"/>	6. Related Documents	Not Reviewed ▾

1. If applicable, uploaded documents are correct and appropriate.