

School Renewal Plan Table of Contents

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Read to Succeed	

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25

School Name:	Bookman Road Elementary
SIDN:	4002087
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	1245 Bookman Road
Address 2:	
City:	Elgin, SC
Zip Code:	29045
School Renewal Plan Contact Person:	Dr. Kendra Hill
School Plan Contact Phone:	8036991724
School Plan E-mail Address:	khill@richland2.org


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

<i>Superintendent</i>		
<u>Dr. Kim Moore</u> Printed Name	 Signature	<u>4/8/2024</u> Date
<i>Principal</i>		
<u>Dr. Kendra Hill</u> Printed Name	 Signature	<u>3/6/2024</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Mr. Nicholas Washington</u> Printed Name	 Signature	<u>3/12/24</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Faith Kendall</u> Printed Name	 Signature	<u>3/6/2024</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<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>
Yes	<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>
Yes	<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>
Yes	<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	Dr. Kendra Hill
2.	Teacher	Manisha Arceneaux
3.	Parent/Guardian	Hali Stanyon
4.	Community Member	Faith Shehane
5.	Paraprofessional	Heather Dozier
6.	School Improvement Council Member	Jeri Govan-Webb
7.	Read to Succeed Reading Coach	Faith Kendall
8.	School Read To Succeed Literacy Leadership Team Lead	Faith Kendall
9.	School Read To Succeed Literacy Leadership Team Member	Arleigh West
<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 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 Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA4Nw>

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	
Primary School (K - 2)	
1.	Reading is the cornerstone to being able to freely obtain and retain new learning. While less than half of students achieved their MAP reading goals, and 39% of students assessed identifying as "at risk" on the Spring Easy CBM assessment, it is essential to establish and implement measures to close reading gaps and establish a consistent coaching structure for teachers.
Teacher/Administrator Quality	
2.	Our district is making great strides toward more aligned academic vocabulary and fostering greater proficiency with all staff. School achievement shows that nearly 32% of students scored in the "low" category for language, craft, and structure on information text. AVID serves as a vehicle to that end. Ongoing training, exposure and collaboration with colleges and career professionals will yield greater capacity with our staff and students. We believe AVID will assist in post pandemic academic losses at our school.
School Climate	
3.	Since the pandemic, there has been an increase in mental health needs, such as anxiety, depression, and self-harm. There has also been an increase in behavioral needs, including an inability to regulate emotions and struggles with time management and organizational skills. According to the 2022 Whole Child Survey, only 24% of students indicated students' ability to stop and think before they get too angry and 25% indicated the ability of students' to control their anger when they disagree with others. Only half (50%) try to talk to others when they are having a problem. These increased mental health and behavioral needs have led to more social conflict, verbal aggression, and physical aggression. They have also led to decreased success in the classroom and decreased school attendance.

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 2028, the percent of students satisfied with the social and physical environment will increase from 93.4 to 95.4.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
School Climate Survey	93.4	Projected Data: 93.4	94.4	94.4	95.4	95.4
		Actual Data: TBD				

Action Plan

Strategy #1: Bookman Road’s professional development program will be structured to provide teachers with strategies for improving students’ communication skills.					
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. Implement workshops on community building, (Tribes, Morning Meeting, Exceeding Expectations).	8/2023-5/2028	Administration, Leadership, Teachers, Coaches	Approximately \$65 for the set of 3 books.	PD Budget	-Faculty Feedback on Implementation -Classroom Observations -Increase in positive feedback on the Whole Child and Climate surveys
2. Implement AVID collaboration strategies (such as philosophical chairs and AVID study buddies).	8/2023-5/2028	In-house AVID coaches, AVID site team, administration, teachers.	N/A Coaches’ Connection time, Faculty Meetings, District Allotment for AVID training	Teaching and Learning Dept. Allotment, PD Budget, 700 money, as needed	-Students communicate orally and in writing with clarity, purpose, and understanding of audience. -Classroom Observations
Strategy #2: Increase mentorships for students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Create and promote a structured mentoring program.	8/2023-5/2028	-LSS support staff -Intervention Team	n/a	n/a	-List of assigned mentors -Mentee/Mentor programs -Heightened presence of mentors within the school
2. Implement and mobilize Student Ambassadors.	8/2023-5/2028	-School Administration -School Counselor	n/a	n/a	-List of Student Ambassadors -List of assigned duties -Heightened presence of student leaders and student-led initiatives. -Meeting Agendas

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of 1st and 2nd grade students meeting their MAP Growth goal in Reading will increase from 48.3 to 58.3					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
MAP Data File	48.3	Projected Data: 51.3	53.3	55.3	57.3	58.3
		Actual Data: TBD				

Action Plan

Strategy #1: Increase in-school professional learning.					
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. Establish a consistent coaching structure with the literacy coach for all teachers.	8/2023-5/2028	-School Based coaches	N/A	N/A	-Existing school based coaches will collaborate to create a recurring coaching schedule for each teacher in the school.
2. Schedule state content specialists for professional learning on Text Dependant Analysis.	8/2023-5/2028	-SCEA representatives -DoE- self paced courses -School based coaches -Administration	N/A	N/A	-Existing school based coaches will collaborate with state content specialists to extend their own learning and extend that learning to others.
Strategy #2: Expand differentiated learning opportunities for students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Orient teachers and implement the use of “MyPath” with fidelity.	8/2023-5/2028	-District and school coaches	-Existing MyPath Subscription	-District funded resource	-MyPath trainings -Implementation of MyPath -Progress monitoring and small groups based on MyPath data
2. Implement and maintain the offering of after school remediation for underachieving students.	8/2023-5/2028	-Certified and classified staff	\$30/hr certified staff \$15/hr classified staff	At Risk Budget funds	-Consistent after school remediation program implementation -Increase in progress monitoring data -Increase on SCReady

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Bookman Road will increase the percent of 3rd grade elementary students scoring meets or exceeds on SC READY ELA from 52.6 to 60.6.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCReady	48.8	Projected Data: 50.8	52.8	54.8	56.8	58.8
		Actual Data: 54.2				

Action Plan

Strategy #1: Increase in-school professional learning.					
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. Establish a consistent coaching structure with the literacy coach for all teachers.	8/2023-5/2028	-School Based coaches	n/a	n/a	-Existing school based coaches will collaborate to create a recurring coaching schedule for each teacher in the school.
2. Schedule state content specialists for professional learning on Text Dependant Analysis.	8/2023-5/2028	-SCEA representatives -DoE- self paced courses -School based coaches -Administration	n/a	n/a	-Existing school based coaches will collaborate with state content specialists to extend their own learning and extend that learning to others.
Strategy #2: Expand differentiated learning opportunities for students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Orient teachers and implement the use of “MyPath” with fidelity.	8/2023-5/2028	-District and school coaches	-Existing MyPath Subscription	-District funded resource	-MyPath trainings -Implementation of MyPath -Progress monitoring and small groups based on MyPath data
2. Implement and maintain the offering of after school remediation for underachieving students.	8/2023-5/2028	-Certified and classified staff	\$30/hr certified staff \$15/hr classified staff	At Risk Budget funds	-Consistent after school remediation program implementation -Increase in progress monitoring data -Increase on SCReady

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Bookman Road will increase the percent of 5th grade elementary students scoring meets or exceeds on SC READY MATH from 57.3 to 65.3.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Ready Data Files	57.3	Projected Data: 65.3	59.3	61.3	63.3	65.3
		Actual Data: 64.1				

Action Plan

Strategy #1: Increase in-school professional learning.					
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. Establish a consistent coaching structure with the district and school math coaches for all teachers.	8/2023-5/2028	-School Based coaches	n/a	n/a	-Existing school based coaches will collaborate to create a recurring coaching schedule for each teacher in the school.
2. Collaborate with state content specialists for professional learning.	8/2023-5/2028	-SCEA representatives -DoE- self paced courses -School based coaches -Administration	n/a	n/a	-Existing school based coaches will collaborate with state content specialists to extend their own learning and extend that learning to others.
Strategy #2: Expand differentiated learning opportunities for students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Orient teachers and implement the use of “MyPath” with fidelity.	8/2023-5/2028	-District and school math coaches	-Existing MyPath Subscription	-District funded resource	-MyPath trainings -Implementation of MyPath -Progress monitoring and small groups based on MyPath data
2. Implement and maintain the offering of after school remediation for underachieving students.	8/2023-5/2028	-Certified and classified staff	\$30/hr certified staff \$15/hr classified staff	At Risk Budget funds	-Consistent after school remediation program implementation -Increase in progress monitoring data -Increase on SCReady Math

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 2028, Bookman Road will have obtained and maintained “Certified” or higher distinction by AVID Center - based on the annual Coaching and Certification Instrument (CCI).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
AVID Coaching and Certification Instrument	Not Certified	Projected Data: Certified or higher	Certified or higher	Certified or higher	Certified or higher	Certified or higher
		Actual Data: TBD				

Action Plan

Strategy #1: Increase community involvement activities.					
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. Host community speakers to expand students' knowledge and perspectives on a variety of careers.	8/2023-5/2028	-AVID site team -AVID Incubator Innovator -Classroom Teachers -Career Specialist	-Volunteer career speakers -Refreshments -Appreciation certificates	700 funds	-Career Day Speakers -Grade Level Community Speakers -AIRWAVES News Show Speakers -Incubator Station Speakers
2. Collaborate with SIC and PTO to provide opportunities for community sponsored projects.	8/2023-5/2028	-School Improvement Council -Classroom Teachers	-To be determined based on the projects	-PTO -Community community service and faith based organizations	-List of projects -Heightened presence of community partnerships -Completion of outlined projects and objectives -Student recognition of and participation in community sponsored events
Strategy #2: Increase college talk and college awareness.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Obtain, display, and provide exploration opportunities of college paraphernalia and literature.	8/2023-5/2028	-AVID Incubator Innovator -Classroom Teachers	-Donated paraphernalia and literature -To be determined based on availability of artifacts	-PTO -Family and staff donations	-Classroom displays -Hallway Displays -Institution of AVID Incubator Lab (college discussions and displays)

2. Immerse students in college culture conversations.	8/2023-5/2028	-AVID Incubator Innovator -Classroom Teachers	n/a	n/a	-College rep.speakers -Past students speakers -HBCU speakers
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