

# School Renewal Plan Table of Contents

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## School Renewal Plan Cover Page

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

<b>School Name:</b>	Forest Lake Elementary
<b>SIDN:</b>	4002074
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	PK To 5
<b>District:</b>	Richland 2
<b>Address 1:</b>	6801 BROOKFIELD RD.
<b>Address 2:</b>	
<b>City:</b>	COLUMBIA, SC
<b>Zip Code:</b>	29206
<b>School Renewal Plan Contact Person:</b>	Benjamin Jackson
<b>School Plan Contact Phone:</b>	8037820470
<b>School Plan E-mail Address:</b>	bejackson@richland2.org




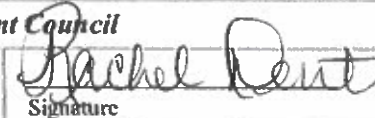
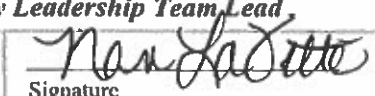
### Required Signature Page

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

<b>Superintendent</b>		
<u>Dr. Kim D Moore</u> Printed Name	 Signature	<u>4/8/2024</u> Date
<b>Principal</b>		
<u>Benjamin Jackson</u> Printed Name	 Signature	<u>3/13/24</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Rachel Dent</u> Printed Name	 Signature	<u>03/13/2024</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Nan Lafitte</u> Printed Name	 Signature	<u>3/13/24</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.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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><b>Developmental Screening</b> 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>
No	<p><b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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><b>Developmentally Appropriate Curriculum for PreK–3</b> 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><b>Parenting and Family Literacy</b> 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><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Benjamin Jackson
2.	<b>Teacher</b>	Chrystal Barker
3.	<b>Parent/Guardian</b>	Lila Todd
4.	<b>Community Member</b>	Marian Scullion
5.	<b>Paraprofessional</b>	Michelle Cockfield
6.	<b>School Improvement Council Member</b>	Rachel Dent
7.	<b>Read to Succeed Reading Coach</b>	Nan Lafitte
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Nan Lafitte
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Keighley George
	<b>OTHERS</b> (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	

## 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)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA3NA>

## 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.

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	<p>Forest Lake has noticed a decline in K-2 students' Reading and Math achievement. According to MAP data, students in second grade increased from 10% scoring below the 20th percentile to 40% scoring below the 20th percentile in math. According to MAP data, students in second grade increased from 17% scoring below the 20th percentile to 39% scoring below the 20th percentile in reading. Forest Lake has not been forded the ability to provide consistent tier instruction for K-2 due to the number of students who required intervention services. Forest Lake would benefit from having an additional interventionist who can support students who are in need of intervention services.</p>
<b>Elementary/Middle School (3 - 8)</b>	
2.	<p>Forest Lake identified reading and math as areas of focus. According to MAP data, students scoring below the 20th percentile in Reading increased for each of the grade levels noted below.                      3rd Grade- 5% to 15%                      4th Grade- 13% to 19%                      5th Grade- 16% to 23%</p> <p>Forest Lake would benefit from additional training and materials focused on teaching the foundations of reading. In addition, students at Forest Lake would benefit from utilizing online resources to help improve reading fluency and vocabulary, plus extended learning opportunities in small group settings. Forest Lake has also identified math as an area of focus. According to MAP data, students scoring below the 20th percentile in Math increased for each of the grade levels noted below.                      3rd Grade- 17% to 23%                      4th Grade- 15% to 23%                      5th Grade- 23% to 27%</p> <p>Forest Lake would benefit from providing students with a more hands-on experience by using more math manipulatives. To help improve math fact fluency and conceptual knowledge, Forest Lake would benefit from using digital resources and tools. In both identified areas, students would benefit greatly if they were able to receive quality instruction and practice in a smaller group setting, in addition to the learning day.</p>
<b>Teacher/Administrator Quality</b>	
3.	<p>Forest Lake is making progress with implementing more AVID strategies but would benefit greatly if all staff members were trained. Post-pandemic only teachers in grades 3rd-5th were trained in AVID. Teachers in all grade levels would benefit from being trained as it will provide students with quality and consistent opportunities for all students. Forest Lake would also benefit from developing more of a college and career-focused culture through its classroom lessons and learning environments.</p>
<b>School Climate</b>	

4. With only 89.6% of our students satisfied with the social and physical environment of our school. Forest Lake would benefit from recognizing students more for their academic performance and for demonstrating expected behaviors. Forest Lake would also benefit from training staff members on effective social-emotional learning strategies to help meet the needs of their students.

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> 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 89.6% to 94.6%. (1% annually)					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
School Report Card	89.6	<b>Projected Data:</b> 90.6	91.6	92.6	93.6	94.6
		<b>Actual Data:</b> TBD				

## Action Plan

<b>Strategy #1: Increase student recognition and leadership opportunities</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Quarterly student recognition and celebration opportunities. (Award programs, SOAR Celebrations, News Show Shoutouts, etc.)	2023-2028	School Administration Teachers	\$5000	Pupil Activity Funds	Activity Attendance Reports Recipient lists
2. Student Leadership Groups (Mentoring Groups, Student Council, Beta Club, Run Club, Robotics, etc.)	2023-2028	School Administration Teachers	\$5000	Pupil Activity Funds	Attendance Reports Rosters
<b>Strategy #2: Provide staff with training and resources to support SEL implementation.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Zones of Regulation training and resources	08/2022-05/2023	School Administration Teachers	\$10,000	Title I	Materials Invoice and training attendance report.
2. PBIS Training and Implementation	08/2022-06/2028	School Administration Teachers	N/A	N/A	Class Dojo Reports Training Logs
3. Staff ACES PD	08/2022	Teacher	N/A	N/A	Attendance Log/Presentation

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percentage of 2nd-grade students meeting their MAP Growth goal in Reading will increase from 47% to 57%. (2% annually)					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
NWEA MAP Scores	47%	<b>Projected Data:</b> 49%	51%	53%	55%	57%
		<b>Actual Data:</b> TBD				

## Action Plan

<b>Strategy #1: Provide teachers with materials and professional development to help increase student achievement.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Employ a paraprofessional to provide tier support.	12/2022-05/2024	Principal	\$40,000	Title I	Human Resources Hiring Documents
2. Purchase Fontis and Panell Classroom Guided Reading Materials and provide teacher training.	08/2022-05/2023	Reading Coach and Lead Interventionist	\$8,181	Title I	Purchase Invoice and Training Schedule
3. Purchase Equipped for Reading Success materials and provide teacher training.	08/2022-05/2023	Reading Coach and Lead Interventionist	\$1,620	Title I	Purchasing Invoice and Training Schedule
<b>Strategy #2: Provide students with resources and extended learning opportunities to increase student achievement.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Students will attend an extended learning program once a week.	10/2022- 5/2023	Teachers and Students	N/A	ESSR	Student Attendance
2. Students will utilize online resources such as Lexia Core 5 Reading, Dream Box, and eSpark.	08/2022-05/2023	Students	\$10,260	Title I	Program Usage Reports

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Forest Lake will increase the percentage of 3rd-grade students scoring meets or exceeds on SC READY ELA from 52.5% to 62.5%. (2% annually)					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
SC Ready Data Reports	52.5	<b>Projected Data:</b> 54.5	56.5	58.5	60.5	62.5
		<b>Actual Data:</b> TBD				

## Action Plan

<b>Strategy #1: Provide teachers with materials and professional development to help increase student achievement.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Employ a paraprofessional to provide tier support.	12/2022-05/2024	Administration	\$40,000	Title I	Hiring Documentation
2. Purchase F&P Classroom Guided Reading Materials and provide teacher training	08/2022-05/2023	Reading Coach/RTI Lead	\$8,181	Title I	Purchasing Invoice/Training Presentation
3. Purchase Equipped for Reading Success Materials and Provide Teacher Training	08/2022-05/2023	Reading Coach/RTI Lead	\$1620	Title I	Purchasing Invoice/Training Presentation
<b>Strategy #2: Provide students with resources and extended learning opportunities to increase student achievement.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Extended Learning Day Program	10/2022-05/2024	Extended Day Lead/Teachers	TBD	ESSR	Attendance Log
2. Utilize Lexia Core 5 Reading License	08/2022-05/2024	Students/Teachers	\$10,260	Title I	Usage Reports

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Forest Lake will increase the percentage of 4th-grade students scoring meets or exceeds on SC READY Math from 41.6% to 51.6%. (2% annually)					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
SC Ready Score Report	41.6	<b>Projected Data:</b> 43.6	45.6	47.6	49.6	51.6
		<b>Actual Data:</b> TBD				

## Action Plan

<b>Strategy #1: Provide teachers with materials and professional development to help increase student achievement.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Employ a paraprofessional to provide tier support.	12/2022-5/2024	Administration	\$40,000	Title I	Hiring Documentation
2. Purchase Math Manipulatives	01/2023-05/2023	Administration	\$13,000	Title I	Purchasing Invoices
3. Benchmark Assessment Data Analysis	08/2022-05/2024	Administration District Content Leads	N/A	N/A	Session Schedule/Presentations
<b>Strategy #2: Provide students with resources and extended learning opportunities to increase student achievement.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Utilize digital resources such as Reflex/Frax, DreamBox, and PathBlazers.	08/2022-05/2023	Teachers and Students	\$4,314	Title I	Usage Reports
2. Attend Extended Learning Day	10/2022-05/2024	Teachers and Students	N/A	ESSR	Attendance Reports and student progress reports.

## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, we would have maintained “Certified” or higher distinction by AVID Center - based on the annual Coaching and Certification Instrument (CCI).					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
AVID Elementary Site	Certified	<b>Projected Data:</b> Certified	Certified	Certified	Certified	Certified
		<b>Actual Data:</b> Certified				

## Action Plan

<b>Strategy #1: Provide training and resources for staff to effectively implement AVID strategies.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers will participate in district and school-provided training monthly on WICOR strategies.	08/2022-06/2023	AVID District Lead AVID Site Team Lead	N/a	N/a	Training Certificates
2. AVID Site Team will participate in AVID Summer Institute to create a site team plan with strategies for the year.	06/2023	School Administrators Teachers	\$19,600	Title I	Training Certificates and Attendance Log
3. Teachers will share examples of the AVID strategy of the month in site team meetings.	08/2023-05/2024	AVID Site Lead Teachers	N/A	N/A	Site Team Minutes/Reflections
<b>Strategy #2: Create a scholarly and college readiness culture.</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Display of college bulletin boards/College Corners	2023-2028	School Administration Teachers	N/a	N/a	Pictures
2. WICOR strategies posted in classroom environments.	2023-2028	Teachers	N/A	N/A	Lesson Plans Observations
3. Establish partnerships with local higher education/collegiate institutions.	2023-2028	School Administration Teachers	N/A	N/A	Student Teacher Logs Participation/Activity Logs