

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Carver-Lyon Elementary (4001088) 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**

Dr. Monica T. Adams

*** Phone**

803-343-2900

*** Email**

monica.adams2@richlandone.org

*** Principal's Name**

Dr. Monica T. Adams

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

Rev Dr. Aaron Bishop

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

04/23/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Carver-Lyon Elementary (4001088) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name * Dr. Monica T. Adams

Teacher

Name * Ms. Michele Johnson

Parent/Guardian

Name * Ms. Jing Zhang

Community Member

Name * Ms. Brandolyn Pinkston

School Level Administrators

Name * Dr Cicely Maxwell

Name * Ms. Devin Tanis

School Read to Succeed Literacy Leadership Team Lead

Name * Ms. Africa Sawyer

School Read to Succeed Literacy Leadership Team Member

Name * Dr. Mary Cooper

School Improvement Council Member(s)

Name * Ms. Carolyn Fisher

School Gifted and Talented Coordinator

Name	* Ms. Alisica Clark
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School Federal Programs Coordinator

Name	* Sandra Lindsey-Brown
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Other Stakeholders

Position	Name
<input type="text"/>	<input type="text"/>

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

We are Carver-Lyon, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Carver-Lyon Elementary (4001088) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA4OA>

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

Kindergarten Readiness Assessment (KRA) is a readiness tool administered at the beginning of the school year that allows teachers to measure each child's school readiness across multiple domains: the performance level in 2021 – emerging 20.7% approaching 31% demonstrating 48.3%

The performance level in Fall 2023 – emerging 16.7% approaching 35.2% demonstrating 48.1%

Winter 2022 Pre-Kindergarten MyIGDIs early literacy report - - (picture naming) strong progress 74.3%; (rhyming) strong progress 44.1%; strong progress (sound identification) strong progress 40.0% (which one doesn't belong?) strong progress 67.6%; (alliteration) strong progress 51.5%;

Winter 2022 Pre-Kindergarten MyIGDIs early numeracy report - - (oral counting) strong progress 62.9% (number naming) strong progress 62.9%; quantity comparison) strong progress 51.4%; (1 – to – 1 correspondence counting) strong progress 77.1%; at risk or moderate progress 38.3%;

Fall 2023 Pre-Kindergarten MyIGDIs early literacy report - - (picture naming) strong progress 26.1%; (rhyming) strong progress 15.2%; (sound identification) strong progress 18.2% ;(which one doesn't belong?) strong progress 35.0%

Fall 2023 Pre-Kindergarten MyIGDIs early numeracy report - - (oral counting) strong progress 29.8% (number naming) strong progress 29.8%; (quantity comparison) strong progress 36.2%; (1 – to – 1 correspondence counting) strong progress 34.0%

Executive Summary of Needs Assessment Data

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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)

* Results of our Pre-K-2 literacy and math assessments show evidence of a need to focus on standards-based instruction, targeted intervention, and literacy integration across all content areas.

* Evidence of the need for high-quality, job embedded professional learning that focuses on the reading process and reading interventions in grades K-2.

KRA

The Kindergarten Readiness Assessment is a readiness tool administered at the beginning of the school year that allows teachers to measure each child's school readiness across multiple domains.

Percent by readiness levels are given below.

Performance Level	2018	2019	2020	2021	2022	2YR Chg	5YR Chg
Emerging	21.3	16.7	24.7	20.7	24.1	3.4	2.8
Approaching	27.5	37.5	53.2	31.0	38.9	7.9	11.4
Demonstrating	51.3	45.8	22.1	48.3	37.0	-11.3	-14.3

MyIGDIs

Individual Growth & Development Indicators (IGDIs) - early childhood assessments and school-readiness screening tools for literacy and numeracy. Spring percent of students making strong progress on the five assessment domains for literacy and the four domains for numeracy are shown below.

Literacy Rating / Index	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
Alliteration	54.5	NA	75.0	51.5	68.2	16.7	13.7
Picture Naming	59.6	NA	77.8	74.3	77.8	3.5	18.2
Rhyming	49.1	NA	48.6	44.1	45.5	1.4	-3.6
Sound Identification	41.1	NA	50.0	40.0	46.7	6.7	5.6
Which One Doesn't Belong	58.5	NA	74.3	67.6	72.7	5.1	14.2

Numeracy Rating / Index	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
Oral Counting	62.1	NA	NA	62.9	48.9	-14.0	-13.2
Number Naming	34.5	NA	NA	62.9	62.2	-0.7	27.7
Quantity Comparison	56.9	NA	NA	51.4	71.1	19.7	14.2
1-to-1 Correspondence Ct.	77.6	NA	NA	77.1	57.8	-19.3	-19.8

* Elementary/Middle (3-8)

* Based on SCREADY assessment data, a focus on standards-based instruction, targeted intervention, and literacy integration across all content areas.

* Evidence of the need for high-quality, job embedded professional learning that focuses on the reading process and reading interventions in grades 3-5.

SCREADY

SC Ready student performance is classified into four categories and in 2023, ELA and Math were administered to students in grades 3-8.

Science was administered in grades 4 and 6 only. Social Students was not administered. Percent by readiness levels are given below.

Performance Level	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
English							
Does Not Meet	51.7	NA	47.2	35.3	29.4	-5.9	-22.3
Approaches	33.7	NA	24.4	27.5	20.9	-6.6	-12.8
Meets	9.0	NA	13.8	19.0	23.5	4.5	14.5
Exceeds	5.6	NA	14.6	18.3	26.1	7.8	20.5
Math							
Does Not Meet	58.4	NA	53.7	39.5	39.9	0.4	-18.5
Approaches	23.6	NA	19.5	33.6	28.1	-5.5	4.5
Meets	12.4	NA	22.0	14.5	21.6	7.1	9.2
Exceeds	5.6	NA	4.9	12.5	10.5	-2.0	4.9
Science ¹							
Does Not Meet	46.2	NA	43.2	40.4	35.6	.	.
Approaches	26.9	NA	18.2	30.8	20.0	.	.
Meets	19.2	NA	29.5	17.3	24.4	.	.
Exceeds	7.7	NA	9.1	11.5	20.0	.	.

* High School (9-12)

NA

* Teacher/Administrator Quality

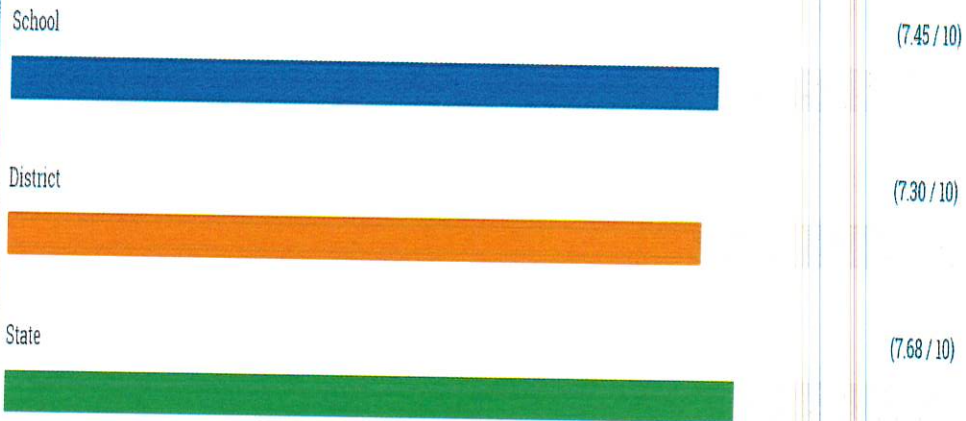
During the 2022-2023 school year 82.9% of teachers returned from the previous year, which was down from 84.5% from previous year. The goal is to improve the teacher retention rate by 3% each year.

* School Climate

The goal is to improve teacher satisfaction by 3% each year, beginning in 2024-2025.

Factors of School Climate

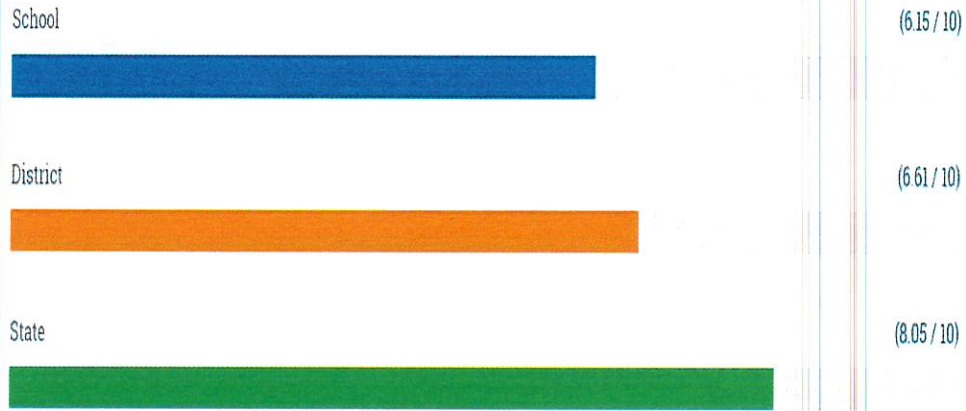
Teacher Perceptions of Instructional Focus



Teacher Perceptions of Working Conditions



Teacher Perceptions of Safety



Teachers

Number of surveys returned	45
Percent satisfied with learning environment	88.9%
Percent satisfied with social and physical environment	84.4%
Percent satisfied with school-home relations	88.6%

Other (such as school priorities)

NA

* Gifted and Talented

NA

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 64.7% of students in grades 3-5 will score meets and/or exceeds expectations on the SC READY ELA and 47% of students in grades 3-5 will score meets and/or exceeds expectations on SC READY Math assessments. By 2029, 60% of students in grades 4 will score meets and/or exceeds expectations on the SC READY Science Assessment.

PM 1.1 For the 2024-2025 school year, 52% of students in grades 3-5 will score meets and/or exceeds on ELA SC Ready Assessment and 35% of student in grades 3-5 grade will score meets and/or exceeds on Math SC READY assessment. For the 2024-2025 school year, 47% of students in grades 4 will score meets and/or exceeds expectations on the SC READY Science Assessment.

Analysis of Actual vs. Projected Data:

Baseline 2022-2023 ELA Data 49.6% Projected 2024-2025 ELA Data 52% Actual 2024-2025 ELA Data Baseline 2022-2023 Math Data 32.1% Projected 2024-2025 Math Data 35% Actual 2024-2025 Math Data Baseline 2022-2023 Science Data 44.4% Projected 2024-2025 Science Data 47% Actual 2024-2025 Science Data The strategies implemented resulted in a 3% increase over the 2024 goals set for the ELA ,Math, and Science SC Ready Assessment.

S 1.1.1 SC READY Data File

Evidence-Based Research:

Alignment between instructional practices and assessment ensures there is consistency between what is taught and measured in the classroom which is ultimately what state standardized assessments seek to reinforce. Instructional frameworks designed to balance student needs and levels of support must reflect a direct and focused connection to state learning standards. This alignment comes with teachers' understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Doug Fisher). There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. "It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012). We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. In addition to summative assessment to compare, group and identify needs and trends on a large scale, school districts also need a balance of formative and interim assessments. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). Over a multi-year period, he discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade (Tucker & Stronge, 2005). Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. London: King's College. Faubert, B. (2012). A literature review of school practices to overcome school failure, OECD Education Working Papers, No. 68. Paris: OECD Pub

AS 1.1.1.1 Balanced Literacy Approach

Action Step:

Implement higher order thinking skills, quality questioning techniques and assessments to promote academic rigor in student learning through the Balance Literacy Approach.

Person Responsible:
CRT, Teachers, Reading Coaches

Estimated Begin Date:
8/8/2024

Estimated Completion Date:
6/8/2029

AS 1.1.1.2 Improving Literacy

Action Step:

Provide teachers with professional development activities with consultants and other experts to engage in sessions focusing on improving literacy.

Person Responsible:
CRT, Teachers, Reading Coaches

Estimated Begin Date:
8/8/2024

Estimated Completion Date:
6/8/2029

AS 1.1.1.3 Intensive Interventions

Action Step:

Provide intensive intervention for Tier II and III students who score in urgent intervention in STAR ELA and Math Assessment.

Person Responsible:
CRT, Teachers, Reading Coaches, Principal

Estimated Begin Date:
8/8/2024

Estimated Completion Date:
6/8/2029

AS 1.1.1.4 Literacy and Numeracy Events

Action Step:

Sponsor literacy and numeracy events to include: literacy and math curriculum nights, Read Across America Week, etc.

Person Responsible:
CRT, Teachers, Reading Coaches

Estimated Begin Date:

8/8/2024
Estimated Completion Date:
6/8/2029

AS 1.1.1.5 Reading and Math Fluency

Action Step:

Implement strategies to increase reading and math fluency and automaticity and track using PLC and content area notebooks.

Person Responsible:

CRT, Teachers, Reading Coaches

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

2 Teacher/Administrator Quality*

Performance Goal:

By the end of 2029 teacher retention rate will increase by 15%.

PM 2.1 Teacher retention will increase by 3% by the end of the 2024-2025 school year

Analysis of Actual vs. Projected Data:

Projected teacher retention Analysis of Actual vs. Projected Data: Baseline 2022-2023 82.9% Projected Data: 85.9% Actual Data-

3 School Climate*

Performance Goal:

By 2029, 95% of teachers surveyed will indicate satisfaction with the learning environment in the school.

PM 3.1 By 2024-2025, 90% of teachers of teachers surveyed will indicate satisfaction with the learning environment in the school.

Analysis of Actual vs. Projected Data:

Baseline Data 2022-2023 88.9% Projected-2024 - 2025 91% Actual 2024-2025

S 3.1.1 State Department of Education EOC Report Card Teacher Survey

Evidence-Based Research:

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

AS 3.1.1.1 Emergency Safety Plan

Action Step:

Update school emergency safety plan.

Person Responsible:

Principal

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.2 Positive Relationships

Action Step:

Develop a schoolwide positive student reward system

Person Responsible:

Principal

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.3 Promote Positive Attitudes

Action Step:

Implement student programs and activities to promote positive attitudes and pride.

Person Responsible:

Principal

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Assurances

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

<p>* No <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>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).</p>
<p>* Yes <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>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).</p>
<p>* Yes <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>Parent Involvement The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.</p>
<p>* Yes <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
<p>* Yes <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>Technology The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
<p>* Yes <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>Innovation The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>* Yes <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>Collaboration The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.</p>
<p>* Yes <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>Developmental Screening The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.</p>

* Yes ▼	Half-Day Child Development
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* No ▼	Developmentally Appropriate Curriculum for PreK-3
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes ▼	Parenting and Family Literacy
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes ▼	Recruitment
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes ▼	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Waiver

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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 Wavier 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 <input type="text"/>	

Related Documents

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Optional Documents		
Type	Document Template	Document/Link

Additional Documentation

N/A

Checklist

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Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

<input type="checkbox"/> 1. Plan Information and stakeholders	Approved ▼	Pat Ciccantelli	8/21/2024 10:18:19 AM
1.01 Information is complete and appropriate.			
<input type="checkbox"/> 2. Needs Assessment	Approved ▼	Pat Ciccantelli	8/21/2024 10:18:19 AM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
<input type="checkbox"/> 3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved ▼	Pat Ciccantelli	8/21/2024 10:18:19 AM
3.01 All required goal areas have been addressed.			
3.02 Goal statements are complete and appropriate.			
3.03 Goals have all required parts completed.			
3.04 Action steps are complete and appropriate.			
<input type="checkbox"/> 4. Read to Succeed	Not Applicable ▼	Pat Ciccantelli	8/21/2024 10:18:19 AM
4.01 Responses are complete, thorough and appropriate.			
<input type="checkbox"/> 5. Assurances	Approved ▼	Pat Ciccantelli	8/21/2024 10:18:19 AM
5.01 Responses are complete, thorough and appropriate			
<input type="checkbox"/> 6. Related Documents	Not Applicable ▼	Pat Ciccantelli	8/21/2024 10:18:19 AM
6.01 If applicable, uploaded documents are correct and appropriate.			