History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
9/5/2024 9:17:18 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/29/2024 2:45:08 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/29/2024 2:45:03 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/29/2024 8:48:10 AM	Reynard Jefferson	Status changed to 'School Renewal Plan Completed'.	S
4/28/2024 11:10:52 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/21/2024 9:39:03 AM	Reynard Jefferson	Status changed to 'School Renewal Plan Completed'.	S
3/29/2024 8:43:00 AM	Carol Miner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:17 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) 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**

Priority

School Plan Contact Information

*** Name**

Reynard Jefferson

*** Phone**

803-733`4321

*** Email**

reynard.jefferson@richlandone.org

*** Principal's Name**

Reynard Jefferson

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

Rev. Dr. Aaron Bishop

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

04/23/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Reynard Jefferson

Teacher

Name	*	Keisha Gladden
Name	*	Sloan Walker
Name	*	Latisha Dewalt

Parent/Guardian

Name	*	Laura Virden

Community Member

Name	*	Jesse Black

School Level Administrators

Name	*	Reynard Jefferson
Name	*	Majoria Pearson

School Read to Succeed Literacy Leadership Team Lead

Name	*	Jessica Benjamin

School Read to Succeed Literacy Leadership Team Member

Name	*	Reynard Jefferson

Name	*	Jamarcus Little

School Improvement Council Member(s)

Name	*	Daniel Brannon

School Gifted and Talented Coordinator

Name	*	Emily Smith

School Federal Programs Coordinator

Name	*	Jamarcus Little

Other Stakeholders

Position	Name

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

Mission:

The mission of Watkins-Nance Elementary is to prepare students to become lifelong learners, decision-makers, and productive citizens by creating a safe and secure learning environment that promotes positive self-concept and intellectual curiosity through a partnership among students, parents, staff, and community.

Vision:
Our vision for Watkins-Nance is to create a welcoming educational environment that is safe, inclusive, and conducive to the overall growth of all students. We will collaborate with families and community partners to create a school culture that encourages and supports student success and prepares them for future opportunities.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA5Mg

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

School Profile

Watkins-Nance Elementary is an inner-city school located in the heart of Columbia, South Carolina. Opened in August 2001, Watkins-Nance was built as a replacement for two older schools: Watkins Elementary and Sarah Elementary. As such, the school is a state-of-the-art facility that contains a variety of resources geared toward providing the best possible education for children in the local community.

Being 1 of 28 elementary schools in Richland County School District One, Watkins-Nance serves children in grades pre-kindergarten through five. The school also houses one self-contained special education classes: one for Intellectually Disabled (ID) students and one for emotionally disabled (ED) students. WNES is not within the student-to-ratio compliance. As outlined there should be 15:1, but due to an ongoing nationwide teacher shortage; the classes each have approximately 30 students for each teacher. With receiving a new aerospace program, this program brought in an influx of students causing class sizes to be larger.

All classes provide a full range of instruction in English/Language Arts (ELA), Mathematics, Health, Science, and Social Studies as mandated by the South Carolina College and Career Ready Curriculum Standards. In addition to having a full range of instruction, teachers are strongly encouraged to integrate STEM instruction throughout instruction. There is a full-time reading coach and one interventionist who provides ongoing support as all teachers strive to become proficient in Reading. The Reading Coach utilizes one of two models to provide support for teachers: intensive and consultative. Special areas such as art, music, PE, and Spanish are also taught as required. Speech therapy and resource classes are provided as indicated by student's Individualize Education Plans (IEP's). The guidance program features regular classroom instruction along with individual and small group counseling for children. Advanced Academic Placement (AAP) classes are provided for students in third, fourth, and fifth grades who need additional rigorous extensive challenges.

Instructionally at Watkins-Nance Elementary School, instruction is supported by the extensive use of technology resources throughout the school to enhance all learning. The media center contains a full library of books and resources for transmitting various media to classrooms on demand. A technology instructor is on-site to help provide any troubleshooting support teachers and students may have when it comes to using technology resources. The different technology resources on site for teachers to check out are videos, laptops, and digital cameras. Students in first grade through fifth grade have laptop computers. Students in Kindergarten have access to laptops, but not enough to be considered a class set.

There are currently 471 students enrolled at Watkins-Nance Elementary. The gender breakdown is evenly distributed with 246 males and 225 females. The size of the student body tends to vary significantly from year to year and within the period of each school term. Some of the fluctuation results from the transient nature of some residents of the school zone. There are at least two homeless shelters, The Family Shelter and St. Lawrence's Place, which send resident students to our school. Students housed in the homeless shelter normally tend to stay in the neighborhood, but many can move during the school year. Another reason we serve a lot of outside students is because of the assignment to the special education classes we have on site. Students are drawn primarily from the local school zone, but special education students attend the school based on their residence within an extended area determined by the district's special education department.

As of April 16th, 2024, the grade level's current enrollment are as follows: PreK:52 , K: 63, 1st: 78, 2nd: 75, 3rd: 68, 4th: 64, and 5th: 71.

Most students at the school are African American. Less than two percent are from other ethnic groups. Most Watkins-Nance students come from families that live near or below the poverty level. This is shown by the high rate of students who qualify for the Supplemental Nutrition Assistant Program. Many of the children live in subsidized housing developments situated in the school zone area with the largest two being the Colony Apartments & Palmetto Terrace.

Academic:
Teachers will be provided in depth training on breaking down standards. Teachers will create small groups based on focused skills provided by STAR report, and this small group instruction will be specific to the needs of each student. After-school groups will also be created based on individual student focus skills. Teachers will provide instruction and extra practice based on these focus skills. STAR reports will be shared with parents along with resources that can be used at home. Teachers provided with a 90 minute extended planning block weekly as of January 18th. Weekly PLC has been restructured to analyze assessment data in order to drive instructional needs across grade levels. We will continue our practice with Visible Learning, extending from Learning Intentions and Success Criteria to Student Clarity and understanding of Learner Dispositions. We have also started our work with "Literacy for Learning", which provides individualized support to teachers based on observations and assessment data. Finally, our reading and math interventionists are able to meet with Urgent Intervention students 3 to 5 days a week for 30 minutes. As it relates to Science, teachers will meet monthly with Science Consultant from the district level, as well as meeting with STEM consultant to assist with incorporating Science and STEM during ELA and Math instruction.

SC Ready 2022-23
ELA: 26%
Math: 15%

Data by grade level: Current Students

4th Grade:

ELA:

DN% 50.9

A% 27.3

M% 18.2

E% 3.6

Math:

DN% 60

A% 25.5

M% 10.9

E% 3.6

5th Grade:

ELA:

DN% 40.9

A% 28.8

M% 18.2

E% 12.1

Math:

DN% 62.1

A% 19.7

M% 13.6

E% 4.5

Science:

DN% 53

A% 30.3

M% 13.6

E% 3.0

Data by gender:

ELA: African American Male

DN% 53.2

A% 25.5

M% 14.9

E% 6.4

ELA: African American Female

DN% 41.9

A% 24.2

M% 25.8

E% 8.1

Data for students with disabilities:

SPED

DN% 83.3

A% 16.7

M% 0

E% 0

District Benchmark

Reading Proficiency

Fall Urgent Intervention	Winter Urgent Intervention	Fall Intervention	Winter Intervention	Fall On Watch	Winter On Watch	Fall At/Above	Winter At/Above	
	16%		24%		19%		41%	
25%	25%	28%	27%	9%	14%	39%	34%	Decrease 5%
0%	4%	0%	4%	15%	4%	85%	89%	Increase 4%
57%	57%	18%	26%	16%	17%	9%	0%	Decrease 9%

8%	10%	15%	10%	8%	28%	69%	51%	Decrease 18%
24%	28%	14%	16%	22%	23%	40%	33%	Decrease 7%
44%	44%	22%	22%	11%	14%	24%	20%	Decrease 4%
37%	38%	27%	13%	24%	27%	11%	23%	Increase 12%

Math Proficiency

Fall Urgent Intervention	Winter Urgent Intervention	Fall Intervention	Winter Intervention	Fall On Watch	Winter On Watch	Fall At/Above	Winter At/Above	
	23%		32%		19%		26%	
7%	13%	14%	13%	12%	21%	62%	54%	Decrease 8%
17%	22%	21%	18%	19%	19%	43%	40%	Decrease 3%
23%	22%	17%	22%	25%	12%	36%	43%	Increase 7%
46%	39%	23%	32%	12%	10%	19%	19%	
39%	32%	25%	24%	13%	10%	23%	32%	Increase 9%

STAR Assessment

ELA Star Performance

Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds	2024 GOAL

Third	(16) 32%	(22) 39%	(13) 26%	(17) 30%	(12) 24%	(11) 19%	(9) 18%	(7) 12%
Fourth	(33) 60%	(35) 59%	(9) 16%	(13) 22%	(5) 9%	(6) 10%	(8) 15%	(5) 8%
Fifth	(28) 45%	(26) 41%	(23) 37%	(23) 36%	(11) 18%	(11) 17%	(0) 0%	(4) 6%
TOTAL	(77) 46%	(83) 46%	(45) 27%	(53) 29%	(28) 17%	(28) 16%	(17) 10%	(16) 9%
		Same		Increase 2%		Decrease 1%		Decrease 1%

Math Performance

Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds	2024 GOAL
Third	(17) 33%	(22) 39%	(17) 33%	(13) 23%	(6) 12%	(16) 28%	(12) 23%	(6) 11%	
Fourth	(39) 70%	(42) 72%	(9) 16%	(11) 19%	(4) 7%	(2) 3%	(4) 7%	(3) 5%	
Fifth	(34) 56%	(35)56%	(17) 28%	(15) 24%	(7) 11%	(9) 15%	(3) 5%	(3) 5%	
TOTAL	(90) 53%	(99) 56%	(43) 25%	(39) 22%	(17) 10%	(27) 15%	(19) 11%	(12) 7%	
		Increase 3%		Decrease 3%		Increase 5%		Decrease 4%	

Attendance

The attendance section should contain the following information:

2022-23 School Year

Chronic Absenteeism (Students)

163/389 Chronic Absentees (41.9%)

Kindergarten (54.3%)

First Grade (45.1%)

African American

Male: 40.0% of students who are labeled Chronic Absent

Female: 44.8% of students who are labeled Chronic Absent

% Chronic Absentees by SPED

48.7%

Staff Attendance Rate

2022-23: 95.1

In order to improve overall attendance, Watkins-Nance is focused on educating parents and making sure they are clear are on the attendance requirements. We make sure that information is available to them both at school and online. For our students, we offer attendance incentives every nine weeks.

We do our best to check in with our teachers to see what needs they have. We know that teachers are more likely to come to work if they have supporting systems in place.

Parent, Family & Community Engagement

The parent, family, and community engagement section should contain the following:

· Parenting event data (number of participants, amount of funding per event, day and time of the event, whether the event was held in-person or virtually, etc.)

- Parent event survey results
- Barriers to engagement

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Watkins-Nance Elementary has active parent leadership committees. The Parent Advisory Council and NNPS Action Team for Partnerships meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

In addition to parent education sessions there are many other efforts that assist the school with engaging families and the community. The Parent and Family Engagement Specialist continuously meet one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and Guidance Counselors to ensure families are supported and informed.

Activity Date	Time	Type (Virtual/In Person/WTG)	Audience	# of Attendees	Topic	Main Speaker	Average Evaluation
8/14/2023	3:00pm-5:00pm	In Person	Parents/Students	86	Parent Orientation	NA	4.6
28-Aug-23	5:30pm-7:00pm	In Person	Parents/Students	33	Parent Pep Rally (Engaging Families)	Byron Garrett	3.8
13-Sep-23	7:30am-8:30am	In Person	Grantparents	123	Rise & Shine for Grandparents	NA	4.8
26-Sep-23	5:30pm-7:00pm	In Person	Parents/Students	58	STEM Night/Title I Annual Meeting	Staff	3.8 out of 4.0
18-Oct-23	On-Going	WTG	Parents/Students	NA	Goal Setting Handout	NA	NA
27-Oct-23	11:00am-4:00pm	In Person	Parents	39	Parent-Teacher Conference: Conf. Tips	Staff	4.6
8-Nov-23	5:30pm-6:30pm	In Person	Parents/Community	28	Data Launch (School Report Cards)	Staff	4.85
14-Nov-23	10:00am-1:00pm	In Person	Parents	178	Good Times: Launch at the Launch Pad	Staff	5
22-Nov-23	On-Going	WTG	Parents/Students	12	Recipes for Success	NA	4.9
5-Dec-23	5:30pm-7:00pm	In Person	Parents/Students	33	STEM Night	Stephanie Long	5
16-Dec-23	2:00pm-3:30pm	In Person	Parents/Students	8	Holiday Musical (Cluster Event)	Thelma Gordon	NA
4-Jan-24	8:30am-9:00am	In Person	Parents	7	Learn How Attendance Matters	Kimble	5
25-Jan-24	8:00am-9:30am	In Person	Parents/Community	22	Real Men Read	NA	NA
7-Feb-24	8:00am-9:55am	In Person	Parents/Students	65	Award Ceremony	Staff	4.8
2/28/2024	900am-10:00am	In Person	Parents	65	Black History Month Program	Staff	5
3/5/2024	5:30pm-7:00pm	In Person	Parents/Students	22	STEM Night	Stephine Long	4.7
3/19/2024	5:30pm-7:00pm	In Person	Parents/Students	153	Family Night (Cluster Event)	Staff/Students	NA
				76.25			4.83

The average number of attendees to parent and family engagement education sessions was 76.25 with the inclusions of district and cluster events. The data show that when events are held with student showcase, we have better parent involvement. Workshop-on-the-go activities yielded some participation. These activities included giving parents information, having them access the information and doing activities with their children. Parents were encouraged to send in examples of what they did with their child.

SURVEY RESULT SECTION

On average the score is 4.83 out of a 5.0. The surveys' data states that the activities that are being held is received well by the parents. The lower scores are from the questions; I feel invited to be a partner with the school in supporting my child’s learning and development and As a result of attending this event, I feel more motivated to try a new strategy with my child.

BARRIERS SECTION

Getting information out to parents through varies outlets, date and time of events, having time to attend, and willingness to participate. Piggy Backing off other events at the school is generating more parent participation than stand-alone events as stated.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) 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)

Fall 2023 KRA Assessment Data

Students Tested: 56

Overall Mean Score: 263.1

Emerging: 13 (23.3%0

Approaching: 34 (60.7%)

Demonstrating: 9 (16.1%)

Domain Performance

Social Foundations: Mean 274.7

Language and Literacy: Mean 261.3

Mathematics: Mean 259.9

Physical Well-Being and Motor Development: Mean 268.3

Fall 2023 Pre-Kindergarten MyIGDIs Early Numeracy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

~~ Watkins-Nance ~~

		Oral Counting			Number Naming			Quantity Comparison			1-to-1 Correspondence Counting		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Watkins-Nance	**Watkins-Nance**	**54**	**11.1**	**88.9**	**55**	**10.9**	**89.1**	**48**	**16.7**	**83.3**	**54**	**37.0**	**63.0**
Watkins-Nance	Davis Imani	18	0.0	100.0	18	0.0	100.0	18	11.1	88.9	18	5.6	94.4
Watkins-Nance	Gibbs Deandrea	17	23.5	76.5	17	35.3	64.7	17	29.4	70.6	16	93.8	6.3
Watkins-Nance	Potter Arnold Lillian	19	10.5	89.5	20	0.0	100.0	13	7.7	92.3	20	20.0	80.0

Fall 2023 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

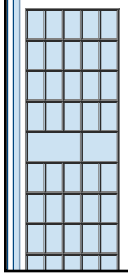
Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

~~ Watkins-Nance ~~

		Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong?		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Watkins-Nance	**Watkins-Nance**	**54**	**5.6**	**94.4**	**24**	**8.3**	**91.7**	**48**	**4.2**	**95.8**	**36**	**2.8**	**97.2**
Watkins-Nance	Davis Imani	18	0.0	100.0	10	0.0	100.0	17	5.9	94.1	11	0.0	100.0
Watkins-Nance	Gibbs Deandrea	17	5.9	94.1	8	12.5	87.5	16	0.0	100.0	12	0.0	100.0
Watkins-Nance	Potter Arnold Lillian	19	10.5	89.5	6	16.7	83.3	15	6.7	93.3	13	7.7	92.3

* Elementary/Middle (3-8)

	ELA Star Performance							
Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds
Third	(16) 32%	(22) 39%	(13) 26%	(17) 30%	(12) 24%	(11) 19%	(9) 18%	(7) 12%
Fourth	(33) 60%	(35) 59%	(9) 16%	(13) 22%	(5) 9%	(6) 10%	(8) 15%	(5) 8%
Fifth	(28) 45%	(26) 41%	(23) 37%	(23) 36%	(11) 18%	(11) 17%	(0) 0%	(4) 6%
TOTAL	(77) 46%	(83) 46%	(45) 27%	(53) 29%	(28) 17%	(28) 16%	(17) 10%	(16) 9%
		Same		Increase 2%		Decrease 1%		Decrease 1%
	Math Performance							
Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds
Third	(17) 33%	(22) 39%	(17) 33%	(13) 23%	(6) 12%	(16) 28%	(12) 23%	(6) 11%
Fourth	(39) 70%	(42) 72%	(9) 16%	(11) 19%	(4) 7%	(2) 3%	(4) 7%	(3) 5%
Fifth	(34) 56%	(35)56%	(17) 28%	(15) 24%	(7) 11%	(9) 15%	(3) 5%	(3) 5%
TOTAL	(90) 53%	(99) 56%	(43) 25%	(39) 22%	(17) 10%	(27) 15%	(19) 11%	(12) 7%
		Increase 3%		Decrease 3%		Increase 5%		Decrease 4%



* High School (9-12)

N/A

* Teacher/Administrator Quality

By 2029, Watkins-Nance will increase the teacherAttendance Report by 25%.

* School Climate

Watkins-Nance will increase communication between the Administration and Staff. The culture and climate will increase by 5%.

Other (such as school priorities)

BLAST Magnet Program will continue to keep enrollment above 95% over the next 5 years.

* Gifted and Talented

The Watkins-Nance AAP will increase by 15% over the next 5 years.

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 50% of students in grades 3-5 will score meets or exceeds on the SC READY English Language Arts and Math assessments.

PM 1.1 Increase the amount of students scoring Meets and Exceeds over the next five years.

Analysis of Actual vs. Projected Data:

ELA: 26% Meets or Exceed Math: 15% Meets or Exceeds Projected 2027 ELA: 30% Math: 30%

S 1.1.1 Professional Learning Community Agenda/Minutes Lesson Plans Data Notebooks Professional Learning Community Agenda/Minutes Lesson Plans Formative Assessments Leadership Notebooks Data Walls Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans

Evidence-Based Research:

Pressley, M. Comprehension Instruction: Research-Based Best Practices 11-27 (Guilford Press, 2002). Hattie, John. (2008). Visible Learning. Abingdon, Oxon: Routledge.

AS 1.1.1.1 Assessment Data Breakdown

Action Step:

1. The leadership team analyzes student data from assessments to discuss trends and determine appropriate instructional strategies/interventions for all grade levels. 2. Meeting with teachers individually to disaggregate data for instruction.

Person Responsible:

Reynard Jefferson

Estimated Begin Date:

6/3/2024

Estimated Completion Date:

6/1/2029

2 Student Achievement*

Performance Goal:

By 2029, 50% of students in 4th grade will score met or above on the state Science Assessment.

PM 2.1 Increase from 16.7% to 25%

Analysis of Actual vs. Projected Data:

Actual 16.7% Projected: 30%

S 2.1.1 Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans Lesson Plans Planning Team Minutes

Evidence-Based Research:

Tröhler, D., Meyer, H. D., Labaree, D. F. & Hutt, E. L. Accountability: antecedents, power, and processes. Teach. Coll. Rec. 116, 1-12 (2014). Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY, US: Routledge/Taylor & Francis Group.

AS 2.1.1.1 Science Assessment Improvement

Action Step:

Science PLO's Monthly STEM Integration Schoolwide Science Unit Integration Writing Science Summer PD for all Teachers BLAST Program Growth Field Studies Service Projects

Person Responsible:

Reynard Jefferson

Estimated Begin Date:

6/3/2024

Estimated Completion Date:

6/2/2029

3 Teacher/Administrator Quality*

Performance Goal:

By 2029, Watkins-Nance will reduce the percentage of teacher turnover by 25%.

PM 3.1 Increase teacher retention.

Analysis of Actual vs. Projected Data:

Actual 2022-23: 50% Turnover Rate Projected 2023-24: 15% Turnover Rate

S 3.1.1 Attendance Support Observations Check-Ins

Evidence-Based Research:

Goldhaber, Dan. "In schools, teacher quality matters most: today's research reinforces Coleman's findings." Education Next, vol. 16, no. 2, 2016, p. 56+. Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge

AS 3.1.1.1 Teacher Support

Action Step:

Weekly Teacher Check-Ins Teacher Observations Teacher Feedback Individual Teacher Meetings twice a year Support Groups Mentor Teachers

Person Responsible:

Reynard Jefferson

Estimated Begin Date:

6/3/2024

Estimated Completion Date:

6/1/2029

4 Student Achievement*

Performance Goal:

By 2029, 60% of students will score at the 50% SGP on the Spring Administration of the STAR assessment.

PM 4.1 Increase the amount of students meeting 50% SGP by 25% by 2027.

Analysis of Actual vs. Projected Data:

Actual: ELA 59% Typical Growth or Higher Math 47% Typical Growth or Higher Projected: ELA 65% Math 55%

S 4.1.1 STAR Assessment

Evidence-Based Research:

[Irene C. Fountas and Gay Su Pinnell]. (2010). Fountas & Pinnell benchmark assessment system 1. Grades K-2, levels A-N. Portsmouth, NH :Heinemann, Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2001). Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, N.H: Heinemann.

AS 4.1.1.1 Data Analysis of Assessments

Action Step:

Select appropriate assessments Analyze assessment data Discuss Trends Create and Share Instructional Strategies

Person Responsible:

Reynard Jefferson

Estimated Begin Date:

6/3/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.2 Intervention

Action Step:

Ensure teachers have the knowledge, time, and support to provide intervention to all students on a daily basis. To create intervention groups based on focus skills from the STAR assessment. Provide parents with strategies that are specific to their child's needs.

Person Responsible:

Reynard Jefferson

Estimated Begin Date:

6/3/2024

Estimated Completion Date:

6/1/2029

5 Student Achievement

Performance Goal:

By 2029, Watkins-Nance Pre-K students will increase KRA scores by 10%.

PM 5.1 By 2027, PreK KRA scores will increase by 5%.

Analysis of Actual vs. Projected Data:

KRA Overall Mean 263 KRA Overal Mean Projected: 276

S 5.1.1 KRA Scores

Evidence-Based Research:

[Irene C. Fountas and Gay Su Pinnell]. (2010). Fountas & Pinnell benchmark assessment system 1. Grades K-2, levels A-N. Portsmouth, NH :Heinemann, Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2001). Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, N.H: Heinemann.

AS 5.1.1.1 Pre-K KRA scores

Action Step:

Connect with THRIVE Richland in order to gather and share resources with parents. Plan and host parent engagement events throughout the school year.

Person Responsible:

Reynard Jefferson

Estimated Begin Date:

6/3/2024

Estimated Completion Date:

6/1/2029

6 School Climate*

Performance Goal:

By 2029, Watkins-Nance Elementary will increase communication between the administration and staff. Culture and climate will increase by 15%.

PM 6.1 By the end of the 24-25 school year, the Watkins-Nance teacher climate survey will show a 10% increase from the previous climate survey.

Analysis of Actual vs. Projected Data:

The teachers will complete the school climate survey sharing their thoughts about the climate of the school.

S 6.1.1 Teacher Climate Surveys

Evidence-Based Research:

attie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge. Astor, R. A., Benbenishty, R. (2018). Bullying, school violence, and climate in evolving contexts: Culture, organization and time. New York, NY: Oxford University Press. Konold, T., Cornell, D., Jia, Y., & Malone, M. (2018). School Climate, Student Engagement, and Academic Achievement: A Latent Variable, Multilevel Multi-Informant Examination. AERA Open. https://doi.org/10.1177/2332858418815661

AS 6.1.1.1 Teacher Surveys Quarterly

Action Step:

Teachers will be given quarterly surveys to gauge their thoughts and feelings on the climate and functioning of the school. Teachers will also be allowed to share areas of improvement and plan to improve those areas.

Person Responsible:

Reynard Jefferson

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2025

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) 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**
	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 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**
	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.
* Yes	**Technology**
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	**Innovation**
	The school funds 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 such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes	**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.

* No	**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.
* Yes	**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.

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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	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) Public School - School Renewal Plan - Rev 0

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

Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - Watkins-Nance Elementary (4001092) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

1. Plan Information and stakeholders	Approved	Pat Ciccantelli	9/5/2024 9:17:13 AM
1.01 Information is complete and appropriate.			
2. Needs Assessment	Approved	Pat Ciccantelli	9/5/2024 9:17:13 AM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved	Pat Ciccantelli	9/5/2024 9:17:13 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.			
4. Read to Succeed	Not Applicable	Pat Ciccantelli	9/5/2024 9:17:13 AM
4.01 Responses are complete, thorough and appropriate.			
5. Assurances	Approved	Pat Ciccantelli	9/5/2024 9:17:13 AM
5.01 Responses are complete, thorough and appropriate			
6. Related Documents	Not Applicable	Pat Ciccantelli	9/5/2024 9:17:13 AM
6.01 If applicable, uploaded documents are correct and appropriate.			