

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Hyatt Park Elementary (4001042) Public School - School Renewal Plan - Rev 0[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
10/28/2024 2:41:05 PM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
10/23/2024 11:51:34 AM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
10/23/2024 11:51:30 AM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
10/23/2024 11:51:26 AM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
9/13/2024 4:01:34 PM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
9/12/2024 2:52:16 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
9/12/2024 2:36:30 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
9/12/2024 2:36:24 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
9/3/2024 10:51:00 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
4/12/2024 3:48:49 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/12/2024 3:48:43 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/12/2024 3:48:35 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
4/12/2024 3:46:06 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/8/2024 12:11:53 PM	Danielle Reilly	Status changed to 'School Renewal Plan Completed'.	S
3/25/2024 1:00:26 PM	Carol Miner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 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 - Hyatt Park Elementary (4001042) 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

CSI 

School Plan Contact Information

* Name

Danielle Reilly

* Phone

8037353421

* Email

danielle.reilly@richlandone.org


* Principal's Name

Danielle Reilly

* 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 - Hyatt Park Elementary (4001042) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Danielle Reilly
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Teacher

Name	*	Tyler Grant
Name	*	Katina Blackmon
Name	*	Katara Stafford

Parent/Guardian

Name	*	Latisha Watts
Name	*	Kelicea Allen-Samuels

Community Member

Name	*	Kelley Mcswain
Name	*	Ralph Schmidt

School Level Administrators

Name	*	Bridget Allison
Name	*	Ashanda Merritt

School Read to Succeed Literacy Leadership Team Lead

Name	*	Jessica Wilkins
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School Read to Succeed Literacy Leadership Team Member

Name	*	Latasha Robinson
Name	*	Jessica Green
Name	*	Shayla Williams

School Improvement Council Member(s)		
Name	*	Yumi Weathersbee

School Gifted and Talented Coordinator		
Name	*	Ericka Boston

School Federal Programs Coordinator		
Name	*	Stephanie Casna

Other Stakeholders	
Position	Name

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

Hyatt Park Mission:

We are Hyatt Park and we strive to foster respect, cultivate an optimal learning environment, inspire academic achievement, and promote personal and community responsibility for all of our students.

Hyatt Park Values:

Students at Hyatt Park will be engaged, persevere, and will take ownership of their learning from this week forward. Our posters have arrived! They will need to be displayed in every class. Please begin to teach the students about your Learning Dispositions.

Hyatt Park Vision:

All students at Hyatt Park will have the opportunity to learn in a safe environment where the students are surrounded by love and high expectations.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Hyatt Park Elementary (4001042) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA0Mg>

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

ELA Fact Finding and Analysis

According to the Star Data from the 2023-2024 school year, students at Hyatt Park took the Star Benchmark assessment in Reading. This data would be considered formative. Scores calculated below include the following:

The total number of students tested in grades 3-5 that are in urgent need of intervention, intervention, on watch, and at/above benchmark. The same categories are reported for grades K-5. Subgroup/demographics are reported which include gender, race, special education, gifted and talented, and pupil in poverty. This report also looked at State Benchmark Projections for each of the grade levels and the subgroups/demographics and what their projections would be in the Winter of 2024.

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	250	108	43.2	62	24.8	80	32.0	142	56.8
Grades 3-5	126	47	37.3	27	21.4	52	41.3	79	62.7
Grade K	39	18	46.2	9	23.1	12	30.8	21	53.8
Grade 1	45	25	55.6	15	33.3	5	11.1	20	44.4
Grade 2	40	18	45.0	11	27.5	11	27.5	22	55.0
Grade 3	36	17	47.2	9	25.0	10	27.8	19	52.8
Grade 4	43	17	39.5	9	20.9	17	39.5	26	60.5
Grade 5	47	13	27.7	9	19.1	25	53.2	34	72.3
Male	117	53	45.3	25	21.4	39	33.3	64	54.7
Female	133	55	41.4	37	27.8	41	30.8	78	58.6
African-American	237	104	43.9	60	25.3	73	30.8	133	56.1
Other Race	13	4	30.8	2	15.4	7	53.8	9	69.2
African-American Male	111	50	45.0	25	22.5	36	32.4	61	55.0
African-American Female	126	54	42.9	35	27.8	37	29.4	72	57.1
Other Race Male	6	3	50.0	0	0.0	3	50.0	3	50.0
Other Race Female	7	1	14.3	2	28.6	4	57.1	6	85.7
Multilingual	0	N	N	N	N	N	N	N	N
Not Multilingual	250	108	43.2	62	24.8	80	32.0	142	56.8
Special Education	16	10	62.5	3	18.8	3	18.8	6	37.5
Not Special Education	234	98	41.9	59	25.2	77	32.9	136	58.1
Gifted/Talented Academic (State and Local)	20	10	50.0	4	20.0	6	30.0	10	50.0
Not Gifted/Talented Academic (State and Local)	230	98	42.6	58	25.2	74	32.2	132	57.4
Pupil in Poverty	240	104	43.3	61	25.4	75	31.3	136	56.7
Not Pupil in Poverty	10	4	40.0	1	10.0	5	50.0	6	60.0

According to the Star Data from the 2023-2024 school year, students at Hyatt Park took the Star Benchmark assessment in Math. Scores calculated below include the following:

The total number of students tested in grades 3-5 that are in urgent need of intervention, intervention, on watch, and at/above benchmark. The same categories are reported for grades K-5. Subgroup/demographics are reported which include gender, race, special education, gifted and talented, and pupil in poverty. This report also looked at State Benchmark Projections for each of the grade levels and the subgroups/demographics and what their projections would be in the Winter of 2024.

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	218	82	37.6	67	30.7	69	31.7	136	62.4
Grades 3-5	127	52	40.9	39	30.7	36	28.3	75	59.1
Grade K	1	N	N	N	N	N	N	N	N
Grade 1	44	11	25.0	13	29.5	20	45.5	33	75.0
Grade 2	46	19	41.3	15	32.6	12	26.1	27	58.7
Grade 3	36	16	44.4	13	36.1	7	19.4	20	55.6
Grade 4	44	26	59.1	10	22.7	8	18.2	18	40.9
Grade 5	47	10	21.3	16	34.0	21	44.7	37	78.7
Male	98	39	39.8	28	28.6	31	31.6	59	60.2
Female	120	43	35.8	39	32.5	38	31.7	77	64.2
African-American	206	77	37.4	63	30.6	66	32.0	129	62.6
Other Race	12	5	41.7	4	33.3	3	25.0	7	58.3
African-American Male	93	39	41.9	26	28.0	28	30.1	54	58.1
African-American Female	113	38	33.6	37	32.7	38	33.6	75	66.4
Other Race Male	5	0	0.0	2	40.0	3	60.0	5	100.0
Other Race Female	7	5	71.4	2	28.6	0	0.0	2	28.6
Multilingual	0	N	N	N	N	N	N	N	N
Not Multilingual	218	82	37.6	67	30.7	69	31.7	136	62.4
Special Education	15	8	53.3	2	13.3	5	33.3	7	46.7
Not Special Education	203	74	36.5	65	32.0	64	31.5	129	63.5
Gifted/Talented Academic (State and Local)	20	12	60.0	4	20.0	4	20.0	8	40.0
Not Gifted/Talented Academic (State and Local)	198	70	35.4	63	31.8	65	32.8	128	64.6
Pupil in Poverty	208	80	38.5	65	31.3	63	30.3	128	61.5
Not Pupil in Poverty	10	2	20.0	2	20.0	6	60.0	8	80.0

In the 2022-2023 school year, students in grades 3-5 took the SC Ready ELA and SC Ready ELA assessment. The following data is how each grade level performed on SC Ready ELA.

Grade	Number Tested	Dose Not Meet	Approaches	Meets/Exceeds
3	58	55.2%	22.4%	22.4%
4	60	26.7%	48.3%	25%

5	57	52.6%	36.8%	10.5%
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In the 2022-2023 school year, students in grades 3-5 took the SC Ready Math and SC Ready Math assessment. The following data is how each grade level performed on SC Ready Math

Grade	Number Tested	Does Not Meet	Approaches	Meets/Exceeds
3	56	50%	25%	25%
4	59	52.5%	37.3%	10.2%
5	57	56.1%	38.6%	5.3%

According to the 2023 school year data on SC Pass, the 4th grade students at Hyatt Park only had 6.6% of the students that scored as Met.

Grade	Does Not Meet	Approaches	Meets/Exceeds
4	61.7%	33.3%	5.0%

According to the Kindergarten Readiness Assessment which is administered in the beginning of the school year, our students scored the following in the 2023 school year:

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	36.7	35.5	44.7	44.9	37.5	-7.4	0.8
Approaching	50.0	50.0	42.1	49.0	33.9	-15.1	-16.1
Demonstrating	13.3	14.5	13.2	6.1	28.6	22.5	15.3

MyIGDIS: Individual Growth & Development Indicators (IGDIs) is an early childhood assessment and school-readiness assessment and screening tool 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	41.9	NA	44.4	40.0	58.8	18.8	16.9
Picture Naming	25.6	NA	16.7	15.2	22.9	7.7	-2.7
Rhyming	19.5	NA	33.3	28.1	24.2	-3.9	4.7
Sound Identification	23.3	NA	44.4	33.3	29.4	-3.9	6.1
Which One Doesn't Belong	26.2	NA	29.4	29.0	45.5	16.5	19.3

Numeracy Rating / Index	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
Oral Counting	25.6	NA	NA	45.5	76.5	31.0	50.9
Number Naming	26.2	NA	NA	54.5	26.5	-28.0	0.3
Quantity Comparison	62.8	NA	NA	59.4	32.4	-27.0	-30.4
1-to-1 Correspondence Ct.	47.6	NA	NA	56.3	67.6	11.3	20.0

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Hyatt Park Elementary (4001042) 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)

According to the Kindergarten Readiness Assessment which is administered in the beginning of the school year, our students scored the following in the 2023 school year:

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	36.7	35.5	44.7	44.9	37.5	-7.4	0.8
Approaching	50.0	50.0	42.1	49.0	33.9	-15.1	-16.1
Demonstrating	13.3	14.5	13.2	6.1	28.6	22.5	15.3

Here is a breakdown of the Star Winter Data for Math from the Winter Assessment during the 2023 school year.

Teacher Information		Total Tested Both Administrations	Growth Level							
			Low		Typical		High		Typical or High	
Grade	Teacher	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
K		1	0	0.0	0	0.0	1	100.0	1	100.0
K		0	0	N	0	N	0	N	0	N
K		0	0	N	0	N	0	N	0	N
1		24	7	29.2	9	37.5	8	33.3	17	70.8
1		20	4	20.0	4	20.0	12	60.0	16	80.0
2		24	11	45.8	8	33.3	5	20.8	13	54.2
2		21	7	33.3	7	33.3	7	33.3	14	66.7

Here is a breakdown of the Star Winter Data for ELA from the Winter Assessment during the 2023 school year.

Teacher Information		Total Tested Both Administrations	Growth Level							
			Low		Typical		High		Typical or High	
Grade	Teacher	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
K		18	7	38.9	7	38.9	4	22.2	11	61.1
K		0	0	N	0	N	0	N	0	N
K		21	11	52.4	2	9.5	8	38.1	10	47.6
1		24	16	66.7	5	20.8	3	12.5	8	33.3
1		21	9	42.9	10	47.6	2	9.5	12	57.1
2		18	9	50.0	4	22.2	5	27.8	9	50.0
2		21	9	42.9	6	28.6	6	28.6	12	57.1
2		1	0	0.0	1	100.0	0	0.0	1	100.0
2		0	0	N	0	N	0	N	0	N

MyIGDIS: Individual Growth & Development Indicators (IGDIs) is an early childhood assessment and school-readiness assessment and screening tool 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	41.9	NA	44.4	40.0	58.8	18.8	16.9
Picture Naming	25.6	NA	16.7	15.2	22.9	7.7	-2.7
Rhyming	19.5	NA	33.3	28.1	24.2	-3.9	4.7
Sound Identification	23.3	NA	44.4	33.3	29.4	-3.9	6.1
Which One Doesn't Belong	26.2	NA	29.4	29.0	45.5	16.5	19.3

Numeracy Rating / Index	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
Oral Counting	25.6	NA	NA	45.5	76.5	31.0	50.9
Number Naming	26.2	NA	NA	54.5	26.5	-28.0	0.3
Quantity Comparison	62.8	NA	NA	59.4	32.4	-27.0	-30.4
1-to-1 Correspondence Ct.	47.6	NA	NA	56.3	67.6	11.3	20.0

Additional MyIGIDs data:

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
Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
31	19.4	80.6	18	16.7	83.3	28	39.3	60.7	29	24.1	75.9
11	9.1	90.9	9	11.1	88.9	11	36.4	63.6	9	11.1	88.9
0	N	N	0	N	N	0	N	N	0	N	N
20	25.0	75.0	9	22.2	77.8	17	41.2	58.8	20	30.0	70.0

* Elementary/Middle (3-8)


SC Ready ELA, Math, and Science Scores -2023

SC READY

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 Studies 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	53.7	NA	67.5	66.3	44.6	-21.7	-9.1
Approaches	30.3	NA	24.1	23.1	36.0	12.9	5.7
Meets	13.1	NA	7.2	8.3	16.0	7.7	2.9
Exceeds	2.9	NA	1.2	2.4	3.4	1.0	0.5
Math							
Does Not Meet	52.8	NA	68.7	62.7	52.9	-9.8	0.1
Approaches	30.0	NA	24.7	25.4	33.7	8.3	3.7
Meets	12.2	NA	6.0	11.2	11.6	0.4	-0.6
Exceeds	5.0	NA	0.6	0.6	1.7	1.1	-3.3
Science¹							
Does Not Meet	64.2	NA	84.6	80.3	61.7	-	-
Approaches	23.9	NA	12.8	13.1	33.3	-	-
Meets	10.4	NA	0.0	6.6	3.3	-	-
Exceeds	1.5	NA	2.6	0.0	1.7	-	-

Star Winter Scores ELA:

		Low		Typical		High				
3		11	4	36.4	3	27.3	4	36.4	7	63.6
3		1	1	100.0	0	0.0	0	0.0	0	0.0
3		13	6	46.2	4	30.8	3	23.1	7	53.8
3		11	7	63.6	2	18.2	2	18.2	4	36.4
3		1	0	0.0	0	0.0	1	100.0	1	100.0
4		41	17	41.5	8	19.5	16	39.0	24	58.5
4		4	2	50.0	0	0.0	2	50.0	2	50.0
4		0	0	N	0	N	0	N	0	N
4		2	0	0.0	1	50.0	1	50.0	2	100.0
5		5	4	80.0	1	20.0	0	0.0	1	20.0
5		0	0	N	0	N	0	N	0	N
5		47	13	27.7	9	19.1	25	53.2	34	72.3

Star Winter Scores Math:

Low Typical High

3		12	5	41.7	4	33.3	3	25.0	7	58.3
3		4	4	100.0	0	0.0	0	0.0	0	0.0
3		13	7	53.8	5	38.5	1	7.7	6	46.2
3		10	4	40.0	3	30.0	3	30.0	6	60.0
3		1	0	0.0	1	100.0	0	0.0	1	100.0
4		8	5	62.5	2	25.0	1	12.5	3	37.5
4		42	25	59.5	9	21.4	8	19.0	17	40.5
4		0	0	N	0	N	0	N	0	N
4		2	1	50.0	1	50.0	0	0.0	1	50.0
5		47	10	21.3	16	34.0	21	44.7	37	78.7
5		5	2	40.0	2	40.0	1	20.0	3	60.0
5		0	0	N	0	N	0	N	0	N

* High School (9-12)

Not applicable.

* Teacher/Administrator Quality

Teachers and administrators continue a climate of learning via professional development opportunities offered inside and outside of the district.

There are 35 certified teachers and 18 classified employees. In addition to the basic curriculum, Hyatt Park Elementary offers Spanish, strings, chorus, AVID, day tutoring, and an extended day program. The students have regularly scheduled time for media services, music, art, Spanish, and physical education. Hyatt Park Elementary School's faculty and staff continue to be committed to overcoming barriers and ensuring that our students attain high academic standards. Each year, we review and evaluate identified strategies in three focused areas: 1) direct instruction, 2) learner outcomes, and 3) supplemental instruction.

The Hyatt Park Elementary School staff is committed to excellence and continuous improvement for our students. We operate with one vision, one mission, and one common purpose to ensure that all of our students receive a high quality education.

* School Climate

School climate remains a very positive and safe learning environment for all stakeholders.

Hyatt Park Elementary is a data driven school. Teachers analyzed data from student performances on district assessments, STAR Reading & STAR Math, and Mastery Connect summary reports to determine students' achievement levels and to implement strategies to move them to the next level. Numerous programs are held to improve parental involvement and to provide parents with literacy strategies to work with their children at home. The school continues efforts to enhance students "Take Home" book resources to assist students and parents in building their home libraries. Literacy is one of the district's initiatives along with students reading by the time they get to third grade. Therefore, we will continue to provide increased literacy opportunities for our students at the school and in their communities.

We have numerous business partners working with the students directly and indirectly providing services to include the University of South Carolina, Lenoir Rhyne University, Absolute Total Care, First Steps, United Way of the Midlands, PRISMA Health, Columbia International University. Weekly services will continue in the fall to include the Combat Veterans Association, Reading Matters volunteers, A Little Bit of Hope, Refuge Temple Church, and Midlands Reading Consortium tutoring program.

The data presented below is a summary of the 2023 surveys completed by teachers and students.

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	31	156	Data N/A
Percent satisfied with learning environment	87.1%	91.2%	Data N/A
Percent satisfied with social and physical environment	83.3%	90.3%	Data N/A
Percent satisfied with school-home relations	71.0%	95.3%	Data N/A

Additional Information

	<u>Our School</u>	<u>Change from Last Year</u>
Percent of students served by gifted and talented program	0.6	Down from 1.2
Percent of students retained	0.3	No change
Principal's/Superintendent's/Director's years at school/district	1	Down from N/AV
Chronic Absenteeism Rate (Note: Data are from prior school year)	25.0	Up from 21.2

Other (such as school priorities)

* Gifted and Talented

Our school provides support for gifted and talented students identified by the State on a weekly basis at the school site for students in grades 3rd, 4th, and 5th.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 40% of students in grade 3-5 will score met or exemplary in English Language Arts as measured by SC Ready.

PM 1.1 By the Spring of 2029, students scoring met or exemplary in English Language Arts will increase to 40% proficiency as measured by SC Ready.

Analysis of Actual vs. Projected Data:

Actual data: ELA- 20.6% Proficient (2023) Projected Data: ELA -24.48 % (2025) 28.36 % (2026) 32.24 % (2027) 36.12 % (2028) 40.0 % (2029)

S 1.1.1 Teacher Lesson Plans *Classroom Walkthroughs, Data Notebooks, District Data *PLC Agendas/Sign-In Sheets, True North Logic, AVID 3-5th, Data , Student Journals, Analysis Reports

Evidence-Based Research:

According to Richmand (2014), In order to ensure that the student is given clear and precise instructions, it becomes necessary to align instruction with standards. Standards ensure better accountability - holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track (Richmond, 2014). Furthermore, standards based instruction helps guide the planning, implementation, and assessment of student learning (Miller, 2013). The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Miller (2013) noted that it is important for teachers follow standards based instruction to ensure that their students meet the demands targeted.

AS 1.1.1.1 Standards based Lesson plans

Action Step:

Teachers will create standards based lesson plan that will include all components of the Districts Balanced Literacy Framework.

Person Responsible:

Classroom Teachers, Reading Coach, CRT, Reading Interventionist, Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$0.00

AS 1.1.1.2 Professional Development

Action Step:

Teachers will attend PD/ Professional Learning Opportunities that will enable them to implement and apply reading strategies to reinforce South Carolina Career Readiness Standards.

Person Responsible:

Classroom Teachers, CRT, Reading Coach, Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$5,000.00

AS 1.1.1.3 Questioning

Action Step:

Teachers will use rigorous questioning to build higher order thinking skills (DOK). There is a section built into teacher lesson plans where teachers can script out the questions that they are planning to ask.

Person Responsible:

Classroom Teachers, CRT, Reading Coach, Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.4 Data Analysis

Action Step:

Teachers will analyzing longitudinal data for evidence of increased student achievement on collaborate reading/ writing assessments.

Person Responsible:

Administration, CRT, Reading Coach, Reading Interventionist

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.5 Extended Collaboration Time

Action Step:

Provide teachers extended collaboration time for vertical articulation and planning.

Person Responsible:

CRT, Reading Coach, Reading Interventionist

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

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

AS 1.1.1.6 After School Program

Action Step:

Provide Comprehensive Remediation Program (CRP) for selected students in grade 3-5 based on SC ready results and the priority list.

Person Responsible:

Classroom Teachers, CRT, Reading Coach, District, Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Other	Other	District Funds	\$50,000.00

S 1.1.2 Teacher Lesson Plans *Classroom Walkthroughs, Data Notebooks, District Data *PLC Agendas/Sign-In Sheets, True North Logic, AVID 3-5th, Data , Student Journals, Analysis Reports

Evidence-Based Research:

According to Richmand (2014), In order to ensure that the student is given clear and precise instructions, it becomes necessary to align instruction with standards. Standards ensure better accountability - holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track (Richmond, 2014). Furthermore, standards based instruction helps guide the planning, implementation, and assessment of student learning (Miller, 2013). The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Miller (2013) noted that it is important for teachers follow standards based instruction to ensure that their students meet the demands targeted.

2 Student Achievement*

Performance Goal:

By 2029, 40% of students in grade 3-5 will score met or exemplary in Math as measured by SC Ready.

PM 2.1 By 2025, students scoring met or exemplary in Math will increase by 5.12 points as measured by SC Ready.

Analysis of Actual vs. Projected Data:

Actual data: Math (2023) 14.4% Projected Data: Math 2025- 19.52% 2026- 24.64% 2027- 29.76% 2028- 34.88% 2029- 40.00%

S 2.1.1 *Observations *True North Logic *Lesson Plans *Classroom Walkthroughs *Conference Agendas *Request to attend forms *Lab Classrooms

Evidence-Based Research:

According to Richmond (2014), In order to ensure that the student is given clear and precise instructions, it becomes necessary to align instruction with standards. Standards ensure better accountability - holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track (Richmond, 2014). Furthermore, standards based instruction helps guide the planning, implementation, and assessment of student learning (Miller, 2013). The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Miller (2013) noted that it is important for teachers follow standards based instruction to ensure that their students meet the demands targeted.

AS 2.1.1.1 District Math Implementation

Action Step:

Teachers will create standard based lesson plan that will include all components of the District's Math implementation

Person Responsible:

Classroom Teachers, CRT, Math Coach, Administraton

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,500.00

AS 2.1.1.2 Professional Development

Action Step:

Teachers will attend PD/ Professional Learning Opportunities what will enable them to implement and apply mathematical strategies to reinforce South Carolina Career Readiness Standards.

Person Responsible:

Classroom Teachers, CRT, Math Coach, Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$5,000.00

AS 2.1.1.3 Vertical Articulation

Action Step:

Provide teachers extended collaboration time for vertical articulation and planning to analyze longitudinal data for evidence of increased student achievement on math assessments.

Person Responsible:

Administration, CRT, Classroom Teachers, Math Coach

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

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

AS 2.1.1.4 After School Program

Action Step:

Provide Comprehensive Remediation Program (CRP) for selected students in grades3-5 based on SC ready results.

Person Responsible:

Classroom teachers, CRT, District, Math Coach, Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Other	Other	District Funds	\$50,000.00

AS 2.1.1.5 Questioning

Action Step:

Teachers will use rigorous questioning to build higher order thinking skills (DOK)

Person Responsible:

Classroom Teachers, CRT, Math Coach, Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

3 Student Achievement*

Performance Goal:

By 2029, 40% of students will score meets or exceeds on the SC READY Science Assessment.

PM 3.1 By 2029, 40% of the students will score meets or exceeds on the SC READY Science Assessment.

Analysis of Actual vs. Projected Data:

Actual: 3.6% proficient Projected Data: (2025) 10.88% (2026) 18.16% (2027) 25.44% (2028) 32.72% (2029) 40.00%

§ 3.1.1 Teacher observations, interim scores, common formative assessment data, lesson plans, science labs.

Evidence-Based Research:

According to Richmond (2014), In order to ensure that the student is given clear and precise instructions, it becomes necessary to align instruction with standards. Standards ensure better accountability - holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track (Richmond, 2014). Furthermore, standards based instruction helps guide the planning, implementation, and assessment of student learning (Miller, 2013). The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Miller (2013) noted that it is important for teachers follow standards based instruction to ensure that their students meet the demands targeted.

AS 3.1.1.1 Designated Science Lab Time

Action Step:

100% of students in grades K-5 will have access to the Science Lab and will participate in monthly science lab/STEM activities.

Person Responsible:

Science Lab Manager/ Teachers

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Additional Targeted Support and Improvement (ATSI)	Additional Targeted Support and Improvement (ATSI)	None	\$0.00

AS 3.1.1.2 Teachers will create standards based lesson plan that will include all components of the district's Science Framework

Action Step:

PLO will occur on a quarterly basis for teachers so they can implement the Science standards with fidelity.

Person Responsible:

Danielle Reilly

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

AS 3.1.1.3 Common Formative Assessment Analysis

Action Step:

Teachers will analyzing longitudinal data for evidence of increased student achievement on collaborate on science assessments.

Person Responsible:

Danielle Reilly

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, teacher turnover will reduce to 15% or lower at Hyatt Park Elementary School.

PM 4.1 By 2029, there will be a 15% or less reduction in teacher turnover at Hyatt Park.

Analysis of Actual vs. Projected Data:

Actual Data: 24.2% of teacher turnover was reported in 2023 Projected Data: 2025- 22.36% 2026- 20.52% 2027- 18.68% 2028- 16.84% 2029- 15.00%

S 4.1.1 *Surveys/Observation *Summer Institute (TSI) * School-Based Induction Program * School-Based Mentor Program *Walkthroughs * Ron Clark House System * Increase achievement on test scores *Decrease behaviors (ABE) *ABE Reports *PBIS Celebrations *RI & MI/ BAS Data *Surveys/Observation *Summer Institute (TSI) * Increase achievement on test scores *Decrease behaviors (ABE) *ABE Reports

Evidence-Based Research:

The effects of teacher-student relationships is key to working with all students, especially students from low socioeconomic households. Teachers play an important role in the trajectory of students throughout their formal schooling experience (Baker, Grant, & Morlock, 2008).

AS 4.1.1.1 School-Based Induction and Mentoring Program

Action Step:

Teachers in their first two years of teaching at Hyatt Park will participate in a school-based induction program. These will occur on monthly basis and will give new teachers the opportunity to build relationships with each other, get to know school, and get to build supportive relationships with administrators and support staff.

Person Responsible:

Danielle Reilly

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

AS 4.1.1.2 Culture and Climate Surveys

Action Step:

All staff will have the opportunity to take quarterly surveys about the culture and climate at Hyatt Park. Additionally, staff will have the opportunity to rate professional development to ensure we continue to offer PD based on teachers' needs. This will help to foster teacher efficacy and lower the intention to resign.

Person Responsible:

Teachers and Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

AS 4.1.1.3 Ron Clark House System Integration

Action Step:

100% of the staff will join one of the four houses and remain in that house throughout the entire year. Being a part of the house will help build connectiveness to different student and staff members. Additionally, integrating the House System will give both teachers and students the opportunity to take on leadership roles within the school and work toward a common goal. Helping to foster a sense of belonging will help to reduce teacher isolation and lower the intention to resign among educators.

Person Responsible:

Danielle Reilly

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

AS 4.1.1.4 Alternative Route Certification Institute

Action Step:

In addition to the Induction and Mentoring programs for teachers new to Hyatt Park, we will host a special session for our alternative route, international, and teachers working certification. We will address topics such as classroom management, building and fostering relationships with parents and students, and SC DOE requirements/mandates as it relates to certification. These particular teachers will have consistent check-ins with administrators to ensure they feel supported and that we are truly investing in them.

Person Responsible:

Danielle Reilly

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

5 School Climate*

Performance Goal:

By 2029, all stakeholders will participate in school professional development, activities and programs that promote a climate of excellence with high expectations.

PM 5.1 By 2029, 100% of the teachers at Hyatt Park will continue to receive professional development opportunities with research-based instructional practices to help support teaching and learning.

Analysis of Actual vs. Projected Data:

Actual Data: 100% of teachers participate in professional learning opportunities throughout the school year in ELA, Math, science, Projected Data: 100% of teachers will continue to participate in PLO throughout the school year that focuses on research-based instructional strategies to help support teaching and learning.

S 5.1.1 School activities: Back to School Bash, Walk to School Day, Parent Pow Wows, Math & Literacy Nights, Sign in Logs, Agendas Attendance at Training, Surveys, Observations, Walkthroughs, ABE Reports, PBIS Celebrations Meeting Agendas; District Pacing Guide, AVID Binders, Grade level community meetings, Walkthrough observations, Star Data

Evidence-Based Research:

The powerful way to raise student achievement is through professional learning (Killion, 2012). More than ever before, Hattie (2009), mentioned that students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. At the same time the expectations for student achievement are being raised, the student population in schools is becoming increasingly diverse. This means the need for effective professional development for schools and teachers is critical. Research by Killion (2012) has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers. Significant and sustainable change in practice is an ongoing process and it takes time to implement and reflect on new practices. Current research shows that intensive ongoing professional development for administrators and teachers leads to an increase in student achievement (Killion, 2012). According to Dominia (2005), schools who focus on parent engagement often see a profound change in their classrooms. The more parents involved in their children's education, the better their entire class's motivation, behavior, and grades become. Encouraging parent engagement is more than common courtesy. It's one of the best ways to create a positive learning environment for every student. To create a community built on parent-teacher relationships in your school, find out what parent engagement is and how to nurture it (Domina, 2005).

AS 5.1.1.1 Professional Learning- Visible Learning

Action Step:

100% of the certified staff will participate in learning walks and have opportunities to implement visible learning strategies.

Person Responsible:

Administrators, CRT, Reading Coach

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$13,000.00

AS 5.1.1.2 Strategy Implementation

Action Step:

Teachers will apply Visible Learning, AVID, and other professional learning strategies throughout the year with their instructional practices.

Person Responsible:

Administration

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 5.1.1.3 Ron Clark House System

Action Step:

Every staff member, certified, classified, cafeteria staff, custodia, etc...will be a part of the House System. This will help foster a collaborative culture at Hyatt Park and give every person the opportunity to work toward a common goal. Being a part of the House System will help staff members get to know each other outside of their department and decrease isolationism.

Person Responsible:

All Staff members

Estimated Begin Date:

4/30/2024

Estimated Completion Date:

4/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$2,000.00

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))**

* <input type="text" value="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).
* <input type="text" value="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).
* <input type="text" value="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.
* <input type="text" value="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.
* <input type="text" value="Yes"/> ▼	Technology
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* <input type="text" value="Yes"/> ▼	Innovation
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* <input type="text" value="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.
* <input type="text" value="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.

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 <div></div>	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Hyatt Park Elementary (4001042) Public School - School Renewal Plan - Rev 0

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

Checklist

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

<div> <div></div> <div>1. Plan Information and stakeholders</div> </div> <div>1.01 Information is complete and appropriate.</div>	<div>Approved</div> <div></div>
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