

Lower Richland High School School Improvement Plan

2024-2025



School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Lower Richland High (4001013) 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

Other 

School Plan Contact Information

* Name

Ashley Horton

* Phone

803-695-3000

* Email

ashley.horton@richlandone.org

* Principal's Name

Mrs. Latayna Williams

* 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 - Lower Richland High (4001013) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* LaTayna Williams
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Teacher

Name	* Rachel Fobare
Name	* Caleble Campbell
Name	* Maxine Wilson
Name	* David Cann
Name	* Robin White

Parent/Guardian

Name	* Feggin Durant
Name	* Lynette Wilson
Name	* Marlin Taylor

Community Member

Name	* Dr. Travien Capers
Name	* Antoine Jackson

School Level Administrators

Name	* Kareem Beckett
Name	* Ashley Horton

Name	*	Brandy Johnston
Name	*	Mitchell Moton
Name	*	Travis Robinson

School Read to Succeed Literacy Leadership Team Lead

Name	*	Ashley Horton
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School Read to Succeed Literacy Leadership Team Member

Name	*	Maxine Wilson
Name	*	Kim Ford
Name	*	Alden Campbell
Name	*	Atonce Joseph
Name	*	Ryan Nelson
Name	*	Tabitha Brown
Name	*	Rachel Fobare
Name	*	Vanessa Martin

School Improvement Council Member(s)

Name	*	Kareem Beckett
Name	*	Caleibe Campbell
Name	*	Feggin Durant
Name	*	Elvonia White
Name	*	Latayna Williams
Name	*	Charmine Alston
Name	*	Averie Belton
Name	*	Charlene Roberson

Name	*	Cheyne Watson
Name	*	Isabelle Wise
Name	*	Stephanie Mays
Name	*	Chaundra Watson
Name	*	Fayth Wilson

School Gifted and Talented Coordinator		
Name	*	Ashley Horton

School Federal Programs Coordinator		
Name	*	Ashley Horton

Other Stakeholders		
Position		Name

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

Lower Richland High Mission Statement

Lower Richland High School, through innovative learning experiences, will develop inquiring, knowledgeable, and caring students who will promote a better, more peaceful world through intercultural understanding and respect.

We believe that..

- Each student has the ability to learn and to be successful.
- Changing cultural diversity is a positive element that teaches respect and enriches society.
- Students learn in different ways and deserve the opportunity to achieve at their own ability level.
- Each student must assume responsibility for his/her own potential.
- Character matters; honesty, integrity, and mutual respect are vital.
- Educators will use a variety of effective teaching methods and strategies with high expectations.
- A safe and supportive environment is essential to the growth and success of all individuals.
- Learning is a continuous process of integrated experiences that ultimately produce change.
- Education is the shared responsibility of the students, school, home, and community.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Lower Richland High (4001013) 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://scoreportcards.com/overview/?q=eT0yMDIzJnQ9SCZzaWQ9NDawMTAxMw>

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

Lower Richland High School, located in southeast Richland County is the second largest high school in Richland School District One. The current student enrollment is 1257 students, of which 48% is female and 52% male. African-American's represent 81.4% of the total enrollment, White students account for 6.4%, Hispanic/Latino accounts for 7.7%, and other races account for 4.5%. Currently, there are 30.8% students classified as gifted and/or talented and 15.6% classified as disabled. The graduation rate for students at Lower Richland High School was 81.9.% for the 2022-2023 school year, which is an increase. Lower Richland High School operates under a district-wide school lunch program where 100% of the students receive free subsidized meals. The faculty of Lower Richland High School is a diverse group of individuals representing various racial and ethnic backgrounds.

Schoolwide academic test data is measured through various mandatory statewide assessments. Student in Biology I, US History, English 2 and Algebra I took the EOCEP.

In support of ensuring students meet the Profile of the South Carolina Graduate, the following assessments are offered: ACT, SAT, AP, IB and WIN. To better prepare students in these areas, additional academic support have been implemented during the school day. Graduation is the key statistic in Lower Richland High School's efforts to support our students as they matriculate to college, technical schools or careers. We continually work to increase our on-time graduation rate from 81.9% to 86%.

Lower Richland will continue to focus on the following areas to improve teacher and administrator quality:

- Based on the data reviewed over the last five years, there is a need to recruit and retain fully certified teachers as well as meeting or exceeding the district's teacher attendance goal of 94%. For the 2023 school year, teacher attendance was 93.6% which is the same as the previous school year.
- Continue to improve teacher efficacy and collaboration through quality, competency-based professional development that must be designed in order to increase growth based on student achievement and observations. Teachers will continue to attend weekly Professional Learning Communities which focuses reviewing student data, IB and MYP unit planning, cross curricular collaboration and content rigor.

There is an ongoing need to ensure the climate and culture of Lower Richland High is one where student academic achievement and social development is the focus. Discipline data for Lower Richland High School indicates a need to provide additional support and interventions for students while also continuing to motivate and support students who are performing. Although, the suspension rate for 2023 is trending towards a decrease and our student attendance for 2023 has increased and is a concern for our students. Lower Richland will continue to track and use ABE data and follow the Multi-Tiered Systems of Support model, while also providing students additional school-wide interventions. Lower Richland High School will continue to focus on the following:

- Provide students opportunities for emotional, social and behavioral supports during the school day through group and individual guidance sessions, mentoring opportunities, and co-curricular activities,
- Highlight and spotlight school, group and individual successes,

Assisting students in developing the social skills and knowledge needed to advocate for themselves while also placing a value on their education.

Currently, there are 30.8% students classified as gifted and/or talented and 15.6% classified as disabled.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Lower Richland High (4001013) 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)

NA

* Elementary/Middle (3-8)

NA

* High School (9-12)

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* Teacher/Administrator Quality

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*** School Climate**

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Other (such as school priorities)

NA

*** Gifted and Talented**

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Plan Items)

1 Student Achievement*

Performance Goal:

1. By 2029, 85% of students will pass the End of Course Examination Program assessment in English 2. 2. By 2029, 70% of students will pass the End of Course Examination Program assessment in Algebra I. 3. By 2029, 60% of students will pass the End of Course Examination Program assessment in Biology I. 4. By 2029, 60% of students will pass the End of Course Examination Program assessment in US History.

PM 1.1.1. By 2024-2025, 70.7% of students will pass the End of Course Examination Program assessment in English 2. 2. By 2024-2025, 49.6% of students will pass the End of Course Examination Program assessment in Algebra I. 3. By 2024-2025, 35.3% of students will pass the End of Course Examination Program assessment in Biology I. 4. By 2024-2025, 36.9% of students will pass the End of Course Examination Program assessment in US History.

Analysis of Actual vs. Projected Data:

Projected English 2 24-25 data: 70.7% Actual data: 2022-23, 64.7% Projected Algebra 1 24-25 data: 49.6% Actual data: 2022-23, 39.6% Projected Biology 1 24-25 data: 35.3% Actual data: 2022-23, 25.3% Projected US History 24-25 data: 36.9% Actual data: 2022-23, 26.9%

IS 1.1.1 Reports generated from individual programs Lesson plans with sample EOC questions Mastery Connect Benchmark Data PLC data Student progress reports generated from software program Teacher data from common and formative assessments Sign in sheets Teacher time sheets PLC agenda and minutes Data used to guide instruction in the classroom Mastery Connect data and interim grades and pass rates Attendance sign-in sheets Reflective feedback Survey

Evidence-Based Research:

<https://www.evidenceforessa.org/> <https://files.eric.ed.gov/fulltext/ED571875.pdf>

AS 1.1.1.1 Software Use

Action Step:

Teachers will have access to the following supplemental resources: Progress Learning, Edgenuity, Aleks, Delta Math, Math Nation, NewsELA and Mastery Connect. These additional supports provide content in ELA, Math (specific areas for Algebra I) Biology 1, and US History.

Person Responsible:

Assistant Principals

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding	Grant	Notes	Amount
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Application		
Other	Other	General Funds
		\$0.00

AS 1.1.1.2 EOC Prep Sessions

Action Step:

Students will participate in Afterschool Tutoring, Saturday EOC Prep Sessions, and EOC Blitz Workshops.

Person Responsible:

Assistant Principal

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application		Grant	Notes	Amount
Other	Other		General Funds, Student Activities	\$3,250.00

AS 1.1.1.3 Mastery Connect data.

Action Step:

Teachers will use Mastery Connect data to assist in planning & instruction as they collaborate in PLCs.

Person Responsible:

Assistant Principal

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application		Grant	Notes	Amount
Other	Other		General Funds	\$0.00

AS 1.1.1.4 Teacher professional development.

Action Step:

Implement Professional Development for teachers on explicit direct instruction, engagement strategies through student choice, and how to teach students test strategies for standardized and state assessments.

Person Responsible:

Assistant Principal

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Funds	\$0.00

AS 1.1.1.5 Increase enrollment in school level programs.

Action Step:

Increase enrollment in International Baccalaureate (IB) and Dual Enrollment (DE).

Person Responsible:

MYP/IB Coordinators & School Counselors

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Funds	\$75,000.00

2 Student Achievement*

Performance Goal:

By 2029 the percent of students graduating will increase to from 81.9% to 93.9%.

PM 2.1 By 2024-2025, 83.9% of students will graduate with their high school diploma.

Analysis of Actual vs. Projected Data:

Although we experienced an increase, we will continue to improve upon the strategies already in place.

S 2.1.1 Attendance Sign-In Sheets Student withdrawal verifications Meeting notes Student Reflection Journals Mentee Reflections MTSS Processes for students with a deficient of grade level credits
Evidence-Based Research:

AS 2.1.1.1 Graduation Rate Meetings

Action Step:

Bi-Weekly graduation rate meetings will occur which will summarize student current and their Individual Graduation Plan and specific interventions including parental involvement

Person Responsible:

Latayna Williams

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00
	Other	General Funds	\$0.00
Total			\$0.00

AS 2.1.1.2 Attendance Meetings

Action Step:

Weekly attendance meetings which include specific interventions to increase attendance and interactions with parent outreach.

Person Responsible:

Assistant Principal

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 2.1.1.3 Student Mentoring Program

Action Step:

Student Mentoring Program with school level and district level staff to monitor the progress of at-risk and/or off-track cohort students.

Person Responsible:
Graduation Coach
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Funds, Student Activities	\$2,000.00

3 Student Achievement*

Performance Goal:

By 2029, 70.6% of students will be college and/or career ready upon graduation.

PM 3.1 By 2024-2025, by 2024-2025 college and/or career readiness will increase from 52.6% to 60%.

Analysis of Actual vs. Projected Data:

Although we experienced an increase, we will continue to improve upon the strategies already in place.

IS 3.1.1 Attendance Sign-In Sheets Student withdrawal verifications Meeting notes Student Reflection Journals Mentee Reflections MTSS processes for students with a deficient of grade level credits

Evidence-Based Research:

<https://ies.ed.gov/ncee/rel/Products/Region/northwest/Resource/60147>

AS 3.1.1.1 College and Career Readiness Meetings

Action Step:

Meetings will be held Bi-weekly to discuss the progress of students based on their college readiness indicators (SAT, ACT, and Dual Enrollment) and career readiness indicators (Win, ASVAB, and WBL).

Person Responsible:

Avery Fields & Stephen English & Aaron Lucas

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding	Grant	Notes	Amount
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Application			
Other	Other	General Funds	\$0.00

AS 3.1.1.2 College and Career Spotlight

Action Step:

Colleges, businesses, corporations, and/or military to visit campus monthly. Set up a display in the cafeteria during all lunches.

Person Responsible:

Avery Fields & Stephen English & Aaron Lucas

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Funds	\$0.00

4 School Climate*

Performance Goal:

By 2029, there will be a reduction in the suspension rate from 22.5% to 15 %.

PM 4.1 By 2024, there will be a reduction in the suspension rate from 18% to 15%.

Analysis of Actual vs. Projected Data:

Although we experienced progress, our strategies will not change.

S 4.1.1 Trauma Training for Faculty and Staff Student Survey Student Reflection Journals Meeting Notes Grant financial documentation Field Study Photos Mentee Reflections Student Interviews Photos Survey Feedback ABE Behavioral Management System) Data Power School Data ABE data Feedback from teachers

Evidence-Based Research:

<https://www.sreb.org/> <http://www.ascd.org/professional-development/white-papers-library.aspx> <https://visible-learning.org/>

AS 4.1.1.1 Student Mentoring Program

Action Step:

Mentoring programs will be established to include individual mentoring sessions, group mentoring sessions and mandatory Student Advocacy Groups.

Person Responsible:

Graduation Coach & Counselors

Estimated Begin Date:

9/9/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Grant Funds, Business Partnerships	\$2,000.00

AS 4.1.1.2 Student Incentives

Action Step:

Monthly Student Incentives Academic and behavioral celebrations Attendance Celebrations

Person Responsible:

Behavior Interventionist

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Donations and Student Activities Funds	\$3,000.00

AS 4.1.1.3 ABE (Behavioral Management System)

Action Step:

Implement ABE (Behavioral Management System) interventions with fidelity.

Person Responsible:

Assistant Principals

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
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Other	Other	General Funds
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\$0.00

5 Teacher/Admin Quality Goals

Performance Goal:

By 2029, we will increase our teacher retention rate from 78.7% to 90%.

PM 5.1 95% of teachers will participate in evidence-based professional development.

Analysis of Actual vs. Projected Data:

There is an ongoing need to have teachers adequately trained in specific programs: International Baccalaureate (IB), Middle Years Programme (MYP), Advanced Placement (AP), and Visible Learning. Currently, there is a need to provide training for teachers new to the school in specific areas.

S 5.1.1 Workshop Agendas, Conference Agendas, sign-in sheets, teacher reflections, classroom observations/feedback, faculty meetings, Bi-Period weekly PLC's,

Evidence-Based Research:

<https://visible-learning.org/> <https://www.ibo.org/programmes/diploma-programme/> <https://www.ibo.org/programmes/career-related-programme/> <https://www.ibo.org/programmes/middle-years-programme/>

AS 5.1.1.1 Professional Development and Personalized Learning Experiences

Action Step:

Teachers will participate in professional growth learning opportunities on the school, district, state and national levels.

Person Responsible:

Latayna Williams

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029






Funding Application	Grant	Notes	Amount
Other	Other	General Funds	\$17,000.00

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))

* N/A	▼	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.

* N/A 	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.
* N/A 	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 Waiver 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 - Lower Richland High (4001013) Public School - School Renewal Plan - Rev 0

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

Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - Lower Richland High (4001013) Public School - School Renewal Plan - Rev 0

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

<div>-</div> 1. Plan Information and stakeholders		Approved	▼	Pat Ciccantelli	9/3/2024 11:10:40 AM
	1.01	Information is complete and appropriate.			
<div>-</div> 2. Needs Assessment		Approved	▼	Pat Ciccantelli	9/3/2024 11:10:40 AM
	2.01	Needs assessment link is correct			
	2.02	Needs assessment is clear, thorough and appropriate.			
<div>-</div> 3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps		Approved	▼	Pat Ciccantelli	9/3/2024 11:10:40 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.			
<div>-</div> 4. Read to Succeed		Not Applicable	▼	Pat Ciccantelli	9/3/2024 11:10:40 AM
	4.01	Responses are complete, thorough and appropriate.			
<div>-</div> 5. Assurances		Approved	▼	Pat Ciccantelli	9/3/2024 11:10:40 AM
	5.01	Responses are complete, thorough and appropriate			
<div>-</div> 6. Related Documents		Not Applicable	▼	Pat Ciccantelli	9/3/2024 11:10:40 AM
	6.01	If applicable, uploaded documents are correct and appropriate.			