

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Horrell Hill Elementary (4001041) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cogna
- School utilizes Cogna

*** 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**

TSI 

School Plan Contact Information

*** Name**

Shannon Adams

*** Phone**

803-783-5545

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shannon.adams@richlandone.org

*** Principal's Name**

Mrs. Shannon Adams

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

Rev. Dr. Aaron Bishop

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

04/23/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Horrell Hill Elementary (4001041) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Mrs. Shannon Adams
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Teacher

Name	*	Mr. Mario Backmon
Name	*	Mrs. Shanna Brown
Name	*	Mrs. Melissa Acuna
Name	*	Mrs. Dreakia Degraffenreid

Parent/Guardian

Name	*	Ms. Alexandria Davis
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Community Member

Name	*	Mrs. Jennifer Strickland-Poole
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School Level Administrators

Name	*	Mrs. Miranda Williams
Name	*	Mrs. Takenya Warren

School Read to Succeed Literacy Leadership Team Lead

Name	*	Mrs. Kimberly Douglas
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School Read to Succeed Literacy Leadership Team Member

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Name	*	Mrs. Shanna Brown
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School Improvement Council Member(s)

Name	*	Ms. Alexandria Davis
Name	*	Mrs. Melissa Acuna
Name	*	Ms. Heather Barefoot
Name	*	Mrs. Shanna Brown
Name	*	Ms. Mary Jade Haney
Name	*	Mr. Ronald Richardson
Name	*	Mrs. Jennifer Strickland-Poole
Name	*	Mrs. Shannon Adams

School Gifted and Talented Coordinator

Name	*	Mrs. Miranda Williams
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School Federal Programs Coordinator

Name	*	Mrs. Claire Montgomery
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Other Stakeholders

Position	Name
Parent Family Engagement Specialist	Mrs. Sharon Harris
Instructional Assistant	Ms. Drucilla Dees

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

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Horrell Hill Elementary (4001041) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA0MQ>

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

This section provides important information pertinent to the features and characteristics of Horrell Hill Elementary School and community. Included in this section are the student and community demographics data, stakeholder perspectives, school partnerships, student performance data and our mission, vision and beliefs. This information helps to guide our continuous efforts for planning that will enhance quality performance and improved student achievement.

As we developed the plan, we considered the school's profile, beliefs and mission, student learning, analysis of instructional and organizational effectiveness, and our district's improvement plan. Committee members reviewed the plan and drafts of each plan were shared with staff members and representatives from our School Improvement Council (SIC) and our Parent Teacher Organization (PTO) members. Ideas were exchanged and included in our plans for improvement. Stakeholders included members of our faculty and staff, grade level and related arts, instructional assistants and instructional support staff.

Academics:

Below is the breakdown of academic progress of students at Horrell Hill Elementary School compared to those within Richland County School District on the most recent SC Ready assessments.

School ELA - 31.4%; District ELA - 45.4%

School Math - 28.9%; District Math - 36%

School Science - 12.3%; District Science - 33%

Attendance: Our chronic absenteeism rate has increased from 17% to 24% since the beginning of the school year according to district reports.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Horrell Hill Elementary (4001041) 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)

Students at Horrell Hill Elementary are assessed in a variety of ways to determine their abilities, strengths, and weaknesses. Teachers and administration use these assessments to inform instruction, plan interventions and offer individualized assistance. Teachers use the traditional grading system as required by the State Department of Education and Richland County School District One. These grades are derived from a mixture of assessments including published tests from our district's Teaching and Learning Office, teacher made assessments, projects, reports, and other materials available to our staff. Literacy continues to be our focus at Horrell Hill Elementary. We have begun writing cycles to ensure effective teaching and assessment of writing. Students' writing samples are assessed by the same rubric that is used in scoring the SC Ready. Checklists are used in conjunction with state and district standards as proof of mastery. Fluency reading tests have recently been added to measure student performance in grades Pre-K through 5th grades to include MyIGDIS, Kindergarten Readiness Assessment (KRA), Fountas and Pinnell Benchmark Assessment System (BAS), and teacher-created fluency assessments which show students reading below, at, or above grade level. Our Pre-Kindergarten students were administered MyIGDIS in the Fall and as a post-test in the Spring. Students have increased their literacy skills but need support with rhyming. Our students in kindergarten were administered the Kindergarten Readiness Assessment at the beginning of the school year. They are administered Reading and Math STAR assessments in fall, winter, and spring. Results of our K-2 literacy and numeracy assessments show evidence of a need to focus intensively on standards-based instruction, targeted intervention, and literacy integration across all content areas. These results also indicate a need for high quality, job-embedded professional learning that focuses on the reading process and reading interventions in grades K-2. The number and percentage of students in grade 3 who were initially identified for and eventually required summer school intervention to avoid third grade retention reflects the need to strengthen foundational skills in K-2. Balanced literacy continues to be a focus in all grade levels to include interactive read aloud, shared reading, guided reading/small group instruction, word study, and writing. Reading instruction also includes evidence-based strategies that address the science of reading through staff LETRS training by the South Carolina Department of Education. Orton-Gillingham, a multi-sensory approach to phonics instruction, is implemented in K-2nd grades.

* Elementary/Middle (3-8)

Assessments results in grades 3-5 demonstrate a need to focus on standards-based instruction, targeted intervention and literacy integration across all content areas. There is a need to significantly improve math instruction through an increased focus on research- and evidence-based mathematics instructional practices. More emphasis should be placed on conceptual understanding versus procedural understanding. In reading about half of students in each grade level are reading below grade level, some who have difficulties decoding words and reading fluently. This further proves that we must focus on

literacy instruction in K-2nd grades. Balanced literacy continues to be a focus in all grade levels to include interactive read aloud, shared reading, guided reading/small group instruction, word study, and writing.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Based on the data reviewed, we, along with the district, are facing many challenges recruiting and retaining educators. We currently have two long-term substitute teachers in 2nd grade.

* School Climate

Horrell Hill Elementary School provides a nurturing and stimulating learning environment for all students. School-wide programs and activities are offered that actively engage stakeholders in the learning process of the school and to encourage and recognize their successes. Our goal is to provide a positive school climate for learning to ensure student achievement, high self-esteem, good citizenship, and character traits. Horrell Hill Elementary offers many opportunities for students' participation and recognition. Student work is displayed throughout the building and rotated monthly. Horrell Hill Elementary School focuses on positive learning communities. We began extracurricular clubs as part of our advocacy program to help promote good character and enhance students' perception of their school experiences. They have also had the opportunity to showcase their talents during school events as a result of their club selections. Students are expected and encouraged to always exhibit appropriate behavior to eliminate disruptions which interfere with learning. Further, students are recognized in our quarterly award assemblies for good citizenship. We utilize a multi-tiered system of support to continue the reduction of behavioral incidents. We continued our schoolwide Positive Behavior Interventions and Supports (PBIS) program to decrease the number of office referrals.

Other (such as school priorities)

Visible Learning is a district priority to increase clarity of teaching and learning among students and staff. Although staff at Horrell Hill Elementary engaged in this work the past several years, next steps include the following: enhancing dispositions, implementing instructional practices that yield the most impact according to John Hattie's study on effect sizes of said practices, and ensuring students understand success criteria so they can self-monitor their progress during instruction.

* Gifted and Talented

N/A

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, at least 51% of our students in grades 3-5 will achieve meets and exceeds on the SC READY assessment in ELA.

PM 1.1 By June 2025, 35% of students in grades 3-5 will score meets/exceeds expectations on the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Actual Data 2023:31.4% Projected Data 35%

S 1.1.1 Implications of Implementation: - Classroom observations - Lesson plans - Student work samples - Invoices -PLC agendas and meeting notes - Teacher and Student Attendance -(Bi) Weekly administration and data analysis of common formative assessments

Evidence-Based Research:

The five pillars of good reading instruction are 1) phonemic awareness 2) phonics 3) fluency 4) vocabulary 5) comprehension are most important in the early years of reading. The early years of effective reading instruction gets the foundation as cited by Hattie, 2007. Effective instructions on the writing process as well as frequent feedback to students on their writing skills is important as cited by Gersten & Baker, 2001. Students, including those who receive special education services, should conceptually understand and develop accurate execution of standard algorithms to solve computational problems in mathematics (National Mathematics Advisory Panel, 2008). Interaction with concrete materials enhances student retention of stepwise procedural options in mathematical problem solving. Concrete materials allow students to encode and retrieve information in a variety of sensory options: visual, auditory, tactile, and kinesthetic (Witzel, 2005). Students who rely on memorizing procedural steps and lack the conceptual understanding related to foundational operations will not understand why steps are used (Mancl, Miller, & Kennedy, 2012).

AS 1.1.1.1 Teachers will implement the district's Balanced Literacy Framework and use the workshop model to enhance reading comprehension, writing, and communication skills.

Action Step:

Teachers will implement the district's Balanced Literacy Framework and use the workshop model to enhance reading comprehension, writing, and communication skills.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.2 After school remediation will be provided for students in grades 1-5 who score within the Urgent Intervention or Intervention categories on STAR assessments and/or who did not pass the prior year's SC Ready assessments.

Action Step:

After school remediation will be provided for students in grades 1-5 who score within the Urgent Intervention or Intervention categories on STAR assessments and/or who did not pass the prior year's SC Ready assessments.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.3 Participate in state/district/school professional learning opportunities that specifically address increasing student achievement for all learners (e.g. general education, special education, gifted, and multilingual).

Action Step:

Participate in state/district/school professional learning opportunities that specifically address increasing student achievement for all learners (e.g. general education, special education, gifted, and multilingual).

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.4 Implement RTI (Response to Intervention) to all students with fidelity to include monthly grade level meetings to discuss interventions and data collection.

Action Step:

Implement RTI (Response to Intervention) to all students with fidelity to include monthly grade level meetings to discuss interventions and data collection.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.5 Create opportunities for students in grades K-2 to participate in advanced curricula to increase exposure to critical thinking, complex problem-solving, and cognitive test preparation.

Action Step:

Create opportunities for students in grades K-2 to participate in advanced curricula to increase exposure to critical thinking, complex problem-solving, and cognitive test preparation.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.6 Expand inclusive practices with an intentional focus on ensuring students in special education programs are in their least restrictive environment, have access to rigorous general education curriculum, and are supported by collaboration between regular and special education teachers.

Action Step:

Expand inclusive practices with an intentional focus on ensuring students in special education programs are in their least restrictive environment, have access to rigorous general education curriculum, and are supported by collaboration between regular and special education teachers.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

2 Student Achievement*

Performance Goal:

By 2029, at least 45% of our students in grades 3-5 will achieve meets and exceeds on the SC READY assessment in Math.

PM 2.1 By June 2025, 33% of students in grades 3-5 will score meets expectations/exceeds expectations on the SC Ready Math assessment.

Analysis of Actual vs. Projected Data:

Analysis of Actual vs. Projected Data: Actual Data 2023: 28.9%; Projected Data 33%

S 2.1.1 Implications of Implementation: - Classroom observations - Lesson plans - Student work samples - Invoices - Lesson Plans - Enrollment - Teacher and Student Attendance - Progress reports

Evidence-Based Research:

The five pillars of good reading instruction are 1) phonemic awareness 2) phonics 3) fluency 4) vocabulary 5) comprehension are most important in the early years of reading. The early years of effective reading instruction gets the foundation as cited by Hattie, 2007. Effective instructions on the writing process as well as frequent feedback to students on their writing skills is important as cited by Gersten & Baker, 2001. Students, including those who receive special education services, should conceptually understand and develop accurate execution of standard algorithms to solve computational problems in mathematics (National Mathematics Advisory Panel, 2008). Interaction with concrete materials enhances student retention of stepwise procedural options in mathematical problem solving. Concrete materials allow students to encode and retrieve information in a variety of sensory options: visual, auditory, tactile, and kinesthetic (Witzel, 2005). Students who rely on memorizing procedural steps and lack the conceptual understanding related to foundational operations will not understand why steps are used (Mancl, Miller, & Kennedy, 2012).

AS 2.1.1.1 After school remediation will be provided for students in grades 1-5 who score within the Urgent Intervention or Intervention categories on STAR assessments and/or who did not pass the prior year's SC Ready assessments.

Action Step:

After school remediation will be provided for students in grades 1-5 who score within the Urgent Intervention or Intervention categories on STAR assessments and/or who did not pass the prior year's SC Ready assessments.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.2 Participate in state/district/school professional learning opportunities that specifically address increasing student achievement for all learners (e.g. general education, special education, gifted, and multilingual) to include using the CRA model, Math in Practice, Hands-On Standards, and other vetted district resources.

Action Step:

Participate in state/district/school professional learning opportunities that specifically address increasing student achievement for all learners (e.g. general education, special education, gifted, and multilingual) to include using the CRA model, Math in Practice, Hands-On Standards, and other vetted district resources.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.3 Create opportunities for students in grades K-2 to participate in advanced curricula to increase exposure to critical thinking, complex problem-solving, and cognitive test preparation.

Action Step:

Create opportunities for students in grades K-2 to participate in advanced curricula to increase exposure to critical thinking, complex problem-solving, and cognitive test preparation.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.4 Expand inclusive practices with an intentional focus on ensuring students in special education programs are in their least restrictive environment, have access to rigorous general education curriculum, and are supported by collaboration between regular and special education teachers.

Action Step:

Expand inclusive practices with an intentional focus on ensuring students in special education programs are in their least restrictive environment, have access to rigorous general education curriculum, and are supported by collaboration between regular and special education teachers.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.5 Implement RTI (Response to Intervention) to all students with fidelity to include monthly grade level meetings to discuss interventions and data collection.

Action Step:

Implement RTI (Response to Intervention) to all students with fidelity to include monthly grade level meetings to discuss interventions and data collection.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.6 Create math kits for all students to increase their conceptual understanding of math skills.

Action Step:

Create math kits for all students to increase their conceptual understanding of math skills.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.7 Teachers will implement the district's Mathematics Framework and use the workshop model to enhance math fluency, calculation, and reasoning.

Action Step:

Teachers will implement the district's Mathematics Framework and use the workshop model to enhance math fluency, calculation, and reasoning.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

3 Student Achievement*

Performance Goal:

By 2029, at least 35% of our students in grade 4 will achieve meets and exceeds on the SC READY assessment in Science.

PM 3.1 By June 2025, 15% of students will score meets/exceeds on SC Ready Science.

Analysis of Actual vs. Projected Data:

Actual Data - 12.3% Projected Data - 35%

S 3.1.1 - Classroom observations - Lesson plans - Student work samples - Invoices -PLC agendas and meeting notes - Teacher and Student Attendance -(Bi) Weekly administration and data analysis of common formative assessments

Evidence-Based Research:

Wise and Okey (1983) cited effective science teaching strategies to include on going feedback to students and students' clear understanding of the objectives. Providing students with more hands-on activities helped to increase students performance as cited by Bredderman (1985).

AS 3.1.1.1 Students will participate in school wide Science programs that promote engagement and expand their thinking and reasoning skills. Programs include the annual Science Fair and Curriculum Family Nights.

Action Step:

Students will participate in school wide Science programs that promote engagement and expand their thinking and reasoning skills. Programs include the annual Science Fair and Curriculum Family Nights.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.2 Provide instructional support to 4th grade teachers by hosting monthly science PLC meetings with our district's science consultant to plan instruction, review assessment data, and determine how to remediate scientific concepts/processes.

Action Step:

Provide instructional support to 4th grade teachers by hosting monthly science PLC meetings with our district's science consultant to plan instruction, review assessment data, and determine how to remediate scientific concepts/processes.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.3 Provide training on the proper usage of Discovery Education, SAVVAS curriculum resources, and opportunities for integrating science in all core content areas.

Action Step:

Provide training on the proper usage of Discovery Education, SAVVAS curriculum resources, and opportunities for integrating science in all core content areas.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.4 Implement STEAM activities school-wide in which each grade level will present a quarterly display to enhance knowledge of scientific concepts/processes before they enter 4th grade.

Action Step:

Implement STEAM activities school-wide in which each grade level will present a quarterly display to enhance knowledge of scientific concepts/processes before they enter 4th grade.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

4 School Climate*

Performance Goal:

By 2029, 100% of our students will participate in the Positive Behavior, Interventions, and Supports (PBIS) monthly recognition (celebration/incentives) where the students will develop good character, make appropriate choices, and be effective leaders.

PM 4.1 By June 2025, at least 30% of students will participate in PBIS-related activities and celebrations.

Analysis of Actual vs. Projected Data:

Actual - 25% Projected - 100%

S 4.1.1 - Improvement of state report card climate survey for students, staff, and parents - Hallway walk-throughs - Weekly reminders - Decrease in office referrals, ISS, and OSS - Ongoing student and parent informal feedback

Evidence-Based Research:

Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students' social, emotional, behavioral, and mental health. Numerous studies indicate that PBIS implementation improves student outcomes, educator practices, and school systems (pbis.org, 2023).

AS 4.1.1.1 Continue using the school website, school newsletter, Class Dojo, and bulletin boards to highlight students around the school.

Action Step:

Continue using the school website, school newsletter, Class Dojo, and bulletin boards to highlight students around the school.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.2 Continue using student led events at school (e.g. curriculum nights, 100 Men/100 Women Read, student-led conferences)

Action Step:

Continue using student led events at school (e.g. curriculum nights, 100 Men/100 Women Read, student-led conferences)

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.3 Implement and maintain school wide jobs (ex. library helpers, safety patrol, breakfast recycling team, morning announcements, Student Council, Principals' Advisory, etc.)

Action Step:

Implement and maintain school wide jobs (ex. library helpers, safety patrol, breakfast recycling team, morning announcements, Student Council, Principals' Advisory, etc.)

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.4 Implement weekly and monthly PBIS incentives such as a weekly raffle and Eagle Pride Store using a currency system.

Action Step:

Implement weekly and monthly PBIS incentives such as a weekly raffle and Eagle Pride Store using a currency system.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.5 Implement a daily check-in period (morning and afternoon) for Tier 3 students as part of MTSS and PBIS.

Action Step:

Implement a daily check-in period (morning and afternoon) for Tier 3 students as part of MTSS and PBIS.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

5 Teacher/Administrator Quality*

Performance Goal:

By 2029, Horrell Hill Elementary School will decrease the percent of teacher vacancies for more than 9 weeks to 0%.

PM 5.1 By June 2025, the percent of teacher vacancies for more than 9 weeks will decrease from 12.5% to no more than 9%.

Analysis of Actual vs. Projected Data:

Actual Data - 12.5% Projected Date - 0%

S 5.1.1 - Classroom environment data from the SC School Report Card - Teacher climate survey data - Site based teacher satisfaction survey data
- First year mentorship logs

Evidence-Based Research:

Teacher retention data and goals set by Richland County School District One

AS 5.1.1.1 Conduct monthly classroom Walkthroughs with teachers throughout the school to enable professional growth and to support the implementation of standards-based curriculum.

Action Step:

Conduct monthly classroom Walkthroughs with teachers throughout the school to enable professional growth and to support the implementation of standards-based curriculum.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.2 (Bi)monthly grade level team meetings to ensure consistency of the implementation of standards and the consistency of academic rigor in all lessons.

Action Step:

(Bi)monthly grade level team meetings to ensure consistency of the implementation of standards and the consistency of academic rigor in all lessons.

Person Responsible:

Shannon Adams
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/8/2029

AS 5.1.1.3 Create opportunities for teachers to participate in peer observations to enable professional growth and to support the implementation of standards-based curriculum.

Action Step:

Create opportunities for teachers to participate in peer observations to enable professional growth and to support the implementation of standards-based curriculum.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.4 Increase opportunities for teachers to partner with the Parent Teacher Organization to support teaching, learning, and incentivizing student achievement.

Action Step:

Increase opportunities for teachers to partner with the Parent Teacher Organization to support teaching, learning, and incentivizing student achievement.

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.5 Increase opportunities to celebrate staff (e.g. professional achievements, birthdays, notable actions during instruction, etc).

Action Step:

Increase opportunities to celebrate staff (e.g. professional achievements, birthdays, notable actions during instruction, etc).

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.6 Provide leadership opportunities for staff to help them feel like a valued member of our school (e.g. school committees, bi-annual rotation of grade level chairpersons, representing the school at off campus professional learning opportunities, leading site-based professional learning, creating events to increase climate among students and staff, etc).

Action Step:

Provide leadership opportunities for staff to help them feel like a valued member of our school (e.g. school committees, bi-annual rotation of grade level chairpersons, representing the school at off campus professional learning opportunities, leading site-based professional learning, creating events to increase climate among students and staff, etc).

Person Responsible:

Shannon Adams

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - Horrell Hill Elementary (4001041) 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))**

<p>* <input type="text" value="Yes"/> </p>	<p>Academic Assistance, PreK-3</p> <p>The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<p>* <input type="text" value="Yes"/> </p>	<p>Academic Assistance, Grades 4-12</p> <p>The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<p>* <input type="text" value="Yes"/> </p>	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.</p>
<p>* <input type="text" value="Yes"/> </p>	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
<p>* <input type="text" value="Yes"/> </p>	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
<p>* <input type="text" value="Yes"/> </p>	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>* <input type="text" value="Yes"/> </p>	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.</p>
<p>* <input type="text" value="Yes"/> </p>	<p>Developmental Screening</p> <p>The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.</p>

* Yes ▾	Half-Day Child Development
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* 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

4001 - Richland County School District One (4001) Public District - FY 2025 - Horrell Hill Elementary (4001041) Public School - School Renewal Plan - Rev 0

Not Applicable

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Horrell Hill Elementary (4001041) 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 - Horrell Hill Elementary (4001041) Public School - School Renewal Plan - Rev 0

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

<input type="checkbox"/> 1. Plan Information and stakeholders	Approved ▼	Pat Ciccantelli	9/3/2024 10:40:26 AM
1.01 Information is complete and appropriate.			
<input type="checkbox"/> 2. Needs Assessment	Approved ▼	Pat Ciccantelli	9/3/2024 10:40:26 AM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
<input type="checkbox"/> 3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved ▼	Pat Ciccantelli	9/3/2024 10:40:26 AM
3.01 All required goal areas have been addressed.			
3.02 Goal statements are complete and appropriate.			
3.03 Goals have all required parts completed.			
3.04 Action steps are complete and appropriate.			
<input type="checkbox"/> 4. Read to Succeed	Not Applicable ▼	Pat Ciccantelli	9/3/2024 10:40:26 AM
4.01 Responses are complete, thorough and appropriate.			
<input type="checkbox"/> 5. Assurances	Approved ▼	Pat Ciccantelli	9/3/2024 10:40:26 AM
5.01 Responses are complete, thorough and appropriate			
<input type="checkbox"/> 6. Related Documents	Not Applicable ▼	Pat Ciccantelli	9/3/2024 10:40:27 AM
6.01 If applicable, uploaded documents are correct and appropriate.			