

School Renewal Plan Table of Contents

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School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25**

School Name:	L. W. Conder Elementary
SIDN:	4002073
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	8040 Hunt Club Road
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	Paula China
School Plan Contact Phone:	803-736-8720
School Plan E-mail Address:	pchina@richland2.org


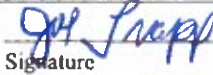
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Kim D. Moore</u> Printed Name	 Signature	<u>4/18/2024</u> Date
Principal		
<u>Paula China</u> Printed Name	<u>Paula China</u> Signature	<u>3-18-24</u> Date
Chairperson, District Board of Trustees		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
Chairperson, School Improvement Council		
<u>Marixsa Hernandez</u> Printed Name	<u>Marixsa Hernandez</u> Signature	<u>3-18-24</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Mrs. Brooke Compton</u> Printed Name	<u>Brooke Compton</u> Signature	<u>3-18-24</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring 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/district 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 into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for 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 (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
No	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of 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): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Paula China
2.	Teacher	Mironda Perkins
3.	Parent/Guardian	Medina Connors
4.	Community Member	Shirley Watson
5.	Paraprofessional	Tyreea Sumter
6.	School Improvement Council Member	Marixsa Hernandez
7.	Read to Succeed Reading Coach	Dr. Beth Gilbert
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Brooke Compton
9.	School Read To Succeed Literacy Leadership Team Member	Brooke Compton
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

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 district 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/>

Not Applicable

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA3Mw>

Executive Summary of Needs Assessment Data Findings

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 and district report cards 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 district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
Primary School (K - 2)	
1.	<p>Post Pandemic, Conder has noticed a decline in K-2 students' reading achievement and recognized that students had difficulties with basic phonemic awareness and fine motor skills. Based on the MAP Reading assessment, 37.5% of first and second-grade students met their target growth during the 2021-2022 school year.</p> <p>In addition to those deficits, students struggled with sight-words and reading grade level text. For a variety of reasons, this has resulted in a gap of knowledge for teachers.</p> <p>Conder would benefit from Orton Gillingham training for all teachers and continued professional development with a focus on small-group instructional strategies. K-2 teachers would also benefit from the Lucy Calkins Homegrown Institute training.</p>
Elementary/Middle School (3 - 8)	
2.	<p>Post-pandemic, Conder has noticed a decrease in ELA achievement. Third-grade ELA scores declined from 41.2% to 18.9% of students who met or exceeded expectations based on SCReady data. Conder would benefit from additional Lucy Calkins training in order to increase the volume of student writing. Students will also benefit from close reading strategies and TDA writing instruction to increase writing achievement. In addition, students at Conder will benefit from increased small group instruction opportunities.</p> <p>Post pandemic, Conder has noticed a decrease in Math achievement. Third grade Math scores decreased 58.8% to 12% of students who met or exceeded expectations based on SCReady data. Without being able to provide hands-on learning, math instruction was less effective. Conder students will benefit from targeted small group instruction and greater use of math manipulatives.</p>
Teacher/Administrator Quality	
3.	<p>Conder will continue to increase rigor for all students using WICOR strategies by implementing at least 3 WICORized lessons each quarter. Teachers will participate in ongoing professional develop sessions to assist with school-wide implementation.</p> <p>Professional development sessions will focus on strategies in the following areas:</p> <ul style="list-style-type: none"> Writing Inquiry Collaboration Organization Reading
School Climate	
4.	<p>Conder has recently experienced a decrease in the Student Climate survey post pandemic. Our survey results decreased from 86% to 83.9%. Conder has a need to increase positive student recognitions of student accomplishments. Conder would benefit from continuing to build partnerships in the community to increase mentoring opportunities.</p>

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of students satisfied with the social and physical environment will increase from 83.9% to 93.9%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Department of Education Climate Survey	83.9	Projected Data: 85.9	87.9	89.9	91.9	93.9
		Actual Data: TBD				

Action Plan

Strategy #1: ACTION PLAN FOR STRATEGY #1: L. W. Conder will work to maintain a culture and environment that reinforces positive character traits.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Using B.E.S.T. and 7 Mindsets, teachers will provide morning meetings to foster a positive school environment. Teachers will participate in annual professional development sessions focused on B.E.S.T. and 7 Mindsets.	2023-2028	Teachers Learning Support Services Team Administration	TBD	Title One	7 Mindsets Schoolwide Implementation Timeline Teacher Schedules Weekly 7 Mindset Lessons Schoolwide Student Behavior Expectation Posters
2. Students needing Tier 2 and Tier 3 support will work with the school's behavioral specialist to focus on individual needs and positive behavior outcomes.	2023-2028	Teachers Behavior Specialist Learning Support Services Team Administration	n/a	n/a	IAT Team Agenda and Meeting Notes Student Star Trackers
Strategy #2: ACTION PLAN FOR STRATEGY #2: Our students will continue to achieve academic success through the use of B.E.S.T. strategies.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Town Hall meetings are held monthly to support and motivate students to do their personal best. Quarterly Town Hall meetings are designed to celebrate students achievements in areas of academics, behavior, and attendance.	2023-2028	Teachers Administration	n/a	n/a	Town Hall Meeting Schedules and Agendas Honor Roll and Perfect Attendance List Positive Referrals Data

<p>2. Teachers will provide Positive Referrals as students are observed meeting school wide expectations. For each positive referral students receive a Star Buck. Students are able to use Star Bucks to make purchases from the Conder School Store.</p>	<p>2023-2028</p>	<p>Teachers Administration</p>	<p>n/a</p>	<p>n/a</p>	<p>Positive Referrals Data School Store Order Forms</p>
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, the percent of 1st and 2nd grade students meeting their MAP Growth goal in Reading will increase from 37.5% to 47.5%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
MAP Reading	37.5	Projected Data: 39.5	41.5	43.5	45.5	47.5
		Actual Data: TBD				

Action Plan

Strategy #1: ACTION PLAN FOR STRATEGY #1: Our staff will continue to participate in ongoing, relevant professional learning experiences in order to increase the capacity of teachers to best support students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Orton Gillingham Training for all first grade, second grade, and special education teachers to build their capacity so they are better able to support students during reading instruction.	2023-2028	Admin. Team Reading Coach District Curriculum Spec.	none	District Professional Development	Summer Professional Development provided by the district EasyCBM and MAP assessment data
2. Provide professional development, modeling and co-teaching on small group instruction and the components of Balanced Literacy.	2023-2028	Principal APs TLC Reading Coach District ELA Specialist	n/a	n/a	Bi-Weekly Curriculum Meetings Presentations Agendas Notes
Strategy #2: ACTION PLAN FOR STRATEGY #2: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in Reading.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. We will increase the volume of writing and completed pieces of writing in student writing portfolios school-wide. We will continue utilizing Lucy Calkins Units of Study in K-5 classes and send teachers to the Homegrown Institute.	2023-2028	Principal AP's Reading Coach District ELA Specialist	n/a	n/a	Agendas and Presentations from Curriculum Meetings Student Writing-Portfolios and Journals Lesson Plans Published Class Books Author's Tea Homegrown Institute

<p>2. We will provide professional development in the use of the Open Court reading series components and small group reading resources to increase student reading comprehension.</p>	<p>2023-2028</p>	<p>Principal AP's Reading Coach District ELA Specialist Read to Succeed PLC</p>	<p>\$1,000</p>	<p>Title One</p>	<p>Peer Observations Coaching Cycles Agenda and Presentations from ELA Curriculum Meetings Lesson Plans 100 Book School-Wide Reading Challenge</p>
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Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Conder will increase the percent of third grade students scoring meets or exceeds on SC READY ELA from 27.6% to 37.45%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY ELA	27.6	Projected Data: 29.15	31.71	33.28	35.86	37.45
		Actual Data: TBD				

Action Plan

Strategy #1: ACTION PLAN FOR STRATEGY #1: Our staff will continue to participate in ongoing, relevant professional learning experiences in order to increase the capacity of teachers to best support students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Orton Gillingham Training for third grade teachers and special education teachers to build their capacity so they are better able to support students during reading instruction.	2023-2028	Admin. Team Reading Coach District Curriculum Spec.	None	District Professional Development	Summer Professional Development provided by the district EasyCBM and MAP assessment data
2. Provide professional development, modeling and co-teaching on small group instruction and the components of Balanced Literacy.	2023-2028	Principal APs TLC Reading Coach District ELA Specialist	n/a	n/a	Bi-Weekly Curriculum Meetings Presentations Agendas Notes
Strategy #2: ACTION PLAN FOR STRATEGY #2: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in ELA.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will participate in data review meetings with academic coaches and the administration team to desegregate and discuss assessment data. Teachers will utilize Benchmark, MAP, EasyCBM, and TDA Writing data to design instruction. Students will utilize their AVID data notebooks to set goals for the academic year, and after each quarterly assessment.	2023-2028	Teachers Administration Students	TBD	Title One	AVID Data Notebooks Quarterly Benchmark Results EasyCBM data 3rd Grade MAP data TDA Writing Rubrics Writing Assessments Beginning, Middle, and End of the Year

<p>2. Third Grade Early-Bird Intensive Reading Groups will be provided for selected students below the 15 percentile. The school will also continue to implement RTI using Orton Gillingham strategies with fidelity.</p>	<p>2023-2028</p>	<p>Reading Coach Administration RTI personnel</p>	<p>n/a</p>	<p>n/a</p>	<p>3rd Grade MAP data Reading A to Z Benchmark data 3rd Grade SC READY data Universal RTI schedule and student grouping</p>
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Performance Goal

Performance Goal Area:		Student Achievement *				
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.		By 2028, Conder will increase the percent of third grade students scoring meets or exceeds on SC READY Math from 31.2% to 41.2%				
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC READY MATH	31.2	Projected Data: 33.2	35.2	37.2	39.2	41.2
		Actual Data: TBD				

Action Plan

Strategy #1: ACTION PLAN FOR STRATEGY #1: Our staff will continue to participate in ongoing, relevant professional learning experiences in order to increase the capacity of teachers to best support students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Support teachers with teaching the Richland Two Math Model while using the Big Idea Math curriculum. Ongoing Professional Development will be provided by the District Math Specialist during monthly meetings. Routine classroom observations, modeling, and feedback will be provided by the District Math Specialist and the administration team.	2023-2028	Teacher Admin District Math Specialist TLC	TBD	Title One	Curriculum Meetings Lesson Plans Presentations Agendas Notes Academic Feedback
2. Support teachers by providing additional professional development to effectively use math manipulatives and available math resources. During monthly curriculum professional development meetings, we will model the use of math manipulatives and strategies to best meet the needs of learners.	2023-2028	Teacher Admin District Math Specialist TLC	n/a	n/a	Professional Development Curriculum Meetings Lesson Plans Academic Feedback
Strategy #2: ACTION PLAN FOR STRATEGY #2: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in Math.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will provide rigorous learning experiences and assess math standards weekly to increase student achievement. The teachers will use the weekly MasteryConnect data for planning, reteaching, and small group instruction.	2023-2028	Teacher Admin TLC	n/a	n/a	MasteryConnect Assessment Data Lesson Plans
2. Teachers will use the Pathblazer platform to meet the needs of individual student learners. This platform allows teachers to focus on specific math skills and standards for remediation.	2023-2028	Teacher Admin Students TLC	n/a	n/a	Pathblazer Student Data Lesson Plans Universal Master Schedule

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2028, Conder will increase to a higher AVID distinction or maintain a “Certified” AVID distinction based on the annual Coaching and Certification Instrument (CCI).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Coaching and Certification Instrument	Certified	Projected Data: Certified	Certified	Certified	Certified	Certified
		Actual Data: Certified				

Action Plan

Strategy #1: ACTION PLAN FOR STRATEGY #1: Our staff will continue to participate in ongoing, relevant AVID professional learning experiences in order to increase the capacity of teachers to best support students.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. All certified teachers will participate in the AVID Summer Institute.	2023-2028	Principal Teachers District	TBD	Title One	Lesson Plans Classroom Observations AVID notebooks/binders
2. The AVID Site Team will continue the schoolwide implementation of WICOR and all AVID instructional strategies. The district AVID Specialist will continue to provide professional development in inquiry and other targeted AVID strategies.	2023-2028	Principal AVID Site Team District AVID Specialist Teachers	n/a	n/a	Lesson Plans Classroom Observations AVID Site Team Meeting Notes AVID Presentations Student work samples
Strategy #2: ACTION PLAN FOR STRATEGY #2: Our students will continue to achieve academic success through the use of AVID strategies.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students in grades K - 5 will utilize their AVID folders (K-2)/binders (3-5) for organization. Teachers in grades 3-5 will implement monthly binder checks to increase student organizational strategies.	2023-2028	Principal Teachers AVID Site Team Students	TBD	Title One	AVID folders/binders AVID folder/binder checklist and supplies Lesson Plans
2. Conder will host an AVID showcase for parents and community members to present student learning. All students will participate in a Career and College Fair to learn about College and Career Readiness options for the future. Students in grades 3-5 will research and present information on various careers and colleges.	2023-2028	Principal Teachers AVID Site Team Students	n/a	n/a	AVID Showcase Flyers Lesson Plans Student Work Samples and Presentations Career and College Fair Schedule and Pictures Student Research