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Read to Succeed	

School Renewal Plan Cover Page

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

School Name:	Lake Carolina Elem/Lower
SIDN:	4002089
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 2
District:	Richland 2
Address 1:	1151 Kelly Mill Road
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Jacqueline J. Norton, EdD
School Plan Contact Phone:	803 714-1300
School Plan E-mail Address:	jnorton@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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Kim Moore</u> Printed Name	_____ Signature	_____ Date
<i>Principal</i>		
<u>Jacqueline J Norton, EdD</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mr. Joe Trapp</u> Printed Name	_____ Signature	_____ Date
<i>Chairperson, School Improvement Council</i>		
<u>Jacqueline Abbott</u> Printed Name	_____ Signature	_____ Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Valen Egan</u> Printed Name	_____ Signature	_____ 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).
N/A	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	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.
No	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.
Yes	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.
Yes	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.
Yes	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.
Yes	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.

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	Jacqueline J Norton, EdD
2.	Teacher	Shelley Mann
3.	Parent/Guardian	Malinda Ishmal
4.	Community Member	Jacqueline Hatchell
5.	Paraprofessional	Valencia Strother
6.	School Improvement Council Member	Emily Glenham
7.	Read to Succeed Reading Coach	Valen Egan
8.	School Read To Succeed Literacy Leadership Team Lead	Valen Egan
9.	School Read To Succeed Literacy Leadership Team Member	Christina Richardson
	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 Wavier 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=eT0yMDIzJnQ9UCZzaWQ9NDAwMjA4OQ>

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.	As students returned to in person instruction we noticed a decline in their reading abilities. As a school, we will continue focusing on foundational skills and vocabulary. Teachers must be sure that students are exposed to multiple texts across subjects and genres to become well-rounded readers. Mastering foundational skills will benefit students reading across the curriculum in other subject areas.
Teacher/Administrator Quality	
2.	Since returning to in person learning, we are seeing some of our youngest scholars struggle. As a primary school, it is essential to get buy-in from the faculty and staff and provide the necessary professional development to communicate the benefits of AVID in primary years. We must continue to display and present different strategies and best practices to the faculty and staff using the same language to demonstrate the benefits of implementing AVID into daily instructional practices.
School Climate	
3.	As a primary school, we have a unique situation where we are concerned about handling our youngest students with care and concern in an emergency. Our faculty and staff need to feel more confident in our efforts to be ready to move into a well-prepared safety plan that ensures that all our students remain as safe as possible.

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, Lake Carolina Elementary Lower will increase the percentage of teachers who state that they feel prepared for varying types of safety emergencies that could happen at a primary school.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Survey after PD	81% comfortable	Projected Data: 81	83	85	87	90
		Actual Data: 81				

Action Plan

Strategy #1: Lake Carolina Lower will intentionally improve teacher perception of safety by practicing uniformity and building expectations.					
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 teachers will be equipped with a safety bag to carry with them outside the classroom.	August 2023-May 2028	Safety Representative Principal Assistant Principal (s) Faculty and Staff	\$500	Lake Carolina	Sign-in sheet that they have received their bag w/ necessary items.
2. All teachers will be provided with the necessary bag contents for use throughout the building (cafeteria/playground) and on the playground and field trips. The bag content can include but is not limited to, a homeroom roster, band-aids, and gloves.	August 2023-May 2028	Safety Representative Principal Assistant Principal (s) Faculty and Staff	N/A	Lake Carolina	Sign-in sheet that they have received their bag w/ necessary items.
Strategy #2: Lake Carolina teachers will be provided with in house professional development to discuss safety procedures at the beginning of the school year, as well as throughout the school year at Faculty Meetings to include reminder presentations, as well as tabletop activities with different safety scenarios and best practices.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Teachers will be provided professional development at the beginning of the school year to discuss safety procedures.	August '23-May '28	Administration SRO	N/A	N/A	Sign-in sheet Staff Presentation

2. Teachers will be provided ongoing professional development throughout the school year to discuss safety measures and reminders at Faculty Meetings. Some will be presentations, as well as others in the form of tabletop activities.	August '23-May '28	Administration SRO	N/A	N/A	Sign-in Sheet Staff Presentation Tabletop Activities
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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 41.8% to 51.8%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
MAP (Measure of Academic Progress)	41.8	Projected Data: 43.8	45.8	47.8	49.8	51.8
		Actual Data: TBD				

Action Plan

Strategy #1: Lake Carolina teachers will focus on implementing Tier 1 strategies in the classroom.					
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. Each grade level will attend grade-level meetings to discuss and review the MTSS Process, focusing on best practices and utilizing Tier 1 strategies.	August '23-May '28	Intervention Team MTSS Lead Assistant Principal(s) Principal School Psychologist School Counselor Social Worker Speech Language Pathologist Interventionists	\$0	N/A	Beginning of the year grade level planning meetings sign-in sheets Provide necessary resources to be successful and practice school-wide uniformity during the process of IAT. (IAT guide, notebook, necessary forms, one-pagers, strategies)
2. Each grade level will intentionally focus on the Engagement Spectrum and effect size to incorporate Tier 1 strategies to target all learners, including differentiated instruction, collaboration and classroom management.	August '23-May '28	K-2 Teachers Reading Coach Administration Interventionist Tier 2 Assistant	\$0	N/A	Excel Spread Sheet with student names and RIT bands. WIN (What I Need Groups) will be fluid Schedule that identifies specific intervention times.
Strategy #2: Lake Carolina Lower Campus will focus on targeted small-group instruction to meet the needs of all students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. In the first and second grades, teachers will intentionally implement targeted small groups in ELA/Math by RIT bands according to the learning curriculum utilizing MAP (Measure of Academic Progress) data. The groups will be identified as WIN (What I Need Groups).	August '23-May'28	1st grade teachers 2nd grade teachers Reading Coach Interventionist	\$0	N/A	Excel Spread Sheet with student names and RIT bands. WIN (What I Need Groups) will be fluid Schedule that identifies specific intervention times.
2. Students are given goal cards at the beginning of the year to fill in data for the year (beginning, middle, end) to understand and track their success and what they need to do to accomplish/exceed their goals. This is an opportunity for students to understand the importance of MAP testing to do their very best.	August 23-May 28	1st Grade teachers 2nd-grade teachers Administrators	\$0	N/A	Goal cards for each child Pep Rally for MAP

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, Lake Carolina Lower will maintain a "certified" or higher distinction by the AVID Center - 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
AVID Coaching and Certification Instrument (CCI)	Maintain certified distinction	Projected Data: Maintain certified distinction	Maintain certified distinction	Maintain certified distinction	Maintain certified distinction	Maintain certified distinction
		Actual Data: Certified				

Action Plan

Strategy #1: All Lake Carolina teachers will be formally trained and or provided opportunities for professional development in AVID Implementation.					
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 teachers will be provided an opportunity to be formally AVID trained for our building to be 100% trained in AVID.	August 2023-May 2028	AVID Lead Assistant Principal(s) Principal	\$2500	Richland Two District Funds	Teacher training certificates Document with teachers that have been formally trained.
2. Teachers will be exposed to in-house AVID Professional Development throughout the school year.	August 2023-May 2028	AVID Lead AVID Sight Team Richland School District Two	\$1000	Lake Carolina	Sign-in sheet for PD opportunities
Strategy #2: Lake Carolina will implement WICOR Wednesdays to highlight each component and apply different strategies to correlate for each month of the school year.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Highlight WICOR Wednesday on the Morning Show, and provide students and teachers with different resources to be applied in the classroom.	August 2023-May 2028	AVID lead Principal Assistant Principal(s) AVID Site Team Faculty and Staff at Lake Carolina Lower	\$500	N/A	WICOR highlighted outside every classroom door. AVID notebook
2. Highlight WICOR on the outside of classroom doors to represent the skill for the month.	August 2023-June 2028	AVID lead AVID Site Team Faculty and Staff at Lake Carolina Lower	\$0	N/A	WICOR highlighted outside every classroom door.