School Renewal Plan
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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:	Bethel-Hanberry Elementary
SIDN:	4002070
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	125 Boney Road
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Shannon Holland
School Plan Contact Phone:	803-691-6880
School Plan E-mail Address:	sholland@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

Superintendent		
Dr. Kim Moore Printed Name	Signature	4/8/2024 Date
Principal		
Shannon Holland Printed Name	Shannon Holland Signature	3/27/24 Date
Chairperson, District Board of Trustees		
Mr. Joe Trapp Printed Name	Joe Trapp Signature	4/10/24 Date
Chairperson, School Improvement Council		
Danielle Scott Printed Name	DScott Signature	3/27/24 Date
School Read To Succeed Literacy Leadership Team Lead		
Raquel Jones Printed Name	Raquel Jones Signature	3/27/24 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 *et seq.* (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	**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.
Yes	**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**	Shannon Holland
2.	**Teacher**	Mary Burns
3.	**Parent/Guardian**	Ashley Johnson
4.	**Community Member**	Amy Ellisor
5.	**Paraprofessional**	Annie Taylor
6.	**School Improvement Council Member**	Danielle Scott
7.	**Read to Succeed Reading Coach**	Raquel Jones
8.	**School Read To Succeed Literacy Leadership Team Lead**	Raquel Jones
9.	**School Read To Succeed Literacy Leadership Team Member**	Octavia Hamilton
	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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA3MA

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.	After reviewing the NWEA MAP data for 1st and 2nd-grade students, it has been demonstrated that after the pandemic and virtual learning has shown the students in K-2 have decreased in reading skills. We remain committed to continuous improvement in curriculum, instruction, and assessment. Professional development and training opportunities to enhance their knowledge to help students close the gaps in reading are available for teachers through the district specialist and reading coach. Goal setting and assessment reviews through the use of our data protocol have provided additional ways for us to examine and reflect to make informed decisions about student achievement.
Elementary/Middle School (3 - 8)	
2.	After reviewing the 2022 SCReady data there has been a decline in math skills and ELA, especially their writing skills due to the pandemic and virtual learning. Our third grade students declined from 57.4 % to 51.6 % in ELA and in math the fifth declined from 57.5 to 55.6%. Based on the data will continue to focus on student achievement through goal-setting and assessment reviews. We will provide additional support for teachers with our district content specialist in math and ELA, along with our reading and math coaches. Through our data conversations, we will provide additional ways for us to examine and reflect to make informed decisions about student achievement in grades 3-5.
Teacher/Administrator Quality	
3.	Our district and our building staff understand how critical the need for AVID is for our students, therefore we are going to ensure the staff's knowledge and abilities in AVID strategies continue to be a focus. AVID supports student learning through teaching organization, student habits, and how to think critically and make engaging questions. We will continue to train staff and increase their skills in AVID strategies. We will continue to work on becoming a certified AVID school by providing ongoing, quality professional development in AVID strategies.
School Climate	
4.	Reviewing data from previous school climate surveys has increased concern about students' perception of their environment and their safety in our building, therefore this is a section of need. We will continue to reflect on ways to improve the students' overall social-emotional wellness within the school building. Focus on the whole child will continue through daily lessons, student surveys, and conversations to develop practices to strengthen their perceptions of their school surroundings. We will continue to work on strategies to improve the learning, social, and physical environment of all of our stakeholders.

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 76.8% to 86.8%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
South Carolina School Report Card	76.8%	**Projected Data:** 78.8%	80.8%	82.8%	84.8%	86.8%
		Actual Data: TBD				

Action Plan

Strategy #1: Through the use of the school's L.E.A.D. model, which is based on the Positive Behavioral Interventions and Supports (PBIS) framework, BHE students develop strong character traits as detailed in the profile of the S.C. graduate.					
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. Follow BHE's L.E.A.D. model and have opportunities to be recognized for positive behavior.	2023-2028	Administrators School Counselor Teachers Students	$3,500	Discretionary Budget	BHE Bucks celebrations Positive referral documentation Disciple referral data Quarterly character kid celebrations
2. Participation in PBIS refreshers and in professional learning sessions centered on restorative practices.	2023-2028	Assistant Principal School Counselor District Staff	N/A	N/A	Staff surveys Reduction in discipline referrals
3. Develop problem-solving strategies to advocate for self and others.	2023-2028	School Counselor Administrators Teachers Students	N/A	N/A	PBIS rewards system Character Kid celebration Discipline referral data Positive referral data
4. Incorporate restorative practices lessons and strategies in class community meetings	2023-2028	School Counselor Teachers	N/A	N/A	Regular class community meetings/guidance lessons
5. Purchase SEL program Move This World and utilize it in each classroom and in related arts class	2023-2028	School Counselor Teachers	$5,400	Discretionary Budget	Discipline referral data Positive referral data Classroom Observations Program data information

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 57.1% to 67.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
NWEA	57.1%	**Projected Data:** 59.1%	61.1%	63.1%	65.1%	67.1%
		Actual Data: TBD				

Action Plan

Strategy #1: Implement effective programs to strengthen student achievement in literacy skills					
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. Our students engage in collaborative feedback conferencing, reflection conferencing, assessment conferencing, and academic goal-setting.	2023-2028	Administration Instructional Coaches Teachers	N/A	N/A	MAP EasyCBM Benchmarks Classroom Observations Lesson Plans
2. .Data from various sources will be analyzed to determine areas of strength and challenge with plans of action being derived as a result of the findings.	2023-2028	K-5 Teachers Reading Coach District Content Specialist(s) Administrators	N/A	N/A	MAP EasyCBM Benchmarks Classroom Observations Lesson Plans
3. Conduct assessment reviews that not only focus on questions being on-target but with attention also given to the DOK levels of the assessment items	2023-2028	Administrators K-5 Teachers Reading Coach District Content Specialist(s)	N/A	N/A	MAP EasyCBM Benchmarks Classroom Observations Lesson Plans
4. Purchase Lexia English Language Development	2023-2028	Administration	$9500	At Risk Funding	Data Program usage and progress MAP EasyCBM Benchmarks Classroom Observations Lesson Plans
Strategy #2: Staff will participate in on-going, relevant professional development in the area of literacy skills					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**

1. Provide Summer training for all new and international teachers in Open Court and Lucy Calkins	2023-2028	District	N/A	N/A	PD Attendance records Classroom observations
2. Provide training in the area of ELA	Twice a year 2023-2028	District ELA Specialist Reading Coach	N/A	N/A	PD Attendance records Classroom Observations
3. TDA Professional Development Sessions	Yearly 2023-2028	SC State Department of Education	N/A	N/A	PD Attendance records Classroom observations

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, Richland Two will increase the percentage of third-grade students scoring meets or exceeds on SC READY ELA from 51.6 % to 59.1 %.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
2022 SCReady	51.6 %	**Projected Data:** 53.1 %	54.6 %	56.1 %	57.6 %	59.1 %
		Actual Data: TBD				

Action Plan

Strategy #1: Our students will meet or exceed their target growth and be on grade level or above grade level on state assessments in ELA					
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. Our students engage in collaborative feedback conferencing, reflection conferencing, assessment conferencing, and academic goal-setting.	2023-2028	Administration Instructional Coaches Teachers	N/A	N/A	SCReady Mastery Connect Benchmark EasyCBM Benchmarks Classroom Observations
2. Data from various sources will be analyzed to determine areas of strength and challenge with plans of action being derived as a result of the findings.	2023-2028	K-5 Teachers Reading Coach District Content Specialist(s) Administrators	N/A	N/A	SCReady Mastery Connect Benchmark EasyCBM Benchmarks Classroom Observations
3. Conduct assessment reviews that not only focus on questions being on-target but with attention also given to the DOK levels of the assessment items.	2023-2028	K-5 Teachers Reading Coach District Content Specialist(s) Administrators	N/A	N/A	SCReady Mastery Connect Benchmark EasyCBM Benchmarks Classroom Observations
4. Purchase Lexia English Language Development	2023-2028	Administration	$9500	At Risk Funding	Data Program usage and progress SCReady Mastery Connect Benchmark EasyCBM Benchmarks Classroom Observations
Strategy #2: Staff will participate in on-going, relevant professional development in the area of ELA					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**

1. Provide summer training for all new and international teachers in HMH and Lucy Calkins	2023-2028	District	N/A	N/A	PD Attendance records Classroom observations
2. Provide training in the area of ELA	2023-2028	District ELA Specialist Reading Coach	N/A	N/A	PD Attendance records Classroom observations
3. TDA Professional Development Sessions	2023-2028	SC State Department of Education	N/A	N/A	PD Attendance records Classroom observations

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, Richland Two will increase the percent of third- grade students scoring meets or exceeds on SC READY Math from 55.6 % to 63.1 %.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
2022 SCReady	55.6 %	**Projected Data:** 57.1 %	58.6 %	60.1 %	61.6 %	63.1%
		Actual Data: TBD				

Action Plan

Strategy #1: Our students will meet or exceed their target growth and be on grade level or above grade level on state assessments in math					
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. .Our students engage in collaborative feedback conferencing, reflection conferencing, assessment conferencing and academic goal-setting.	2023-2028	Administration Instructional Coaches Teachers	N/A	N/A	SCReady Mastery Connect Benchmark Classroom Observations
2. Data from various sources will be analyzed to determine areas of strength and challenge with plans of action being derived as a result of the findings.	2023-2028	K-5 Teachers District Content Specialist(s) Administrators	N/A	N/A	SCReady Mastery Connect Benchmark Classroom Observations
3. Conduct assessment reviews that not only focus on questions being on-target but with attention also given to the DOK levels of the assessment items.	2023-2028	Administrators K-5 Teachers District Content Specialist(s)	N/A	N/A	SCReady Mastery Connect Benchmark Classroom Observations
Strategy #2: Staff will participate in on-going, relevant professional development in the area of math					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Provide summer training for all new and international teachers in Big Ideas.	2023-2028	District	N/A	N/A	PD Attendance records Classroom observations
2. Provide training in the area of math	Twice a year 2023-2028	District math Specialist Math Coach	N/A	N/A	PD Attendance records Classroom Observations

3. Math Professional Development Sessions	Yearly 2023-2028	SC State Department of Education	N/A	N/A	PD Attendance records Classroom observations

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, Bethel-Hanberry will obtain “Certified” or higher distinction by 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)	New Implementation Year 3+	**Projected Data:** Certified or higher	Certified or higher	Certified or higher	Certified or higher	Certified or higher
		Actual Data: Certified				

Action Plan

Strategy #1: Increase staff knowledge of AVID strategies					
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. AVID site team will meet to review and refine AVID Elementary SMART goals to sustain a progression of skills to promote a schoolwide AVID Elementary Articulation Plan	2023-2028	AVID Site Coordinator	N/A	N/A	Agenda Minutes Calendar dates Exit Slip
2. Provide training in AVID instructional methodologies.	2023-2028	AVID Site Coordinator	N/A	N/A	Agenda Minutes Exit slips Presentation materials
3. Review summer training and develop professional learning opportunities for staff meetings	2023-2028	All site team members will be involved in designing, developing and providing professional learning opportunities.	N/A	N/A	Agenda Minutes Exit slips Presentation materials
4. Implementation of horizontal articulation meetings (grade level & team meetings).	2023-2028	Team leaders will facilitate meetings with a focus for their grade-level/department. *Grade-level administrators will also participate in the meetings.	N/A	N/A	Agenda Minutes Calendar dates
Strategy #2: Increase staff knowledge in WICOR strategies					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**

1. Provide professional learning opportunities for staff to incorporate WICOR strategies into daily lessons, focusing on writing to learn, inquiry, organization of time and materials, collaboration, and critical reading.	2023-2028	*Site Team members will facilitate training	N/A	N/A	? Professional learning materials ? Exit tickets that contain teachers' replies to "what I learned" and "what I am ready to implement" ? Lesson plans ?WICOR Wednesday ?Writing
2. Review student work samples that incorporate targeted strategies during grade-level team meetings.	2023-2028	*Grade-level teams will review student work samples *Work samples will be shared and reviewed at monthly faculty meetings or in monthly PLCs for other teams to review and provide feedback.	N/A	N/A	? Student work samples ? Meeting Agendas ? Minutes