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**School Renewal Plan Cover Page
(Mandated Component)**

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

School Name:	Catawba Trail Elementary
SIDN:	4002101
Plan Submission:	School utilizes Cognia
Grade Range From:	PK To 5
District:	Richland 2
Address 1:	1080 Old National Highway
Address 2:	
City:	Elgin, SC
Zip Code:	29045
School Renewal Plan Contact Person:	Jennifer Gillespie
Contact Phone:	803-699-3501
E-mail Address:	jgillesp@richland2.org

Assurances


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

Required Printed Names and Signatures

Superintendent		
<u>Dr. Kim D. Moore</u> Printed Name	 Signature	<u>4/8/2024</u> Date
Principal		
<u>Jennifer Gillespie</u> Printed Name	 Signature	<u>3-18-24</u> Date
Chairperson, District Board of Trustees		
<u>The Honorable Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
Chairperson, School Improvement Council		
<u>David Ricciuti</u> Printed Name	 Signature	<u>3/19/24</u> Date

School Read To Succeed Literacy Leadership Team Lead

Dr. Tia Jones
Printed Name


Signature

3/18/2024
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>
Yes	<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	Jennifer Gillespie
2.	Teacher	Susie Verzwylvelt
3.	Parent/Guardian	Adrienne Guyton
4.	Community Member	Dr. Willie Thompson Jr.
5.	Paraprofessional	Ellen Hastings
6.	School Improvement Council Member	Timothy Murr
7.	Read to Succeed Reading Coach	Tammie Gilchrist
8.	School Read To Succeed Literacy Leadership Team Lead	Dr. Tia Jones
9.	School Read To Succeed Literacy Leadership Team Member	Tia Meekins
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 (<i>Include the SBE Regulation number to be waived</i>)	
6. Other (<i>Include the SBE Regulation number to be waived</i>)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMjEwMQ>

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.	Post pandemic Catawba Trail has noticed a decline in our student’s MAP scores. The percent of 1st and 2nd grade students who met their growth target goal in Reading was 56.7%. Virtual learning had a significant impact on foundational skills and comprehension. Response to intervention services were limited during online learning and our MLL population had limited internet access.
Elementary/Middle School (3 - 8)	
2.	Post pandemic Catawba Trail has noticed a decline in our fourth grade student’s state test scores for math. At the end of 2022, only 56.2% of our students scored met or exceeded. We have been unable to fill teacher vacancies for the past two years. This has made it hard to address the gaps in skills due to virtual learning and an increase in class size
Teacher/Administrator Quality	
3.	Catawba Trail has recently begun implementing AVID strategies. Because of turnover less only 50% of our school staff has been trained in AVID. At the end of the 21-22 school year 7 certified teachers resigned from their position and at the end of the 22-23 school year that number increased to 9. In order to prepare students for college and careers, it is necessary to increase the use of AVID strategies in our K-5 classrooms.
School Climate	
4.	After reviewing school report data from 21-22 we found students’ perceptions about the social and physical environment is an area for improvement. Only 90.7% of our students reported being satisfied on the school report card. Our survey results show a need to improve the cleanliness of our restrooms and school facilities. More than half of the students (54.8%) reported the restrooms are not kept clean and 25.8% of our students felt the grounds are not kept clean.

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 Catawba Trail Elementary students satisfied with the social and physical environment will increase from 90.7% to 95.7%. (1% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC School Report Card 2021-2022	90.7%	Projected Data: 91.7%	92.7%	93.7%	94.7%	95.7%
		Actual Data: TBD				

Action Plan

Strategy #1: Develop and maintain pride for the physical environment of our school.					
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. Review and practice school wide procedures with students.	SY 23-28	Administration Faculty/Staff Learning Support Services Team (LSS)	0	n/a	Hotspot Schedules Review Procedures on Morning News Show Family Handbook Display Procedural Posters
2. Establish and implement a procedure to ensure classrooms and restrooms are clean and fully stocked.	SY 23-28	Administration Faculty/Staff Lead Custodian	0	n/a	Collect and Maintain Weekly Restroom Checklists State Survey Data
Strategy #2: Continue to implement elementary 7 Mindsets lessons to increase social emotional learning opportunities for students.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Annual renewal of the 7 Mindsets license for schoolwide use.	SY 23-28	Principal	\$7,000	School Budget	Signed Contract for Services
2. Continued school-wide implementation of the weekly 7 Mindsets Social Emotional Learning (SEL) elementary student curriculum lessons.	SY 23-28	School Counselor Teachers Administration Learning Support Services Team (LSS)	0	n/a	Monitor the use of 7 Mindsets Curriculum Small Group Counseling
3. Share weekly Mindset strategies in the Colt Chronicle.	SY 23-28	School Counselor	0	n/a	Colt Chronicle Newsletter for Parents

4. Implement student leadership opportunities	SY 23-28	School Counselor Teachers Administration Learning Support Services Team (LSS)	\$1000	After School Funds	Student Clubs/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 56.7% to 66.7%. (2% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
NWEA MAP	56.7%	Projected Data: 58.7%	60.7%	62.7%	64.7%	66.7%
		Actual Data: TBD				

Action Plan

Strategy #1: Provide monthly professional development and instructional support to assist teachers in using data to form small groups and to differentiate instruction to help students make gains in literacy.					
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. Teachers will participate in ongoing, relevant professional learning related to SC state standards and best teaching practices.	SY 23-28	Administration Instructional Coaches Faculty and Staff	\$5000	Department of Defense Grant Professional Development Funds After Care Funds	Presentation Agendas and Materials
2. Provide professional development support for teachers on analyzing MAP data using the Richland Two data protocol to identify individual student needs and develop plans for small group instruction during reading workshop.	SY 23-28	Administration Teachers Instructional Coaches	0	n/a	Data protocol documents Lesson plans
3. Ensure all employees teaching in grades K-3 are Orton Gillingham trained.	SY 23-28	Administration K-3 Teachers Reading Coach	\$1275 per employee \$3000 for materials	Department of Defense Grant Professional Development Funds After Care Funds	Roster of trained employees Training Certificates Orton Gillingham Materials
Strategy #2: Increase the number of parents involved in the literacy development of their student(s) at home.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Resources for improving literacy at home will be shared at least quarterly in the school newsletter.	SY 23-28	Teachers Administrators Instructional Coaches	0	n/a	Newsletters sharing literacy strategies

2. During Fall parent/conferences, teachers will provide families the parent-friendly ELA standards for their grade level along with next steps for supporting their child’s literacy development at home.	SY 23-28	Teachers Administrators Instructional Coaches	0	n/a	Student Literacy Assessment Portfolios Parent Teacher Conference Agenda Copies of Parent Friendly Standards (English/Spanish)
3. At least twice a year during family events (PTO, Literacy Night, Open House, etc.), we will provide resources to parents that help support their child with reading at home.	SY 23-28	Teachers Media Specialist Administrators Instructional Coaches	\$1,000	PTO School Budget	Agendas/Flyers Examples/pictures of resources provided

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, Catawba Trail Elementary will increase the percentage of third grade students scoring meets or exceeds on SC READY ELA from 56% to 66%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SC Ready (SY 22) ELA Scores	56%	Projected Data: 58%	60%	62%	64%	66%
		Actual Data: TBD				

Action Plan

Strategy #1: Analyze SC Ready to set yearly ELA school-wide goals and provide monthly professional development and feedback aligned to those goals.					
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. Identify yearly ELA goals using SC Ready and provide monthly reading PD.	SY23-28	Administrators Instructional Coaches RTI Lead Teacher Teachers	0	n/a	Agendas and presentations from monthly professional development Literacy Reflection Document
2. ELA feedback aligned to our goals will be provided during walk-through observations.	SY23-28	Administrators Instructional Coaches Mentors Teachers	0	n/a	Walk-through observation records Mentor logs
3. Align AVID goals to our state standards to support literacy in the classroom	SY23-28	Administrators Teachers Instructional Coaches AVID Team	0	n/a	AVID site plan WICOR WEDNESDAY slides
Strategy #2: Increase the number of parents involved in the literacy development of their student(s) at home.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Authentic learning experiences with our ELA goals will be provided during Family Literacy Nights.	SY 23-28	Media Specialist Instructional Coaches Teachers Administrators	\$2000	Department of Defense Grant Professional Development Funds After Care Funds	Family Literacy Nights flyer Family Literacy Night agenda

2. Field studies that integrate ELA will be offered per grade level per year.	SY 23-28	Teachers Administrators	\$20 per student	Parents PTO	Student field study guides Field study request forms
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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, Catawba Trail Elementary will increase the percentage of fourth grade students scoring meets or exceeds on SC READY Math from 56.2% to 66.2% (2% annually)					
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 Data 2021-2022	56.2%	Projected Data: 58.2%	60.2%	62.2%	64.2%	66.2%
		Actual Data: TBD				

Action Plan

Strategy #1: Analyze SC Ready data to set yearly math goals and provide monthly professional development and feedback aligned to those goals.					
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. Teachers will participate in ongoing, relevant professional learning related to SC state standards and best teaching practices.	SY 23-28	Administration Instructional Coaches Faculty and Staff	\$5000	Department of Defense Grant Professional Development Funds After Care Funds	Presentation Agendas and Materials
2. Implement and sustain RTI support for students in Tier 2 and Tier 3 using the Focus Math Intervention Curriculum.	SY 23-28	Lead RTI Specialist RTI Staff	\$5000 (Focus Math Kits and Materials)	Department of Defense Grant Professional Development Funds After Care Funds	RTI Data Reports
3. Conduct Weekly Walkthrough Observations.	SY 23-28	Administration Instructional Coaches	n/a	n/a	Walkthrough Observation Data/Teacher Feedback Form
4. Administer and Analyze Benchmark Assessments	SY 23-28	Administration Teachers District Content Specialist Instructional Coach	n/a	n/a	Benchmark Assessment Meetings with District Content Specialists Data Protocol Document
Strategy #2: Increase the number of parents involved in the math development of their student(s) at home.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Learning experiences with our Math goals will be provided during Family Math Nights.	SY 23-28	Math Coach RTI Teachers Administrators	\$2000	Department of Defense Grant Professional Development Funds After Care Funds	Family Math Night flyer Family Math Night agenda
2. Field studies that integrate math will be offered per grade level per year.	SY 23-28	Teachers Administrators	\$20 per student	Parents PTO	Student field study guides Field study request forms

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, Catawba Trail Elementary 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
CCI report from 21-22 school year- Noncertified Current number of AVID trained teachers-23/46 (50%)	Noncertified	Projected Data: Certified or higher	Certified or higher	Certified or higher	Certified or higher	Certified or higher
		Actual Data: Certified				

Action Plan

Strategy #1: Provide teachers with professional development opportunities to increase rigor through the use of WICOR 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. Students in 2nd -5th grade will use grade level appropriate systems and tools for organization.	SY23-28	AVID Coordinator AVID Site Team Grade Level Teachers AVID Team Leader	\$1500	AVID funds Supply Money	AVID Elementary Site Observation Form
2. Conduct observations to gather evidence of the implementation of learning related to WICOR.	SY23-28	AVID Coordinator AVID Site Team Principal Administrators Instructional Team	n/a	n/a	AVID Elementary Site Observation Form
3. AVID trained teachers will share strategies.	SY23-28	AVID Trained teacher AP AVID Site Lead	0	n/a	WICOR Wednesday slide deck Faculty Meeting Agenda
4. AVID Site team will meet monthly to review and discuss the AVID site plan.	SY23-28	Administration AVID Site Lead AVID Site Team	0	n/a	AVID Site Team meeting agendas AVID Site Team Goals
Strategy #2: Increase students' college and career awareness.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation

1. Students will participate in college and career activities.	SY23-28	Teachers AVID-Site Coordinator AVID Site Team School Counselor Career Specialist	\$500	AVID Funds Supply Money	Career Day Flyer Lesson Plans
2. Teachers will create college and career displays.	SY23-28	Teachers AVID-Site Coordinator AVID Site Team School Counselor Career Specialist	\$500	AVID Funds Supply Money	College Corners Bulletin Board Displays