School Renewal Plan
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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:	Killian Elementary
SIDN:	4002086
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	2621 Clemson Road
Address 2:	
City:	Columbia, SC
Zip Code:	29229
School Renewal Plan Contact Person:	Mr. Stacey M. Franklin
School Plan Contact Phone:	803.699.2981
School Plan E-mail Address:	sfranklin@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 D. Moore Printed Name	Signature	4/8/2024 Date
Principal		
Stacey M. Franklin Printed Name	Signature	3/22/24 Date
Chairperson, District Board of Trustees		
Mr. Joe Trapp Printed Name	Signature	4-10-24 Date
Chairperson, School Improvement Council		
Kenisha Thompson Printed Name	Signature	3/22/2024 Date
School Read To Succeed Literacy Leadership Team Lead		
Rita Raley Printed Name	Signature	3/22/24 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**	Stacey M. Franklin
2.	**Teacher**	Loretta Dailey
3.	**Parent/Guardian**	Rhonda Moore
4.	**Community Member**	Mitch Uehling
5.	**Paraprofessional**	Veronica Watkins
6.	**School Improvement Council Member**	Kenisha Thompson
7.	**Read to Succeed Reading Coach**	Rita Raley
8.	**School Read To Succeed Literacy Leadership Team Lead**	Rita Raley
9.	**School Read To Succeed Literacy Leadership Team Member**	Marlena Council
	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	
	School Read To Succeed Literacy Leadership Team Member	Michelle Evans
	School Read To Succeed Literacy Leadership Team Member	Dr. Kimberly Smalls
	School Read To Succeed Literacy Leadership Team Member	Dr. Cunningham
	School Read To Succeed Literacy Leadership Team Member	Dr. Richardson

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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA4Ng

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.	At Killian our K-2 achievement scores have decreased tremendously after the Pandemic. Even with the curriculum of Open Court students in K-2 still struggle with decoding, comprehension and basic writing skills. In addition, Killian has had an increase in Mutli-Lingual Learners in one school year. Furthermore, our pupils' poverty index has increased from 77 % to now 83%.
Elementary/Middle School (3 - 8)	
2.	Achievement 3-5 SC Ready Math- Killian achievement scores steadily increased over the years until the Pandemic set upon us. Students' achievement scores in Math significantly declined. In recent years, we have seen an increase of about 2% to 3 % increase last school year.
Teacher/Administrator Quality	
3.	Teacher/Administrator Quality- Killian had a strong foundation with teachers being AVID trained; however, over the past few years teacher turnover has decreased the number of teachers with a strong AVID Foundation. Killian has taken a different approach but allowing new teachers to grasp the curriculum then allow new teachers to be trained in AVID in their second or third year. Furthermore, the student population has increased to 760 students which is a huge disparity from 7 years ago when the population was approximately 630 students.
School Climate	
4.	Students' social emotional well being has seen a significant decrease post pandemic as evidenced by an increase in behavioral referrals and teachers' perceptions related to student behavior. After reviewing school report data from post pandemic we found students' perceptions about the social and physical environment is an area for improvement. Killian students have expressed that restroom facilities are in much needed attention over the course of the years past. More trouble to Killian is its Chronic absences and student tradies are higher than ever. The absenteeism rate before the pandemic was 8 % and since then we had an increase to 15.8 % and now 23% of Killian students are chronically absent or tardy.

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 81% to 91%					
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	81 %	**Projected Data:** 83 %	85 %	87 %	89 %	91 %
		Actual Data: TBD				

Action Plan

Strategy #1: Focus on Schoolwide AVID Framework					
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. Implement AVID Collaboration strategies during morning meetings and during academic content learning.	2023-2028	Admin./Teachers/Reading Coach/TLC/District AVID Coordinator	5,000-10,000	At-Risk/Title One/ Afterschool funds	All teachers
2. Reduce chronic absences/tardies among Killian students by attendance activities for classes.	2023-2028	Admin./Teachers	5,000	At-Risk/Title One/ Afterschool funds	All teaches and parents

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, Killian Elementary will increase the percent of 3rd grade elementary students scoring meets or exceeds on SC READY Math from 34.5% to 44.5 %					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
South Carolina Ready	34.5 %	**Projected Data:** 36.5 %	38.5 %	40.5 X%	42.5 %	44.5 %
		Actual Data: TBD				

Action Plan

Strategy #1: C-King Education, Inc provides Math PD to teachers with the support to develop lessons for in-person integrating productivity tools (Google Suite, Google Classroom/Microsoft 360, Pear Deck, etc.). Teachers will accelerate learning to mitigate learning loss due to the interruptions in education due to the global pandemic.					
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 develop more 21st century strategies to teach mathematics to students through use of manipulatives.	2023-2028	Admin./Teachers/ /Interventionist/District/Content Specialist	20,000-25,000	At-Risk/Title One/General Fund	All teachers
Strategy #2: Increase K-3 of classroom manipulatives in teacher classrooms: 24 teachers @ $ 700 per teacher.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Teachers in 3rd grade will use manipulatives to assist in building conceptual understanding in math.	2023-2028	Admin./Teachers/ /Interventionist/District/Content Specialist	15,000-18,000	At-Risk/Title One/General Fund	All K-3 teachers
Strategy #3: Creating formative assessments to guide instruction.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Use of formative assessment in Grade 3 from Mastery Connect by creating 4-5 assessments a week.	2023-2028	Admin./Teachers/ /Interventionist/District/Content Specialist	District cost	Distirct General funds/Special Funds	Teachers in grades 3-5.

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 45.6 % to 55.6 %					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
Measures of Academic Progress (MAP)	45.6 %	**Projected Data:** 47.6	49.6	51.6	53.6	55.6
		Actual Data: TBD				

Action Plan

Strategy #1: Integrate technology into classroom instruction for Lexia Reading Core 5 for grades pre K-5. The scope and sequences focus will be phonological Awareness, structural analysis, vocabulary and comprehension.					
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 utilize data from My Lexia to formulate smalls groups and focus on decoding of words and phonics.	2023-2028	Admin./Teachers/Reaching Coach/Interventionists/TLC/District Content Specialist	12,000	Title One/At-Risk/General Fund	All teachers
2. Use of Reading curriculum to include use of materials (Open Court).	2023-2028	Admin./Teachers/Reaching Coach/Interventionists/TLC/District Content Specialist	District incurred cost	General funds/Special Funds	All K-2 teachers

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, Killian Elementary will increase the percent of 3rd Grade elementary students scoring meets or exceeds on SC READY ELA from 30.2% to 40.2%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
South Carolina Ready Assessment	30.2 %	**Projected Data:** 32.2 %	34.2 %	36.2%	38.2%	40.2 %
		Actual Data: TBD				

Action Plan

Strategy #1: Increase student achievement in grades 3-5 through use of new reading curriculum and given teacher new strategies to implement.					
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. Use of Reading curriculum to include use of supplemental materials.	2023-2028	Admin./Teachers/Reading Coach/School Intervetnionst/TLC	N/A	District incurred Cost	All teachers in grades 3-5 to include new teachers.
2. Integrate technology into classroom instruction for Lexia Reading Core 5 for grades pre K-5. The scope and sequences focus will be phonological Awareness, structural analysis, vocabulary and comprehension.	2023-2028	Admin./Teachers/Reading Coach/School Intervetnionst/TLC	12,000	At- Risk/KES School Budget/ Title One/General Budget	All teachers

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, Killian will have obtained or maintained “Certified” or higher distinction by AVID Center based on Coaching and Certification Instrument.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
AVID Certification Instrument	Certified	**Projected Data:** Certified	Certified	Certified	Certified	Certified
		Actual Data: Certified				

Action Plan

Strategy #1: Implement AVID Framework at Killian Schoolwide.					
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 AVID Training and having AVID Spot light at monthly faculty meetings.	2023-2028	Admin/Teachers/Reading Coach/TLC/ District AVID Leader	5,000-10,000	At-Risk/Title One	All teachers are provided with AVID Training.
2. Killian students will focus on school wide goals for AVID such as organizational skills through use of notebooks.	2023-2028	Admin./AVID Trained Teachers/Reading Coach/TLC	6,500	At-Risk/Title One	All teachers that are AVID Trained.