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:	Windsor Elementary
SIDN:	4002077
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	9800 Dunbarton Dr.
Address 2:	
City:	Columbia, SC
Zip Code:	29223
School Renewal Plan Contact Person:	DeAnna Savage
School Plan Contact Phone:	8037368723
School Plan E-mail Address:	dsavage@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		
Kim Moore Printed Name	Signature	4/8/2024 Date
Principal		
DeAnna Savage Printed Name	Signature	3/8/24 Date
Chairperson, District Board of Trustees		
Joe Trapp Printed Name	Signature	4/10/24 Date
Chairperson, School Improvement Council		
Tara Graham Printed Name	Signature	3/18/24 Date
School Read To Succeed Literacy Leadership Team Lead		
Michael Glover Printed Name	Signature	3.8.24 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**	DeAnna Savage
2.	**Teacher**	Tracy Goodwin
3.	**Parent/Guardian**	Tiereney Richardson
4.	**Community Member**	Steven Lopez
5.	**Paraprofessional**	Jenny Shern
6.	**School Improvement Council Member**	Anthony Bracy
7.	**Read to Succeed Reading Coach**	Amanda Trower
8.	**School Read To Succeed Literacy Leadership Team Lead**	Michael Glover
9.	**School Read To Succeed Literacy Leadership Team Member**	Kendra Waring
	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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA3Nw

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.	Data after the pandemic and virtual education demonstrates that our students lost significant grounds in reading. 23.2% scored met or above on the SY2021 ELA SC Ready as compared to 35.3% during SY2019 ELA SC Ready administration (pre COVID). On the Spring 2022 ELA MasteryConnect administration, our third graders were behind their district peers by 27.1 points on projected proficiency, fourth graders were behind their district peers by 14.2 points, and fifth graders were behind their district peers by 22 points. On the SY 2022 Spring ELA MAP, 69.2 % of second graders were projected to score a “does not meet” on SC Ready and 20% were approaching met.
Elementary/Middle School (3 - 8)	
2.	Review of data following the pandemic shows that our students struggled to grasp foundational math skills during virtual instruction. 31.7% scored met or above on the SY 2021 Math SC Ready as compared to 43.5% during SY 2019 Math SC Ready administration (pre COVID). On the Spring 2022 Math MasteryConnect administration, our third graders were behind their district peers by 30.8 points on projected proficiency, fourth graders were behind their district peers by 16 points, and fifth graders were behind their district peers by 27.5 points. On the SY 2022 Spring Math MAP, 53.8 % of second graders were projected to score a “does not meet” on SC Ready and 29.2% were approaching met.
Teacher/Administrator Quality	
3.	Our school and our district recognize what a benefit AVID is to students as they development the necessary characteristics of a South Carolina Graduate. AVID's mission is to close the opportunity gap as we prepare all students for college and career readiness. Our school is currently in implementation +3 status and we are going to take the necessary steps to become and maintain a certified AVID school.
School Climate	
4.	Reviewing data from previous year's School Climate Surveys has increased concern about students' perceptions of their environment and safety in our building. In 2022, 13.9% of students report being dissatisfied with their Social and Physical Environment. Therefore this is an area of growth and need. It is our desire that our students have a positive and safe learning environment.

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 86.1% to 91.1%. (1% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
2021-2022 School Report Card/School Climate Survey	86.1%	**Projected Data:** 87.1%	88.1%	89.1%	90.1%	91.1%
		Actual Data: TBD				

Action Plan

Strategy #1: Develop a sense of pride for our school's physical resources and facility.					
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. Utilize Student Leadership Roles to promote safety, cleanliness, and schoolwide expectations.	2023-2028	School Administration, School Staff, Students	$1,000	Title One	Applications for Leadership roles, visibility of student leaders, student schedules and logs
2. Utilize school based site committees to promote School Wide beautification.	2023-2028	School Administration, School Staff	$10,000	PTO Funds, Principal Discretionary Funds	Committee rosters, schedule of beautification dates
Strategy #2: Develop a sense of pride for our choices and interactions with each other.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Foster positive interactions through morning meetings	2023-2028	Classroom Teachers, Students	$5,000	Title One	Lesson Plans, Reflections, Walk-through observations
2. Create opportunities for positive interactions through community/vertical town hall meetings.	2023-2028	Classroom Teachers, Students	$10,000	Principal Discretionary Funds and Title One Funds	Signage, Student Feedback/Survey, Ongoing check-ins

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 34.1% to 44.1%. (2% annually).					
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)	34.1	**Projected Data:** 36.1	38.1	40.1	42.1	44.1
		Actual Data: TBD				

Action Plan

Strategy #1: Provide Teachers with Professional Development in Reading Instructional 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. Provide Professional Development opportunities for Tier 1 Intervention strategies.	2023-2028	School Administration, Literacy Coach, Interventionists, District Content Specialist	$100,000	Title One, PD Funds, Principal Discretionary Funds	Meeting Agendas, Reflections, Budget
2. K-2 Professional Development on Foundational Reading skills (Phonemic Awareness, Phonics, Comprehension Skills)	2023-2028	School Administration, Literacy Coach, Interventionists, District Content Specialist	$20,000	Title One, Professional Development Funds	Certificate of Completion, PD Agenda, Observations Reflections, PD Reflections
Strategy #2: Monitor and provide regular feedback and accountability for the use of Reading Instructional Strategies in the classroom.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Follow annual Literacy Reflection tool.	2023-2028	Read to Succeed Literacy Team, Literacy Coach, School Administration	No Cost	None	Literacy Reflection Tool
2. Conduct regular classroom walkthroughs to provide feedback regarding ELA Instructional strategies	2023-2028	Read to Succeed Literacy Team, Literacy Coach, School Administration	No Cost	None	Walkthrough Data
3. K-2 Vertical and Horizontal Articulation and Unpacking of Standards	2023-2028	K-2 Teachers, Coaches, and School Administration	No Cost	None	Meeting Agenda and Reflections

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, Windsor Elementary will increase the percentage of 3rd grade students scoring meets or exceeds on SC READY ELA from 25.9% to 35.9%. (2% annually)					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
2021-2022 SCReady ELA	25.9%	**Projected Data:** 27.9%	29.9%	31.9%	33.9%	35.9%
		Actual Data: TBD				

Action Plan

Strategy #1: Provide Teachers with Professional Development in ELA Instructional 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. Provide Professional Development opportunities 3rd grade teachers for Tier 1 Intervention strategies.	2023-2028	School Administration, Literacy Coach, Interventionists, District Content Specialist	$100,000	Title One, Professional Development Funds	Meeting Agendas, Reflections, Budget
2. K-5 Professional Development on Foundational Reading skills (Phonemic Awareness, Phonics, Comprehension Skills)	2023-2028	School Administration, Literacy Coach, Interventionists, District Content Specialist	$20,000	Title One, Professional Development Funds	Certificate of Completion, PD Agenda, Observations Reflections, PD Reflections
3. K-5 Professional Development on Foundational Writing Skills	2023-2028	School Administration, Literacy Coach, Interventionists, District Content Specialist	$5,000	Title One	Certificate of Completion, PD Agenda, Observations Reflections, PD Reflections
Strategy #2: Monitor and provide regular feedback and accountability for the use of ELA Instructional Strategies in the classroom.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Follow annual Literacy Reflection tool.	2023-2028	Read to Succeed Literacy Team, Literacy Coach, School Administration	No Cost	None	Literacy Reflection Tool
2. Conduct regular classroom walkthroughs to provide feedback regarding ELA Instructional strategies	2023-2028	Read to Succeed Literacy Team, Literacy Coach, School Administration	No Cost	None	Walkthrough Data
3. K-5 Vertical and Horizontal Articulation and Unpacking of Standards	2023-2028	K-5 Teachers, Coaches, and School Administration	No Cost	None	Meeting Agenda and Reflections

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, Windsor Elementary will increase the percentage of 5th grade students scoring meets or exceeds on SC READY Math from 23.7% to 33.7% (2% annually).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
2021-2022 SCReady Math	23.7%	**Projected Data:** 25.7%	27.7%	29.7%	31.7%	33.7%
		Actual Data: TBD				

Action Plan

Strategy #1: Provide Teachers with Professional Development in Math Instructional 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. Provide Professional Development opportunities for 5th grade Tier 1 Intervention strategies.	2023-2028	School Administration, Interventionists, District Content Specialist	$50,000	Title One, Professional Development Funds	Meeting Agendas, Reflections, Budget
2. K-5 Professional Development on Foundational Math skills	2023-2028	School Administration, Interventionists, District Content Specialist	$10,000	Title One, Professional Development Funds	Certificate of Completion, PD Agenda, Observations Reflections, PD Reflections
Strategy #2: Monitor and provide regular feedback and accountability for the use of Math Instructional Strategies in the classroom.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Conduct regular classroom walkthroughs to provide feedback regarding Math Instructional strategies	2023-2028	School Administration, District Content Specialist, Interventionist	No Cost	None	Walkthrough Data
2. K-5 Vertical and Horizontal Articulation and Unpacking of Standards	2023-2028	K-5 Teachers, Coaches, and School Administration	No Cost	None	Meeting Agenda and Reflections

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, Windsor Elementary School will go from Implementation +3 to "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**
2022-2023 AVID Coaching and Certification Instrument (CCI).	Implementation +3	**Projected Data:** Certified	Certified	Maintain Certification	Maintain Certification	Maintain Certification
		Actual Data: TBD				

Action Plan

Strategy #1: Provide teachers with Professional Development in 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. Provide opportunities for teachers to attend AVID training (district-wide).	2023-2028	School Administration	Approximately $2,850 per staff member	District/ School PD funds	Certificates of Completion
2. Provide opportunities for teachers to attend AVID summer institutes.	2023-2028	School Administration	Approximately $2,850 for travel, lodging, and meals	District/ School PD funds	Certificates of Completion
3. Administrators and AVID Lead will model and use WICOR AVID strategies during faculty professional development sessions.	2023-2028	School Administration / AVID Lead	minimal cost	Title One	PD Agendas
4. Utilize district AVID personnel for in-house WICOR AVID training at least annually.	2023-2028	District AVID personnel	no cost	None	Presentation Exit Slip
Strategy #2: Monitor and provide regular feedback and accountability for the use of AVID strategies in the classroom.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Follow annual AVID Site Team Plan (using CCI tool)	2023-2028	AVID Site Team Admin AVID Lead	No Cost	None	Annual EOY AVID CCI
2. Conduct regular classroom walkthroughs to provide feedback regarding AVID strategies.	2023-2028	School Administration/AVID Site Team/ Windsor Coaches	No Cost	None	Walkthrough Data