# 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:** | Lake Carolina Elem/Upper |
| **SIDN:** | 4002102 |
| **Plan Submission:** | School utilizes Cognia |
| **Grade Span:** | 3 To 5 |
| **District:** | Richland 2 |
| **Address 1:** | 1261 Kelly Mill Road |
| **Address 2:** | |
| **City:** | Blythewood, SC |
| **Zip Code:** | 29016 |
| **School Renewal Plan Contact Person:** | Dr. Keicha Chandler-Smith |
| **School Plan Contact Phone:** | 8036913360 |
| **School Plan E-mail Address:** | kechandler@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<br>Printed Name | _____<br>Signature | _____<br>Date |
| ***Principal*** | | |
| Dr. Keicha Chandler-Smith<br>Printed Name | _____<br>Signature | _____<br>Date |
| ***Chairperson, District Board of Trustees*** | | |
| Mr. Joe Trapp<br>Printed Name | _____<br>Signature | _____<br>Date |
| ***Chairperson, School Improvement Council*** | | |
| Dr. Sherisse Jackson<br>Printed Name | _____<br>Signature | _____<br>Date |
| ***School Read To Succeed Literacy Leadership Team Lead*** | | |
| Julie Smith<br>Printed Name | _____<br>Signature | _____<br>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**<br>(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)) | |
| N/A | **Academic Assistance, PreK–3**<br>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**<br>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**<br>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**<br>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**<br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. |
| Yes | **Innovation**<br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| Yes | **Collaboration**<br>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**<br>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. |
| N/A | **Half-Day Child Development**<br>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. |
| N/A | **Developmentally Appropriate Curriculum for PreK–3**<br>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**<br>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**<br>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**<br>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** | Dr. Keicha Chandler-Smith |
| 2. | **Teacher** | Sarah Hood |
| 3. | **Parent/Guardian** | Freda Medlock |
| 4. | **Community Member** | Kimbery Toogood |
| 5. | **Paraprofessional** | Denise Bush |
| 6. | **School Improvement Council Member** | Dr. Sherisse Jackson |
| 7. | **Read to Succeed Reading Coach** | Julie Smith |
| 8. | **School Read To Succeed Literacy Leadership Team Lead** | Julie Smith |
| 9. | **School Read To Succeed Literacy Leadership Team Member** | Gregory Lewis |
| | **OTHERS** (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)<br>** 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMjEwMg

## 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** | |
| **Elementary/Middle School (3 - 8)** | |
| 1. | Since returning from COVID, our elementary students have made significant progress on SC READY in ELA and Math. However, not all of our subgroups have rebounded at the same level. Most notably we realize that our African American students have not seen the same levels of growth or rebound, especially in the area of math. Precovid, 2018-19, 60% of AA students met or exceeded. Post Covid, 2022-23, only 42% of AA met or exceeded in math, which is an 18% decrease. We plan to provide targeted monthly professional development and observational feedback, and coaching to help teachers meet student needs and reach our academic goals for all student groups. We realize that part of this focus will rely on setting high expectations for all of our students (and their teachers). We will also partner with our school and district coaches and specialists to make sure we are affording each student the opportunity to succeed academically. |
| **Teacher/Administrator Quality** | |
| 2. | Lake Carolina Elementary- Upper Campus knows that all of our students need to be ready to show and use the skills of 21st Century Learners. This aligns with the mission of the AVID Program and allows us to use specific strategies to teach our students to better Write, Inquire, Collaborate, Organize, and Read. Using WICOR strategies opens up learning by making sure that our students not only organize their materials, but also their thoughts, and then use these thoughts along with information gathered to collaborate and express themselves. As a school, we have worked with our District AVID Lead as well as AVID trainers to continue to learn how to best implement AVID school-wide. We are committed to growing our students and staff and becoming AVID Certified (and later an AVID School of DIstinction) not for the recognition, but because we recognize how these skills will benefit all of our community members. |
| **School Climate** | |
| 3. | At Lake Carolina Elementary-Upper Campus we believe that students must first feel safe and secure to then learn and achieve. We were not satisfied with our student surveys measuring student satisfaction with their school environment. We also recognize that the student satisfaction decreased by more than 10 percentage points last year. With this information, we have significant plans to ensure that students have both a safe and secure PHYSICAL environment as well as a safe and secure SOCIAL environment so that every student can reach their fullest potential. |

# Performance Goal

| Performance Goal Area: | School Climate * (Parent Involvement, Safe and Healthy Schools, etc.) | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**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** |
| SC SCHOOL REPORT CARD DATA FILE (SURVEY RESULTS) | 76.8 | **Projected Data:** 78.8 | 80.8 | 82.8 | 84.8 | 86.8 |
| | | **Actual Data:** TBD | | | | |

# Action Plan

| Strategy #1: Lake Carolina Elementary Upper will create a safe and supportive SOCIAL environment for all students and staff.. | | | | | |
|---|---|---|---|---|---|
| **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. Establish and maintain clear procedures for all areas of the school | 2023-2028<br>Develop procedures and monitor/adjust procedures each year. | Administration<br>Teacher Leaders<br>Teachers<br>Students<br>Parents | 0 | NA | Clear student expectations in the student/staff handbook. |
| 2. Implement/maintain a social emotional learning curriculum during daily class meetings | 2023-2028<br>(DAILY) | Teachers<br>Counselor<br>Administration | 2000 | At Risk Funds | Classroom Schedules<br>Lesson Plans<br>Walk Through Data |
| **Strategy #2: Lake Carolina Elementary- Upper Campus staff will maintain a safe and supportive PHYSICAL environment for all students and staff.** | | | | | |
| **Action Step** | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Building walkthroughs with Service Solutions Staff | 2023-2028<br>(Monthly) | Administration<br>Service Solutions Manager | 0 | NA | Walk Through Checklist |
| 2. Create a work order log of completed work | 2023-2028<br>Monitored Monthly | Office Staff<br>Administration | 9 | NA | Work Order Log |
| 3. Collect teacher/student surveys to check physical environment (room, restroom, hallway) | 2023-2028<br>(Quarterly) | Administration<br>Teachers | 0` | NA | Survey Data |

# Performance Goal

| Performance Goal Area: | Student Achievement * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | By 2028, Lake Carolina Elementary Upper Campus will increase the percentage of 5th grade elementary students scoring meets or exceeds on SC READY ELA from 58.5% to 68.5%. (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 SCORES/SCHOOL REPORT CARD DATA | 58.5 | **Projected Data:** 60.5 | 62.5 | 64.5 | 66.5 | 68.5 |
| | | **Actual Data:** TBD | | | | |

# Action Plan

| Strategy #1: Lake Carolina Elementary-Upper staff will participate in ongoing, relevant professional learning experiences related to SC Standards and best practices. | | | | | |
|---|---|---|---|---|---|
| **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. Monthly Professional Learning Clubs to study best practices in ELA instruction | 2023-2028 | Reading Coach<br>Teachers<br>Administration | 5,000<br>(1,000 per year) | PD Funds | Meeting Agendas<br>Exit Slips<br>Coaching Cycles |
| 2. Monthly Richland 2 Coaching Collaborations | 2023-2028 | Reading Coach<br>District Content Specialists<br>SCDE Content Specialists | 0 | NA | Meeting Agendas<br>Exit Slips/ Padlets<br>Coaching Cycles<br>Benchmark Review |
| 3. Teachers will use the learned material daily to implement best practices | 2023-2028 | Teachers<br>Coaches (Reading and TLC)<br>Administration | 0 | NA | Peer Observations<br>Coaching Cycles<br>School Walk Through Data |
| 4. Teachers will participate in Profession Learning Experiences specifically related to best practices to engage students and families from diverse populations/backgrounds. | 2023-2028 | District Staff<br>Administration<br>Coaches<br>Teachers<br>PD Providers | 10,000<br>(2,000 each year) | LOCAL FUNDS | Training Agendas<br>Walk Thru Data |

| Strategy #2: Lake Carolina Elementary-Upper students will grow in individual goals in ELA by participating in meaningful instruction using best practices. | | | | | |
|---|---|---|---|---|---|
| **Action Step** | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |

| | | | | | |
|---|---|---|---|---|---|
| 1. School-wide Intervention Blocks will be established to allow time for instruction on individual learning levels | 2023-2028 (Daily) | Administration<br>Teacher Leaders | 0 | NA | School Master Schedule<br>Classroom Schedules with Protected ELA times |
| 2. Students and teachers will use Benchmark data to make and monitor individual ELA goals. | 2023-2028 | Students<br>Teachers<br>Administration | 0 | NA | Student Goal Sheets/Individual Student Data Notebooks |
| 3. Students will participate in daily workshop model for explicit Tier 1 ELA Instruction. | 2023-2028 | Students<br>Teachers | 0 | NA | Lesson Plans<br>Walk Thru Data |

# Performance Goal

| Performance Goal Area: | Student Achievement * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | By 2028, Lake Carolina will increase the percent of 3rd grade elementary students scoring meets or exceeds on SC READY Math from 64.9% to 74.9%. (2% annually) | | | | | |
| **Interim Performance Goal: Meet annual targets below.** | | | | | | |
| **Data Source(s)'** | **Average Baseline** | **2023/24** | **2024/25** | **2025/26** | **2026/27** | **2027/28** |
| SC READY DATA FILE | 64.9 | **Projected Data:** 66.9 | 68.9 | 70.9 | 72.9 | 74.9 |
| | | **Actual Data:** TBD | | | | |

# Action Plan

| Strategy #1: Lake Carolina Elementary-Upper staff will participate in ongoing, relevant professional learning experiences related to SC Standards and best practices. | | | | | |
|---|---|---|---|---|---|
| **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. Math Professional Learning Clubs | 2023-2028 | District Math Specialists<br>School Coaches<br>Administration<br>Teachers | 0 | NA | Meeting Agendas<br>Exit Slips<br>Coaching Cycles |
| 2. Build Math Mentor Texts resources /Co-curricular Collaboration | 2023-2028 | Math/ELA Content Specialists<br>School Coaches<br>Administration<br>Teachers | 0 | NA | Standards alignment document<br>Meeting Agendas<br>Coaching Cycles |
| 3. Math Manipulatives Accessibility Plan (Establish a Make and Take to allow for everyone to store manipulatives in their classrooms for easy access and use) | 2023-2028 (establish in 2023 and maintain/replenish each year) | Math Specialists<br>School Coaches<br>Administration | 10,000 | School Funds | Each Class' Math Station (checklist) |
| **Strategy #2: Lake Carolina Elementary-Upper students will grow in individual goals in Math by participating in meaningful instruction using best practices.** | | | | | |
| **Action Step** | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. School-wide Intervention Blocks will be established to allow time for instruction on individual learning levels | 2023-2028 | Administration<br>Team Leaders | 0 | NA | School Master Schedule<br>Classroom Schedules |
| 2. Students and teachers will use Benchmark data to make individual and monitor individual Math goals. | 2023-2028 | Students<br>Teachers | 0 | NA | Student Goal Sheets<br>Data Logs |

| | | | | | |
|---|---|---|---|---|---|
| 3. Students will participate in a STEM Lab as part of the Related Arts Rotation for Co-Curricular Collaboration and support classroom performance. | 2023-2028 | Administration<br>STEM Teacher<br>Teachers<br>Students | 0 | NA | Lesson Plans<br>Walk Thru Data |

# Performance Goal

| Performance Goal Area: | Teacher/Administrator Quality * | | | | | |
|---|---|---|---|---|---|---|
| **Performance Goal:**<br>**SMART goal must include:**<br>**WHO will do WHAT, as measured by HOW and WHEN.** | By 2028, Lake Carolina Elementary -Upper will obtain and maintain “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 CENTER DESIGNATION | Not Certified | **Projected Data:** Gain Certification | Maintain Certification | Maintain Certification | Maintain Certification | Higher Distinction |
| | | **Actual Data:** TBD | | | | |

# Action Plan

| Strategy #1: Teachers participate in meaningful Professional Development opportunities to learn and implement 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. Teacher training in Foundations of AVID | 2023-2028 | AVID Center<br>Administration<br>Teachers | 0 | | Certification List<br>AVID Data Collection |
| 2. Monthly Professional Development and AVID Planning | 2023-2028 | AVID Site Team<br>AVID Coordinator (District)<br>Administration<br>Teachers | 0 | NA | Monthly agendas<br>Work samples |
| 3. Develop and maintain a Faculty Resource of AVID Strategies (Notebook and Digital File) | 2023-2028 (Started in 2023 and maintained and added to each year) | AVID Site Team<br>Teachers | 0 | NA | Notebook/File |
| **Strategy #2: The physical environment of the school will reflect AVID practices.** | | | | | |
| **Action Step** | **Timeline** Start/End Dates | **People Responsible** | **Estimated Cost** | **Funding Source** | **Indicators of Implementation** |
| 1. Hallway bulletin boards and classroom displays will reflect college and career readiness. | 2023-2028 | Administration<br>Teachers<br>Coaches | 0 | NA | Classroom/Hallway Checklists |