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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:	Sandlapper Elementary
SIDN:	4002093
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	1001 Longtown Road
Address 2:	
City:	Columbia, SC
Zip Code:	29229
School Renewal Plan Contact Person:	Whitney Prowell, Ph.D
School Plan Contact Phone:	803-667-5990
School Plan E-mail Address:	wprowell@richland2.org

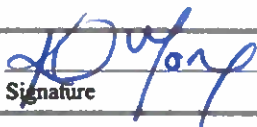
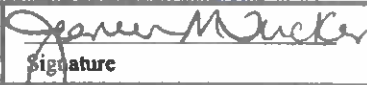
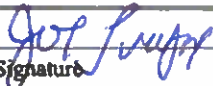
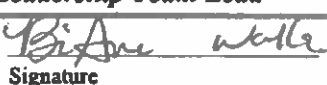
Required Signature Page

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		
<u>Dr. Kim D. Moore</u> Printed Name	 Signature	<u>4/8/2024</u> Date
Principal		
<u>Whitney Prowell, Ph. D</u> Printed Name	 Signature	<u>3-26-24</u> Date
Chairperson, District Board of Trustees		
<u>Mr. Joe Trapp</u> Printed Name	 Signature	<u>4/10/24</u> Date
Chairperson, School Improvement Council		
<u>Elaine Wright</u> Printed Name	 Signature	<u>3-27-24</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Brianna Walker</u> Printed Name	 Signature	<u>3-26-24</u> 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	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.
No	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	Whitney Prowell, Ph. D
2.	Teacher	Megan Allen
3.	Parent/Guardian	Kristen Barbour
4.	Community Member	Homer Torrence
5.	Paraprofessional	Loraine Mellette
6.	School Improvement Council Member	Elaine Wright
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Brianna Walker
9.	School Read To Succeed Literacy Leadership Team Member	Monica Moody
	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 (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMjA5Mw>

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, Sandlapper has noticed a decline in K-2 students' Reading Achievement. Sandlapper has been lacking a full-time Reading Coach for a variety of reasons. This resulted in gaps of knowledge for teachers. Sandlapper would benefit from having an active Reading Coach who can support teachers as they support students.
Elementary/Middle School (3 - 8)	
2.	Post-pandemic Sandlapper has noticed a decrease ELA achievement. In 18-19, 46.4% met or exceeded in ELA; however, in 20-21 only 34.7% met or exceeded. Sandlapper would benefit from additional Lucy Calkins training in order to increase writing achievement. In addition, students at Sandlapper will benefit from increased small group instruction opportunities. Post-pandemic, Sandlapper has noticed a decrease in Math achievement. In 18-19, 47% met or exceeded in Math; however, in 20-12, only 30.9% met or exceeded. Without being able to provide hands-on learning, math instruction was less effective. Sandlapper will benefit from providing hands-on learning through a Math Lab. In addition, Sandlapper students will benefit from targeted small group instruction based on data.
Teacher/Administrator Quality	
3.	Sandlapper has 9 new certified teachers join us this year. These new school staff members have not yet been AVID trained. Sandlapper would benefit from training all certified teachers in AVID practices. In addition, teachers would benefit from seeing more AVID strategies modeled and incorporated during their professional learning activities.
School Climate	
4.	We have recently experienced a decrease in the Student Climate survey post pandemic. Our survey results decreased from 87.7% to 84.8%. Sandlapper has a need to increase positive recognitions of student accomplishments. Sandlapper would also benefit from building partnerships in the community to increase mentoring opportunities.

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 Sandlapper Elementary students satisfied with the social and physical environment will increase from 84.8% to 88.8%					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Report Card Climate Survey	84.8	Projected Data: 84.8	85.8	86.8	87.8	88.8
		Actual Data: TBD				

Action Plan

Strategy #1: Maintain a safe student-centered environment that fosters respect and supports learning while developing character.

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 Morning Meetings each morning to ensure student centered collaboration and leadership.	2023-2028	Principal Teachers Students	NA	NA	Master Schedule allows 15 minute focus each day for Meeting Time.
2. Establish relationships within the community to create opportunities for mentoring students.	2023-2028	Administration Teachers PTO SIC	\$1000	Discretionary funds	Creation of a database of community partners. Breakfast or event to highlight our community partners to see how all parties can best support one another and students.

Strategy #2: Increase student recognition and leadership opportunities

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Recognize students with Student Spotlights on the New Show and Quarterly Celebrations and Recognitions (ie: Star Huddles)	2023-2028	Admin, Teachers and School Counselor	\$1000	Grants/Pupil Activity Funds	Pictures/Artifacts
2. Student Leadership Groups (Student Council, Beta Club, Robotics, etc.)	2023-2028	Admin, School Counselor and Teacher Leaders	\$1000	Grants/Pupil Activity Funds	Program pictures, meeting dates

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 46.8% to 54.8%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
NWEA Data File	46.8%	Projected Data: 48.8%	50.8%	52.8%	54.8%	56.8%
		Actual Data: TBD				

Action Plan

Strategy #1: Our staff will continue to participate in ongoing, relevant professional learning experiences in order to increase the capacity of teachers to best support students.					
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 Orton Gillingham Training to all Reading Coach and all RTI Interventionists to build their capacity so they are better able to support teachers and students.	2023-2028	Admin. Team, Reading Coach, District Curriculum Spec.	\$10,000	Title One funds	Professional Development calendar to guide our work towards implementing best practices Teacher survey results and measure of student data for growth
2. Administration and coaches will conduct ongoing data sessions helping teachers analyze data trends and plan small group learning opportunities that specifically target areas of concern.	2023-2028	Principal APs TLC/Coaches RTI staff	n/a	n/a	Data Meeting notes, scheduled meeting dates
Strategy #2: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in Reading.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide LLI curriculum for ELA/ reading interventions for students < 25%	2023-2028	Teachers RTI staff	\$5000	Title One funds (maintain kits)	Fall, winter and spring benchmark report Growth on EasyCBM data
2. Create a universal RTI period for each grade level to increase fidelity of RTI support for students.	2023-2028	Principal AP Teachers RTI Staff	NA	NA	Master schedule with universal RTI period.

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, Sandlapper Elementary will increase the percentage of third grade students scoring meets or exceeds on SC READY ELA from 41.2 % to 51.2%. (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 ELA Data	41.2	Projected Data: 43.2	45.2	47.2	49.2	51.2
		Actual Data: TBD				

Action Plan

Strategy #1: Our staff will continue to participate in ongoing, relevant professional learning experiences in order to increase the capacity of teachers to best support students.

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. Maintain the implementation of Lucy Calkins for writing curriculum through PD and feedback.	2023-2028	Administration, Teachers, Reading, Coach, Curriculum specialists	\$5,000	At-risk, discretionary (materials and supplies- kits for all teachers)	Increase in writing/ TDA scores on SC Ready
2. Coaches to host STAR PD sessions to support third grade teachers identified needs in teaching reading and/or writing strategies, and integration of technology.	2023-2028	Administration, Reading Coach, Curriculum specialists	NA	NA	STAR PD digital flier with sessions listed

Strategy #2: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in ELA.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will set personal goals for their ELA academic performance.	2023-2028	Teachers, Students	NA	NA	*Student goals documented *Students are able to reflect regularly on their academic performance.
2. Organize small group instruction with intense direct instruction to meet the needs of the students based on data.	2023-2028	teachers, interventionists	NA	NA	*Small Group Instruction in Lesson Plans *Student Academic Data

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, Sandlapper Elementary will increase the percent of 4th grade students scoring meets or exceeds on SC READY Math from 41.1% to 51.1%.					
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	41.%	Projected Data: 43.1%	45.1%	47.1%	49.1%	51.1%
		Actual Data: TBD				

Action Plan

Strategy #1: Our staff will continue to participate in ongoing, relevant professional learning experiences in order to increase the capacity of teachers to best support students.

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 coaching and support for Math Lab instructional assistant to increase his/her capacity and ability to support students.	2023-2028	Admin. Team,, District Curriculum Spec. TLC, Teachers,	NA	NA	*Professional Development calendar to guide our work towards implementing best practices *Dates of PD/Coaching

Strategy #2: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in Math.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Math Lab support for all students which will provide additional standards-based instruction.	2023-2028	Math Lab Teacher	NA	NA	Math Lab in the Master Schedule
2. Intentional planning of Small group Math blocks based on data.	2023-2028	Teachers	NA	NA	Students are making progress with concepts that are challenging, as indicated by formative assessment data

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, Sandlapper Elementary will work to maintain a “Certified” 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 Distinction- CCI report	Certified	Projected Data: Certified	Certified	Certified	Certified	Certified
		Actual Data: Certified				

Action Plan

Strategy #1: Our staff will continue to participate in ongoing, relevant professional learning experiences in order to increase the capacity of teachers regarding AVID to best support students.

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 district and school provided AVID training opportunities to include visiting AVID schools in the district.	2023-2028	Admin Team, District AVID Coach, AVID Site Team, School Level Coaches	NA	NA	Training Certificates Visit Notes/Artifacts
2. Incorporate AVID strategies during grade level, team leaders, and faculty meetings.	2023-2028	Admin Team, District AVID Coach, AVID Site Team, School Level Coaches	NA	NA	Meeting Presentation Slides

Strategy #2: Create and maintain a scholarly and college readiness culture.

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Display of college bulletin boards/College Corners throughout the school and in classrooms to expose students to a variety of colleges and universities.	2023-2028	Admin, School Counselor, teachers, AVID Site Team	\$1000	Discretionary Funds	Pictures of Displays around the school
2. Students will have the opportunity to participate in an annual Career Day to expose them to a variety of fields.	2023-2028	Admin, School Counselor, teachers, AVID Site Team	\$1000	Discretionary Funds	Career Day Flier