School Renewal Plan
Table of Contents

Signature Page	2
Assurances	3
Stakeholders	5
Waiver Requests	6
Needs Assessment Data	7
Executive Summary of Needs Assessment (Summary of Conclusions)	8
Performance Goals and Action Plans	9
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:	Spring Valley High
SIDN:	4002069
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Richland 2
Address 1:	120 Sparkleberry Lane
Address 2:	
City:	Columbia, SC
Zip Code:	29229
School Renewal Plan Contact Person:	Jeff Temoney
School Plan Contact Phone:	803-699-3500
School Plan E-mail Address:	jtemoney@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		
Jeff Temoney Printed Name	Signature	3/25/2024 Date
Chairperson, District Board of Trustees		
Mr. Joe Trapp Printed Name	Signature	4/10/24 Date
Chairperson, School Improvement Council		
Mrs. Monica Lawton Printed Name	Signature	3.25.2024 Date
School Read To Succeed Literacy Leadership Team Lead		
Stacey Baker Printed Name	Signature	3/25/2024 Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**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.
N/A	**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.
N/A	**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.
N/A	**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**	Jeff Temoney
2.	**Teacher**	Rona Stuart
3.	**Parent/Guardian**	Meredith Goldstein
4.	**Community Member**	Jason Phelps
5.	**Paraprofessional**	Susan Arling
6.	**School Improvement Council Member**	Sarah Khan
7.	**Read to Succeed Reading Coach**	Jennifer Wargel
8.	**School Read To Succeed Literacy Leadership Team Lead**	Stacey Baker
9.	**School Read To Succeed Literacy Leadership Team Member**	Allison Bird
	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/

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*)	Richland Two is committed to providing quality instruction to all students. In order to do so, quality instruction from qualified professionals must be provided to all students. Given the current national teacher shortage, and the shortage at SVHS, to meet the academic goals of the strategic plan, it may be necessary to increase class size. This may be the only way to ensure quality instruction and to meet state regulations while increase the quality of instruction.
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	Richland Two is committed to providing quality instruction to all students. In order to do so, quality instruction from qualified professionals must be provided to all students. Given the current national teacher shortage, and the shortage at SVHS, to meet the academic goals of the strategic plan, it may be necessary to increase class size. This may be the only way to ensure quality instruction and to meet state regulations while increase the quality of instruction.
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=eT0yMDIzJnQ9SCZzaWQ9NDAwMjA2OQ

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	
High School (9 - 12)	
1.	Since returning to in person instruction, we have experienced a decline in EOCEP scores. The percent of students who received a passing score on the Algebra 1 EOCEP is 65% with 56% scoring a C or higher. The percent of students who received a passing score on the English 2 EOCEP is 89% with 51.4% scoring a C or higher.
Teacher/Administrator Quality	
2.	From the 2022 School Climate Survey, the percentage of students served by gifted and talented programs is 19.9% which is down from 28.7% the prior year. The percentage of students retained is 5% which is up from 3.4% from the prior year. The percentage of students and parents who are satisfied with school-home relations is 89.1% (students) and 83.7% (parents). To increase student college and career readiness, Spring Valley High School is aligned with AVID's philosophy for college and career readiness at the sustaining level.
School Climate	
3.	From the 2022 School Climate Survey, Percent of Students Satisfied with the Social and Physical Environment dropped from 86.6% to 77.7%. With an 8.9% drop in satisfaction, this is a priority area for Spring Valley High School. The overall perception of school climate is 6.13 which is higher than Richland School District Two's 5.58 but is slightly below the state average of 6.33.
Other (such as district and/or school priorities)	
4.	The current Graduation Rate for Spring Valley High School is 83.3% which will be expected to increase at least 5% overall (1% annually) by 2028 to 88.3%. The current College or Career Readiness is 70.5% which will be expected to increase at least 10% overall (2% annually) by 2028 to 80.5%

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2028, Spring Valley High School will increase the on-time graduation rate from 83.3% to 88.3%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
Graduation Rate	83.3%	**Projected Data:** 84.3%	85.3%	86.3%	87.3%	88.3%
		Actual Data: TBD				

Action Plan

Strategy #1: Track real-time progress of students in their 9GR cohort and apply tiered interventions to ensure on-time promotion.					
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. Hold meetings with students and parents by 9GR cohort to track progress and predict on-time promotion and graduation.	8/23-5/28	School Counselors Administrators	N/A	N/A	Monthly meetings, if needed Annual registration meetings
2. Review and monitor 9GR cohort list for indicators of at-risk trends.	8/23-5/28	School Data Team Administration School Counselors	N/A	N/A	Bi-monthly Data Team Meetings
Strategy #2: Provide and publicize opportunities for students to recover content and improve performance to ensure on-time promotion and graduation.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Utilize Tier 1 intervention of peer or teacher tutoring for priority content areas.	8/23-5/28	Tutoring Lead Testing and Tutoring Coordinator Teachers	$15,000	At-Risk funds Education Foundation funds	Particpation of students in the various tutoring opportunities.
2. Utilize Tier 2 intervention of Content Recovery for major assignments.	8/23-5/28	Teachers Testing and Tutoring Coordinator	N/A	N/A	Content Recovery Submissions
3. Utilize Tier 3 intervention of Credit Recovery at the end of the course (semester or yearlong).	8/23-5/28	Credit Recovery Administrator	N/A	N/A	Semester Grading Reports Student utilizaton of Credit Recovery opportunities.

Performance Goal

Performance Goal Area:	District Priority					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	By 2028, Spring Valley High School will increase the percent of students who are College OR Career Ready from 70.5% to 80.5% (2% annually).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
College and Career Readiness Tracking Report	70.5%	**Projected Data:** 72.5%	74.5%	76.5%	78.5%	80.5%
		Actual Data: TBD				

Action Plan

Strategy #1: Provide opportunities for students to gain exposure, access, and experience in college and career opportunities.					
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. Monitor and update Individual Graduation Plans annually with students and parents.	8/23-5/28	School Counslors Students Parents	N/A	N/A	Participation in annual IGP meetings.
2. Provide opportunities for students to job shadow, go on college visits, meet industry professionals, and interact with military recruiters.	8/23-5/28	College and Career Specialists Work-Based Learning Coordinator CDFs School Counselors Students Parents	$10,000	GEAR UP At-Risk funds	Participation in opportunities provided to students for exposure experiences.
3. Provide relevant guest speakers and career fair opportunities.	8/23-5/28	CDFs School Counselors Work-Based Learning Coordinator	N/A	N/A	Monthly event/experience scheduling
4. Provide Work-Based Learning Credit for students who are employed within their major/cluster area.	8/23-5/28	Work-Based LEarning Coordinator CDFs	N/A	N/A	Bi-monthly 9GR cohort data meetings.

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 percentage of students satisfied with the social and physical environment will increase from 77.7% to 87.7% (2% annually).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC School Climate Survey Data	77.7%	**Projected Data:** 79.7%	81.7%	83.7%	85.7%	87.7%
		Actual Data: TBD				

Action Plan

Strategy #1: Increase student ownership of school culture.					
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. Promote at-least quarterly Transform SV activities and areas of focus.	8/23-5/28	Transform SV Lead Administration Clubs	$5,000	Annual Discretionary	Quarterly reports and feeedback surveys
2. Implement priorty cleaning area needs through streamlined reporting process.	8/23-5/28	Facilities Administrator Custodial Lead	N/A	N/A	Reported incidents reported as closed out.

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, Spring Valley High School will increase the percentage of students passing the Algebra 1 EOCEP from 65% to 75% (2% annually).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
EOC Data File	65%	**Projected Data:** 67%	69%	71%	73%	75%
		Actual Data: TBD				

Action Plan

Strategy #1: Increase 9th grade student engagement and parent awareness of high school math.					
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. Introduce co-teaching in Intermediate Algebra for students identified through their IEP or MAP Math scores as high-risk in the area of math.	8/23-5/28	API School Counselors Math Department Leader Algebra 1 Team Lead	N/A	N/A	Monthly PLC planning and collaboration meetings with quarterly data review.
2. Communicate the importance of high school math at the Freshmen Parent meeting as well as communicate the importance of Content Recovery.	8/23-5/28	Administration Teachers	N/A	N/A	Monitoring Content Recovery Submissions form interim reports for Foundations, Intermediate, and Algebra 1.

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, Spring Valley High School will increase the percentage of stuednts passing English 2 with a C or higher from 51.4% to 66.4% (3% annually).					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC School Report Card Data	51.4%	**Projected Data:** 54.4%	57.4%	60.4%	63.4%	66.4%
		Actual Data: TBD				

Action Plan

Strategy #1: Develop and improve reading skills across all content areas for all 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. Appropriately schedule incoming 9th graders identified as at-risk by MAP scores and middle school counselors for Reading Seminar A or Reading Seminar B , as appropriate.	8/23-5/28	API School Counselors	N/A	N/A	Appropriate sections created in the Master Schedule to accommodate at-risk rising 9th graders.
2. Continue school-wide professional development for all content areas utilizing AVID reading strategies.	8/23-5/28	AVID Administrator and AVID Coordinator Professional Learning Team Administration	N/A	N/A	Teacher participation in at least quarterly AVID based professional development opportunities.
3. The Technology and Learning Coach will offer reading strategies during Tech offerings and through Instructional Rounds.	8/23-5/28	Technology and Learning Coach	N/A	N/A	Teacher participation in at least quarterly tech professional development opportunities.
Strategy #2: Develop and improve writing skills across all content areas for all students.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Continue schoolwide professional development utilizing AVID writing strategies across all content areas to develop the ability to teach writing strategies to students.	8/23-5/28	AVID Administrator and AVID Coordinator Professional Learning Team Administration	N/A	N/A	Teacher participation in at least quarterly AVID based professional development opportunities.
2. Teachnology and Learning coach will offer professional development in writing strategies during Tech offerings and through Instructional Rounds.	8/23-5/28	Technology Learning Coach	N/A	N/A	Teacher participation in at least quarterly tech professional development opportunities.

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, Spring Valley High School will have maintained a "Certified" or higher distinction by the AVID Center as based on the annual 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 Coaching and Certification Instrument report	AVID Certified Site	**Projected Data:** AVID Certified Site	AVID Certified Site	AVID Certified Site	AVID Certified Site	AVID Certified Site
		Actual Data: Certified				

Action Plan

Strategy #1: Provide professional learning/training opportunities for all teachers across all content areas.					
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. Model WICOR strategies in faculty/staff meetings and in professional learning offerings.	8/23-5/28	AVID Administrator AVID Coordinator Professional Learning Coordinator Technology and Learning Coach Administrators	N/A	N/A	As evidenced in monthly faculty meetings and professional learning offerings.
2. AVID Site Team will identify one targeted AVID strategy for quarterly school-wide professional learning.	8/23-5/28	AVID Coordinator AVID Administrator AVID Site Team Professional Learning Coordinator	N/A	N/A	Evidenced in quarterly AVID strategy inclusion in school-wide professional learning.
Strategy #2: Increase AVID Professional Development opportunities to include path training opportunities.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Support teachers who attend District or Summer AVID professional development opportunities.	8/23-5/28	Administration AVID Administrator	Varies	Education Foundation Substitute Vouchers	Participation in annual SVID professional development opportunities.
2. Recognition for teachers and staff using AVID best practices.	8/23-5/28	Professional Learning Lead Administration	N/A	N/A	AVID Best Practices Walk-through add on documentation.