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: 2025/26

School Name:	Langford Elementary
SIDN:	4002097
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Richland 2
Address 1:	480 Langford Road
Address 2:	
City:	Blythewood, SC
Zip Code:	29016
School Renewal Plan Contact Person:	Kaseena Jackson
School Plan Contact Phone:	8036914091
School Plan E-mail Address:	kjackson@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	4/21/2025 Date
Principal		
Mrs. Kaseena M. Jackson Printed Name	Signature	3-18-25 Date
Chairperson, District Board of Trustees		
Dr. Monica Elkins-Scott Printed Name	Signature	4/22/25 Date
Chairperson, School Improvement Council		
Dr. Taquina Davis Printed Name	Signature	3-18-25 Date
School Read To Succeed Literacy Leadership Team Lead		
Dr. Loriann Hudson Printed Name	Signature	3/18/25 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**	Mrs. Kaseena M. Jackson
2.	**Teacher**	Lashauda Davis
3.	**Parent/Guardian**	Amber Orr
4.	**Community Member**	Lashandra Scott
5.	**Paraprofessional**	Megan Arms
6.	**School Improvement Council Member**	Teckla Henderson
7.	**Read to Succeed Reading Coach**	N/A
8.	**School Read To Succeed Literacy Leadership Team Lead**	Dr. Loriann Hudson
9.	**School Read To Succeed Literacy Leadership Team Member**	Treniece McJunkins
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	
	School Improvement Council Member	Tinita Tennant
	School Improvement Council Member	Sara Goode
	School Improvement Council Member	Allison Waymyers
	Assistant Principal	Charae'a Johnson
	Assistant Principal	Patrick Newton

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=eT0yMDI0JnQ9RSZzaWQ9NDAwMjA5Nw

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.	Unfortunately, the pandemic and virtual learning impacted our district and school regarding reading significantly. Post-pandemic Langford has noticed a decline in our student's MAP scores. The percent of 1st and 2nd-grade students who met their growth target goal in Reading was 39.5%. Virtual learning had a significant impact on foundational skills, reading fluency, and comprehension. Response to intervention services was limited during online learning. We will put efforts forward to turn this around for all students by identifying those gaps that need to be closed and then addressing them through targeted instruction.
Elementary/Middle School (3 - 8)	
2.	Unfortunately, the pandemic and virtual learning impacted our students in grades 3-5. After reviewing the data, Post-pandemic Langford noticed a decline in our math data and reading state test scores. At the end of 2022, only 53.9% of our students scored met or exceeded. We have been unable to fill teacher vacancies for the past two years. This has made it hard to address the gaps in skills due to virtual learning and an increase in class size. We will put efforts forward to turn this around for all students by ensuring students have access to the curriculum, increasing the frequency of small group instruction in order to meet each student's instructional needs, and the use of hands-on manipulatives.
Teacher/Administrator Quality	
3.	Langford and the district understand how critical AVID is for the development of students. Therefore we are going to ensure we maintain our status of being a certified AVID school and move towards becoming an AVID showcase school by June 2028. AVID enhances students learning. In order to prepare students for college and careers, it is necessary to increase the use of AVID strategies in our K-5 classrooms and we will continue to send our teachers to professional development to learn more about AVID.
School Climate	
4.	After reviewing Langford's data from previous years' school climate survey we found students' perceptions about the social and physical environment is an area for improvement. Only 85.4% of our students reported being satisfied on the school report card. We will address this need through targeted lessons using our 7 mindsets lessons. Along with lessons given monthly by our school counselor to whole classes and/or small groups.

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, Langford Elementary will increase the percent of students satisfied with the social and physical environment will increase from 85.4% to 95.4%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
School Report Card	85.4%	**Projected Data:** 87.4%	89.4%	91.4%	93.4%	95.4%
		Actual Data: 78.32%	TBD			

Action Plan

Strategy #1: Our students will increase the percentage of the social and physical environment on the Climate survey.					
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. Continue providing opportunities for Social Emotional Learning to LES students through 7 Mindsets lessons, mentoring, counseling groups, whole school activities.	2023-2028	Admin, LSS Team, teachers, and MTSS Team	TBD	TBD	Slideshow presentations, mentoring logs.
2. Continue enhaning collaborative work spaces around the building and grounds.	2023-2028	Admin, LSS team, MTSS	TBD	TBD	increase in student and teacher usage
Strategy #2: Our staff will continue to participate in ongoing, relevant professional learning experiences.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Schedule sessions with district MTSS Coordinator.	2023-2028	Admin, MTSS Team, LSS team,	NA	NA	meeting agendas
2. Workshops with teacher to develop opportunities for students to collaborate and team building.	2023-2028	Admin, MTSS Teamm, LSS Team	NA	NA	meeting agendas, presentation

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, Langford Elementary will increase the percent of 1st and 2nd grade students meeting their MAP Growth goal in Reading will increase from 51.0% to 61.0%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
MAP	51.0%	**Projected Data:** 53.0%	55.0%	57.0%	59.0%	61.0%
		Actual Data: 57%	TBD			

Action Plan

Strategy #1: Our students will meet or exceed normed RIT Band scores and will develop overall academic success on all key measures in reading.					
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 Open Court and Lucy Calkins	2023-2028	Administration, Teachers, Literacy Coach, Curriculum specialists	NA	NA	Increase in MAP scores
2. Maintain quarterly Data Dig Days.	2023-2028	Administration, Teachers, Literacy Coach, Curriculum specialists	NA	NA	Increase in MAP scores
Strategy #2: Our staff will continue to participate in ongoing, relevant professional learning experiences.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. School Wide PD on Guided Reading/Strategy Groups	2023-2028	Administration, Teachers, Literacy Coach, Curriculum Specialists.	TBD	TBD	Schedules, Lesson Plan, Walkthroughs and an increase in MAP scores
2. School Wide PD on the Balanced Literacy model with a focus on conferring.	2023-2028	Administration, Teachers, Literacy Coach, Curriculum Specialists.	TBD	TBD	Schedules, Lesson Plan, Walkthroughs and an increase in MAP scores

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, Langford Elementary will increase the percent of 3rd-grade students scoring meets or exceeds on SC READY ELA from 50.0% to 60.0%.					
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 Assessment	50.0%	**Projected Data:** 52.0%	54.0%	56.0%	58.0%	60.0%
		Actual Data: 57.5%	TBD			

Action Plan

Strategy #1: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in ELA.					
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.	2023-2028	Administration, Teachers, Literacy Coach, Curriculum specialists	NA	NA	Increase in writing/ TDA scores on SC Ready
2. Maintain quarterly Data Dig Days.	2023-2028	Administration, Teachers, Literacy Coach, Curriculum specialists	NA	NA	Increase in SC Ready scores
Strategy #2: Our staff will continue to participate in ongoing, relevant professional learning experiences					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Ratification of pacing guides, unit curriculum maps, and common assessments/benchmarks in all subject areas aligned with State Standards, through the framework of AVID	2023-2028	Admin. Team, Reading Coach, District Curriculum Spec. , Teachers, AVID leaders	NA	NA	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor Alignment of document with standards and common assessments during summer planning
2. Develop a yearly professional development calendar based on best practices and research addressing the academic, behavioral, and social/emotional needs of students and school community through the AVID framework	2023-2028	Admin. Team, Reading Coach, District Curriculum Spec. , Teachers, AVID leaders	NA	NA	Professional Development calendar to guide our work towards implementing best practices Teacher survey results and measure of student data for

					growth

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, Langford Elementary will increase the percent of 3rd-grade students scoring meets or exceeds on SC READY Math from 56.1% to 66.1%.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	**Average Baseline**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
SC READY Data Assessment	56.1%	**Projected Data:** 58.1%	60.1%	62.1%	64.1%	66.1%
		Actual Data: 56.6%	TBD			

Action Plan

Strategy #1: Our students will meet or exceed normed scores and will develop overall academic success on all key measures in 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. Maintain the implementation of Big Ideas.	2023-2028	Administration, Teachers, Math Coach, Curriculum specialists	NA	NA	Increase in SC Ready Math Scores.
2. Maintain quarterly Data Dig Days	2023-2028	Administration, Teachers, Math Coach, Curriculum specialists	NA	NA	Increase in SC Ready scores.
Strategy #2: Our staff will continue to participate in ongoing, relevant professional learning experiences.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Ratification of pacing guides, unit curriculum maps, and common assessments/benchmarks in all subject areas aligned with State Standards, through the framework of AVID	2023-2028	Admin. Team, Reading Coach, District Curriculum Spec. , Teachers, AVID leaders	NA	NA	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor Alignment of document with standards and common assessments during summer planning
2. Develop a yearly professional development calendar based on best practices and research addressing the academic, behavioral, and social/emotional needs of students and school community through the AVID framework	2023-2028	Admin. Team, Reading Coach, District Curriculum Spec. , Teachers, AVID leaders	NA	NA	Professional Development calendar to guide our work towards implementing best practices Teacher survey results and measure of student data for growth

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: **SMART goal must include:** **WHO will do WHAT, as measured by HOW and WHEN.**	Through 2028, Langford Elementary School will 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 Coaching and Certification Instrument (CCI)	Certified	**Projected Data:** Certified	Certified	Certified	Certified	Certified
		Actual Data: Certified	Certified			

Action Plan

Strategy #1: To Share information about AVID, including strategies that can be used at home, with Langford parents and guardians by reaching 10 Written communication and virtual/in-person meetings by June 2028.					
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. AVID "moments" will be included in the newsletter sent to parents, beginning with an overview and progressing to strategies mirroring what will be shared with staff.	2023-2028	Avid Site team	NA	NA	Digital copies of the Fetcher, sent via ParentSquare.
2. Parent Workshops will be held in person or virtually.	2023-2028	Avid Site Team	$1000	Avid Budget	Agenda/presentation(s)
Strategy #2: To Provide inquiry-focused professional learning opportunities by increasing Whole group and grade-level sessions by a minimum of 6 sessions by June 2028.					
Action Step	**Timeline** Start/End Dates	**People Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
1. Schedule sessions with the district AVID Coordinator with a focus on implementing WICOR strategies.	2023-2028	Avid Site Team	NA	NA	Meeting agendas
2. Present inquiry-based professional learning sessions to the entire school and to grade-level teams	2023-2028	Avid Site Team	$1000	AVID	Professional learning presentations