# We Are Richland One!

## ONE VISION • ONE MISSION • ONE COMMON PURPOSE

## School Improvement Plan

Debora Varn
Principal

Richland County School

# SCHOOL RENEWAL PLAN COVER PAGE

## *SCHOOL INFORMATION AND REQUIRED SIGNATURES*

**HOPKINS ELEMENTARY SCHOOL**

**RICHLAND SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS <u>2014 - 2019</u>** *(five years)*

**SCHOOL RENEWAL ANNUAL UPDATE FOR <u>2016</u>** *(one year)*

**Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

| **Cheryl Harris** | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**SUPERINTENDENT**

| **Dr. Craig Witherspoon** | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

| **Dorinda Chambers** | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**PRINCIPAL**

| **Debora Varn** | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

SCHOOL
ADDRESS:      Hopkins Elementary School
              6120 Cabin Creek
              Hopkins, SC 29061

SCHOOL'S TELEPHONE: (803)    783-5541

PRINCIPAL'S E-MAIL ADDRESS:       dvarn@richlandone.org

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan.  A participant for each numbered category is required.

**_POSITION_**                                                                                  **_NAME_**

1.  PRINCIPAL ___Debora Varn_____

2.  TEACHER _____Briana Oakes_____

3.  PARENT/GUARDIAN _Natalya Goodwin_____

4.  COMMUNITY MEMBER ____Stephen Northrop_____

5.  SCHOOL IMPROVEMENT COUNCIL ____Dorinda  Chambers_____

6.  OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

| | | |
|---|---|---|
| Tonia Jenerette | Suzette Cheeseboro | Kathleen Rush |
| LaAveria Newton | Deputy Hill | Ashley Wylie |
| Paula Hamilton | Erica Mitchell | Kristina Fry |
| LaKesha Daniels | Adele Suicu | Bonita Johnson |
| Lilia Bencheva | Dzama Johnson | Luvenia Myers |
| Rhonda Dancy | Michelle Middleton | Mahogany Collins |
| Jennifer Robinson | Bety Hildalgo | Anthony Osimbo |
| Donna J. Simpson | Lori Smoak | Lizzie Cunningham |
| Susan Edwards | Loretta Leaphart | Katrina Ladson |
| Dorinda Chambers | Cynthia Vieira | Deiona Long |
| Kimberly Douglas | Mica Hutson | Rebecca Parsley |
| Malorie Harrison | Briana Oakes | Tremaine Malone |
| Jean O'Conner | Courtney Lemon | Ruth Savinda |
| Natalya Goodwin | Tonia Felix | Anthony Osimbo |
| Rosemary Flemming | Dashaya Robinson | Katrina Ladson |
| Deiona Long | | |
| Kelli Kenison | | |

# ASSURANCES FOR SCHOOL PLAN

## Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

**X** **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).

**X** **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).

**X** **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

**X** **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*.

**X** **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**N/A** **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

**X** **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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

**__X__   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).

**__X__   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.

**__X__   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, although they may be housed at locations with other grade levels or completely separate from schools.

**__X__   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.

**__X__   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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**__X__   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.

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**Richland One**
South Carolina's Capital Schools

**2013 Elementary Snapshot**
******
**Hopkins Elementary**

Updated 12/5/2013

| Demographic Characteristics | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| 45-Day Average Daily Membership | 326 | 340 | 335 | 340 | 334 | -6 | 8 |
| Teacher Attendance | 94.0 | 95.0 | 96.0 | 92.5 | 94.5 | 2.0 | 0.5 |
| Student Attendance | 96.7 | 96.4 | 97.1 | 95.9 | 95.0 | -0.9 | -1.7 |
| Percent Ethnicity - Black | 96.4 | 96.3 | 93.0 | 89.4 | 89.6 | 0.2 | -6.8 |
| Percent Ethnicity - White | 2.5 | 2.4 | 2.6 | 5.1 | 5.4 | 0.3 | 2.9 |
| Percent Ethnicity - Other | 1.1 | 1.3 | 4.4 | 5.4 | 5.1 | -0.3 | 4.0 |
| Percent Free/Reduced Lunch | 96.7 | 91.5 | 96.4 | 97.0 | 97.1 | 0.1 | 0.4 |
| Percent Special Education | 14.5 | 13.4 | 15.8 | 17.4 | 18.8 | 1.4 | 4.3 |
| Percent Limited English Proficient | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Retention Rate | 2.7 | 3.8 | 1.5 | 3.5 | 4.2 | 0.7 | 1.5 |
| Suspension Rate | 12.2 | 8.3 | 8.1 | 8.5 | 13.3 | 4.8 | 1.1 |

**ESEA Waiver** (Elementary and Secondary Education) is the *"new"* federal accountability system replacing AYP with letter grade ratings.

| Measure | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| Score | NA | NA | NA | 78.8 | 78.8 | 0.0 | NA |
| Letter Grade | NA | NA | NA | C | C | NA | NA |

**School Report Cards** are part of the state's accountability system. They provide information on the progress of schools measured against the 2020 goal of having all students *graduate* with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

| Rating/ Index | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| Absolute Rating | A | A | A | A | A | NA | NA |
| Absolute Index | 2.73 | 2.67 | 2.90 | 2.85 | 2.89 | 0.04 | 0.16 |
| Growth Rating | A | A | E | A | A | NA | NA |
| Growth Index | 95.54 | 96.29 | 97.25 | 94.66 | 101.07 | NA | NA| |

**Ratings:** A=Average, B=Below Average, G=Good, AR=At-Risk (2008-current), E=Excellent, U=Unsatisfactory (before 2008). **Note:** No 2-yr or 5-yr changes for growth indices are provided because of a major change in calculation methodology.

Abbreviation Key:
NA Not Applicable or Not Available

If you need any assistance, please contact the Office of Accountability, Assessment, Research and Evaluation (AARE) at 231-7460.

**PASS** (Palmetto Assessment of State Standards) replaced PACT in spring 2009. PASS is aligned to state standards and includes writing, English language arts (reading and research), mathematics, science, and social studies. Percent results below exclude students who tested with non-standard accommodations.

| PASS | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| **Reading and Research (ELA)** | | | | | | | |
| Not Met | 25.8 | 25.9 | 21.1 | 26.5 | 23.8 | -2.7 | -2.0 |
| Met | 46.5 | 47.1 | 44.7 | 38.9 | 43.9 | 5.0 | -2.6 |
| Exemplary | 27.7 | 27.1 | 34.2 | 34.6 | 32.3 | -2.3 | 4.6 |
| **Writing** | | | | | | | |
| Not Met | 38.5 | 44.9 | 29.0 | 36.0 | 32.5 | -3.5 | 32.5 |
| Met | 36.8 | 36.0 | 46.8 | 44.0 | 39.3 | -4.7 | 2.5 |
| Exemplary | 24.7 | 19.1 | 24.2 | 20.0 | 28.2 | 8.2 | 3.5 |
| **Math** | | | | | | | |
| Not Met | 37.6 | 40.1 | 28.3 | 34.1 | 32.9 | -1.2 | -4.7 |
| Met | 39.9 | 41.2 | 42.8 | 41.0 | 43.3 | 2.3 | 3.4 |
| Exemplary | 22.5 | 18.7 | 28.9 | 24.9 | 23.8 | -1.1 | 1.3 |
| **Science** | | | | | | | |
| Not Met | 50.8 | 52.9 | 45.8 | 47.1 | 42.9 | -4.2 | -7.9 |
| Met | 47.5 | 43.8 | 46.7 | 43.8 | 52.7 | 8.9 | 52.7 |
| Exemplary | 1.7 | 3.3 | 7.5 | 9.1 | 4.5 | -4.6 | 2.8 |
| **Social Studies** | | | | | | | |
| Not Met | 41.3 | 27.4 | 27.1 | 31.9 | 24.5 | -7.4 | -16.8 |
| Met | 49.6 | 55.6 | 59.8 | 41.6 | 50.0 | 8.4 | 0.4 |
| Exemplary | 9.1 | 16.9 | 13.1 | 26.5 | 25.5 | -1.0 | 16.4 |

MAP[1] (Measures of Academic Progress) is a state-aligned computerized adaptive assessment system. MAP tests have the ability to identify skills and concepts individual students have learned and monitor academic growth over time independent of grade level. Percents of students meeting target growth from fall to spring are given below.

| Grade Level | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| **Reading** | | | | | | | |
| Grade 2 | NA | 38.3 | 36.0 | 46.7 | 24.1 | -22.6 | NA |
| Grade 3 | 44.4 | 48.9 | 50.0 | 56.0 | 39.1 | -16.9 | -5.3 |
| Grade 4 | 28.0 | 41.2 | 57.1 | 60.4 | 45.5 | -14.9 | 17.5 |
| Grade 5 | 44.2 | 44.1 | 65.5 | 44.2 | 53.6 | 9.4 | 9.4 |
| **Math** | | | | | | | |
| Grade 2 | NA | 21.7 | 30.8 | 40.0 | 41.7 | 1.7 | NA |
| Grade 3 | 42.6 | 35.6 | 53.2 | 52.9 | 41.3 | -11.6 | -1.3 |
| Grade 4 | 48.1 | 37.7 | 48.8 | 46.3 | 56.4 | 10.1 | 8.3 |
| Grade 5 | 61.5 | 53.8 | 53.7 | 54.3 | 52.7 | -1.6 | -8.8 |

[1] These MAP results were calculated by the district and may vary slightly from NWEA's results due to differences in methodology and matching techniques.

AYP (Adequate Yearly Progress) is the minimum level of performance that school districts and schools must achieve each year as determined by the "old" federal accountability system - No Child Left Behind Act.

| Measure | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| Met/Not Met | Met | Met | Met | NA | NA | NA | NA |
| Objectives Met/Total | 15/15 | 13/13 | 13/13 | NA/NA | NA/NA | NA | NA |
| Compliance Index | 100.0 | 100.0 | 100.0 | NA | NA | NA | NA |
| ELA Goal | 58.8 | 58.8 | 79.4 | NA | NA | NA | NA |
| Math Goal | 57.8 | 57.8 | 79.0 | NA | NA | NA | NA |

**Abbreviation Key: NA= Not Applicable or Not Available**

If you need any assistance, please contact the Office of Accountability, Assessment, Research and Evaluation (AARE) at 231-7450.

ELSA (Early Literacy Skills Assessment) is a pre-kindergarten assessment in the form of a children's storybook. It is designed to measure the emerging literacy skills of children attending early childhood programs. Percents of students performing emergent or competent emergent at year end are given below.

| Measure | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| Comprehension | 75.0 | 66.7 | 78.4 | 65.7 | 65.8 | 0.1 | -9.2 |
| Phonological Awareness | 100.0 | 94.9 | 100.0 | 100.0 | 100.0 | 0.0 | 0.0 |
| Alphabetic Principle | 100.0 | 97.4 | 100.0 | 97.1 | 100.0 | 2.9 | 0.0 |
| Concepts about Print | 100.0 | 100.0 | 97.3 | 97.1 | 100.0 | 2.9 | 0.0 |

Dominie is a reading and writing assessment given in grades K to 2. Percents of students with year end reading text levels at or above grade level are given below with data only available beginning in 2010.

| At or Above Grade Level | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| Kindergarten | NA | 86.8 | 64.2 | 78.7 | 58.5 | -20.2 | NA |
| Grade 1 | NA | 58.6 | 75.0 | 42.6 | 69.6 | 27.0 | NA |
| Grade 2 | NA | 70.2 | 75.5 | 72.0 | 59.7 | -12.3 | NA |

PAM (Pre-Kindergarten Assessment of Mathematics) is designed to determine student's conceptual understanding of number and numeration of children attending early childhood programs. Percents of students performing emergent or competent emergent at year end are given below.

| Measure | 2009 | 2010 | 2011 | 2012 | 2013 | 2YR Chg | 5YR Chg |
|---|---|---|---|---|---|---|---|
| Cardinality | NA | NA | NA | 100.0 | 92.1 | -7.9 | NA |
| Conservation | NA | NA | NA | 85.7 | 92.1 | 6.4 | NA |
| Magnitude | NA | NA | NA | 94.3 | 97.4 | 3.1 | NA |
| Subitizing | NA | NA | NA | 97.1 | 92.1 | -5.0 | NA |
| Symbolization | NA | NA | NA | 100.0 | 100.0 | 0.0 | NA |

Hopkins Elementary School is a Title One school with 97.1% of our students receiving free or reduced lunch. We are a close knit community based school where everyone knows each other and/or is related to someone. Our demographic make-up includes 89.6% black, 5.4% white, and 5.1% other. We had a 13.3% suspension rate during the 2013 school year. Student attendance rates were 95% and teachers' attendance was 94.5%.

The strengths at Hopkins Elementary are our school's purpose and vision, Visual and Performing Arts Community Outreach, and our Character Education Program. Through our strengths, the school upholds and communicates a resolution and direction that pledge to high expectations for student achievement as well as shared principles and beliefs about teaching and learning.

Hopkins Elementary shows strength in the area of fostering a culture that is consistent with the school's purpose and direction. The leaders and staff align their decisions and actions toward continuous improvement by attending weekly Professional Learning Community meetings to review student data, discuss instructional strategies, and discuss upcoming focus Common Core State Standards for each grade level. Leaders and staff are collectively accountable for student learning. Accountability by classified and certified staff is completed using the ADEPT evaluation system, Goals Based Evaluation (GBE), and the Support Personnel Evaluation Tool. Our school leaders also foster a culture consistent with the school's purpose and direction by supporting innovation, collaboration, professional growth, and shared leadership. School leaders allow staff personnel to collaborate and lead special projects to support student achievement, such as Literacy Night, Curriculum Night, Muffins for Moms, Books and Breakfast, etc. A school culture and collaboration is developed during opportunities designated by school leadership to plan for instruction and various student activities.

We have many resources and programs in place to support and ensure success for all students such as a Comprehensive and Developmental Guidance Program, School Resource Officer, and Special Education Services. The school facility is a well maintained, healthy environment preserved by the district and local staff. The building is inspected weekly and is in compliance with local and state regulations. We also offer many student support services such as: occupational therapy, speech therapy, physical therapy, school psychologist, and referrals to community agencies and support groups. We have highly qualified personnel and support staff that are sufficient to support the school's purpose, direction, and educational programs. Instructional time, materials, material resources, and fiscal resources are sufficient to support the purpose of our school mission. Hopkins Elementary School students and personnel use a wide range of media and information resources that support the school's educational programs. Some examples of this include: the school website, video conferencing, school newsletter, and a daily morning announcements. We also implement media programs such as United Streamline and Bookflix.

In order to sustain our areas of strength, we continuously communicate the schools purpose daily through morning announcements and our RISE (Ready to Learn, In Control of Our Choices, Show Respect for Ourselves and others, Empowering our Dreams) action plan, which is posted throughout the building. The vision and mission of our school reminds us daily of our high expectations for students, faculty, staff, and parents. The mission statement is also posted in all student agenda books, and parent handbooks. Through our Visual and Performing Arts Community Outreach, we participate in various exhibitions, contest, and showcases to highlight students' talents. Our Character Education program is a district initiative that has been adopted to promote respect,

honesty, responsibility, self-discipline, fairness, caring, kindness, cooperation, good citizenship, and dependability. Fifth grade students who consistently exhibit these qualities are given the opportunity to become Safety Patrol members.

We are involved in a continuous cycle of improvement which includes continuous professional development and collaboration at both school and district levels. By allowing for continual growth and learning, we can continue to improve ourselves and our school. This in turn gives our students the newest research based methodology and techniques which will improve their retention in the future.

At Hopkins Elementary School, areas of strength also include our comprehensive student assessment system, our systematic procedures for collecting, analyzing and applying learning from multiple data sources that are used consistently by all staff, our training in the evaluation, interpretation, and use of data, our school's continuous process to determine verifiable improvement in student learning, and our leadership which monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. At Hopkins Elementary School, we have access to a wide variety of comprehensive student assessment tools. All core subjects are assessed throughout the school year. We use data from these assessments to show growth and identify instructional paths. Some of these assessments include MAP, Dominie, District Common Assessments, and STAR reading and math tests. Clearly, data driven instruction is a priority at this school.

Data is used to drive instruction at Hopkins Elementary; however, analyzing and interpreting data is still an area where growth is needed and is an area in need of improvement. We have multiple assessments and reports to evaluate each student's needs, but we need to be able to synthesize the results and apply the information more effectively. Although all professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data the information is constantly shifting. This type of fluctuation results in ongoing in-service needs as well as necessitating frequent communication between a variety of teams who serve our students. All of us must be aware of each student's strengths and needs.

Our students are very actively engaged in computer driven programs such as Accelerated Reader and SuccessMaker which also generate both individual student and class level reports. Our students' proficiency with computers is an asset. This strength was noted during our participation in the pilot Smarter Balanced assessment for fourth graders which was administered on computers. Using a variety of computer driven programs has helped our students to be comfortable manipulating information in a variety of formats.

Our focus is to use district, state, and national curriculum guidelines to drive academic instruction. We are strong in the areas of professional development, grading policies, and monitoring student learning. Our school works hard to facilitate teacher's continual growth through various professional developments offered year round. We have created grading policies that give the students ownership of their learning while still holding them accountable. Lastly, we monitor student learning by using data across the curriculum areas.

While Hopkins Elementary has several strengths, there are areas for improvement. Leaders and staff often communicate effectively with stakeholder groups but one area of improvement is in providing more opportunities for stakeholders to shape decisions, provide feedback, and work collaboratively with school leaders and staff members. We continue to improve our implementation

Common Core Standards, and fostering a deeper level of learning. We have had extensive professional training in how to implement Common Core and foster a deeper level of learning, but we need additional training to improve this area of need. Professional development will ensure our success in developing strategies to develop engaged, higher order thinking learners.

Our plans for making improvements to our areas of needs are to engage in professional developments (through PD360, and district resources) to foster positive behavior intervention throughout the school, and implement them with fidelity. While we are beginning to implement the PBIS system, we recognize that we need more training to ensure consistency throughout the school. During the 2012-2013 school year, early childhood educators began implementing Common Core State Standards. During the 2013-2014 school year, grades 3-5 began the implementation of Common Core. Due the phases of implementation of the Common Core State Standards, students will transition with ease into the demands of Common Core expectations and applications.

We recognize that we need improvement in our structure for assuring that each student is well known by at least one adult advocate. Although our students have rapport with their homeroom teachers, it would be beneficial for all students to have a well-rounded support system within the school environment. This will ensure that students receive the necessary encouragement and interaction from our school personnel.

While our homeroom teachers serve in this capacity, we plan to implement homeroom community building activities to help foster these relationships. These activities will help serve as a bridge for the teachers and students. We also currently have systems in place that target a select group of students, but our goal is to expand it to include all students. Activities and programs with more parent/family involvement, mentors, and volunteers will be ideal to help improve this area and to make sure we reach our students on an one-on-one basis, which will make a well-rounded support system for all our students.

Currently, not all bathrooms have been upgraded to provide for handicap accessibility. Our school does not offer keyboarding classes to our students. We also have a lack of visitor designated parking spaces in the school's parking lot. An infrastructure weakness includes a lack of wireless access points in classrooms.

Although we have safety guidelines in place, we currently have plans to implement new security measures such as new locking glass doors in the front hall. The faculty and staff are able to access the building by using Passpoint electronic keys. By designating visitor parking in the schools parking lot, it will ensure easy access to visitor parking. By adding access wireless points in every classroom, teachers will be able to have classroom sets of iPads. Also, a web counter is being added so we can track the number of visits to our website.

# Richland County School District One
## District Strategic Plan Framework

## BELIEFS

We believe that…

- Everyone learns.

- Each person has immeasurable worth and needs to be valued.

- Every person is responsible for his/her choices and actions.

- Integrity governs our behavior.

- People are interdependent.

- Change provides opportunity for growth.

- Excellence is attainable.

## MISSION

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

## VISION

Richland School District One, in collaboration with an engaged community, is committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

## OBJECTIVES

- Students will master numeracy and literacy skills.

- Students will demonstrate higher order thinking, social skills, and character traits necessary to be contributing citizens in a global society.

- As life-long learners, students will be empowered to continue exploring their interests and passion.

**Strategy 1:** **We will ensure a variety of innovative, transformative, personalized learning experiences for each student from early childhood through graduation.**

1.1 Continue to expand and support a comprehensive early childhood (Child Development – 2nd grade) program.

1.2 Create an innovative framework for success that transforms the district's learning environment and culture to include individualized, high quality educational experiences for all students.

1.3 Provide a student-centered environment that will ensure every student uses technology to access and demonstrate new knowledge and skills.

1.4 Design and implement an innovative district-wide graduation model to ensure all students entering 9th grade graduate on time and are college and/or career ready.

**Strategy 2:** **We will foster an environment that embraces change and leads to a responsive culture of accountability, communication and stakeholder engagement.**

2.1 Implement practices and procedures designed to strengthen communication among staff.

2.2 Create and promote a clear brand identity for the district that reflects its vision, mission and competitive advantages to external stakeholders.

2.3 Develop practices and procedures that facilitate a responsive culture emphasizing customer care.

2.4 Strengthen stakeholder engagement and partnership development to support the success of schools, students and families.

2.5 Promote and advance a district-wide culture in which purposeful change and innovation are expected and embraced.

2.6 Implement procedures and processes with fidelity to hold all staff accountable for meeting expectations and goals that accomplish the district's mission.

**Strategy 3:** **We will build/grow capacity for individual and system-wide productivity to accomplish our mission.**

3.1 Implement innovative and individualized learning experiences that enhance the capacity of all administrators, teachers and staff.

3.2 Design, implement and sustain state-of-the-art technologies throughout the district.

3.3 Implement a systematic approach to recruitment, retention and succession planning to enhance system effectiveness

# MISSION, VISION, VALUES, AND BELIEFS

**BELIEFS**

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- Every person is responsible for his/her choices and actions

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**STRATEGIES**

- We will ensure a variety of innovative, transformative, personalized learning experiences for each student from early childhood through graduation.

- We will foster an environment that embraces change and leads to a responsive culture of accountability, communication, and stakeholder engagement.

- We will build/grow capacity for individual and system-wide productivity to accomplish our mission.

**DISTRICT STRATEGIC PLAN FOR** <u>Richland County School District One</u>                    **DATE:** <u>April  2015</u>

**Performance Goal Area:**

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | 1.  By 2020, 100% of students in grades 3-8 will score passing in Reading as measured by ASPIRE. <br> 2.  By 2020, 100% of students in grades 3-8 will score passing in mathematics as measured by ASPIRE. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | 1.  By 2016, students scoring passing in Reading will increase by 5 percentage points as measured by ASPIRE. <br> 2.  By 2016, students scoring passing in mathematics will increase by 5 percentage points as measured by ASPIRE. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | ASPIRE Reading and Math Results; 2015-2016 New State Assessment |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data 2013-2014 | Projected Data 2014-2015 | Projected Data 2015-2016 | Projected Data 2016-2017 | Projected Data 2017-2018 | Projected Data 2018-2019 | Projected Data 2019-2020 |
|---|---|---|---|---|---|---|---|
| ELA | 66.4 | X | X+5% | X+10% | X +15% | X+20% | 100% |
| Math | 60.9 | X | X+5% | X+10% | X +15% | X+20% | 100% |
| | | | | | | | |
| | | | | | | | |

*\*\* This table will need to be revised in the summer of 2016 after results are released from the new assessment ASPIRE and then modified again with the new 2015-2016 assessment which has yet to be adopted.*

**DISTRICT STRATEGIC PLAN FOR** <u>Richland County School District One</u>          **DATE:** <u>April 2015</u>

**Performance Goal Area:**
☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | 1. By 2020, 100% of students in grades 3-8 will score met or exemplary in science as measured by PASS.<br>2. By 2020, 100% of students in grades 3-8 will score met or exemplary in social studies as measured by PASS. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | 1. By 2016, students scoring met or exemplary in science will increase by 5 percentage points as measured by PASS.<br>2. By 2016, students scoring met or exemplary in social studies will increase by 5 percentage points as measured by PASS. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | PASS Student Achievement Results |

**OVERALL MEASURES:**

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data 2013-2014 | Projected Data 2014-2015 | Projected Data 2015-2016 | Projected Data 2016-2017 | Projected Data 2017-2018 | Projected Data 2018-2019 | Projected Data 2019-2020 |
|---|---|---|---|---|---|---|---|
| Science | 58.6 | 63.6 | 68.6 | 73.6 | 78.6 | 83.6 | 88.6% |
| SS | 70 | 75 | 80 | 85 | 90 | 95 | 100% |
| | | | | | | | |
| | | | | | | | |

**DISTRICT STRATEGIC PLAN FOR** <u>Richland County School District One</u>                    **DATE:** <u>April  2015</u>

**Performance Goal Area:**
☒Student Achievement    ☐Teacher/Administrator Quality    ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2020, the percent of students scoring Bronze or Above will increase 5% annual after the 2015 baseline score is determined. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2016, students scoring Bronze or above will increase by 5% from the baseline data score determined in the summer of 2015. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | WorkKeys Assessment |

**OVERALL MEASURES:**

<div align="center">

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data 2013-2014 | Projected Data 2014-2015 | Projected Data 2015-2016 | Projected Data 2016-2017 | Projected Data 2017-2018 | Projected Data 2018-2019 | Projected Data 2019-2020 |
|---|---|---|---|---|---|---|---|
| | N/A | X | X+5% | X+10% | X+15% | X+20% | X+25% |

</div>

- **For 2013-2014, this assessment was not administered.  The scores for 2014-2015 will be released in summer 2015.  At that time, the projected data will be completed.**

**DISTRICT STRATEGIC PLAN FOR** <u>Richland County School District One</u>    **DATE:** <u>April 2015</u>

**Performance Goal Area:**
☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2020, 100% of ninth grade students who earn high school diplomas will graduate in four years or less. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2016, the percent of ninth grade students who earn high school diplomas will increase by 5 percentage points as measured by state on-time graduation guidelines. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | District Graduation Results |
| **OVERALL MEASURES**: | **Five-Year Plan** <br><br> (see table below) |

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data 2013-2014 | Projected Data 2014-2015 | Projected Data 2015-2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 | Projected Data 2019-2020 |
|---|---|---|---|---|---|---|---|
| | 73.7 | 78.7 | 83.7 | 88.7 | 93.7 | 98.7 | 100% |

**DISTRICT STRATEGIC PLAN FOR Richland County School District One**                    **DATE: April 2015**

**Performance Goal Area:**
☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐District Priority**:**

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | 1. By 2020, 95.9% of students will pass the End of Course Examination Program assessment in English I. <br> 2. By 2020, 100% of students will pass the End of Course Examination Program assessment in Algebra I. <br> 3. By 2020, 95.2% of students will pass the End of Course Examination Program assessment in Biology I. <br> 4. By 2020, 83.9% of students will pass the End of Course Examination Program assessment in US History. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | 1. By 2016, students passing in English I will increase by 5 percentage points as measured by EOCEP. <br> 2. By 2016, students passing in Algebra I will increase by 5 percentage points as measured by EOCEP. <br> 3. By 2016, students passing in Biology I will increase by 5 percentage points as measured by EOCEP. <br> 4. By 2016, students passing in US History will increase by 5 percentage points as measured by EOCEP. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | EOCEP Student Achievement Results |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data 2013-2014 | Projected Data 2014-2015 | Projected Data 2015-2016 | Projected Data 2016-2017 | Projected Data 2017-2018 | Projected Data 2018-2019 | Projected Data 2019-2020 |
|---|---|---|---|---|---|---|---|
| English I | 65.9 | 70.9 | 75.9 | 80.9 | 85.9 | 90.9 | 95.9% |
| Algebra I | 78.7 | 83.7 | 88.7 | 93.7 | 98.7 | 100 | 100% |
| Biology I | 65.2 | 70.2 | 75.2 | 80.2 | 85.2 | 90.2 | 95.2% |
| US History | 53.9 | 58.9 | 63.9 | 68.9 | 73.9 | 78.9 | 83.9% |

**SCHOOL RENEWAL PLAN FOR** <u>Richland County School District One</u>     **DATE:** <u>April 2016</u>

**Performance Goal Area:**

X  Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2019, the percent of students "passing" the Writing SC READY assessment will increase by 15% from the baseline percent. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, students passing Writing SC READY assessments will increase by 5% from the baseline passing 2016. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | SC READY Student Achievement Results |

**OVERALL MEASURES:**

### Five-Year Plan

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| N/A | N/A | N/A | N/A | X | X+5% | X+10% | X+15% |

**SCHOOL RENEWAL PLAN FOR** <u>Richland County School District One</u>                    **DATE:** <u>April 2016</u>

**Performance Goal Area:**

X  Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:**<br>(Statement of desired progress or result over five years) | By 2019, the percent of students "passing" the Reading SC READY assessment will increase by 15% from the baseline percent. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, students passing Reading SC READY assessments will increase by 5% from the baseline passing 2016. |
| **DATA SOURCES(S):**<br>(List types of data that will be collected or examined to measure progress.) | SC READY Student Achievement Results |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| N/A | N/A | N/A | N/A | X | X+5% | X+10% | X+15% |

| ACTION PLAN FOR STRATEGY #1: Increase Student Achievement in ELA through the increased technology, project based learning experience, book buddy programs, and Literacy initiatives. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTION PLAN FOR STRATEGY #1: Student Achievement – Language Arts** | **EVALUATION** | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Increase participation of student sign-out of Success Maker laptops | August 2014 –May 2015 | Parent Liaison Teachers | None | N/A | Success Maker Reports |
| Increase supportive technology and provide staff with technology professional development | August 2014 –May 2015 | Principal Media Specialist Technology Committee | 80, 000 | Title One | Lesson Plans PD sign-in Sheets MAP Reports |
| Provide students with project Based Learning experiences to make real world connections to content | September 2014 – May 2015 | Teachers CRT Reading Teachers | TBD | TBD | Projects Photos |
| Create and implement an AR Theme & Kickoff celebration | September 2016 | Reading Teachers | TBD | TBD | Photos |
| Develop partnership with the county library to sign up students for library cards to | August/September 2016 | Reading Teachers | None | None | Photos Sign-up Sheets |

| ACTION PLAN FOR STRATEGY #1: Increase Student Achievement in ELA through the increased technology, project based learning experience, book buddy programs, and Literacy initiatives. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTION PLAN FOR STRATEGY #1: Student Achievement – Language Arts** | **EVALUATION** | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| make books and resources available to students | | | | | |
| Assign book buddies to students | Bi-weekly | Teachers | None | None | Reading Logs<br><br>Photos |
| Plan and schedule ELA Parent University to review content and strategies for student success | August 2014 | Teachers | $3750 | Title I | Sign in sheets<br><br>Photos of event<br><br>Parent Surveys<br><br>Assessment Data |
| Implement School Wide DAILY SSR (Self Selected Reading) Time | August 2014 –May 2015 | Initial training Reading Teachers<br><br>Homeroom Teachers | None | None | Teacher lesson plans<br><br>Student reading logs<br><br>AR Reports<br><br>MAP and STAR Reports |
| Facilitate teacher led book talks to read/discuss books with other classes and dress up with props to share | August 2014 –May 2015 | Reading teachers teachers or teacher volunteers | None | None | Photos<br><br>Student Surveys |

| ACTION PLAN FOR STRATEGY #1: Increase Student Achievement in ELA through the increased technology, project based learning experience, book buddy programs, and Literacy initiatives. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTION PLAN FOR STRATEGY #1: Student Achievement – Language Arts** | **EVALUATION** | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Plan and implement school wide ½ day literacy programs with themes | August 2014 –May 2015 | Reading Teachers | None | Title I | Reading Lesson Plans<br><br>Photos of events<br><br>Student survey |
| Secure community volunteer readers | August 2014 –May 2015 | Reading Teachers<br><br>Parent Liaison | None | N/A | Sign in sheet for volunteers<br><br>Star Reports |
| Provide balance literacy training for all teachers | August 2016 – May 2017 | CRT<br><br>Reading Teacher | TBD | TBD | Lesson Plans<br><br>Observation Records<br><br>Sign-in Sheets<br><br>Agendas |

To add a row, go to the last box and press the tab button.

| ACTION PLAN FOR STRATEGY #2: Increase writing achievement through field experiences, parent universities, and school- wide writing initiatives. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Implement "Reviving Up for Writing" in preparation for PASS | August 2014- May 2015 | ELA Teacher | None | None | Student Work Samples |
| Provide students with Project Based Learning experiences to make real world connections to content | September2014 – May 2015 | Teachers | None | Project Based Learning | September -May |
| Plan and schedule ELA Parent University to inform parents of strategies to support their child's success. | October 2014 March 2015 | Teachers | $3750 | Title I | Sign in sheets |
| Provide students with field experiences to enhance student achievement | September 2014 –May 2015 | Teachers | TBD | Title One | Field Trip forms & Student Receipt |
| Create, implement and maintain a WEE delivery program to develop writing skills school-wide. | September 2016- May 2019 | Teachers | None | N/A | Writing samples |
| | | | | | |

**SCHOOL RENEWAL PLAN FOR <u>Richland County School District One</u>**      **DATE: <u>April 2016</u>**

**Performance Goal Area:**

X Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2019, the percent of students "passing" the Math SC READY assessment will increase by 15% from the baseline percent |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, students passing Math SC READY assessments will increase by 5% from the baseline passing 2016. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | SC READY Student Achievement Results |

**OVERALL MEASURES**:

<div align="center">

**Five-Year Plan**

</div>

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| **N/A** | **N/A** | **N/A** | N/A | X | X+5% | X+10% | X+15% |

| ACTION PLAN FOR STRATEGY #2: To increase student achievement in Mathematics through increased supportive technology and training | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Increase supportive technology and provide staff with technology professional development | August 2014 – May 2019 | Principal Media Specialist Technology Committee | 80, 000 | Title One | Lesson Plans PD sign-in Sheets MAP Reports |
| Display an Interactive Math Bulletin Board | August 2014 – May 2015 | Teachers | None | None | Photos |
| Plan and schedule a Parent University and family math night | October 2014 March 2015 | Teachers | $3750 | Title One | Sign in sheets Photos of event Parent Surveys Assessment Data |
| Continue to utilize the SuccessMaker program to reinforce math skills | August 2014 – May 2015 | Teachers Lab Managers | Title One | Title One | SuccessMaker Reports |
| Utilize Math Test Prep books throughout the year to support Mathematics instruction | August 2014 – May 2015 | CRT Teachers | $5000 | Title One | Benchmark Results Lesson Plans |
| Administer Benchmark testing in Mathematics and analyze test results. | August 2014 – May 2019 | CRT Teachers | None | None | Lesson Plans |
| Renew Study Island | September 2014 | Principal | $6000 | Title One | Study Island Teacher Reports |

| ACTION PLAN FOR STRATEGY #2: To increase student achievement in Mathematics through increased supportive technology and training | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Technology Program | | | | | |

To add a row, go to the last box and press the tab button.

**SCHOOL RENEWAL PLAN FOR <u>Richland County School District One</u>**     **DATE: <u>April 2016</u>**

**Performance Goal Area:**

 **X**  Student Achievement  ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  ☐District Priority

| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2019, 58.9% of students in grades 3-5 will score met or exemplary in Science as measured by the SCPASS. |
| --- | --- |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, students scoring met or exemplary in Science will increase by 5 points as measured by SCPASS |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | SCPASS Achievement Results |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 38.9 | 43.9 | 48.9 | 53.9 | 58.9 |

| ACTION PLAN FOR STRATEGY #3: To increase student achievement in Science through the use of supportive technology, professional development, Science Fair, and parent universities. | | | | | Evaluation |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Increase supportive technology and provide staff with technology professional development | August 2014 – May 2019 | Principal Media Specialist Technology Committee | 80, 000 | Title One | Lesson Plans PD sign-in Sheets MAP Reports |
| Create and maintain a school garden to enhance students' skills in the areas of math, health, science, writing and research. | September 2016- May 2019 | Principal School Health Team Teachers Community Partners | $2000.00 | Whole Foods Garden Grant | Lesson Plans Photos |
| Host school based Science Fair. Prepare students for participation in District, and Regional Science Fairs | August 2014 – May 2015 | Student-teachers-parent collaboration | $100 | TBD | Lesson Plans Student work samples Photos |
| Plan Parent University for Science | November 2014 and January 2015 | Teachers and Parents | $100 | TBD | Photos Sign-in sheets Agendas |
| Teachers plan and implement experiments using Foss, DSM, and STC kits | August 2014 – May 2019 | Teachers and students | None | N/A | Lesson Plans |
| Provide students with field experiences to enhance student achievement in | August 2014 – May 2019 | Student-teachers-parent collaboration | TBD | Title One | Lesson Plans |

| ACTION PLAN FOR STRATEGY #3: To increase student achievement in Science through the use of supportive technology, professional development, Science Fair, and parent universities. | | | | | Evaluation |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Science | | | | | |
| Utilize video conferencing to enhance Science instruction | August 2014 – May 2019 | Teachers and students | $0-$100 | TBD | Lesson Plans |
| Provide teachers with professional development in Science | August 2014 – May 2019 | Teachers CEQ coaches District Consultants | None | N/A | PD sign-in sheets CEQ Feedback reports |

**SCHOOL RENEWAL PLAN FOR** <u>Richland County School District One</u>  **DATE:** <u>April 2016</u>

**Performance Goal Area:**

X  Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2019, 88.6% of students in grades 3-5 will score met or exemplary in Social Studies as measured by SCPASS. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, students scoring met or exemplary in Social Studies will increase by 5 percentage points as measured by SCPASS |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | SCPASS Student Achievement Results |

**OVERALL MEASURES:**

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| | | | 68.6 | 73.6 | 78.6 | 83.6 | 88.6 |

| ACTION PLAN FOR STRATEGY #4: To increase student achievement in Social Studies through the use of supportive technology, field experiences, and project based learning activities. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Increase supportive technology and provide staff with technology professional development | August 2014 – May 2019 | Principal Media Specialist Technology Committee | 80, 000 | Title One | Lesson Plans PD sign-in Sheets MAP Reports |
| Provide students with field experiences to enhance student achievement in Social Studies | September 2014 –May 2015 | Teachers | TBD | Title One | Field Trip forms & Student Receipt |
| Provide students with Project Based Learning experiences | August 2014 – May 2019 | Teachers CRT | TBD | TBD | Photo story |
| Create and implement Famous African American Project Based Learning experiences | May 2015- May 2019 | Second Grade Teachers | None | | Posters and Photos |
| Provide students with an opportunity to visit the Black Inventors Traveling Museum | May 2014- May 2015 | Principal | $250 | Title One | PTO Program |
| Plan and host Career Day facilitate student interest in future careers. Provide students with the opportunity | October 2014- October 2018 | Guidance Counselor | TBD | TBD | Career Day Schedule |

| ACTION PLAN FOR STRATEGY #4: To increase student achievement in Social Studies through the use of supportive technology, field experiences, and project based learning activities. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| to make connections between Career Day and Social Studies. | | | | | |
| Continue to support the DARE program to help student say no to drugs and obtains skills to resist peer pressure. | May 2015-May 2019 | SRO | TBD | PTO | Student Certificate |
| Continue Recycling Program to recycle paper and cardboard to promote a safe environment. | August 2014 – May 2019 | Art Teacher | None | None | Photos |
| Hold Mock Presidential Elections to provide students with personal experience with the electoral process. | November 2014 November 2016 | Teachers | None | None | Election Results Participation data Photos |
| Establish a student council aligned with the government to teach civic responsibility. | November 2014 | Teachers | None | | Election Results Counsel agendas |

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**SCHOOL RENEWAL PLAN FOR <u>Richland County School District One</u>**                    **DATE: <u>April 2016</u>**

**Performance Goal Area:**

☐Student Achievement ☐Teacher/Administrator Quality  **X** School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** <br>(Statement of desired progress or result over five years) | By 2019, parent and teacher data the EOC Report Card surveys will reflect 100% school climate satisfaction. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2016, parent and teacher data the EOC Report Card surveys will reflect a 5 Percentage point increase school climate satisfaction. |
| **DATA SOURCES(S):** <br>(List types of data that will be collected or examined to measure progress.) | EOC Report Card Surveys |

**OVERALL MEASURES**:

<div align="center"><b>Five-Year Plan</b></div>

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| **2012–2013** | **Parents 92.1 Teachers 86.7** | **Parents 97.1 Teachers 91.7** | **Parents 100 Teachers 96.7** | **Parents 100 Teachers 100** | **Parents 100 Teachers 100** | **Parents 100 Teachers 100** | **Parents 100 Teachers 100** |

| ACTION PLAN FOR STRATEGY # Climate- Improve Home/School Relations through parent universities, PTO events, and School Improvement Council initiatives. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Secure parental and community volunteers to support instruction and build positive relationship between adults and students. | August 2014 – May 2019 | Guidance Counselor Parent Liaison | None | N/A | Volunteer List |
| Host parental informational and instructional workshops to inform parents about academic expectations and strategies for supporting their child's academic success. | August 2014 – May 2019 | Parent Liaison Teachers | None | N/A | Sign-in Sheets Agendas |
| Utilize members of SIC and PTO to support on-site community partnerships with various agencies to provide an understanding of available resources and services. | August 2014 – May 2019 | PTO SIC Principal Parent Liaison | None | N/A | Agendas Sign-in Sheets |
| Implement the Leader in Me program based on the 7 habits of Highly Effective People. | August 2015-May 2018 | Principal Lighthouse Team Teachers Classified Staff | | Title One District Funds | Discipline Data Achievement Data |
| | | | | | |

| ACTION PLAN FOR STRATEGY # Climate- Improve Home/School Relations through parent universities, PTO events, and School Improvement Council initiatives. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| | | | | | |

| ACTION PLAN FOR STRATEGY #2: Climate- Improve School Climate through the implementation of Character Education program, staff's book studies, safety patrol, and our RISE action plan. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Continue to work with school resource officers to maintain a safe school environment | August 2014 – May 2019 | Richland One Security | None | N/A | SRO Reports |
| Continue the student safety patrol team to maintain safe school environment | August – May 2014-2019 | ISS Supervisor Guidance Counselor | TBD | TBD | Photos Duty reports Agendas |
| Continue ASPIRE, the all-girls group to maintain and improve good character | August – May 2014-2019 | Staff Volunteers | TBD | TBD | Agenda Sign-in Sheets |
| Implement book studies on research based topics that address cultural diversity and student discipline | August 2014 – May 2019 | Principal Leadership Team | TBD | TBD | Agenda Sign-in Sheets |
| Provide and maintain training for the school wide discipline program, and research The Leader in Me program for Fall 2015 implementation | August – May 2014-2017 | Principal Discipline Committee Guidance Counselor | TBD | TBD | Discipline Log SIT reports Discipline Reports |
| Communicate RISE and seven habits action plan daily. | August 2014 – May 2019 | Teachers, Announcer, Administration | None | N/A | Website Morning Announcement documentation |

| ACTION PLAN FOR STRATEGY #2: Climate- Improve School Climate through the implementation of Character Education program, staff's book studies, safety patrol, and our RISE action plan. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Redevelop, implement and maintain to include seven habits in our school-wide Character Education Program | August 2014 – May 2015 | Guidance Counselor | TBD | TBD | Lesson |
| Secure Guest Speakers to motivate students to become leaders in their own lives | October 2014 March 2015 October 2016 March 2017 October 2018 | Guidance Counselor | TBD | TBD | Class Schedule |
| Create and maintain School Health Team to coordinate nutrition services, Health Education, Physical Education/Physical Activity events to promote Staff/Student/Stakeholder wellness. | August 2014 – May 2019 | Principal Nurse Guidance Counselor PE teacher Head Cashier | TBD | TBD | Meeting notes Self-assessment result School Health Plan Photos Event sign- in sheets |

**SCHOOL RENEWAL PLAN FOR** <u>Hopkins Elementary School</u>                    **DATE:** <u>April 2016</u>

**Performance Goal Area:**

☐Student Achievement   ☐Teacher/Administrator Quality   X☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2019, Stakeholder involvement will increase to  1800 hours per year |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By the end of the 2016-2017 school year stakeholder volunteer hours will increase volunteer hours to 1584. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | V-Soft report |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| **2013–2014** | **1440 hours** | **1440** | 1512 | 1584 | 1656 | 1728 | 1800 |

| ACTION PLAN FOR STRATEGY #1: Increase participation in the PTO, SIC, Lunch Buddies, parent chaperones, parent volunteers, business partnerships and mentors. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Solicit stakeholders to complete volunteer applications | August 2014- May 2019 | Parent Liaison Guidance Counselor Principal | N/A | N/A | Volunteer Forms Sign in sheets |
| Create opportunities to inform stakeholders of opportunities to serve | August 2014- May 2019 | Parent Liaison Principal | N/A | N/A | Newsletters PTO agendas |
| Create and maintain business/stakeholder partnerships | August 2014- May 2019 | Parent Liaison Guidance Counselor Principal | N/A | N/A | Sign in sheets Photos Thank you notes |
| | | | | | |
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**SCHOOL RENEWAL PLAN FOR <u>Hopkins Elementary School</u>**          **DATE: <u>April 2016</u>**

**Performance Goal Area:**

☐Student Achievement   X Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:**<br>(Statement of desired progress or result over five years) | By 2019, 100% of our teaching staff will maintain their highly qualified status as defined by the South Carolina Department of Education. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, 100% of the professional staff will maintain their highly qualified status as defined by the South Carolina Department of Education.. |
| **DATA SOURCES(S):**<br>(List types of data that will be collected or examined to measure progress.) | Teacher certification list. |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| **2012–2013** | **100** | **100** | 100 | 100 | 100 | 100 | 100 |

| ACTION PLAN FOR STRATEGY #1: Recruit, retain and train Teachers/administrators that are 100% Highly Qualified. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Attend Richland One Job Fair to meet, interview and recruit highly qualified teachers. | March 2015 – March 2019 | Principal, CRT and selected teachers | None | N/A | Resumes |
| Ensure all teachers and the administration will participate in district sponsored professional developments in all content areas. | August 2014 – May 2019 | Teachers, CRT, Administration | None | N/A | Attendance log, Workshop agenda |
| Ensure all teachers participate in the content area state standards professional development. | August 2014 – May 2019 | Teachers, CRT, Administration | None | N/A | Attendance log, Workshop agenda |
| Facilitate professional development to increase all teachers' technology proficiency levels. | August 2014- May 2019 | Teacher, Media Specialist, and Principal | None | NA | Technology documentation |

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**SCHOOL RENEWAL PLAN FOR <u>Richland County School District One</u>**　　　　**DATE: <u>April 2016</u>**

**Performance Goal Area:**

☐Student Achievement　　**X** Teacher/Administrator Quality　　☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)　☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** <br> (Statement of desired progress or result over five years) | By 2019, 100% of the instructional staff will participate in technology proficiency professional development beyond the requirements of Richland School District one. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, 50% of the instructional staff will participate in technology proficiency professional development beyond the requirements of Richland School District One. |
| **DATA SOURCES(S):** <br> (List types of data that will be collected or examined to measure progress.) | Professional Development Portfolios. |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| **2012–2013** | **0** | **0** | 25 | 50 | 75 | 100 | 100 |

| ACTION PLAN FOR STRATEGY #3: Teachers will achieve/maintain their technology proficient status, as required by the State Department of Education, through professional development and integration of technology in their lessons. | | | | | EVALUATION | |
|---|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** | |
| Provide technological support & training in hardware/software implementation of Smart Boards and tablets in the classrooms.<br>• Sessions with Technology Specialist<br>• Sessions with Media Specialist<br>•Sessions with CRT<br>•Grade Level Planning | August 2014 –May 2019 | Tech. Spec. CRT Media Spec. TEAM Leaders | TBD | TBD | Technology Portfolio Lesson Plans Sign-in Sheets | |
| Provide teachers with development to improve student engagement and interaction with technology. Teachers will integrate technology in all content area lesson plans. | August 2014 –May 2019 | Tech. Specialist CRT Media Specialist | None | N/A | Lesson Plans | |
| Participate in district and school based technology professional development | August 2014 – May 2019 | Teachers CRT Principal | None | N/A | Attendance Log Workshop Agenda | |
| Integrate technology in weekly lesson plans to the use of document cameras, IPads, SmartBoards, and/or video conferencing. | August 2014- May 2019 | Teachers<br><br>Media Specialist<br><br>Technology Educator | TBD | TBD | Lesson Plans | |
| Teachers will submit student work for the District's Visual Literacy contests. | August 2014 – May 2015 | Teachers<br><br>Media Specialist<br><br>Technology Educator | None | N/A | Student work samples<br><br>Entry Logs<br><br>Winners List | |

**SCHOOL RENEWAL PLAN FOR** <u>Richland County School District One</u>                     **DATE: <u>April 2016</u>**

**Performance Goal Area:**

☐Student Achievement    X  Teacher/Administrator Quality    ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  ☐District Priority

| | |
|---|---|
| **PERFORMANCE GOAL:** (Statement of desired progress or result over five years) | By 2019, 100% of our staff will participate in staff development activities that specifically address the needs of children of poverty and rural education. |
| **INTERIM PERFORMANCE GOAL:** (One year goal) | By 2017, 100% of the professional staff will maintain their highly qualified status as defined by the South Carolina Department of Education. |
| **DATA SOURCES(S):** (List types of data that will be collected or examined to measure progress.) | Observation and professional development documentation. |

**OVERALL MEASURES**:

**Five-Year Plan**

| AVERAGE BASELINE | Actual Data | Projected Data 2013–2014 | Projected Data 2014–2015 | Projected Data 2015–2016 | Projected Data 2016–2017 | Projected Data 2017-2018 | Projected Data 2018-2019 |
|---|---|---|---|---|---|---|---|
| **2012–2013** | **0** | **0** | 100 | 100 | 100 | 100 | 100 |

| ACTION PLAN FOR STRATEGY #1: Provide staff with professional development activities that specifically address the needs of children of poverty and rural education. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Teachers will complete a book study on "Closing the Attitude Gap" "How to fire up your students to strive for success" by Baruti K. Kafele | August 2014 –May 2015 | Tech. Spec. CRT Media Spec. TEAM Leaders | TBD | TBD | Books Study Sign-in Sheets |
| Teachers attend a conference or professional development specifically targeting learning styles rural and children of poverty. | August 2014 –May 2019 | Tech. Specialist CRT Media Specialist | TBD | TBD | Lesson Plans |
| Host a summit specifically addresses the needs of rural and children of poverty | August 2014 – May 2019 | Teachers CRT Principal | TBD | TBD | Attendance Log Workshop Agenda |
| Develop and implement a list of targeted strategies to close the achievement gap | August 2014 – May 2015 | Teachers CRT Principal | None | NA | Strategy List Implementation Timeline |
| | | | | | |