

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

School

ROCK HILL SCHOOLS YORK THREE SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS

(five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR

(two years)

Assurances

The school strategic 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.

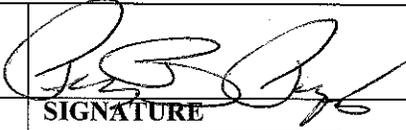
CHAIRPERSON, BOARD OF TRUSTEES

Jim Vining		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Kelly U. Pew		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Perry B. Pappas		9-27-17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Chris Beard	Chris Beard	9-27-17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Julie Hiott	Julie Hiott	9-27-17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS:

SCHOOL'S TELEPHONE:

PRINCIPAL'S E-MAIL ADDRESS:

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <i><u>POSITION</u></i> | <i><u>NAME</u></i> |
|--|--------------------|
| 1. Principal | Chris Beard |
| 2. Teacher | James Daigle |
| 3. Parent/Guardian | Carrie Mann |
| 4. Community Member | Watts Huckabee |
| 5. School Improvement Council | Perry Pappas |
| 6. Read to Succeed Reading Coach | Julie Hiott |
| 7. School Read to Succeed Literacy Leadership Team Lead | Julie Hiott |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the District Literacy Leadership Team for Read to Succeed

<i><u>POSITION</u></i>	<i><u>NAME</u></i>
1st Grade Teacher	Kelly McDowell
ESOL Teacher	Lynn Hayes

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 135 requirements.



Academic Assistance, PreK -3

The district 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).



Academic Assistance, Grades 4 -12

The district 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).



Parent Involvement

The district 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.



Staff Development

The district 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*.



Technology

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.



Innovation

The district 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.



Collaboration

The district (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).



Developmental Screening

The district 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.



Half-Day Child Development

The district 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.



Developmentally Appropriate Curriculum for PreK -3

The district 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.



Parenting and Family Literacy

The district 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.



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.



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.

District Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 43-261 (C) District and School Planning which states:

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.

✓ **Not Applicable**

1.	Teachers teaching more than 1500 minutes	
2.	Teachers teaching more than 4 preps	
3.	Extension for initial District Strategic and School Renewal Plans	
4.	High School Principal over two schools or grades more than 9-12	
5.	Other (Write in justification space)	
6.	Other (Write in justification space)	

TABLE OF CONTENTS

(Mandated Component)

Include a table of contents to ensure inclusion of all required elements, including Read to Succeed.

School Renewal Plan Cover Page.....	1
Stakeholder Involvement for School Plan.....	2
Assurances for School Plan.....	3-4
District Strategic Plan Waiver Requests.....	5
Table of Contents.....	6
Executive Summary of Needs Assessment Findings.....	7
Mission, Vision, Values, and Beliefs.....	8
School Renewal Plan.....	9-14

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

The 2016-2017 school year has been filled with exciting things at Ebenezer Avenue Elementary School! We have committed to doing “whatever it takes” to meet the needs of our students. We have continued our work with Professional Learning Communities throughout our building in order to make decisions based on data and in the best interest of each child. We believe all children deserve an education based on their individual needs.

Ebenezer Avenue Elementary School has a rich heritage in the Rock Hill School District. We currently serve 390 students in grades 4K – 5 with 76% of them receiving free/reduced priced lunch assistance. The demographic breakdown of the school is as follows:

- Asian - 2 (.5%)
- African-American - 165 (42.3%)
- Hispanic/Latino - 78 (20%)
- American Indian - 4 (1%)
- Two or More Races - 27 (6.7%)
- White - 115 (29.5%)

The Spring 2016 MAP data for our school indicates that from Fall 2016 to Spring 2017, the percentages of students making a year’s projected growth are:

Math

Kindergarten:	67.3
1st Grade:	30.8
2nd Grade:	37.8
3rd Grade:	28.6
4th Grade:	40.9
5th Grade:	35.8

Reading

Kindergarten:	46.9
1st Grade:	36.5
2nd Grade:	40.0
3rd Grade:	53.8
4th Grade:	50.0
5th Grade:	62.3

Our school staff consists of thirty-five (35) certified staff members and twelve (12) noncertified staff members. These forty-one (47) individuals are committed to meeting the needs of our students. Over the course of the past year, we have been involved in a book study of Trust Matters, by Megan Tschannen-Moran. This study has been instrumental in helping our staff build trusting relationships with each other, students, and parents. We have used the principles identified in this study to assist us in the growth of our school and inclusion of the School of Inquiry with our traditional school. Parent involvement in our school has increased tremendously over the past year and we are grateful for the support of our families in the educational process of their children.

The future of our school is becoming brighter each day as we watch our faculty, parents, and community partnerships work together to meet the needs of each student in our school!

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

Mission

Ebenezer Avenue will ensure that all children reach high levels of academic and social growth.

Vision

Ebenezer Avenue will be a community that does whatever it takes to meet the needs of each child.

Values

1. We will build positive relationships through collaboration, trust, and respect.
2. We will hold our teachers and students accountable to high expectations while providing support and constructive feedback.
3. We will use Professional Learning Communities to analyze student data to guide instruction.
4. We will provide a physically and emotionally safe environment for our learning community.

SCHOOL RENEWAL PLAN FOR

Ebenezer Avenue Elementary

DATE: Sep 15, 2017

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

PERFORMANCE GOAL:
 (Statement of desired progress or result over **five years**)

47% of students in grades 3-5 at EBES will meet or exceed expectations on SC Ready Mathematics based on Spring 2019 SC Ready data. (Two year goal)

INTERIM PERFORMANCE GOAL: (One year goal)

40% of students in grades 3-5 at EBES will meet or exceed expectations on SC Ready Mathematics based on Spring 2018 SC Ready data.

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

SC Ready Mathematics
 MAP Mathematics

OVERALL MEASURES:	Average Baseline		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SOURCE: SC Ready Math	33.3% of students met or exceeded math expectations	Projected Data	40%	47%			
		Actual Data					
<i>* Represents projections of improvement</i>							

ACTION PLAN FOR STRATEGY #1: Implement intervention strategies to achieve an increased percentage of students meeting or exceeding expectations on SC Ready Math.						EVALUATION
Add Row	ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Delete Row	A math interventionist will work with "at risk" students as identified through the RTI process.	8/20/2017 - 6/1/2018	Carrie Mann	\$35,000	Title 1	Quarterly assessments
Delete Row	All 4K - 5th grade students will complete weekly individualized math lessons in a computer-based program, IXL.	8/20/2017 - 6/1/2018	Lindsey Jones	\$30,000	Title 1	Quarterly individual reports
Delete Row	All grade level teachers will work with district math coaches each month during their PLC time to plan effective teaching strategies based on student data.	9/2017 - 5/2018	Stephanie Koontz ShaQuenna McLaughlin	\$0	Title 1	Monthly feedback from math coaches
	A certified interventionist will work with selected students in the 30-44 percentile on MAP math to address areas of weakness.	8/20/2017 - 6/1/2018	Stephanie Carter	N/A	District Funding	Quarterly assessments

SCHOOL RENEWAL PLAN FOR

Ebenezer Avenue Elementary

DATE: Sep 15, 2017

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

PERFORMANCE GOAL:
 (Statement of desired progress or result over **five years**)

0% of teachers will disagree with the statement, "Sufficient resources are available to allow teachers to take advantage of professional development activities" based on the Spring 2019 State Climate Survey.

INTERIM PERFORMANCE GOAL: (One year goal)

10% of teachers will disagree with the statement, "Sufficient resources are available to allow teachers to take advantage of professional development activities" based on the Spring 2018 State Climate Survey.

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

Teacher Climate Survey

OVERALL MEASURES:

SOURCE:
 2016-17 Student, Teacher, and Parent Survey

Average Baseline		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
15.4% of teachers disagree with the statement, "Sufficient resources are available to allow teachers to take advantage of professional development activities."	Projected Data	10% of teachers will disagree with the statement	0% of teachers will disagree with the statement			
	Actual Data					

** Represents projections of improvement*

	ACTION PLAN FOR STRATEGY #1: Provide a variety of professional development opportunities for all certified staff.					EVALUATION
Add Row	ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Delete Row	All teachers and administrators will read and discuss the book, "What Great Teachers Do Differently: 17 Things That Matter Most."	10/17 - 2/18	Chris Beard	\$600	Title 1	Minutes from monthly meetings
Delete Row	All teachers will be observed by the Literacy Coach and provided effective feedback in a timely manner.	9/2017 - 5/2018	Julie Hiott	N/A	N/A	Observation notes of Reading Coach
Delete Row	All teachers will be attend quarterly district level math sessions ("Quarter At a Glance") with the district math coaches.	10/2017 - 4/2018	Stephanie Koontz, ShaQuenna McLaughlin, Nijjall Bigger	N/A	N/A	Minutes from meetings
	A book study of "Words Their Way" will be offered to all classroom teachers.	9/7/17 - 11/2/17	Julie Hiott	\$300	Title 1	Notes/minutes from study
	A "Coaching Cycle" will be provided in ELA and Math for select teachers.	9/15/17 - 5/2/18	Julie Hiott, Stephanie Koontz, ShaQuenna McLaughlin	N/A	N/A	Feedback from coaches

SCHOOL RENEWAL PLAN FOR

Ebenezer Avenue Elementary

DATE: Sep 15, 2017

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

PERFORMANCE GOAL:
 (Statement of desired progress or result over **five years**)

The number of students involved in behavioral incidents will decrease to 25% by the end of the 2018-19 school year based on incident data from PowerSchool.

INTERIM PERFORMANCE GOAL: (One year goal)

The number of students involved in behavioral incidents will decrease to 30% by the end of the 2017-18 school year based on incident data from PowerSchool.

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

Incident data from PowerSchool will be used to measure progress.

OVERALL MEASURES:

SOURCE:
 Incident data from PowerSchool

Average Baseline		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
35% of students were involved in behavioral incidents during the school day. (exclude truant and bus)	Projected Data	30%	25%			
	Actual Data					

** Represents projections of improvement*

ACTION PLAN FOR STRATEGY #1: Implement a new behavioral intervention system to decrease student behavior incidents.						EVALUATION
Add Row	ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Delete Row	Establish behavioral expectations through Positive Behavior Interventions and Supports (PBIS) Team.	7/1/17 - 8/16/17	Chris Beard Kim Nordin Cindy Watts	\$0	N/A	Copy of "Reach for the Stars" matrix
Delete Row	Present matrix of expectations to staff, students, and parents.	8/17/17 - 8/30/17	Chris Beard, Kim Nordin, Cindy Watts, PBIS Team	\$0	N/A	Copy of "Reach for the Stars" matrix
Delete Row	Provide incentives for classes who earn "stars" for positive behavior.	8/17/17 - 6/1/18	Chris Beard, Kim Nordin, Cindy Watts, PBIS Team	\$2,500	PBIS Grant	List of rewards
	A mentoring program will be provided for select students at all grade levels.	9/12/17 - 6/1/18	Chris Beard, Kim Nordin, Cindy Watts	\$0	N/A	Summary of feedback from participants

For Read to Succeed questions, please contact Cathy Jones-Stork with the Office of Early Learning and Literacy at cjones@ed.sc.gov or 803-734-0790