

SCHOOL RENEWAL PLAN COVER PAGE
(Mandated Component)
SCHOOL INFORMATION AND REQUIRED SIGNATURES

School India Hook Elementary

ROCK HILL SCHOOLS YORK THREE SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(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

PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Shannon Chumley	Shannon Chumley	9/25/17
Allison Lenzi	Allison Lenzi	9/25/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Crystal Guyton	Crystal Guyton	9/20/2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Hana M. Sands	Hana M. Sands	9/25/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 2068 Yukon Drive

SCHOOL'S TELEPHONE: 803-985-1600

PRINCIPAL'S E-MAIL ADDRESS: cguyton@rhmail.org

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.

- | <u><i>POSITION</i></u> | <u><i>NAME</i></u> |
|--|--|
| 1. Principal | Crystal Guyton |
| 2. Teacher | Heather King |
| 3. Parent/Guardian | Sally Young |
| 4. Community Member | Pansy Bailey |
| 5. School Improvement Council | Randi Crow, Allison Lenzi, Shannon Chumley, Leron Ford |
| 6. Read to Succeed Reading Coach | Hana Sands |
| 7. School Read to Succeed Literacy Leadership Team Lead | Hana Sands |
| 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

<u><i>POSITION</i></u>	<u><i>NAME</i></u>
Community Member	Pansy Bailey
Winthrop Partnership	Dr. Lisa Johnson
District Math Coach	Nijjall Bigger
District Technology Integration Coach	Heather Rollings
District Literacy Coach	Liz Bridges
SIC Member	Christopher Odom

***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)	

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(Mandated Component)

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

India Hook Elementary School is helping all students develop world-class skills, using life and career characteristics of the Profile of the South Carolina Graduate by encouraging innovation, creativity, collaboration, and problem solving.

This year we will continue to provide timely intervention for students by creating focused intervention and enrichment during the school day. Teachers will continue to work together to develop common assessments based upon essential learning as defined by our district teams. These are the skills that each grade level determined to be “must knows” before leaving the current grade level. Teachers will be provided time each week to collaborate to develop instruction that meets the needs of all students. Teachers in each grade level are expected to share responsibility for all students’ learning.

Our literacy coach will continue to work closely with teachers to refine the elements and components that should be present during literacy instruction. We will continue to work towards our goal of having 90% of our students reading on or above grade level by the end of third grade. We are thankful for our parents and grandparents that serve as volunteer interventionists for our struggling readers. Without their dedicated support we could not address the needs of all students.

Through the process of developing SLO (Student Learning Outcomes) our teachers have risen to a new level with progress monitoring. Each month teachers report reading levels of all students through informal running records. By doing this, teachers are able to have rich discussions with their teams and literacy coach about how to help students become better readers. This constant eye on data also helps teacher teams recognize and address the needs of high achieving students.

During the fall 20 teachers were involved in a reading course to support reading in all subject areas and special areas. In the spring 10 classroom teachers participated in a foundations of reading course taught by our on site literacy coach. These courses are provided through our state Read to Succeed initiative.

We acknowledge the excellence we have maintained for 10 years in teaching, parental involvement, intentional focus on fitness and healthy living, and student achievement. We will continue to set high goals and work hard to maintain this reputation of excellence in Rock Hill.

We sincerely appreciate our students, parents, and staff. Without each of them, we could not live by our creed of “All Pirates, All Tools, All Ways!”

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

India Hook Elementary School's Mission Statement and Beliefs

I-Innovative teaching,

academic

excellence

H-Healthy, nurturing environment

E- Educate, enrich, engage

S-Student centered

All pirates, all tools, all ways!

SCHOOL RENEWAL PLAN FOR

India Hook Elementary

DATE: Sep 8, 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**)

By the end of the 2018-2019 school year, 75% of all k-5th graders will score in the average or high range of math MAP.
 By the end of the 2018-2019 school year, 55% of all 3rd-5th graders will score in the meets or exceeds range on math SC Ready state assessment.

INTERIM PERFORMANCE GOAL: (One year goal)

By the end of the 2017-2018 school year, 71.5% of all k-5th graders will score in the average or high range on math MAP.
 By the end of the 2017-2018 school year, 52% of all 3rd-5th graders will score meets or exceeds on SC Ready math state assessment.

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

Fall and Winter MAP testing
 SC Ready testing
 Formative common assessments developed by grade level teams

OVERALL MEASURES:

SOURCE:

SC Ready Math
 MAP Math

Average Baseline		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Spring 2017 66.5% of all k-5 st. scored in the average or high range on math Map. 46.67% of 3rd-5th graders scored meets or exceeds on SC Ready math	Projected Data	71.5%	75%			
	Actual Data					

* Represents projections of improvement

ACTION PLAN FOR STRATEGY #1:By focusing our professional development, common formative assessments, & work with our SIC,we will improve overall math performance						EVALUATION
Add Row	ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Delete Row	Using data gathered from Spring of 2017 for focused instruction and RTI from beginning of school year	August	Classroom teachers	N/A	N/A	PLC notes and notes from meetings with math coach
Delete Row	Collaborative grade level teams will create formative assessments and plan instruction to meet the rigor of grade level standards.	August- June	Classroom teachers, math and technology integration coaches, and administrators	N/A	N/A	Samples of formative assessments and PLC notes
Delete Row	Monitoring of math instruction will be focused through template provided in Classroom Mosaic which frames the components of Math Workshop. Feedback will be given after each classroom walk-through.	September- May	Math coaches and administrators	N/A	N/A	Classroom Mosaic observation notes
Delete Row	Focused monthly math professional development will be provided monthly for all teachers.	August 22- April 24	C. Guyton, math team, district coaches as available	\$200 for math lead materials	IHES general supply funds	Photos and presentation files
Delete Row	Representative teacher from India Hook will attend math coaches meetings for Title I Schools and will report back monthly to our staff during focused math PD sessions.	September- April	Heather King or Kayla Mullis	400 for substitute 4 half days	Substitute allocation for our school	Sharing of information at monthly math focused meetings with teachers
Delete Row	All classroom teachers, kindergarten through fifth grade, will attend Quarter in a Glance PD sessions provided by our district.	October December March	Classroom teachers	\$7,800 for substitutes for classroom teachers 3 half days	District funds	PD Planner and attendance log
	SIC will focus on math improvement through the eyes of family engagement.	September 7- May	SIC and administrators	N/A	N/A	SIC notes and pictures of events
	Principal will attend math conference provided by Solution Tree- Making Sense of Mathematics for Teaching Grades K-Algebra	November 13-14, 2017	C. Guyton	\$2500	Administrative Travel account- school funds	Sharing during 4th Tuesday Math sessions with teachers

SCHOOL RENEWAL PLAN FOR

India Hook Elementary

DATE: Sep 8, 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**)

By the end of the 2018-2019 school year, 77% of fifth grade students will report that other students are well behaved in class based on the state student survey. By the end of the 2018-2019 our goal is to reduce the number of incidents of hit/kick/push by 15% according to PowerSchool data from the 2017-2018 school year.

INTERIM PERFORMANCE GOAL: (One year goal)

India Hook is using the PBIS program to promote a positive learning environment for all students and staff. With PBIS our goal is to reduce the number of incidents of hit/kick/push by 15% that is measured in PowerSchool from the 2016-2017 school year, Increase the 5th grade report that students are well behaved in class by 5% from the 2016-2017 school year data based on the state survey.

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

PowerSchool incident reports and types of behavior, Google Doc of minor behaviors and SC state teacher survey

OVERALL MEASURES:		Average Baseline		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SOURCE: PowerSchool SC State Teacher Survey		70% of students in 5th grade report that other st. are well behaved in class. 30 hit/kick/push incidents were reported in 2016-2017	Projected Data	75% of students in 5th grade report that other students are well behaved in class. less than 25 hit/kick/push incidents	80% of students in 5th grade report that other students are well behaved in class. less than 21 hit/kick/push incidents			
			Actual Data					
* Represents projections of improvement								

	ACTION PLAN FOR STRATEGY #1: Using our CREW motto and activities, our staff and students will create a more positive school environment.					EVALUATION
Add Row	ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Delete Row	Weekly Shout Outs for students and staff weekly	Weekly August 2017-May 2018	Daniel Fielder	\$100	PTO	Students being recognized over the intercom on Fridays
Delete Row	Staff Recognition: Sticky notes/Candy after observation, monthly perfect attendance, and time outside of the classroom to observe.	Monthly September 2017-May 2018	Daniel Fielder, Crystal Guyton, Glenda Wright, Monica McCoy	\$0	N/A	Teachers being rewarded monthly
Delete Row	Recognize student achievement with A & B honor role.	Quarterly September 2017-May 2018	Daniel Fielder	\$0	Donations from Chick-Fil-A	Student receiving certificates
Delete Row	Recognize students positive behavior with weekly PBIS recognition, photo wall, and rewards.	Weekly August 2017-May 2018	Daniel Fielder, Crystal Guyton	\$100	PTO	Student group photos being displayed
Delete Row	Collecting minor behavior data from teachers and using data to form small behavior groups to work with.	Monthly September 2017-May 2018	PBIS Team, Remi Flaherty, Monica McCoy, Sara Dean	\$0	N/A	PowerSchool and Google Doc.
Delete Row	100% of students will be recognized for having positive behavior with a T-shirt by the end of the year.	3 student per class monthly September 2017-May 2018	PBIS Team	\$2,500	Grant Money	Student wearing shirts
	Focused small group interventions based on minor behavior data and teacher input.	Weekly September 2017- May 2018	Remi Flaherty Monica McCoy	\$0	N/A	Reduced minor and major behaviors recorded

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