

# School Renewal Plan Table of Contents

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## School Renewal Plan Cover Page

### Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27

<b>School Name:</b>	St. Matthews K-8 School
<b>SIDN:</b>	0901009
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	PK To 8
<b>District:</b>	Calhoun
<b>Address 1:</b>	135 Saints Avenue
<b>Address 2:</b>	
<b>City:</b>	St. Matthews, SC
<b>Zip Code:</b>	29135
<b>School Renewal Plan Contact Person:</b>	Dr. Treda Keith-Nelson
<b>School Plan Contact Phone:</b>	8036552750
<b>School Plan E-mail Address:</b>	tlkeith@live.com

#### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

#### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

#### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Dr. Ferlondo Tullock</u> Printed Name	_____ Signature	_____ Date
<b><i>Principal</i></b>		
<u>Dr. Treda Keith-Nelson</u> Printed Name	_____ Signature	_____ Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Gary Porth</u> Printed Name	_____ Signature	_____ Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>Dr. Shuniqua Hart</u> Printed Name	_____ Signature	_____ Date
<b><i>School Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Dr. Wanda Adams</u> Printed Name	_____ Signature	_____ Date

## Assurances for School Renewal Plan

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p><b>Developmental Screening</b> 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.</p>
Yes	<p><b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b> 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.</p>
Yes	<p><b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.</p>

## Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.  
A participant for each numbered position is required.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Dr. Treda Keith-Nelson
2.	<b>Teacher</b>	Mrs. Gloria Felder-Way
3.	<b>Parent/Guardian</b>	Mykeida Middleton
4.	<b>Community Member</b>	Eloise Guinyard
5.	<b>Paraprofessional</b>	Charles Green
6.	<b>School Improvement Council Member</b>	Dr. Shuniqua Hart
7.	<b>Read to Succeed Reading Coach</b>	Dr. Wanda Adams
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Dr. Wanda Adams
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Janice Smith
<p><b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed</p>		

## District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

*Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

**Not Applicable**

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans ( <i>SBE Regulation 43-261</i> )	
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	
5. Other ( <i>Include the SBE Regulation number to be waived</i> )	
6. Other ( <i>Include the SBE Regulation number to be waived</i> )	

**St. Matthews K-8**



Empower, Compete, Succeed

135 Saints Avenue  
St. Matthews, SC 29135  
Phone: (803) 655-2750  
Fax: (803) 874-2413

**Dr. Treda Keith-Nelson, *Principal***  
**Fred S. Mack, Ed. S., *Assistant Principal***

**School's most recent School Report Card:**

<https://screportcards.com/overview/academics/academic-achievement/?q=eT0yMDIxJnQ9RSZzaWQ9MDkwMTAwOQ>

Dr. Treda Keith-Nelson,  
Principal

*"Together we have, can, and will do what's best for children."*

**The mission of Calhoun County Public Schools is to empower all students to compete and succeed in an ever-changing global society.**

## Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

**Directions:** In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	St. Matthews K-8 School is committed to the success of all students. We will continue to focus on personalized learning for each student that integrates all subject content. Teachers will support novel experiences that build phonetic, synaptic, and vocabulary development and provide scaffolding for additional learning. Technology will continue to be used to provide assessment information for students and teachers, while allowing them to respond to the individual needs of students through discovery and research. Other areas of focus will be to continue to implement ninety minutes of interdisciplinary reading and writing instruction daily for all students in kindergarten through eighth grade.
<b>Elementary/Middle School (3 - 8)</b>	
2.	St. Matthews K-8 School is committed to the success of all students. We will continue to focus on personalized learning for each student that integrates all subject content. Teachers will support novel experiences that build phonetic, synaptic, and vocabulary development and provide scaffolding for additional learning. Technology will continue to be used to provide assessment information for students and teachers, while allowing them to respond to the individual needs of students through discovery and research. Other areas of focus will be to continue to implement ninety minutes of interdisciplinary reading and writing instruction daily for all students in kindergarten through eighth grade.
<b>Teacher/Administrator Quality</b>	
3.	St. Matthews K-8 teachers are committed to the success of all students. We will continue to recruit and retain the best personnel possible. We will provide professional development that directly pertains to the needs of our students and the lifelong learning of faculty and staff on early release Tuesdays and require staff members to attend all district directed staff development.
<b>School Climate</b>	
4.	The climate of a school does more than set the tone for learning; it also provides an environment for relationships to develop and thrive. We communicate in various ways with our stakeholders and work tirelessly to provide a safe environment. The administration holds everyone accountable. It is our desire that 100% of all stakeholders are satisfied with the learning environment.



## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027, an average of 75% of stakeholders will be satisfied with the learning environment.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC School Report Card	50%	<b>Projected Data:</b> 55%	60%	65%	70%	75%

## Action Plan

<b>Strategy #1: The principal communicates high expectations to staff, students and families, and supports students to achieve them.</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. 1. Inform parents of students' academic progress. (e.g. report cards, midterms, powerschool) through student parent conferences.	August 2022 May 2027	Leadership Team Teachers	0	N/A	Conference scripts progress reports learning profiles
2. 2. Engage effectively with all stakeholders about the school's purpose and direction (e.g. Open House, Assemblies, SIC Meetings, Literacy and Project Based Learning Night).	August 2022 May 2027	Leadership Team	\$6,000.00	Title I	Flyers Agendas Parent Sign in Sheets

## Performance Goal

<b>Performance Goal Area:</b>	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2027 70% of students' parents will participate in at least one personalized learning student led conference.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
conference logs	25%	<b>Projected Data: 30%</b>	40%	50%	60%	70%

## Action Plan

<b>Strategy #1: Developing Comprehensive Learning Profiles</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers will train students how to preplanned a meeting in which they demonstrate responsibility for their academic performance by providing a review of their work for parents and teachers.	Summer 2022 May 2027	Leadership Team Teachers Students	0	N/A	Student Learning profiles Student led conference scripts conference logs

## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027, 61.4% of students in grades three through eighth will score met or exceeding on the reading and writing section of the SC READY.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC School Report Card	21.2%	<b>Projected Data: 42.4</b>	47.4	52.4	57.4	61.4

## Action Plan

Strategy #1: Standards Based Cumulative Assessment					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Case 21 will be administered three times a year to assess students' knowledge of concepts and provide data analysis for goal setting.	End of 1st quarter End of 1st semester End of 3rd quarter	School Leadership Team	\$5000.00	Title I	Progress reports from Case 21
Strategy #2: School Wide Writing Initiative					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. The school will participate in a school wide writing prompt three times during the school year that will address different genres of writing and include text dependent writing.	End of 1st nine weeks End of 1st Semester End of 3rd Nine weeks	School Leadership Team Teachers	\$6250.00	Title I	No Red Ink Scoring Rubrics State Department Scoring Rubrics
Strategy #3: Interdisciplinary Studies					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Students will participate in an after school and summer enrichment learning experience. The primary focus of this program is reading and math support through interdisciplinary instruction.	June 2022 June 2022	School Leadership Team	ESSER Grant	171.12 200.00 1701.62 332.92 17,832.72 8199.55	Star Reading and Math Teacher Assessments Attendance logs



## Performance Goal

<b>Performance Goal Area:</b>	Student Achievement *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027, 47.6% of students in grades three through eighth will score met or exceeds on the math section of the SC READY.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
SC School Report Card	13.3	<b>Projected Data: 26.6</b>	31.6	36.6	42.6	47.6



## Action Plan

<b>Strategy #1: Personalized Instruction</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Students will work on personalized instruction through digital software 20 to 40 minutes a day.	August 2022 May 2027	Leadership Team Teachers	\$4,465.00 \$5,333.33 \$6000.00	Title I ATSI	E-Spark Progress Reports IXL Progress Reports Dreambox Progress Reports Achieve 3000 Reports
<b>Strategy #2: Math Journals</b>					
<b>Action Step</b>	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Students will use math journals to record their math work and thinking during problem solving sessions.	August 2022 May 2027	Leadership team Teachers	400.00	Title I ATSI	Teacher observations Student-Teacher conferences.

## Performance Goal

<b>Performance Goal Area:</b>	Teacher/Administrator Quality *					
<b>Performance Goal:</b> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By the year 2027, 100% of teachers and teacher assistants will receive professional development in fundamentals of current learning strategies.					
<b>Interim Performance Goal: Meet annual targets below.</b>						
<b>Data Source(s)'</b>	<b>Average Baseline</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
Professional Development Checklist	0%	<b>Projected Data: 50%</b>	62.5%	75%	87.5%	100%

## Action Plan

<b>Strategy #1: Professional Development Tuesdays</b>					
<b>Action Step</b> (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	<b>Timeline</b> Start/End Dates	<b>People Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>
1. Teachers and teacher assistants will participate in professional development opportunities for LETRS, HMH, Visible Learning, Open Court, and Dreambox.	Summer 2022 May 2027	Leadership Team District Personnel	Offered by the state	N/A	Renewal Credits Certification of Completions Sign in Sheets
2. Implementation in all classrooms	August 2022 May 2027	Leadership Team Teachers Teacher Assistants	0	N/A	Lesson plans Classroom observation records.