

# SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

## SCHOOL INFORMATION AND REQUIRED SIGNATURES

**Davis Early Childhood Center For Technology** \_\_\_\_\_ **SCHOOL**  
**Lexington School District Two** \_\_\_\_\_ **DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS** 2017/2018 to 2022/2023 \_\_\_\_\_ (**five years**)

**SCHOOL RENEWAL ANNUAL UPDATE FOR** \_\_\_\_\_ (**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

<b>Linda Alford-Wooten</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### SUPERINTENDENT

<b>Dr. Bill James</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

<b>Jennifer Byrum</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### PRINCIPAL

<b>Dr. Cecil L. McClary</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

<b>Elaine Lundy</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL'S ADDRESS: 2305 Frink Street  
Cayce, South Carolina 29033 ,

SCHOOL'S TELEPHONE: (803) 739-4080

PRINCIPAL'S E-MAIL ADDRESS: cmclary@lex2.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>POSITION</u>   | <u>NAME</u>         |
|---|---------------------|
| 1. PRINCIPAL  | Dr. Cecil L McClary |
| 2. TEACHER  | Kathryn Helms       |
| 3. PARENT/GUARDIAN  | Patsy Stegall       |
| 4. COMMUNITY MEMBER   | Dan Rabon           |
| 5. SCHOOL IMPROVEMENT COUNCIL   | Jennifer Byrum      |
| 6. Read to Succeed Reading Coach  | Dionne Loudon       |
| 7. School Read to Succeed Literacy Leadership Team Lead   | Elaine Lundy        |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                     |
- \*\* Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Principal	Cecil McClary
Assistant Principal	Elaine Lundy
Reading Intervention Teacher	Katty Hite
Reading Intervention Teacher	Terry Nelso
Psychologist	Kayla Hornbeck
Instructional Facilitator	Dana Hutto
ESOL Teacher	Lynn Hughes
Literacy Coach	Dionne Loudon
Speech Pathologist	Brianne Leftwich

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**\*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 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).

 NA  **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).

  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.

  x   **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   **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).

  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 full-day child development programs for **four-year-olds**. 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 **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 **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**

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

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

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# EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

<b>Student Achievement</b>	
<b>Primary School (K - 2)</b>	
1.	Percent of students achieving Benchmark (kindergarten) DRA was 78. MAP median percentile reading rank increased from 46.0 to 52.0. MAP Math median Percentile increased from 55.0 to 57.0. We will continue to work on these areas.
<b>Teacher/Administrator Quality</b>	
2.	Our teachers are highly qualified and well prepared for their content and grade level assignments. As a magnet school for technology, we need to employ a full-time technology interventionist to enhance instruction by working with students in the computer lab, troubleshooting school-wide technology issues, and providing professional development and training to the teachers.
<b>School Climate</b>	
3.	Teacher satisfaction with the Learning environment increased by 12.1 % and teachers satisfied with home school relations increased by 8.5 %. Parents need to be more involved in the learning, social, and physical environment of the school.

## Read to Succeed Data Analysis

<b>Strengths</b>	<b>Possibilities for Growth</b>
<p>-Most sub- assurances were rated “sometimes”. We found that the first part on many assurances were happening/being implemented to a degree in over school.</p> <ul style="list-style-type: none"> <li>- One area we believe is a strength is collecting formative data to inform the level of students in small groups.</li> <li>- Another area of strength is that teachers are using shared reading experiences to teach explicitly to scaffold students and to build fluency.</li> </ul> <p>A4: determining targeted, effective in-class intervention                      B2: Setting measureable short term goals aimed @ growing students reading behaviors and making strategic plans outlining how these goals will be accomplished.</p>	<ul style="list-style-type: none"> <li>- The latter part of several sub assurances is minimal. EX: A3: We established overall goals but need to narrow down to specific student goals, goals for and teachers do work together as teams to collect and analyze data, and establish some goals for class growth.</li> </ul>



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**Goals and Action Steps Based on Analysis of Data**

<p><b>Goal #1:</b>  <b>The percent of students in k,1,2 who will meet or exceed their targeted growth goal by the end of the year 2018, as set by the district equating chart and measured by DRA will increase from 66% to 75%.</b></p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li><b>1. Teachers collect and analyze DRA data (fall)</b></li> <li><b>2. With reading coach, collaborate to analyze data beyond level to strategic behavior of students.</b></li> <li><b>3. Teachers will create reading goals and action plans to meet those goals with individual students ( the growth sheet we have implemented).</b></li> <li><b>4. Teachers will progress monitor with DRA progress monitoring tool in November and in March. Re chart growth, revise goals and implement in their classroom.</b></li> <li><b>5. We will do this process in Fall, November, January, March, and May.</b></li> </ol>
	<p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li><b>6. At the end of the year we will calculate growth from Fall to Spring.</b></li> <li><b>7. Specific feedback is provided from admin and reading coach about action plans and implementation.</b></li> </ol>
	<p><b>Action Steps:</b></p>

# **MISSION, VISION, VALUES, AND BELIEFS**

(Optional)

## **Vision:**

We envision Davis Early Childhood Center for Technology as an elite early childhood center that nourishes and develops our students academically, socially, and culturally through high expectations for success, differentiated instruction, innovative technology, cultural sensitivity, and community outreach.

## **Mission:**

The mission of Davis Early Childhood Center for Technology, in collaboration with our community, is to create a challenging and nurturing learning environment through developmentally appropriate instruction that enables all students to become productive, responsible, and caring citizens of the 21<sup>st</sup> century.

## **Our Beliefs:**

1. Early childhood education and early intervention are fundamental to academic success.
2. The use of technology is an essential tool for successful teaching and learning in the 21<sup>st</sup> century.
3. Students learn in different ways and should be provided with a variety of rigorous instructional strategies to promote optimal learning.
4. Education is a shared responsibility. Students, teachers, administrators, parents, and the community must work together in a collaborative effort to support and advance the school's mission.
5. Clear goals, challenging expectations, data-driven, and timely feedback promote the highest level of achievement.
6. Students can excel in an environment where well-prepared, caring, and enthusiastic staff members promote self-exploration, creativity, and mutual respect.