

Lake Carolina Elementary School – Lower Campus



Andrea Berry, Principal
1151 Kelly Mill Road
Blythewood, SC 29016

Version 2017/2018
Year 6 of 5-year term 2012/2013 - 2017/2018 (waiver year)

Mission Statement:

The faculty and staff of Lake Carolina Elementary School Lower Campus, in collaboration with the community, will promote a safe, caring, and respectful educational environment for all students through the use of innovative teaching strategies and character education to create successful, life-long learners, as we sail beyond excellence.

Demographic Data:

(Day 90, 2016-2017)*

Lake Carolina Elementary School is located at 1151 Kelly Mill Rd. in Blythewood, SC. Lake Carolina Elementary is located in the northeast portion of the district on the corner of Kelly Mill Rd. and Bud Keef Rd. and shares the same campus grounds as Kelly Mill Middle School. Lake Carolina Elementary serves children from the Lake Carolina community. Lake Carolina Lower has a total enrollment of 472 PK-2 students. African American students comprise 38% of the student population, while Caucasian students represent 41%, Hispanic students represent 8%, Asian students represent 3%, and 10% are classified as 'other.' Of the 472 students, 104 (22%) receive free or reduced lunch.

*based on 90th day enrollment

Highlights

National Association of Professional Development Schools Award 2013

National Schools of Character, 2010

S. C. School of Character Award, 2010

National Blue Ribbon 2008

Milken Award Recipient 2008

Palmetto's Finest 2007-2008

Palmetto Gold - Nine consecutive years

Excellent/Excellent Report Card rating - eight consecutive years

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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>POSITION</i> | <i>NAME</i> |
|---|-------------------------|
| 1. PRINCIPAL _____ | Dr. Andrea Berry |
| 2. TEACHER _____ | Shannan Bright |
| 3. PARENT/GUARDIAN _____ | Paul Manville |
| 4. COMMUNITY MEMBER _____ | Kevin Mills |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Sean Buckley |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<i>POSITION</i>	<i>NAME</i>
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PTO Board Members - Susie Watts (President), Roxanne Jordan, Lindsey Bennett, Kate Paull, Connie Black, Andi Gatzke, Stephanie Pantoja, Kelley Myers, Kimberly Perry, Amy Strassel, Raeann auton, Kristi Benson, Shelley Cadena

SIC Members - Elizabeth Adams, Kohn Barnes, Kendrick Chiles, George Flemming, Leilani Griffin, Jennifer Jones, Joseph Kohn, Paul Manville, Anita Peterson, John Rodriguez, Jessica Skinner, Becky Ann Struthers

<u>Assistant Principal</u>	<u>Shawn Suber</u>
<u>Assistant Principal</u>	<u>Kimberly Hutcherson</u>
<u>University of South Carolina Liaison</u>	<u>Margo Jackson</u>

***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 PLANS

Act 135 Assurances

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

- x **Academic Assistance, PreK–3** The school/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). Provide a good example of academic assistance services for PreK–3 by referencing strategy # 1 and action step 1.3.9.
- x **Academic Assistance, Grades 4–12** The school/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). Provide a good example of academic assistance services for grades 4–12 by referencing strategy # 1 and action step 1.3.14.
- x **Parent Involvement** The school/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, 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. Provide a good example of parent involvement by referencing strategy #2 and action step 2.1.11.
- x **Staff Development** The school/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*. Provide a good example of staff development by referencing strategy # 1 and action step 1.1.3.
- x **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing strategy # 1 and action step 1.3.14. (Additional technology assurances for **districts** follow the Act 135 assurances).
- x **Innovation** The school/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 by referencing strategy # 1 and action step 1.2.3.

- x **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

- x **Collaboration** The school/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/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.

- x **Half-Day Child Development** The school/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.

- x **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.

- x **Developmentally Appropriate Curriculum for PreK–3** The school/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.

- x **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.

- x **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.

x **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

Principal's Printed Name

Principal's Signature

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

As part of the district accreditation, Lake Carolina Elementary School aligned their strategic plan with the district's plan. The district focused on these four areas: Student achievement, School climate, Teacher Administrator Quality and Parents/Community. In addition plans focused on the district's strategic plan and board goals. The district academic team and accountability team met with Lake Carolina Elementary in the winter to look at its current data and to assist in setting goals. Lake Carolina has been excellent in closing the achievement gap. They have been recognized with a variety of National Awards for their success with students.

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State Performance Area(s)	<input checked="" type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality	<input checked="" type="checkbox"/> School Climate <input type="checkbox"/> Parents/Community
Board Goals	<input checked="" type="checkbox"/> Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning. <input checked="" type="checkbox"/> Advocate for the needs and interests of students. <input checked="" type="checkbox"/> Act as good stewards of public resources. <input checked="" type="checkbox"/> Model a culture of honesty, morality, transparency, and collaboration.	<input checked="" type="checkbox"/> Ensure responsible and flexible use of district resources. <input type="checkbox"/> Develop in the community common understanding of the problems and challenges facing the school district. <input type="checkbox"/> Promote and model open communications between and among students, district staff, and community.
Strategy	1. Engage students in an academic environment that promotes high expectations.	
Action Plans:	1.1 Analyze a variety of assessments, student achievement and demographic data to guide instruction 1.2 Design enriching experiences that engage students in a relevant curriculum 1.3 Differentiate instruction to address all learning modalities and ability levels	

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Key Measure		Green text = actual				Orange text = projection		
		2010-2011 T1/Y4	2011-2012 T1/Y5	2012-2013 T2/Y1	2013-2014 T2/Y2	2014-2015 T2/Y3	2015-2016 T2/Y4	2016-2017 T2/Y5
PASS Writing-Exemplary	Grade 3	Not Tested	Not Tested	76.50%	77.50%	N/A	N/A	N/A
PASS Writing- Met	Grade 3	Not Tested	Not Tested	19.90%	20.90%	N/A	N/A	N/A
PASS Writing –not Met	Grade 3	Not Tested	Not Tested	3.60%	1.60%	N/A	N/A	N/A
PASS Writing-Exemplary	Grade 4	Not Tested	Not Tested	65.90%	66.90%	N/A	N/A	N/A
PASS Writing- Met	Grade 4	Not Tested	Not Tested	30.10%	31.10%	N/A	N/A	N/A
PASS Writing –not Met	Grade 4	Not Tested	Not Tested	4.10%	2.00%	N/A	N/A	N/A
PASS Writing-Exemplary	Grade 5	76.2%	80.5%	68.00%	69.00%	N/A	N/A	N/A
PASS Writing- Met	Grade 5	18.8%	15.6%	27.20%	28.20%	N/A	N/A	N/A
PASS Writing –not Met	Grade 5	2.8%	5.0%	4.80%	2.80%	N/A	N/A	N/A
PASS Reading--Exemplary	Grade 3	87.2%	87.1%	91.00%	92.00%	N/A	N/A	N/A
PASS Reading- Met	Grade 3	11.0%	10.3%	9.00%	10.00%	N/A	N/A	N/A
PASS Reading –not Met	Grade 3	1.8%	5.0%	0.00%	-2.00%	N/A	N/A	N/A
PASS Reading-Exemplary	Grade 4	72.2%	78.4%	70.60%	71.60%	N/A	N/A	N/A
PASS Reading Met	Grade 4	22.2%	18.1%	25.40%	26.40%	N/A	N/A	N/A
PASS Reading–not Met	Grade 4	5.6%	5.0%	4.00%	2.00%	N/A	N/A	N/A
PASS Reading-Exemplary	Grade 5	66.9%	75.8%	64.80%	65.80%	N/A	N/A	N/A
PASS Reading- Met	Grade 5	29.6%	20.3%	32.80%	33.80%	N/A	N/A	N/A
PASS Reading-not Met	Grade 5	3.5%	5.0%	2.40%	0.40%	N/A	N/A	N/A
PASS Math-Exemplary	Grade 3	2.7%	76.7%	78.90%	79.90%	N/A	N/A	N/A
PASS Math- Met	Grade 3	11.8%	14.7%	20.50%	21.50%	N/A	N/A	N/A
PASS Math –not Met	Grade 3	5.5%	8.6%	0.60%	-1.40%	N/A	N/A	N/A
PASS Math-Exemplary	Grade 4	72.2%	74.1%	71.40%	72.40%	N/A	N/A	N/A
PASS Math- Met	Grade 4	23.8%	19.0%	20.60%	21.60%	N/A	N/A	N/A
PASS Math–not Met	Grade 4	4.0%	5.0%	7.90%	6.00%	N/A	N/A	N/A
PASS Math-Exemplary	Grade 5	76.1%	78.1%	69.60%	70.60%	N/A	N/A	N/A
PASS Math - Met	Grade 5	20.4%	20.3%	24.80%	25.80%	N/A	N/A	N/A
PASS Math-not Met	Grade 5	3.5%	5.0%	5.60%	3.60%	N/A	N/A	N/A

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PASS Science-Exemplary	Grade 3	80.0%	58.3%	61.90%	62.90%	N/A	N/A	N/A
PASS Science- Met	Grade 3	12.7%	31.7%	35.70%	36.70%	N/A	N/A	N/A
PASS Science—not Met	Grade 3	7.3%	10.0%	2.40%	0.40%	N/A	N/A	N/A
PASS Science-Exemplary	Grade 4	57.9%	44.0%	57.10%	58.10%	N/A	N/A	N/A
PASS Science Met	Grade 4	38.9%	52.6%	41.30%	42.30%	N/A	N/A	N/A
PASS Science—not Met	Grade 4	3.2%	3.4%	1.60%	-0.40%	N/A	N/A	N/A
PASS Science-Exemplary	Grade 5	46.5%	64.7%	42.20%	43.20%	N/A	N/A	N/A
PASS Science Met	Grade 5	49.3%	35.3%	50.00%	51.00%	N/A	N/A	N/A
PASS Science-not Met	Grade 5	4.2%	0.0%	7.80%	5.80%	N/A	N/A	N/A
PASS Social Studies--Exemplary	Grade 3	81.5%	82.1%	84.10%	85.10%	N/A	N/A	N/A
PASS Social Studies- Met	Grade 3	16.7%	16.1%	14.60%	15.60%	N/A	N/A	N/A
PASS Social Studies –not Met	Grade 3	1.9%	5.0%	1.20%	-0.70%	N/A	N/A	N/A
PASS Social Studies-Exemplary	Grade 4	75.4%	69.0%	76.20%	77.20%	N/A	N/A	N/A
PASS Social Studies- Met	Grade 4	22.2%	28.4%	21.40%	22.40%	N/A	N/A	N/A
PASS Social Studies—not Met	Grade 4	2.4%	5.0%	2.40%	0.40%	N/A	N/A	N/A
PASS Social Studies-Exemplary	Grade 5	70.4%	83.1%	71.00%	72.00%	N/A	N/A	N/A
PASS Social Studies - Met	Grade 5	25.2%	13.8%	22.60%	23.60%	N/A	N/A	N/A
PASS Social Studies-not Met	Grade 5	4.2%	5.0%	6.50%	4.40%	N/A	N/A	N/A
% State Report Card—Teachers satisfied with learning environment		100.0%	97.7%	100.00%	97.00%	100.00%	95.50%	96.46%
% State Report Card—Students satisfied with learning environment		97.1%	95.5%	92.30%	93.22%	91.50%	N/A	N/A
% State Report Card— Parents satisfied with learning environment		97.0%	99.0%	95.20%	96.15%	91.40%	N/A	N/A

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Action Plan ID	Action Step ID	Action Step	Timeline		Responsibility	Estimated Cost	Funding Source(s)	Accountability	
			Start Date	End Date				Date	Method
1.1	1.1.1	Monitor changes in demographics to assure appropriate strategies are in place	2013	2014 2015 2016 2017	Student Data Coordinator Data Coach Admin. Team	N/A	N/A	2013 2014 2015 2016 2017	Review and track PS ethnicity report, F/R data and New to Two students
1.1	1.1.2	Continue analysis of formative tests to track progress in curriculum (benchmark, classroom assessments, etc)	2013	2014 2015 2016 2017	Data coach Administrative Team	N/A	N/A	2013 2014 2015 2016 2017	Review as data is received
1.1	1.1.3	Analyze data (target growth on Map, State test, etc) by school and each classroom. Meet quarterly to discuss trends and make instructional decisions.	2013	2014 2015 2016 2017	Admin. Team Data Coach	N/A	N/A	2013 2014 2015 2016 2017	Review and share test results with faculty in teams
1.1	1.1.4	Utilize RIT bands to group for special instruction	2013	2014 2015 2016 2017	Administration Faculty, and ITS	N/A	N/A	2013 2014 2015 2016 2017	Teachers provide ongoing special instruction to students within two weeks of receiving scores
1.1	1.1.5	Share results of MAP testing with students and parents	2013	2014 2015 2016 2017	Faculty and ITS	N/A	N/A	2013 2014 2015 2016 2017	Conference with 100 % of students at the beginning of year and share results with parents at the beginning of the year and in the spring.

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1.1	1.1.6	Use data to provide individualized analysis and strategies with classroom teachers to determine individual and group areas for improvement and strength	2013	2014 2015 2016 2017	Administration Grade Level Teams Individual Teachers	N/A	N/A	2013 2014 2015 2016 2017	Review and share with teacher at least twice a year
1.1	1.1.7	Analyze EasyCBM and DRA (Developmental Reading Assessment) data	2013	2014 2015 2016 2017	Grade Level Administration Teachers, and ITS	TBD	TBD	2013 2014 2015 2016 2017	Look at DIBELS scores a minimum of three times a year and each quarter for DRA. Reports given to administrators and parents
1.1	1.1.8	Provide interventions for students based on EasyCBM and DRA scores	2013	2014 2015 2016 2017	Grade Level Administration Teachers, Guidance and psychologist	N/A	N/A	2013 2014 2015 2016 2017	Target groups of students are assessed monthly to determine level of intervention. Grade level administration review charts and results shared within teams
1.1	1.1.9	Analyze results from WIDA testing	2013	2014 2015 2016 2017	Lead ESOL Teacher, Administration Faculty	N/A	N/A	2013 2014 2015 2016 2017	Review within two weeks of receiving scores and adjust curriculum and services where needed for individual students

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1.1	1.1.10	Provide Math Interventions for students based on MAP and teacher recommendation (ex. IXL)	2013	2014	Teacher, Admin,	TBD	TBD (Afterschool funds)	2014	Ongoing reports provided to teachers and students
1.1	1.1.11	Analyze state report card and information that compares Lake Carolina to schools like theirs	2013	2014 2015 2016 2017	Administration , District Accountability	N/A	N/A	2013 2014 2015 2016 2017	Set goals based on status of report card with similar schools. (Also take into consideration transient rate)
1.1	1.1.12	Review Data from state test and other assessments	2013	2014 2015 2016 2017	Teacher, Admin, Science Lab Teacher			2013 2014 2015 2016 2017	Ongoing review as state test data is received and provide assistance or intervention if needed
1.2	1.2.1	Align curriculum to state standards	2013	2017	Administration Faculty Design team Grade level teams	TBD	TBD	2013 2014 2015 2016 2017	Review units of study designed to make sure that they address district state and common core standards. Discuss at team meetings

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1.2	1.2.2	Use a variety of technology in all classes	2013	2017	Administration, Faculty, ITS Media specialist, Classroom Teachers	TBD	TBD	2013 2014 2015 2016 2017	Collaborate on including Digital resources as tools to engage students. Team meetings, including media and TLC, examine the use of technology
1.2	1.2.3	Design field studies to enrich students experiences with the curriculum	2013	2014 2015 2016 2017	Teachers, Admin. Team,	TBD	TBD	2013 2014 2015 2016 2017	Field Studies are implemented at least twice a year based on the needs of the students
1.2	1.2.4	Design authentic learning experiences to enhance the curriculum (ex. Colonial Day)	2013	2014 2015 2016 2017	Classroom Teachers, Grade level teams, Parents, Admin Team	N/A	N/A	2013 2014 2015 2016 2017	Grade Levels provide experiences at least twice a year
1.2	1.2.5	Provide professional development to train teachers and staff in lesson designing to promote high levels of engagement and relevance.	2013	2014 2015 2016 2017	Administration, faculty, staff	TBD	TBD	2013 2014 2015 2016 2017	Observations of lessons; review of lesson plans; review of curriculum maps
1.3	1.3.1	Intentionally use a variety of brain –based instructional strategies to engage students	2013	2014 2015 2016 2017	Administration Faculty Design team Grade level teams Classroom	TBD	TBD	2013 2014 2015 2016 2017	Collaborate in grade level planning of units to include types of brain based

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					Teacher				strategies
1.3	1.3.2	Students participate in learning activities based on their learning style	2013	2014 2015 2016 2017	Administration Faculty Design team Grade level teams Classroom Teacher	TBD	TBD	2013 2014 2015 2016 2017	Analyze each students learning style at the beginning of each year or within two weeks of the students arrival. Collaborate in team meetings on how to create lessons giving students options based on their learning style
1.3	1.3.3	Provide professional development for lesson design to promote high engagement and relevance.	2013	2014 2015 2016 2017	District Staff, Administration, DI Coaches, Faculty	TBD	TBD	2013 2014 2015 2016 2017	Review of differentiated instruction lessons and lesson plans
1.3	1.3.4	Continue training all teachers and students on the new model of English Language Arts and Math for state standards.	2013	2014 2015 2016 2017	Administration, District Staff, Writing Coaches, Teachers and Staff	TBD	TBD	2013 2014 2015 2016 2017	Review of lesson plans and lesson , Classroom observations
1.3	1.3.5	Continue student and teacher use of computerized Reading Counts Program	2013	2014 2015 2016 2017	Administration, Media Specialist, Teachers, Staff, Students	\$10,000	Book Fair Funds	2013 2014 2015 2016 2017	Regular review of RC reports and monitor book checkout frequency
1.3	1.3.6	Provide researched based intervention curriculum and training for additional reading	2013	2014 2015 2016 2017	District Staff, Administration, Teachers, and Staff	\$5,000	District Funds, School Funds,	2013 2014 2015 2016	Review of DIBELS DRA,

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		strategies in kinder through second grade					Grants	2017	
1.3	1.3.7	Continue to provide students with enhanced lessons in Science Lab to improve student scientific reasoning and understanding.	2013	2014 2015 2016 2017	Administration, Science Lab Coordinator, Faculty and Staff	TBD	District Funds	2013 2014 2015 2016 2017	Review of lesson plans and observations of lessons
1.3	1.3.8	Continue to provide students with enhanced lessons in Computer Lab to improved student technological skills and understanding and provide a variety of learning opportunities.	2013	2014 2015 2016 2017	Administration, Instructional Technology Specialist (ITS), Teaching Assistant, Faculty and Staff	TBD	District Funds	2013 2014 2015 2016 2017	Observations of lessons and activities, lesson plans; observations of student work
1.3	1.3.9	Expand the use of technology to meet the needs of all students in the classroom.	2013	2014 2015 2016 2017	Administration, PTO, ITS, and Faculty	\$20,000	PTO Funds, grants	2013 2014 2015 2016 2017	Review of technology use in lessons, lesson activities, and lesson plans, Classroom Observations
1.3	1.3.10	School will increase the awareness of the historically underperforming students and promote programs and strategies that close the achievement gap.	2013	2014 2015 2016 2017	Administration, Faculty and Staff	TBD	TBD	2013 2014 2015 2016 2017	Observations of implementation and student participation

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Lake Carolina Elementary

State Performance Area(s)	<input checked="" type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality	<input checked="" type="checkbox"/> School Climate <input type="checkbox"/> Parents/Community
Board Goals	<input checked="" type="checkbox"/> Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning. <input checked="" type="checkbox"/> Advocate for the needs and interests of students. <input checked="" type="checkbox"/> Act as good stewards of public resources. <input checked="" type="checkbox"/> Model a culture of honesty, morality, transparency, and collaboration.	<input checked="" type="checkbox"/> Ensure responsible and flexible use of district resources. <input type="checkbox"/> Develop in the community common understanding of the problems and challenges facing the school district. <input type="checkbox"/> Promote and model open communications between and among students, district staff, and community.
Strategy	2. Implement strategies to provide a positive learning environment	
Action Plans: ()	2.1 Utilize Highly Effective Teaching philosophies to reinforce LIFESKILLS AND Lifelong Guidelines 2.2 Provide Lake Carolina Students with opportunities in extra -curricular and co-curricular activities 2.3 Promote and equip students to be global leaders in our society 2.4 Implement a variety of strategies to encourage and promote healthy living 2.5 Provide a safe and secure environment at Lake Carolina	

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Key Measure	Green text = actual				Orange text = projection		
	2010-2011 T1/Y4	2011-2012 T1/Y5	2012-2013 T2/Y1	2013-2014 T2/Y2	2014-2015 T2/Y3	2015-2016 T2/Y4	2016-2017 T2/Y5
Discipline Incidents	125	44	42	46	11	25	24
In-School Suspension Days	25	13	12	6	3	2	2
Out-School Suspensions Days	25	0	0	54	21	3	3
Expulsions	0	0	0	0	0	0	0
Serious offenses	0	0	0	0	0	0	0
Student Attendance	97.5%	97.9%	97.60%	98.00%	97.40%	96.90%	97.90%
% State Report Card ---Teachers satisfied with social and physical environment	100.0%	97.7%	100.00%	97.00%	100.00%	97.80%	97.00%
% State Report Card ---Students satisfied with social and physical environment	95.7%	97.2%	89.10%	89.99%	87.60%	N/A	N/A
% State Report Card ---Parents satisfied with social and physical environment	97.1%	98.0%	95.10%	96.05%	92.90%	N/A	N/A

Action Plan ID	Action Step ID	Action Step	Timeline		Responsibility	Estimated Cost	Funding Source(s)	Accountability	
			Start Date	End Date				Date	Method
2.1	2.1.1	Ongoing professional development to mentor new teachers and staff in brain based research that reinforce setting and achieving goals, and improving student achievement and designing relevant, engaging work for students.	2013	2014 2015 2016 2017	Administration, Teacher Mentors	N/A	N/A	2017	Documentation of Professional Dev. And Coaching; Individual student goal setting records and strategies; MAP data;

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									Reading Counts data; PASS data
2.1	2.1.2	Provide professional development to equip teachers and staff in lesson design that reinforce affirmation, affiliation, and authenticity	2013	2014 2015 2016 2017	Administration, Classroom Teachers	\$60,000	After School Program Funds; District Funds. Victory Initiative Grant	2017	Documentation of all Professional Dev.
2.1	2.1.3	Continue character education through the use of LIFESKILLS, Lifelong Guidelines, and philosophies of HET through target talk school wide and modeled on morning show by administration and school counselor.	2013	2014 2015 2016 2017	Entire Faculty and Staff	none	N/A	2017	Data collected through discipline referrals; analysis of parent and student responses to surveys by State Department of Education; analysis of SIC surveys
2.1	2.1.4	Character Education will continue to be integrated into daily events of school life and into curriculum areas through the use of Highly Effective Teaching (HET) resources and principles from The 7 Habits of Happy Kids.	2013	2014 2015 2016 2017	Administration, Faculty and Staff	N/A	N/A	2017	Observations; review of lesson plans

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2.1	2.1.5	Ongoing professional development to assist teachers and staff in the use of Brain Based philosophies that reinforce the use of LIFESKILLS and Lifelong Guidelines.	2013	2014 2015 2016 2017	Administration, Faculty and Staff	\$10,000	Grant, Afterschool, District Funds	2017	Observations of lessons and analysis of discipline referrals, Collegial Conversation
2.1	2.1.6	School Guidance Counselor will reinforce personal and social skills through guidance curriculum.	2013	2014 2015 2016 2017	Administration and Guidance Counselors	\$1,200	School Funds	2017	Use of resources; and professional assembly programs; observations of lessons
2.1	2.1.7	Continue use of bullying program, <i>Steps to Respect</i> , by Guidance Counselors to promote problem solving.	2013	2014 2015 2016 2017	Administration, District Staff, Guidance Counselors, Faculty and Staff	TBD	TBD	2017	Review of lesson plans and observations of guidance lessons
2.1	2.1.8	Continue school wide focus on student selected service learning projects.	2013	2014 2015 2016 2017	Administration, Faculty and Staff, SIC, PTO, Students, Parents, and Community	\$100	TBD	2017	Observations of school/community participation and success of service learning projects in meeting goals

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2.1	2.1.9	Continue school wide “Literacy at the Lake” program.	2013	2014 2015 2016 2017	Administratio n, Faculty, Staff, Students	\$1,000	School Funds	2017	Observations and participation in kick-off activities and culminating activities; observations of supporting bulletin boards; lesson plans
2.1	2.1.10	Continue to promote cultural and diversity awareness through PTO grade level performances, chorus productions, and classroom studies	2013	2014 2015 2016 2017	Administratio n, Diversity Coaches, Faculty, Staff, Students, Parents, and Community	\$1,200	TBD	2017	Listing of events held
2.1	2.1.11	Utilize videos and photographs demonstrating expectations and school-wide procedures	2013	2017	Administratio n and Classroom Teachers	TBD	TBD	2017	Documentatio n of a variety of methods of marketing character traits skills and school wide procedures
2.1	2.1.12	Use procedure books and community guidelines to teach procedures through direct instruction	2013	2017	Administratio n Faculty	TBD	TBD	2017	Review data, procedures and determine new areas of need

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2.1	2.1.13	Use an intervention model in dealing with students with behavior needs (Care Team)	2013	2017	Administratio n Faculty Guidance School Psychologist Social Worker	TBD	TBD	2017	Documentatio n of meetings and establishment of behavior interventions for students. Reviewed monthly
2.2	2.2.1	Expand the opportunities for students to explore variety of co-curricular activities that build on brain based strategies	2013	2017	Administratio n Faculty	TBD	TBD	2017	Number of participants in co-curricular activities
2.2	2.2.2	Expand classroom town hall meetings to provide all students with a variety of experiences	2013	2017	Administratio n Faculty	TBD	TBD	2017	Documentatio n of types of programs, involvement in student government, etc. that are conducted through these meetings
2.2	2.2.3	Continue the before and afterschool program (Later Gators)	2013	2017	Admin., Afterschool Staff	TBD	TBD	2017	Monitor student participation
2.2	2.2.4	Examine the equity issues of afterschool programs and continue strategies to make them available to all students	2013	2017	Administratio n Faculty, Afterschool Staff	TBD	TBD	2017	Monitor student participation in afterschool program

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2.2	2.2.5	Continue to offer a variety of school sponsored clubs based on student interest	2013	2017	Admin., Faculty	TBD	TBD	2017	Survey students on interest and track participation
2.2	2.2.6	Continue extra-curricular programs that are offered by community vendors	2013	2017	Admin, Community, Parents	TBD	TBD	2017	Survey students on interest and track participation
2.2	2.2.7	Continue to support the school wide recycling program.	2013	2014 2015 2016 2017	Administratio n, Science Lab Coordinator, Faculty, Staff, and Students	\$1,000	TBD	2017	Observations of student participation and amounts recycled.
2.2	2.2.8	Continue to maintain and add to the school's South Carolina Habitat Garden. Also, add other gardens across the campus.	2013	2014 2015 2016 2017	Administratio n, Garden Club Sponsor, Students, Parents, and Community	\$1,000	School Funds	2017	Observations of student, parent, and community participation.
2.3	2.3.1	Advance student leadership opportunities	2013	2014 2015 2016 2017	Admin., Teachers	TBD	TBD	2017	Students selected in the fall
2.3	2.3.2	Faculty promotes leadership in all grade levels through formal and informal methods	2013	2014 2015 2016 2017	Admin., All Faculty and Staff, Guidance Counselor	TBD	TBD	2017	Observe students behaviors in and out of classrooms.

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2.3	2.3.3	Carry forward student leadership initiatives	2013	2014 2015 2016 2017	Admin., Classroom Teachers	TBD	TBD	2017	Teacher recommendations for students who could benefit from leadership opportunities
2.3	2.3.4	Maintain student led tours and orientation of school for visitors	2013	2014 2015 2016 2017	Admin., Students, Guidance Counselor	TBD	TBD	2017	Variety of students are selected to be student ambassadors
2.3	2.3.5	Collaborate with third grade teachers to provide a smooth transitions of students moving from second to third	2013	2014 2015 2016 2017	Admin, Classroom Teachers, Guidance	TBD	TBD	2017	Teachers from Upper and Lower collaborate to make sure meeting the needs of all students
2.4	2.4.1	Continue to increase student awareness in health and fitness and generate healthier students through additional exercise instruction and restricted play.	2013	2014 2015 2016 2017	Administratio n, Health Advisory Council, Faculty, Staff, and students	\$1,000	TBD	2017	Observations of implementation and student participation
2.4	2.4.2	Continue to participate in Gatorcize as scheduled for each grade level to promote exercise and self-care.	2013	2014 2015 2016 2017	Administratio n, Faculty, Staff, and students	TBD	TBD	2017	Observations of implementation and student participation

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2.4	2.4.3	Expand awareness of nutrition through Gator Bites	2013	2017	Wellness Com. Administration School nurse Social Worker Sodexo	TBD	TBD	2017	Documentation of programs and field trips for all students and participants reviewed by wellness committee in fall of each year and goals set.
2.4	2.4.4	Provide opportunities to educate and participate in health initiatives for all faculty and staff	2013	2017	Wellness Comm., School Nurse, Faculty	TBD	TBD	2017	Monitor faculty involvement in exercise and nutrient programs
2.5	2.5.1	Review annually safety and crisis management plans.	Spring 2008	2009 2010 2011 2012	Administrators, teachers, SRO, district safety personnel	N/A	N/A	2012	Crisis response handbook
2.5	2.5.2	Conduct required drills.	Spring 2008	2009 2010 2011 2012	Administrators, SRO	N/A	N/A	2012	Reports and feedback
2.5	2.5.3	Provide training for emergency team members.	Spring 2008	2009 2010 2011 2012	Administrators, SRO, district personnel	N/A	N/A	2012	CPR/First Aid training
2.5	2.5.4	Continue to evaluate Lake Carolina campus for safety and security.	Spring 2008	2009 2010 2011 2012	Administrators, SRO, District safety team	N/A	N/A	2012	Report and observations

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2.5	2.5.5	Provide required training of faculty, staff and students in such areas as sexual harassment, blood borne pathogens, laboratory safety, etc.	Spring 2008	2009 2010 2011 2012	Administrators, nurse	N/A	N/A	2012	Mandatory Training and sign off sheets
2.5	2.2.6	Be prepared for all types of emergency situations with periodic training and exercises			Admin., Faculty				Training is offered as needed

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State Performance Area(s)	<input checked="" type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality	<input checked="" type="checkbox"/> School Climate <input type="checkbox"/> Parents/Community
Board Goals	<input checked="" type="checkbox"/> Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning. <input checked="" type="checkbox"/> Advocate for the needs and interests of students. <input checked="" type="checkbox"/> Act as good stewards of public resources. <input checked="" type="checkbox"/> Model a culture of honesty, morality, transparency, and collaboration.	<input checked="" type="checkbox"/> Ensure responsible and flexible use of district resources. <input type="checkbox"/> Develop in the community common understanding of the problems and challenges facing the school district. <input type="checkbox"/> Promote and model open communications between and among students, district staff, and community.
Strategy	3. Continue to recruit and retain a high efficacy Faculty and Staff to maintain a professional learning organization	
Action Plans:	3.1 Recruit the best teachers to meet the needs of Lake Carolina and continue the high expectations 3.2 Mentor teachers transitioning to Richland School District Two 3.3 Provide a positive work environment through recognitions and celebrations 3.4 Design Professional Development for all Lake Carolina Faculty and Staff	

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		Green text = actual				Orange text = projection		
Key Measure		2010-2011 T1/Y4	2011-2012 T1/Y5	2012-2013 T2/Y1	2013-2014 T2/Y2	2014-2015 T2/Y3	2015-2016 T2/Y4	2016-2017 T2/Y5
School Report Card Data--- Advanced Degrees	Record Actual Data	62.3%	69.8%	70.40%	71.10%	65.60%	63.60%	64.24%
School Report Card Data-- Continuing Contract	Record Actual Data	84.9%	NA	94.40%	95.34%	87.50%	78.80%	79.59%
School Report Card Data-- Returning Teachers	Record Actual Data	85.4%	88.7%	89.90%	90.80%	76.60%	74.70%	75.45%
School Report Card Data--Teacher Attendance		94.1%	95.4%	94.80%	95.75%	96.70%	96.70%	97.67%
Number of teachers Nationally Board Certified	Record Actual Data	23	N/A	N/A	N/A	N/A	N/A	N/A

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Action Plan ID	Action Step ID	Action Step	Timeline		Responsibility	Estimated Cost	Funding Source(s)	Accountability	
			Start Date	End Date				Date	Method
3.1	3.1.1	Encourage faculty to recruit high quality teachers	2013	2014 2015 2016 2017	All Faculty and Staff	TBA	District funds	2017	Number of teachers recruited
3.1	3.1.2	Participate in job fairs	2013	2014 2015 2016 2017	Admin Team	N/A	N/A	2017	Number of teachers recruited
3.1	3.1.3	Partner with local colleges and universities	2013	2014 2015 2016 2017	Admin Team	N/A	N/A	2017	Number of teachers recruited from interns.
3.2	3.2.1	Provide additional staff development for teachers transitioning to Lake Carolina	2013	2014 2015 2016 2017	All Teachers ITS specialist, MVG Coordinator	N/A	N/A	2017	Number of participants in staff development
3.2	3.2.2	Customize staff development for faculty based on experiences and need	2013	2014 2015 2016 2017	Admin. team	TBD	TBD	2017	Various levels of training offered and participants
3.2	3.2.3	Provide a mentor to all new staff members	2013	2014 2015 2016 2017	Admin, Teachers, All Staff	TBD	TBD	2017	Collegial Conversations with new employees
3.2	3.2.4	Meet with student teachers and practicum students twice during their tenure	2013	2014 2015 2016 2017	Administrative Team	N/A	N/A	2017	Review notes from meeting
3.3	3.3.1	Provide positive recognitions, celebrations, and resources.	2013	2014 2015 2016 2017	Admin. Team Faculty	TBD	After School Program Funds	2017	Number of recognitions

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3.3	3.3.2	Acknowledge significant “life” events (e.g., birthdays, bereavement, illness, births, achievements)	2013	2014 2015 2016 2017	Administrative Team	TBD	TBD	2017	Review through weekly email and faculty meetings
3.3	3.3.3	Recognize faculty/staff for their efforts and achievements (e.g., special song)	2013	2014 2015 2016 2017	Administrative Team	TBD	TBD	2017	Review published/printed materials, “Special Song” is played on intercom
3.3	3.3.4	Faculty gathers for fellowship to build community and build relationships	2013	2014 2015 2016 2017	All Faculty and Staff	TBD	TBD	2017	Faculty and staff meet at least twice a year for team building and fellowship
3.3	3.3.5	Teachers, Support Staff, and all Faculty have meetings to collaborate and have fellowship	2013	2014 2015 2016 2017	Classroom Teachers, Support Staff	TBD	TBD	2017	Staff in similar work groups meet monthly to collaborate and build morale
3.3	3.3.6	Provide annual opportunities for other district staff to come to Lake Carolina to show appreciation and gratitude	2013	2014 2015 2016 2017	Admin, Faculty and Staff	TBD	TBD	2017	At least once a year provide a chance to show appreciation to other R2 staff
3.4	3.4.1	Maintain a database of faculty and staff documenting the professional development attended.	2013	2014 2015 2016 2017	Principal Admin. team	N/A	N/A	2017	Database established and maintained yearly. Reviewed by administrative team.

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3.4	3.4.2	Provide opportunities for teachers to collaborate to align curriculum to state standards	2013	2014 2015 2016 2017	Administration, Faculty	TBD	TBD	2017	Collaborate in grade level and design units that incorporate new standards. Units and observations reviewed by administrative team
3.4	3.4.3	Ongoing professional development in technology as a learning tool to engage student in learning	2013	2014 2015 2016 2017	Administration, Faculty Media Specialist, TLC	TBD	TBD	2017	Technology is indicated in units and observed by administrative team.
3.4	3.4.4	Collaborate on designing effective and authentic assessments that measure the learning and engagement of students	2013	2014 2015 2016 2017	Administration, Faculty	TBD	TBD	2017	Variety of assessments shared in faculty meetings and in grade level meetings. Debrief strategies used to measure engagement of students in grade level meetings on a monthly basis

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3.4	3.4.5	Reflect on our learning experiences to identify areas that we have grown and areas of need	2013	2014 2015 2016 2017	Administrati on, Faculty	TBD	TBD	2017	Individual, team, and school wide reflections analyzed and used to update professional plan for the next year.
3.4	3.4.6	Provide professional development to staff in professional and collegial interactions	2013	2014 2015 2016 2017	Admin, Faculty and Staff	TBD	TBD	2017	Twice a year provide training on how to act in a professional and school setting with colleagues

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State Performance Area(s)	<input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality	<input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Parents/Community
Board Goals	<input checked="" type="checkbox"/> Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning. <input checked="" type="checkbox"/> Advocate for the needs and interests of students. <input checked="" type="checkbox"/> Act as good stewards of public resources. <input checked="" type="checkbox"/> Model a culture of honesty, morality, transparency, and collaboration.	<input checked="" type="checkbox"/> Ensure responsible and flexible use of district resources. <input checked="" type="checkbox"/> Develop in the community common understanding of the problems and challenges facing the school district. <input checked="" type="checkbox"/> Promote and model open communications between and among students, district staff, and community.
Strategy	4. Develop partnership with families and the surrounding community	
Action Plans:	4.1 Review the School Renewal Plan with SIC annually 4.2 Review school's marketing plan 4.3 Sustain parent partnerships 4.4 Seek new and further develop existing community partnerships	

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Key Measure		Green text = actual				Orange text = projection		
		2010-2011 T1/Y4	2011-2012 T1/Y5	2012-2013 T2/Y1	2013-2014 T2/Y2	2014-2015 T2/Y3	2015-2016 T2/Y4	2016-2017 T2/Y5
% State Report Card—Teachers satisfied with School/ Home relations		100.0%	97.7%	100.00%	97.00%	100.00%	93.40%	94.33%
% State Report Card—Students satisfied with School/ Home relations		95.7%	97.3%	88.40%	89.28%	96.20%	N/A	N/A
% State Report Card—Parents satisfied with School/ Home relations		94.0%	98.0%	95.00%	95.95%	81.20%	N/A	N/A
Volunteer hours	Record Actual Data	6875	N/A	N/A	N/A	N/A	N/A	N/A
Unique visits per month on web site	Record Actual Data	Pending	N/A	N/A	N/A	N/A	N/A	N/A
% of eligible parents enrolled in Parent Portal	Record Actual Data	Pending	N/A	N/A	N/A	N/A	N/A	N/A

Action Plan ID	Action Step ID	Action Step	Timeline		Responsibility	Estimated Cost	Funding Source(s)	Accountability	
			Start Date	End Date				Date	Method
4.1	4.1.1	Review strategic plan with stakeholders	2013	2014 2015 2016 2017	Administrative Team, SIC	N/A	N/A	2017	Strategic plan reviewed with SIC in fall of the year
4.1	4.1.2	Make revisions to the School Renewal Plan as needed	2013	2014 2015 2016 2017	Administrative Team, SIC	N/A	N/A	2017	Review plan in the winter of each year and add in any changes prior to the April deadline

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4.1	4.1.3	Issue each year a school annual report to parents and community	2013	2014 2015 2016 2017	Administrative Team, SIC	TBD	TBD	2017	Distribute copy to parents and community
4.2	4.2.1	Review the marketing plan annually (ex. Website, CommuniGator Blog)	2013	2014 2015 2016 2017	Administrative Team, SIC	N/A	N/A	2017	Marketing plan reviewed in the spring of each year
4.3	4.3.1	Continue to support and encourage parent involvement through celebrations, PTO, and SIC	2013	2014 2015 2016 2017	Admin. SIC, PTO	TBD	TBD	2017	Provide opportunities for parents to be recognized and celebrated in school at least twice a year
4.3	4.3.2	Proceed with formal and informal methods discovering our “Who” (the parents and community) through PTO and SIC feedback	2013	2014 2015 2016 2017	Admin., SIC, PTO	TBD	TBD	2017	Yearly surveys and conversations
4.4	4.4.1	Explore ways to increase partnerships with YMCA, Lake Carolina HOA, and industries in the Northeast	2013	2014 2015 2016 2017	Administrative Team Administration, SIC, PTO	N/A	N/A	2017	Data base of current partnerships and goals set to increase each year.
4.3	4.4.2	Explore partnerships with community organizations to support service learning	2013	2014 2015 2016 2017	Administration, SIC, PTO	N/A	N/A	2017	Data base of current service learning partnerships and goals set to increase each year
4.3	4.4.3	Explore faith based partnerships	2013	2014	Administrative	N/A	N/A	2017	Data base of

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				2015 2016 2017	on , SIC, PTO				faith based partnerships and goals set to increase each year
4.3	4.4.4	Explore the retirement community for volunteers	2013	2014 2015 2016 2017	Administrati on , SIC, PTO	N/A	N/A	2017	Data base of current volunteers and goals set to increase each year
4.4	4.4.5	Create a community garden for the school and community to use together to teach health foods and community partnership	2013	2014 2015 2016 2017	Admin., SIC, PTO	TBD	TBD	2017	Community vegetable garden is established to promote sustainable products, healthy eating, and community partnerships
4.4	4.4.6	Partner with Military platoon to help the transition of military families into Lake Carolina	2013	2014 2015 2016 2017	Administrati on, Military Liaison	TBD	TBD	2017	Military Platoon visits school to create family atmosphere for military families