

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Satchel Ford Elementary (4001056) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Dr. Matthew Scandrol
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Teacher

Name	*	Mrs. Renata Pearson
Name	*	Mrs. Susan Jones
Name	*	Mrs. Katherine Hartman
Name	*	Mrs. Lauren Goethe
Name	*	Mrs. Laura Timmons
Name	*	Mrs. Sumner Livingston
Name	*	Mrs. Janelle Mickens
Name	*	Mrs. April Barber-Brown

Parent/Guardian

Name	*	Mrs. Lauren Hudgens
Name	*	Mr. Christopher Wormley

Community Member

Name	*	Mrs. Katie Smith
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School Level Administrators

Name	*	Ms. Felita Green
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Name	*	Mr. Ortega Missouri
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School Read to Succeed Literacy Leadership Team Lead

Name	*	Ms. Brooke Fonder
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School Read to Succeed Literacy Leadership Team Member

Name	*	Mrs. Renata Pearson
Name	*	Mrs. Susan Jones
Name	*	Mrs. Katherine Hartman
Name	*	Mrs. Lauren Goethe
Name	*	Mrs. Laura Timmons
Name	*	Mrs. Sumner Livingston
Name	*	Mrs. Janelle Mickens
Name	*	Mrs. Lynne Trowbridge
Name	*	Ms. Felita Green
Name	*	Mr. Ortega Missouri
Name	*	Dr. Matthew Scandrol

School Improvement Council Member(s)

Name	*	Mrs. Elizabeth King
Name	*	Mr. Steven Diaz
Name	*	Lt. Col. Benjamin Bower
Name	*	Mr. Lyle Lee
Name	*	Mrs. Janie Langdale
Name	*	Mr. James Davis
Name	*	Mr. James Ervin

Name	*	Dr. Robert Gilmer
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School Gifted and Talented Coordinator

Name	*	Mrs. Lynne Trowbridge
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School Federal Programs Coordinator

Name	*	Mrs. Lynne Trowbridge
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Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Satchel Ford Elementary (4001056) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA1Ng>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

The data Below is based on the Winter 2024 STAR Test Administration in ELA and Math.

Reading Growth:

· **Reading growth for all students is 73.9%.**

· **Grades 3-5 are 75.4%.**

· **1st grade has the lowest growth rate at 66.9%**

· **Kindergarten, 3rd & 4th Grades all had at least 78% growth.**

Reading Proficiency/State Benchmark Level

· **All students had 79.6% Meets & Exceeds.**

· **3rd-5th Grades have 78% Meets & Exceeds.**

· **5th Grade has the highest M/E at 84.3%**

· **4th Grade has the lowest M/E at 70%.**

· **3rd Grade has 80.7% M/E**

Math Growth:

- Overall growth is 65.4%
- Grades 3-5 are 69.3%
- Grades 3 & 4 had 71/72% growth.
- Grade 5 is 63.3%
- Grades 1 & 2 only 60% growth.

Math Proficiency-State Benchmark Level

- Overall M/E is 79.2%
- Grades 3-5 M/E are 79.4%
- Grade 3 has 88.2% M/E
- Grade 5 has 78% M/E
- Grade 4 has only 71.3% M/E

Reading Growth:

- Female students showed more growth than males.
- White student growth is 79.5%
- White Female growth is higher than White Male.
- African American Growth is 57.5%
- AA Females grew more than AA Males.
- SPED Growth is 49.2%.
- AAP Growth is 77.6%.
- Poverty Growth is 65.3%

Reading proficiency (State)

· **Female students outperformed male students.**

· **AA Student Prof is 55.1%**

· **AA Females outperformed AA males**

· **White Prof is 85.1%**

· **White females outperformed white males.**

· **SPED M/E is 34%**

· **AAP M/E is 95.5%**

· **Non-AAP M/E is 66.9%**

· **Poverty M/E is 63.5%**

Math Growth:

· **Male students showed more growth than female students.**

· **AA Growth is 62.4%**

· **AA Males grew more than AA Females.**

· **White Growth is 65.3%**

· **White males grew more than white females.**

· **SPED growth is 48.3%**

· **AAP growth is 70.1%**

· **Poverty growth is 60.5%**

Math State Benchmark Proficiency

· **Female students outperformed male students in M/E 80.6% to 77.7%.**

- **AA M/E is 49.1%**
- **AA Males edged out AA females in M/E 49.3 to 48.9.**
- **White M/E is 87.9%**
- **White male & white female M/E is equal at 87.9%**
- **SPED M/E is 39.1%**
- **AAP M/E is 96.4%**
- **Non-AAP M/E is 68.2%**
- **Poverty M/E is 58.2%**

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Satchel Ford Elementary (4001056) Public School - School Renewal Plan - Rev 0

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 report card 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 school report card.

State Report Cards for Districts and Schools

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

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

Reading Growth:

· **Reading growth for all students is 73.9%.**

· **Grades 3-5 are 75.4%.**

· **1st grade has the lowest growth rate at 66.9%**

· **Kindergarten, 3rd & 4th Grades all had at least 78% growth.**

Reading Proficiency/State Benchmark Level

· **All student had 79.6% Meets & Exceeds.**

· **3rd-5th Grades have 78% Meets & Exceeds.**

· **5th Grade has the highest M/E at 84.3%**

· **4th Grade has the lowest M/E at 70%.**

· **3rd Grade has 80.7% M/E**

Reading Growth:

· **Female students showed more growth than males.**

· **White student growth is 79.5%**

· **White Female growth is higher than White Male.**

· **African American Growth is 57.5%**

· **AA Females grew more than AA Males.**

· **SPED Growth is 49.2%.**

· **AAP Growth is 77.6%.**

· **Poverty Growth is 65.3%**

Reading proficiency (State)

· **Female students out performed male students.**

· **AA Student Prof is 55.1%**

· **AA Females out performed AA males**

· **White Prof is 85.1%**

· **White females out performed white males.**

· **SPED Prof is 34%**

· **AAP Prof is 95.5%**

- **Non AAP is 66.9%**
- **Poverty Prof is 63.5%**

* Elementary/Middle (3-8)

Reading Growth:

- **Reading growth for all students is 73.9%.**
- **Grades 3-5 are 75.4%.**
- **1st grade has the lowest growth rate at 66.9%**
- **Kindergarten, 3rd & 4th Grades all had at least 78% growth.**

Reading Proficiency/State Benchmark Level

- **All student had 79.6% Meets & Exceeds.**
- **3rd-5th Grades have 78% Meets & Exceeds.**
- **5th Grade has the highest M/E at 84.3%**
- **4th Grade has the lowest M/E at 70%.**
- **3rd Grade has 80.7% M/E**

Reading Growth:

- **Female students showed more growth than males.**
- **White student growth is 79.5%**

· **White Female growth is higher than White Male.**

· **African American Growth is 57.5%**

· **AA Females grew more than AA Males.**

· **SPED Growth is 49.2%.**

· **AAP Growth is 77.6%.**

· **Poverty Growth is 65.3%**

Reading proficiency (State)

· **Female students out performed male students.**

· **AA Student Prof is 55.1%**

· **AA Females out performed AA males**

· **White Prof is 85.1%**

· **White females out performed white males.**

· **SPED Prof is 34%**

· **AAP Prof is 95.5%**

· **Non AAP is 66.9%**

· **Poverty Prof is 63.5%**

* High School (9-12)

N/A

* Teacher/Administrator Quality

The faculty continued the focus on literacy instruction using the works of Lucy Calkins, the founding director of Columbia University's Teachers College Reading and Writing Project and the focus on utilizing the math workshop model. Under the guidance of Heidi Mills, Language & Literacy Professor at USC, and with the assistance of the reading coach, the first grade teachers and students developed an inquiry project where the students chose a family member to interview and create a biography

about the moon. The project ended with a moon celebration, where family members to came to school to see and hear about the project and view the moon through a high powered telescope. Several of our 4th and 5th grade students competed and placed in the District Science Fair and moved on to the state level.

* School Climate

There is data to support the need for a systemic socio-emotional or behavioral learning program within our school. Discipline is steady, but much of our disciplinary concerns come from student trauma and other socio-emotional or mental health issues. Many teachers have cited on recent surveys that they feel that behaviors are decreasing overall but increasing among this category of students.

Other (such as school priorities)

N/A

* Gifted and Talented

N/A District Plan

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 90% of students in grade 4 will score meets or exceeds on the SC READY Science Assessment.

PM 1.1 Meet Annual Targets Below

Analysis of Actual vs. Projected Data:

Data Source: SC READY Science, Baseline = 88.1% 2023 - 88.1% (Actual) 2024 - 88.5% 2025 - 89% 2026 - 89.5% 2027 - 90% 2028 - 90.5%

S 1.1.1 Five Es Emphasis in Science Instruction

Evidence-Based Research:

Teachers will be refreshed on the 5Es instructional model and will receive consistent support in implementing this model of inquiry for science. (Chitman-Booker, 2013)

AS 1.1.1.1 Coordinated Training on 5Es Model with District Consultants

Action Step:

The administration and CRT will coordinate with both the K-2 and 3-5 District Science Consultants to provide direct training to staff on 5Es Model. Verified by rosters and minutes from embedded PD.

Person Responsible:

Administration, District Consultants

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.2 Science Lab Assistant

Action Step:

Science Lab Assistant will be utilized as a 5E model instruction to provide real-time lab experiences for our science instructors. Verified by usage log from science lab and administrative observations.

Person Responsible:

Science Lab Assistant, CRT, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:
6/1/2029

AS 1.1.1.3 STEM/STEAM Materials

Action Step:

A significant allocation of component budget instructional supply funds will be dedicated to the updating of inventory supporting structured STEM and STEAM activities. Verified by inventory documents and requisitions.

Person Responsible:

Administration

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	Component Budget	\$5,000.00

AS 1.1.1.4 Implement 5Es Model

Action Step:

As training progresses, an expectation will be developed that the 5E model is implemented with fidelity and consistency. Verified by lesson plans and administrative observations.

Person Responsible:

Classroom Staff, Administration, Science Lab Assistant, CRT

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.5 MasteryConnect - Progress Monitoring

Action Step:

Mastery Connect will be utilized in grades 2-5 to progress monitor standard performance in science throughout the school year (common formative assessments). Verified through MasteryConnect records and PLC minutes.

Person Responsible:

Classroom Staff, Administration, Science Lab Assistant, CRT

Estimated Begin Date:

8/8/2024
Estimated Completion Date:
6/8/2029

§ 1.1.2 ABC Program and ELA Integration of Social Studies Standards

Evidence-Based Research:

Administration will facilitate the collaboration of Arts in the Basic Curriculum teachers with our social studies staff to improve integration of standards into our Related Areas classrooms. Furthermore, our CRT will oversee integration planning of social studies standards into ELA instruction. (Goldberg, 2012)

AS 1.1.2.1 ABC Program Support

Action Step:

Administration will work diligently to provide opportunities for our ABC program teachers to collaborate with social studies teacher in an effort to build integration between the arts and social studies standards. Verified by collaborative planning documents, PLC minutes, and administrative observations.

Person Responsible:

Related Areas Staff, Social Studies Teachers, Administration, CRT

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 1.1.2.2 ELA/Social Studies Connection

Action Step:

The CRT will work diligently to provide PLC opportunities for the collaborative planning of ELA and Social Studies. Effort will be focused on the integration of Social Studies topics and standards into ELA instruction. Verified by additional text purchases, PLC minutes, and administrative observations.

Person Responsible:

Classroom Staff, CRT

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

Funding Application	Grant	Notes	Amount
Other	Other	Component Budget	\$2,000.00

AS 1.1.2.3 Social Studies/Writing Connection

Action Step:

Social Studies topics will be utilized when studying narrative and opinion writing. Verified by PLC minutes, lesson plans, and administrative observations.

Person Responsible:

Classroom Staff, CRT

Estimated Begin Date:

8/28/2024

Estimated Completion Date:

6/1/2028

AS 1.1.2.4 MasteryConnect Progress Monitoring

Action Step:

MasteryConnect will be utilized in grades 2-5 to progress monitor standard performance in social studies throughout the school year (common formative assessments). Verified through MasteryConnect records and PLC minutes.

Person Responsible:

April Wells

Estimated Begin Date:

8/28/2024

Estimated Completion Date:

6/1/2028

2 Student Achievement*

Performance Goal:

By the year 2029, 88% of all 3rd - 5th grade students will achieve at the meets or exceeds level on the SC READY ELA Assessment. By the year 2029, 85% of all 3rd - 5th grade students will achieve at the meets or exceeds level on the SC READY Math Assessment.

PM 2.1 For the 2024-2025 school year our percentage of students scoring approaches and above on the SC Ready ELA test will be 86%. 2025-2026 - 86.5% 2026-2027 - 87% 2027-2028 - 87.5% 2028-2029 - 88% For the 2024-2025 school year our percentage of students scoring approaches and above on the SC Ready Math test will be 82.5%. 2025-2026 - 83% 2026-2027 - 83.5% 2027-2028 - 84% 2028-2029 - 84.5%

Analysis of Actual vs. Projected Data:

The 2022-2023 SC Ready ELA Percentage of students scoring Meets, & Exceeds was 69.8% Math Percentage of students scoring Meets, & Exceeds was 75.3%. Based on this information SFES will continue with the current actions.

S 2.1.1 Individual Student Conferencing & Sharing Reading Instruction

Evidence-Based Research:

Based on the tenants of Reading and Writing Workshop Models of Instruction, teachers will incorporate daily student conferences into their ELA Blocks for reading and writing. They will also consistently implement shared reading experiences for children. (Calkins, 2010; Serravallo, 2015)

AS 2.1.1.1 Daily Conferring During Reading and Writing Workshop

Action Step:

Implementation of daily conferences with students during ELA blocks. Verified by Reading Coach and Administrative Observations.

Person Responsible:

Classroom Staff

Estimated Begin Date:

8/28/2024

Estimated Completion Date:

6/1/2028

AS 2.1.1.2 Shared Reading Strategies

Action Step:

Teachers will implement shared reading experiences consistently during ELA blocks. Verified by Reading Coach and Administrative observations.

Person Responsible:

Classroom Staff & Related Area Staff

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.1.3 Implementation of Reading and Writing Workshop Models with Fidelity

Action Step:

Teachers will adhere to the proper, best practice structures for Reading and Writing Workshop Models. Verified by Reading Coach, Department Chair, and Administrative Observations.

Person Responsible:

Classroom Staff

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.1.4 Quarterly Updated Workshop Components Training During PLCs

Action Step:

Reading Coach and CRT will delivery quarterly trainings during PLCs. Verified by PLC minutes and rosters from embedded PD.

Person Responsible:

Reading Coach & CRT

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.1.5 MTSS Procedures Implemented with Fidelity

Action Step:

Utilize appropriate MTSS procedures and tiers of support with fidelity, Verified by Records in Enrich and MTSS minutes.

Person Responsible:

Reading Coach, MTSS Chair, Classroom Staff, School Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.1.6 Personalized Goal Setting

Action Step:

Teachers will work with students to personalize reading and writing goals as measured by RI, F&P BAS, and Writing Portfolios. Verified by Records in Enrich, MTSS minutes, goal documents, RI records, Writing Portfolios, and F&P BAS records.

Person Responsible:

Classroom Staff, Administration, Reading Interventionist, Reading Coach

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.1.7 Literacy Nights

Action Step:

Reading Coach and Administration will coordinate with the community to hold literacy nights to better inform parents of requirements and strategies in literacy. Verified by agendas from K-2 and 3-5 literacy night events.

Person Responsible:

Reading Coach, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

§ 2.1.2 Teachers will implement Number Talks and Inquiry-Based Math Instructional Models

Evidence-Based Research:

Teachers will work diligently to implement number talks daily during Math blocks. Additionally, as training progresses, teachers will begin to implement additional inquiry-based instructional models during Math blocks. (Antonetti & Garver, 2015; Dominick & Parrish, 2015)

AS 2.1.2.1 Implementation of Number Talks with Fidelity

Action Step:

Teachers will utilize number talks daily in an effort to develop student number sense. Verified by lesson plans and administrative observations.

Person Responsible:

Classroom Staff, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.2.2 Implementation of Differentiated Math Stations/Centers

Action Step:

Teachers will work collaboratively to develop effective and differentiated daily math centers/stations in an effort to allow for more discovery learning in mathematics. Verified by lesson plans and administrative observations.

Person Responsible:

Classroom Staff, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.2.3 Quarterly Updates and Training on Number Talks and Inquiry-Based Models during PLCs

Action Step:

Once a quarter, PLC time will be devoted to update and extended training on the topics of Number Talks and Inquiry-Based Instructional Models for mathematics. Verified by PLC minutes, rosters from embedded PD.

Person Responsible:

CRT, Administration
Estimated Begin Date:
8/26/2024
Estimated Completion Date:
6/1/2028

AS 2.1.2.4 PLO with Math District Consultant

Action Step:

CRT and Administration will coordinate with the K-2 Math District Consultant in an effort to provide PLOs for teachers to build conceptual teaching ability of number sense and place value. Verified by rosters from PD with district personnel.

Person Responsible:

Administration, Classroom Teachers, District Math Consultant

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.2.5 Teacher SLO Development

Action Step:

Administration will coordinate with K-2 teachers to develop SLOs that will focus on mathematics, particularly number sense. Verified by SLO documents.

Person Responsible:

Administration, Classroom Staff

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 2.1.2.6 Personalized Goal Setting

Action Step:

Teacher will collaborate with students to set personalized goals in the are of mathematics achievement as measured by MI and AIMSWeb. Verified by SLO documents, records in Enrich, goal setting documents, MI records, and AIMSWeb records.

Person Responsible:

Classroom Teachers, CRT, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

3 Teacher/Administrator Quality*

Performance Goal:

By 2028, 100% of the certified staff will be provided multiple professional learning opportunities in Reading/Writing Workshop Conferencing, Shared Reading, and Number Talks.

PM 3.1 Meet Annual Targets Below

Analysis of Actual vs. Projected Data:

Data Source: PLO Documentation, Baseline = 87.5% 2024 - 89% 2025 - 95% 2026 - 100% 2027 - 100% 2028 - 100%

S 3.1.1 Embedded Professional Development during Weekly PLCs

Evidence-Based Research:

Our CRT, Reading Coach, Reading Interventionist, and Administration will ensure that a series of PLOs on the appropriate topics are scheduled into PLC agendas & Monday PLO events throughout each quarter. (Hattie, 2008)

AS 3.1.1.1 Number Talks PLOs

Action Step:

Administration, CRT, and Math Interventionist will plan and execute quarterly trainings for staff on the implementation of Number Talks in classrooms. Verified by PLC minutes and rosters from PD.

Person Responsible:

CRT, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 3.1.1.2 Reading/Writing Workshop Confering Update PLOs

Action Step:

CRT, Reading Interventionist, and Administration will plan and execute quarterly trainings on Reading/Writing Workshop conferencing techniques for staff. Verified by PLC minutes and rosters from PD.

Person Responsible:

CRT, Reading Interventionist,

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 3.1.1.3 Reading/Writing Workshop Shared Reading PLOs

Action Step:

CRT, Reading Interventionist, and Administration will plan and execute quarterly trainings on Reading/Writing Workshop shared reading techniques for staff. Verified by PLC minutes and rosters from PD.

Person Responsible:

CRT, Reading Interventionist, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

AS 3.1.1.4 District PLOs

Action Step:

Administration will ensure teacher participation in 100% of district-based PLOs related to the topics of Number Talks, Confering, and Shared Reading.

Person Responsible:

Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

4 School Climate*

Performance Goal:

Each year over the next five years (ending in 2029), office referrals demographic distribution among African-American students will decrease by 3% as documented in the A.B.E. disciplinary management system.

PM 4.1 Meet Annual Targets Below

Analysis of Actual vs. Projected Data:

Data Source: A.B.E. Behavior Management System, Baseline(2022-2023) = 63.88% 2025: 60.8% 2026: 57.8% 2027: 54.8% 2028: 51.8% 2029: 48.8%

S 4.1.1 Community Involvement and Relationship-Building Strategies

Evidence-Based Research:

The school will coordinate with appropriate community organizations to build a variety of mentoring and direct-contact services for African-American males in crisis and/or who have demonstrated a history of behavior infractions. (Antonetti & Garver, 2015; Hattie, 2008)

AS 4.1.1.1 Watch D.O.G.S. Program

Action Step:

Administration will facilitate the full implementation of the Watch D.O.G.S. (Dads of Great Students) national program at SFES. PTO & SIC will collaborate to ensure proper male recruitment for the daily program. Verified by records of male volunteerism and student meetings.

Person Responsible:

PTO, Administration

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

Funding Application	Grant	Notes	Amount
Other	Other	PTO Funding	\$1,500.00

AS 4.1.1.2 Braves Buddies Program

Action Step:

PTO will coordinate with the CRT to fully implement the Braves Buddies math mentoring program among our 1st grade students. Training will be provided by a lead 1st grade teacher with regards to math intervention and our guidance department will facilitate mentorship training and monitoring. Verified by records of direct mentoring with 1st grade students.

Person Responsible:

CRT, PTO, Administration, 1st Grade Teachers

Estimated Begin Date:

8/26/2024

Estimated Completion Date:

6/1/2028

Funding Application	Grant	Notes	Amount
Other	Other	Component Budget	\$300.00

5 School Climate*

Performance Goal:

By the end of the 2029 school year, the teacher retention rate as measured by the State Department of Education School Report Card will increase from 83.3% to 86 %.

PM 5.1 By 2026 the teacher retention rate as measured by the SC school Report card will increase from 83.3% to 84.5%

Analysis of Actual vs. Projected Data:

2023-2024 School Report Card Baseline: 83.3 2024: 84% 2025: 84.5% 2026: 85% 2027: 85.5% 2028: 86%

S 5.1.1 Teacher Turn over Data

Evidence-Based Research:

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

AS 5.1.1.1 Formation of School Climate Committee

Action Step:

In January of 2023, a school climate committee was formed based on information received from the 2022-2023 School Report Card and Teacher survey data. This committee is led by the school level Teacher of the Year (TOY) and is made up of teachers and staff who volunteered to be a part of the committee. Committee meets weekly/monthly as needed to discuss the school climate. Administration is an equal member of the team.

Person Responsible:

School Level TOY, teachers, staff, administration

Estimated Begin Date:

1/15/2023

Estimated Completion Date:

6/1/2028

AS 5.1.1.2 Ongoing support from SIC, PTO, and other parent groups.

Action Step:

Our school has very active and supportive Parent Teacher Organization (PTO). The PTO annually provides all teachers with supply checks at the beginning of each year and through fundraising events, is able to provide all teachers with the opportunity to write grants for classroom materials and other needs. Examples of the grants have been the funding of SMART Document Cameras for all 1st grade classes, shelving and storage materials for classrooms, hands on manipulatives, and flexible seating options to name just a few. Additionally, the PTO funds scholarships for students in need to attend field experiences and school events off of campus that require a fee. The PTO also provides a monthly lunch for the staff to enjoy.

Person Responsible:

PTO Executive Committee, Administration

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - Satchel Ford Elementary (4001056) Public School - School Renewal Plan - Rev 0

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

<p>* <input type="text" value="Yes"/> ▼</p>	<p>Academic Assistance, PreK-3</p> <p>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).</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Academic Assistance, Grades 4-12</p> <p>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).</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school 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.</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Developmental Screening</p> <p>The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.</p>

* N/A ▼	Half-Day Child Development
The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.	
* Yes ▼	Developmentally Appropriate Curriculum for PreK-3
The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.	
* Yes ▼	Parenting and Family Literacy
The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.	
* Yes ▼	Recruitment
The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.	
* N/A ▼	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.	