4001 - Richland County School District One (4001) Public District - FY 2025 - J. P. Thomas Elementary (4001062) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

* Plan Submission

○ School does not utilize Cognia
◉ School utilizes Cognia

* Phase of Plan

◉ Initial 5-year plan
○ Update 1
○ Update 2
○ Update 3
○ Update 4
○ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

Other ▼

School Plan Contact Information

* Name

Selina Latimore

* Phone

8037353430

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selina.latimore@richlandone.org

* Principal's Name

Selina Latimore

* Board of Trustees Chairperson's Name

Rev. Dr. Aaron Bishop

* Date of Plan Approval by the Board

04/23/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - J. P. Thomas Elementary (4001062) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Selina Latimore

Teacher

Name	* Antoinette Freeman

Parent/Guardian

Name	* Wesley Porch

Community Member

Name	* Pastor Jay Wilson
Name	* Rev. Stanley Nash

School Level Administrators

Name	* Rhoda Chatman

School Read to Succeed Literacy Leadership Team Lead

Name	* Clauddie Henryhandking

School Read to Succeed Literacy Leadership Team Member

Name	* Erica Williams

School Improvement Council Member(s)

Name	* Dexter Ashford

Name	
*	Mary Priester Clarke

School Gifted and Talented Coordinator

Name	
*	Dana Amaker

School Federal Programs Coordinator

Name	
*	Stephanie Casana

Other Stakeholders

Position	Name
Teacher	Princess Lloyd
Teacher	Xavier Roach
Teacher	Ayeshah Major
Parent Engagement Specialist	Tammy Coleman

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

4001 - Richland County School District One (4001) Public District - FY 2025 - J. P. Thomas Elementary (4001062) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA2Mg

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

John P. Thomas Elementary

Comprehensive Needs Assessment
2023-2024

Please check all applicable school designations below:

X Title I

?Priority

?Comprehensive School and Improvement (CSI)

X Additional Targeted Support and Improvement (ATSI)

?Targeted Support and Improvement Consistently Underperforming Subgroups (TSI)

Comprehensive Needs Assessment Committee Members:

- Selina Latimore, Principal
- Rhoda Chatman, Assistant Principal
- Erica Williams, Behavior Specialist
- Barbaretta Suber, School Counselor
- Dana Amaker, Curriculum Coach
- Dr. Clauddie Henryhand, Literacy Coach
- Etc.

School Profile

John P. Thomas Elementary School is an inner-city school located in the northern section of Columbia, South Carolina, that believes in helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by implementing Spanish in grades K-5 and various technology devices at the elementary level prior to the district initiative. These practices encourage children to view learning with curiosity and joy. The faculty and staff of John P. Thomas Elementary School believe in necessity for a strong balance academic program with an affective component.

John P. Thomas Elementary currently has 328 students enrolled from Preschool Childhood Development (Prekindergarten) through fifth grade. The student body has 82.6% African American students, 4.9% white students, 3.4% Hispanic students, .6% Native Hawaiian/ Pacific Islander and 8.5% students categorized as two or more races. The current student population consist of 271 African Americans, 16 Caucasians, 11 Hispanics, 2 Native Hawaiian/ Pacific Islander and 28 classified as two or more races.

95.945% of the students of John P. Thomas Elementary School live in poverty, 17.1% of the students receive special education services based upon disabilities that include: speech, learning disabled, developmental delayed, and other health impairments, and 5.8% of the students in grades 3-5 of John P. Thomas Elementary School are served by the gifted and talented program in the areas of ELA and Math. We are a transient school that battles with a chronic absenteeism rate of 33.0 with our highest rate in kindergarten (53.2) and first grade (40.7).

The current teacher/student ratio is as follows: Pre-Kindergarten 1:20, Kindergarten 1: 18, First 1:26, Second 1:21, Third 1:20, Fourth 1:22, and Fifth 1:25. John P. Thomas Elementary School students matriculate into Alcorn Middle School and then into Eau Claire High School. The graduation rate for Eau Claire High School for 2023 was 79.7%

Based on the 22-23 school report card, 72.7% of the JP Thomas teachers are returning from the previous year, teachers' attendance rate is 94.1%, the average teacher salary is $58,045, and the school has had 0% of teacher vacancies for more than 9 weeks. The principal has been at the school for 13 years.

After the effects of the COVID-19 Pandemic, the presence of volunteers from the community has began regaining interest and support with the schools opening back to the community. The following groups have returned to assist in schools: Foster Grandparents, Bethlehem Baptist, and Reading Matters. We also have a City Year team that supports our 3rd – 5th classrooms specifically with a focus on ELA, Math, Attendance, and Behavior. They do implement school-wide activities but are assigned to 3rd - 5th grade as they meet during the school day and have supported after school this school term. We continue to gain interest from additional partners by first providing materials regarding safety instruction. These groups are now venturing into other areas of support with service to the school. These groups include City of Refuge Church, Belmont Baptist, Agape Church, Bethlehem Baptist, Wiley Kennedy Foundation, Alpha Fraternity, Omega Psi Phi Fraternity and Fraternal Order of Masons group. We have encountered tremendous support from Samaritan's feet, Coca Cola Consolidated, SAMET Corporation and Office Depot.

All students are instructed through the use of South Carolina College and Career-Ready Standards for English Language Arts and Math, the South Carolina Academic Standards and Performance Indicators for Science and Social Studies and South Carolina Academic Standards for Health and Safety Education for health. John P. Thomas Elementary School provides instruction in the following core content areas: ELA, math, science, social studies and health. The related arts academic areas taught include: art, music, physical education, strings/orchestra, and Spanish. Special education classes and Advanced Academic Placement (AAP) classes are offered for students based upon students' individual academic needs. All curricula are taught in accordance with the South Carolina Department of Education's curriculum standards and support documents. The district's pacing guides and

curriculum frameworks are also used as a tool to deliver rigorous and standard based instruction. Students in grades PreK, Kindergarten, First, Second, Third , fourth and fifth are taught using the self-contained model in which students are taught all core content subjects by one teacher and are taught special area courses by special area teachers (art, physical education, music, and Spanish).

Standard-based instruction is provided to students' ELA by utilizing the Balanced Literacy Model which includes the Reading and Writing Workshop models for 120 minutes daily, with an additional 30 minutes to meet the individual needs of students using specific intervention during the Response to Intervention (RTI) block of time. Additionally, support personnel, City Year team members and instructional assistants serve as tutors to students in grades 1-5 and 3-4 classes received additional assistance weekly through the use of school based tutors. John P. Thomas is served by two Reading Interventionists and a Reading Coach. Our Reading Coach is a certified teacher and serves as a resource for teachers by providing Professional Development, Teaching Coaching Cycles, and Modeled Teaching for identified teachers across the grade levels. Our Reading Interventionists is certified in reading and uses the Fountas & Pinnell Leveled Literacy Intervention System (LLI) to provide 30 minutes of daily intensive, small-group, supplementary literacy intervention for 30 students who are currently in 1st through 3rd grade in a pull-out model. Students were identified directly from the priority list based on STAR Reading scores.

Standard based instruction is provided to all students in math daily for 60 minutes. The Balanced Math Framework is utilized to deliver instruction to students in grades PreK-5. Third through fifth grades students receive the Math Exploration Instruction Framework to provide exploration of solutions and paths for selecting mathematical tasks. Identified students in grades 3-5 are instructed daily for 60 minutes by our school's Math Interventionists, who are certified teachers who focus on grade level standards and prerequisite standards needed to perform grade level standards. John P. Thomas is equipped for 21st century learning with wireless internet capability throughout the school with updated increased bandwidth. All students at John P Thomas Elementary School had one-to-one access to digital learning devices. The devices were utilized in a variety of ways not only limited to Reading A-Z and Mastery Connect. Every classroom has a webcam and a Smartboard. We offer our students the opportunity of learning through the use of distance learning through Microsoft Teams

The aspiration of John P. Thomas Elementary School is to "empower all students to achieve their potential and dreams." We are committed to the belief that all children are learners and they will take personal pride in accomplishments. John P. Thomas Elementary School is a school where we R. O. A. R. - Reach Out and Respond!

Academics

Reading Data

2023 SC READY Standard Performance by Grade

Includes ALL students Tested and Enrolled in Class on First Day of Testing

Thomas

Reading

Grade	Number	Literary Text — Meaning & Context			Total			Language, Craft, and Structure			Informational Text — Total			Meaning & Context			Language, Craft, and Structure		
		1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%
03	38	36.7	42.4	20.9	26.4	42.4	31.2	36.3	33.1	30.5	50.4	18.3	31.2	30.2	40.8	28.9	42.4	32.4	25.1
04	51	39	49.9	11	46.5	36.05	17.4	57	41.5	1.4	49.3	20.6	29.9	50.8	30.1	19	54.3	18.8	28.8
05	52	24	29.5	46.5	35.3	24.1	50.5	47.3	40.6	28.6	26.6	18.8	54.5	29.3	40.5	30.1	26.6	41.8	31.5

Writing/Inquiry

Grade	Number	Writing — Meaning, Context and Craft			Total			Language			Inquiry — Total		
		1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%
03	38	34.7	50.7	14.5	38.6	34.02	27.3	28.6	19.9	51.4	42.4	45.3	12.2
04	51	37.4	46.6	16	46.5	41.05	12.4	36.2	41.7	22.05	43.6	46.9	9.4
05	52	29.5	41.6	28.7	58.1	33.6	8.2	59.3	28.3	12.25	48.1	25.1	26.7

SC READY ELA assessment data also indicates a significant need for additional support in all ELA strands in both literary and informational text. The average number of 3rd grade students needing improvement in ELA literary text is 26.4% and ELA information text is 50.4%. The average number of 4th grade students needing improvement in ELA literary text is 46.5% and ELA informative text is 49.3%. The average number of 5th grade students needing improvement in ELA literary text is 35.3% and ELA informative text is 26.6%. All grade levels showed a decrease in areas needing improvement in both literacy text and informational text.

Based on ELA assessment data of the 38 students in 3rd grade, 36.7% of students need improvement in meaning & context (literary text) and 36.3% in language, craft, and structure (literary text); 30.2% need improvement in meaning and context (informational text) and 42.4% need improvement in language, craft, and structure (informational text).

Assessment data also shows that students in 3rd Grade need improvement in Writing. 38.6% of students need improvement in the total writing strand, 34.7% of students need improvement in meaning, context and craft, 28.6% students need improvement in language, and 42.4% of students may need improvement in inquiry.

Based on ELA assessment data of the 51 students in 4th grade, 17.4% of students need improvement in meaning & context (literary text) and 57% in language, craft, and structure (literary text); 50.8% need improvement in meaning and context (informational text) and 54.3% need improvement in language, craft, and structure (informational text).

Students in 4th grade also need improvement in writing strands with a total of 46% of students needing improvement. 37.4% of students need improvement in meaning, context, and craft, 36.2% need improvement in language, and 43.6% of students need improvement in inquiry.

ELA and writing data support the need for continued support in both literary and informational text, as well as support in text-dependent writing.

Based on ELA assessment data of the 52 students in 5th grade, 29.5% of students need improvement in meaning & context (literary text) and 47.3% in language, craft, and structure (literary text); 29.3% need improvement in meaning and context (informational text) and 26.6% need improvement in language, craft, and structure (informational text).

Students in 5th grade also need drastic improvement in writing strands with a total of 58.1% of students needing improvement. 41.6% of students could benefit from additional practice and more focused support in meaning, context, and craft, 59.3% students need improvement in language, and 48.1% of students may need improvement in inquiry.

STAR Reading

STAR Winter 2024 Reading Growth Level Report with Subgroups

Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10 Early Literacy and Reading Combined

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 1, 2024

~~ Thomas ~~

group	Total Tested Both Administrations	Growth Level							
		Low		Typical		High		Typical or High	
	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	259	103	39.8	65	25.1	91	35.1	156	60.2
Grades 3-5	126	47	37.3	31	24.6	48	38.1	79	62.7
Grade K	44	10	22.7	12	27.3	22	50.0	34	77.3
Grade 1	47	30	63.8	8	17.0	9	19.1	17	36.2
Grade 2	42	16	38.1	14	33.3	12	28.6	26	61.9
Grade 3	35	15	42.9	7	20.0	13	37.1	20	57.1
Grade 4	43	19	44.2	12	27.9	12	27.9	24	55.8
Grade 5	48	13	27.1	12	25.0	23	47.9	35	72.9
Male	133	58	43.6	35	26.3	40	30.1	75	56.4
Female	126	45	35.7	30	23.8	51	40.5	81	64.3
White	5	1	20.0	2	40.0	2	40.0	4	80.0
African-American	219	91	41.6	54	24.7	74	33.8	128	58.4
Other Race	35	11	31.4	9	25.7	15	42.9	24	68.6
White Male	2	N	N	N	N	N	N	N	N
White Female	3	N	N	N	N	N	N	N	N
African-American Male	109	50	45.9	30	27.5	29	26.6	59	54.1
African-American Female	110	41	37.3	24	21.8	45	40.9	69	62.7
Other Race Male	22	8	36.4	4	18.2	10	45.5	14	63.6
Other Race Female	13	3	23.1	5	38.5	5	38.5	10	76.9
Multilingual	4	N	N	N	N	N	N	N	N
Not Multilingual	255	101	39.6	64	25.1	90	35.3	154	60.4
Special Education	41	20	48.8	12	29.3	9	22.0	21	51.2
Not Special Education	218	83	38.1	53	24.3	82	37.6	135	61.9
Gifted/Talented Academic (State and Local)	19	9	47.4	6	31.6	4	21.1	10	52.6
Not Gifted/Talented Academic (State and Local)	240	94	39.2	59	24.6	87	36.3	146	60.8
Pupil in Poverty	250	100	40.0	63	25.2	87	34.8	150	60.0
Not Pupil in Poverty	9	3	33.3	2	22.2	4	44.4	6	66.7

STAR Reading data provides important information in how the testing data directly aligns with SC Ready performance. Star Data from the reading helps predict if individual students are on track or need more assistance to succeed on the end of year summative South Carolina College and Career Ready Assessments tests in ELA in grades 3 through 8.

The STAR assessment is a comprehensive diagnostic online assessment. This assessment serves as the Universal Screening Assessment. The information gained from this assessment is used to guide teachers' instructional plans to meet the needs of all students during whole group and small group instruction. This assessment is administered three times a year to obtain baseline data that determines students' ELA level of performance. STAR Reading helps transform assessment data into clear action steps for strengthening instruction. The assessment is administered throughout the year to measure students' growth and progress towards learning goals by placing students in Tier 2 or Tier 3 intervention tiers, where students are instructed and provided reading interventions. Teachers meet weekly to discuss students' progress during Grade Level Meetings.

For the 2024 Winter administration of the test the data shows the following for low growth amongst our students since the Fall administration: 22.7% (10) of kindergarten; 63.8% (30) of 1st Grade; 38.1% (16) of 2nd Grade; 42.9% (15) of 3rd Grade; 44.2 % (19) of 4th, and 27.1% (13) of 5th grade. Although some grades have shown improvement, additional instructional support and intervention is needed to ensure that all students are reading and comprehending independently on their grade level.

Math Data

2023 SC READY Standard Performance by Grade

Includes ALL students Tested and Enrolled in Class on First Day of Testing

Thomas

Math		Number Sense and Base 10			Number Sense- Fractions			Algebraic Thinking and Operations			Geometry			Measurement		
Grade	Number	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%
03	38	53.3	30.6	16.1	57.7	35.5	6.8	53.3	29.9	16.8	42.3	32.5	25.2	50.7	30.9	18.4
04	51	83.8	11.9	4.4	79.1	13.4	7.5	86.6	10.5	2.9	82	10.6	7.4	87.9	10.6	1.4
05	52	70.6	18.6	10.7	88	6.7	5.3	61.3	26.7	12	65.3	24	11.6	69.3	24	6.6

On the SC READY math assessment students in grades 3-5 were assessed on their knowledge in the areas of number sense and base ten, number senses fractions, algebraic thinking and operations, geometry, and measurement and data analysis. Based on assessment results, students in 3rd grade have deficits in a variety of math key concepts, of the 38 3rd grade students tested in math 53.3% of students need improvement in number sense and base ten; 57.7% need improvement in numbers sense-fractions; 53.3% need improvement in algebraic thinking & operations; 42.3% need improvement in geometry; and 50.7% need improvement in measurement & data analysis.

Based on assessment results, well over 70% of 4th grade students need improvement in all key concepts. Of the 51 4th grade students need improvement in number sense & base ten; 79.1 % may need improvement in number sense & operations-fractions, 86.6% of students need improvement in algebraic thinking & operations; 82.7% of students need improvement in geometry; and 87.9% of students need improvement in measurement & data analysis.

Based on assessment results, 5th grade students show significant deficits in all key concepts in math. Of the 52 5th grade students assessed in math, 70.6% need improvement in number sense & base ten; 88% need improvement in number sense & operations-fractions; 61.3% need improvement in algebraic thinking & operations; 65.3% need improvement in geometry; and 69.3% need improvement in measurement & data analysis.

Math assessment data results indicate a significant need for additional support in all key concepts of mathematics for all John P Thomas' students.

Star Math

STAR Winter 2024 Math Growth Level Report with Subgroups

Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 2, 2024

~~ Thomas ~~

group	Total Tested Both Administrations (Num)	Low		Typical		High		Typical or High	
		Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	253	83	32.8	100	39.5	70	27.7	170	67.2
Grades 3-5	126	34	27.0	55	43.7	37	29.4	92	73.0
Grade K	39	11	28.2	14	35.9	14	35.9	28	71.8
Grade 1	47	25	53.2	13	27.7	9	19.1	22	46.8
Grade 2	41	13	31.7	18	43.9	10	24.4	28	68.3
Grade 3	36	6	16.7	9	25.0	21	58.3	30	83.3
Grade 4	43	17	39.5	17	39.5	9	20.9	26	60.5
Grade 5	47	11	23.4	29	61.7	7	14.9	36	76.6
Male	130	43	33.1	55	42.3	32	24.6	87	66.9
Female	123	40	32.5	45	36.6	38	30.9	83	67.5
White	6	1	16.7	4	66.7	1	16.7	5	83.3
African-American	214	72	33.6	85	39.7	57	26.6	142	66.4
Other Race	33	10	30.3	11	33.3	12	36.4	23	69.7
White Male	3	N	N	N	N	N	N	N	N
White Female	3	N	N	N	N	N	N	N	N
African-American Male	106	38	35.8	44	41.5	24	22.6	68	64.2
African-American Female	108	34	31.5	41	38.0	33	30.6	74	68.5
Other Race Male	21	5	23.8	8	38.1	8	38.1	16	76.2
Other Race Female	12	5	41.7	3	25.0	4	33.3	7	58.3
Multilingual	4	N	N	N	N	N	N	N	N
Not Multilingual	249	81	32.5	98	39.4	70	28.1	168	67.5
Special Education	40	18	45.0	16	40.0	6	15.0	22	55.0
Not Special Education	213	65	30.5	84	39.4	64	30.0	148	69.5
Gifted/Talented Academic (State and Local)	19	6	31.6	5	26.3	8	42.1	13	68.4
Not Gifted/Talented Academic (State and Local)	234	77	32.9	95	40.6	62	26.5	157	67.1
Pupil in Poverty	244	80	32.8	97	39.8	67	27.5	164	67.2
Not Pupil in Poverty	9	3	33.3	3	33.3	3	33.3	6	66.7

STAR Math data provides important information in how the testing data directly aligns with SC Ready performance. Star data from Math helps predict if individual students are on track or need more assistance to succeed on the end of year summative South Carolina College and Career Ready Assessments tests in Math in grades 3 through 8.

The Star assessment is a comprehensive diagnostic online assessment. This assessment serves as the Universal Screening Assessment. The information gained from this assessment is used to guide teachers' instructional plans to meet the needs of all students during whole group and small group instruction. This assessment is administered three times a year to obtain baseline data that determines students' Math level of performance. Star Math helps transform assessment data into clear action steps for strengthening instruction. The assessment is administered throughout the year to measure students' growth and progress towards learning goals by placing students in Tier 2 or Tier 3 intervention tiers, where students are instructed and provided reading interventions. Teachers meet weekly to discuss students' progress during Grade Level Meetings.

For the 2024 Winter administration of the test data shows the following for low growth amongst our students since the Fall administration: 53.2% (25) of 1st Grade; 31.7% (13) of 2nd Grade; 16.7% (6) of 3rd Grade; 39.5% (17) of 4th, and 23.4% (11) of 5th grade. Although some grades have shown improvement, additional instructional support and intervention is needed to ensure that all students are working independently on their grade level Math concepts.

SCREADY Science 2023

SCPASS (SC Palmetto Assessment of State Standards) was administered to all fourth-grade students at John P. Thomas Elementary in 2023 in the areas of Science and measured students' performance based upon grade level South Carolina Academic Standards. Data is reported as %1 low- weakness and a need for further instruction, %2 medium - student may benefit from additional activities, and %3 high -shows strengths.

2023 SCPASS This data shows a need for additional instructional support and professional development in the areas of Science.

	Not Met	Approaching Met	Exceeds	Met or Exceeds

John P. Thomas

60.4%	28.8%	6%	4.6%	10.6%

Science and Engineering Practices:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
79.1%	16.5%	4.4%

Earth Science – Weather and Climate:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
70.3%	22.2%	7.4%

Earth Science – Stars and the Solar System:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
73.0%	25.4%	1.4%

Physical Science – Forms of Energy, Light, and Sound:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
70.2%	28.3%	1.4%

Life Science – Characteristics and Growth of Organisms:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
76.0%	19.4%	4.5%

Science

67.2% (37) of students in grade 4 scored Not Met and 23.6% (13) scored approaching in science with 9% (5) scoring Met and/or Exemplary. This was the final year students in 4th grade are assessed on their knowledge of science and engineering practices with this set of standards. Based on 2023 SCPASS Science Assessment Data, specifically looking at the data from the Science and Engineering practices there is a significant need for professional development, resources for inquiry experiences, and field experiences to expose and meet the demands of the NEW Science Standards, across all grade levels.

My IGDIs WILLIAMS

Individual Growth & Development Indicators (IGDIs) MyIGDIS- Early Numeracy and Early Literacy

Individual Growth & Development Indicators (IGDIs) are a set of preschool assessments for monitoring the growth and development of children on the pathway to kindergarten. Students in Pre-K were assessed with MyIGDIS in the fall of 2023 in the area of Early Literacy and Early Numeracy. The Early Literacy Assessment assessed students in the areas of Picture Naming, Rhyming, Sound Identification and Which One Doesn't Belong. The Early Numeracy Assessment assessed students in the areas of Oral Counting, Quantity Comparison, Number Naming and 1 To 1 Correspondence Counting.

2023-2024

Early Numeracy Data shows that during the Fall 2023 assessment administration of MyIGDIS, 80% to 100% of PreK students were scoring At-Risk or Moderate Progress growth and development towards kindergarten expectations in the areas of Oral Counting, Number Naming, Quantity Comparison, and 1 to 1 Correspondence Counting.

Early Literacy Data shows that during the Fall 2023 assessment administration of MyIGDIS, from 88% to 100% of PreK students were making At-Risk or Moderate Progress growth and development towards kindergarten expectations in the areas of Picture Naming, Rhyming, Sound Identification, and which One Does Not Belong.

There are growth opportunities in Early Literacy and Early Numeracy for PreK students.

KRA DATA

The Kindergarten Readiness Assessment is one component of the broader Ready for Kindergarten: Early Childhood Comprehensive Assessment System. This is an instrument that allows teachers to measure each child's school readiness across multiple domains.

The Kindergarten Readiness Assessment: Early Childhood Comprehensive Assessment System is based on seven learning domains. Currently, the kindergarten instrument includes four of the seven domains: social foundations, language and literacy, mathematics, and physical well-being and motor development.

All Kindergarten students in the state of South Carolina must be assessed with the K-READY during the first 45 days of school. This assessment indicates that at the beginning of the year, 14% of our kindergarten students were Demonstrating readiness for kindergarten, this is an increase from 5.9% in the 2022-2023 school year. This informs us that early identification and intervention are essential for kindergarteners' continued success toward grade level.

Attendance

The 2022 - 2023 School Report Card for John P. Thomas Elementary provides documentation on teacher and student attendance rates. The John P. Thomas Elementary teacher attendance rate for 2022-2023 is 94.1% (up from 91.6% in the previous year.) There are currently two teacher vacancies for the 2023 –2024 school year. The student attendance (Chronically Absent) rate for 2023 was 25.1% (up from 23.4% the previous year). The chart below shows the attendance rate for the 2022-2023 school year.

Data shows that in 2022-2023 attendance rate has been steadily increasing, especially due to the increase in chronic absenteeism in the early childhood grades, namely kindergarten.

The National Center for Children in Poverty conducted a nationwide study of the effects of chronic absenteeism in first grade in 2008. Although many years away from high school, chronic absenteeism in first grade predicted a lower grade average in 5th grade, leading to students entering middle and high school with fewer skills and less education, a predictor for continued attendance problems, poor grades, and higher risk for dropout. Research also shows that early attendance gaps turn into achievement gaps that create concerns for graduation. Poor attendance is among the first warning signs that a student will not be prepared academically to achieve grade level expectations. Data shows that in 2023 31.4% of our students transferred in and out of John P. Thomas Elementary School and in 2023, there was a 36.8% mobility rate of students who transferred in/out (per 100 students). Attendance records show that most students transferred from district schools, allowing for a seamless transition as a result of alignment of the district's curriculum resources.

Even though data shows a yearly attendance rate of more than 95%, families with an accumulation of more than 10 tardies is at 17.54% with some families having up to 57 tardies. According to the national initiative Attendance Works, missing just 10 percent of the school year in the early grades causes many students to struggle in primary school. Lateness in later grades is associated with increased failure and dropout rates. A 2014 study published in the Journal of School Effectiveness and School Improvement found that first-grade students with chronic tardiness were shown to have lower math and reading scores, compared to their peers.

A team of scholars from Columbia found that the "average daily productivity loss from replacing regular teachers with 'long-term' substitutes is equivalent to replacing a teacher of average productivity with one at the 19th percentile in math and the 20th percentile in English."

2022-2023 Chronic Student Absenteeism by Grade, Race/Ethnicity, and Gender Report

10-05-2023.2024

School	Total Students	Chronic Absentees		Percent Chronic Absentees by Grade	Percent Chronic Absentees by Race/Ethnicity and Gender
		Number	Percent		
John P. Thomas 284		63	22.2 %	K – 42.6 % 1 – 26.5 % 2 – 14.0 % 3 – 15.4 % 4 – 17.8 % 5 – 13.0 %	African American Males 23.1 % African American Females – 21.3 % White Males – 0 % White Females – 0 % Hispanic Males 25.0 % Hispanic Females 33.3% Other Males – 0 % Other Females – 100 %

We serve a transient school with a mobility rate of 36.8% with 31.4% of students who transferred during the school year of 2023 and 25.1% of students with chronic absences. In order for students to learn, they must be in school, and chronic absences in elementary schools correlate to dropout rates in high school. We have seen a steady increase in this number due to the COVID-19 pandemic. While the CDC (Centers for Disease Control) has lifted some of the quarantine expectations, families are still very fearful of the effects of COVID along with the resurgence of RSV. With that being stated, the absence rate continues to increase. We also have 14 students who are homeless who by law have the right to receive the same quality of education as others. With our full-time Social Worker, we provide all students with most of the resources needed to be successful.

Not only do we have a full-time social worker to assist with the homeless population and students who are absent and tardy, but we have students who would benefit from resources that assist with behavior concerns being that we have a middle to high number of duplicated ISS and OSS incidents but implemented behavior strategies are improving school wide behavior. Again, with the increase of traumas caused by the COVID-19 Pandemic, there has been an increased need for social emotional learning and a mental health counselor.

Attendance (2023-2024)

Number of Chronic Absentees and AIP's – Chronically Absent: 25.1%,

Number of AIP's: 65 (as of 2/26/2024). There are thirteen additional AIPs scheduled.

Culture & Climate

Richland One District Mission

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

- Stakeholder survey results on culture & climate (students, teachers, parents, etc.)

CHATMAN

- School-wide discipline should be evaluated (number of referrals by grade level, in and out of school suspensions, expulsion data, level of offenses, etc.) This data must also be broken down by other subgroups including gender, race, students with disabilities, multi-lingual learners (if applicable), etc.

An analysis of Office Referral Records of student discipline at John P. Thomas Elementary School is displayed in the data below and documented through an ABE Portal that monitors, tracks and disaggregates student behavior and student discipline office referrals. The largest percentage of student discipline office referrals data during the 2022-2023 School Year occurred in Grade 4 among male students (29 student discipline office referrals were submitted by classroom teachers) and in Grade 5 among male students (43 student discipline office referrals were submitted by classroom teachers). The largest percentage of student discipline office referrals data during the 2023-2024 School Year occur in Grade 4 among male students (36 student discipline office referrals were submitted by classroom teachers) and in Grade 5 among male students (25 student discipline office referrals were submitted by classroom teachers). The comparison of student discipline office referrals baseline data from 2022- 2023 School Year to this current 2023-2024 School Year indicated an increase of student discipline office referrals in Grade 4 of 14 and a decrease of student discipline office referrals in Grade 5 of 18. The number of Hearing Board Referrals decreased from the 2022-2023 School Year to this current 2023-2024 School Year from 2 to 1.

John P. Thomas recognizes the behavior and student discipline concerns in the upper elementary grade levels and has implemented some proactive approaches to address student behaviors. We are an AVID School that promotes College and Career Readiness. Our School District Wide Monthly Advocacy Program of assigning every student in our school to an adult faculty or staff member for mentorship has been impactful. As we continue to build leadership capacity among our students, we provide opportunities for student participation in The Arts to include Orchestra and Music, Safety Patrol, Speakers and Panel Guest during school wide Honor and Awards and Assembly Programs, Science Fair Presenters, Curriculum Night Showcase, and Science, Technology, Engineering, and Mathematics (STEM) participation. We also have a full-time certified Behavior Interventionist and a Reflection Coach who supports and attempts to reshape student behaviors through Restorative Practice Implementation. Multi-Tier Systems of Support (MTSS), Capturing Kids' Heart Initiative, Calm Down Spaces in each classroom, Sensory Walks, Classroom Morning Meetings infused with sharing of good things and a Social Contract Agreement among students and classroom teachers, ROAR Rally Monthly Incentives for students who have met the behavior expectations criteria are strategically implemented to support Social Emotional Learning with hopes to decrease the number of Office Referrals as it relates to student discipline across all elementary grade levels at John P. Thomas Elementary School.

2023-2024 (student's gender)

2023-2024 (student's grade)

2023-2024 (Ethnicity)

2023-2024 (referrals by proportion)

Hearing Board Referrals 2022-2023	2
Gender	1 male 1 female
Grade Level	4th Grade-1 5th Grade -1
Hearing Board Referrals 2022-2023 by Offense	Bullying- 1 (Level III Offense)

Hearing Board Referrals 2023-2024	1
Gender	1 male
Grade Level	5th Grade -1
Hearing Board Referrals 2023-2024 by Offense	Possession of Weapon (Level III Offense)

- Other data related to social-emotional learning and supports, student services, and programs offered at the school, etc.

Social-Emotional Learning and Supports	- ROAR Rally monthly behavior incentive for students with no referrals, less than 3 classroom actions, and 75 Dojo points. - Boys Council and Girls Circle Tier 2 social emotional learning support group for students in 4th and 5th grade. - Monthly student advocacy sessions - Behavior tracking document to identify at-risk students and aligned interventions. - Capturing Kids' Hearts Initiative - Sensory Walk - Certified Behavior Interventionist - Multi-Tiered Systems of Support - Morning Meeting - Calm Down Spaces

Parent, Family & Community Engagement – This section will be written by the Parent and Family Engagement Specialist assigned to the school.

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

John P Thomas has active parent leadership committees. The Parent Advisory Council (PAC) and NNPS (National Network of Partnership Schools) Action Team for Partnerships (ATP) meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

In addition to parent education sessions, there are many other efforts that help the school engage families and the community. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and Guidance Counselors to ensure families are supported and informed.

The average number of attendees to parent and family engagement education sessions was 35 including District and Department Event attendance numbers. The data continues to show that more parents are reached when workshops are held during an established event at the school. Workshops on the go yielded limited participation during the holiday breaks. However, we will continue with workshops-on-the-go activities, car rider line activities, and newsletter activities during the 2024-2025 school year. These activities will include giving parents' information, having them access the information and doing activities with their children at home. We will encourage parents to complete the event surveys to have a better assessment of the activities.

SURVEY RESULT SECTION

On average the score is 4.36 out of a 5.0. The surveys' data improved from last year due to the use of hard copies and the barcode in completing the survey. The lower scores are from the questions; I feel invited to be a partner with the school in supporting my child's learning and development and As a result of attending this event, I feel more motivated to try a new strategy with my child.

BARRIERS SECTION

Date and time of events, having time to attend, and willingness to participate. Piggy Backing off other events at the school is generating more parent participation than stand-alone events as stated.

Professional Capacity

The 2023 EOC Report Card indicated 72.7% of the teachers of John P Thomas returning from the previous year, the teachers' attendance rate is 94.1%, the average teacher salary is $58,045 and the school has had 0.0% of teacher vacancies for more than 9 weeks. The principal has been at the school for 13 years.

100% of the twenty- eight teacher staff members are certified in their area of instruction and considered highly qualified.

For the upcoming school year, there are no teachers that indicated that they will not return, but we do have 2 International teachers who have completed their 5th year with the district. Efforts will continue to be made to promote congeniality and professionalism amongst faculty and staff by way of providing professional development, team building activities, and the continued utilization of Capturing Kids Hearts and Restorative Practices.

Administrative team members will continue to participate in the district's job fairs to obtain highly qualified teachers and support newly recruited teachers.

Other (Based on school's needs)

Are there other areas supported by your data which are not addressed in the previous sections? If so, address these areas here.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - J. P. Thomas Elementary (4001062) 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)

My IGDIs

Individual Growth & Development Indicators (IGDIs) MyIGDIS- Early Numeracy and Early Literacy

Individual Growth & Development Indicators (IGDIs) are a set of preschool assessments for monitoring the growth and development of children on the pathway to kindergarten. Students in Pre-K were assessed with MyIGDIS in the fall of 2023 in the area of Early Literacy and Early Numeracy. The Early Literacy Assessment assessed students in the areas of Picture Naming, Rhyming, Sound Identification and Which One Doesn't Belong. The Early Numeracy Assessment assessed students in the areas of Oral Counting, Quantity Comparison, Number Naming and 1 To 1 Correspondence Counting.

Early Literacy+: Alliteration
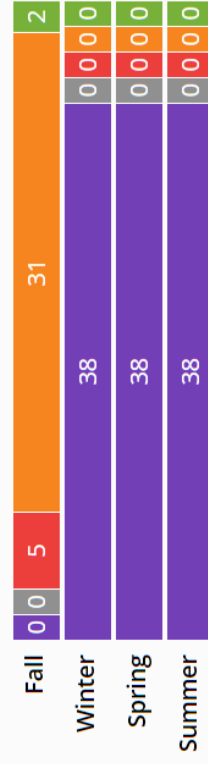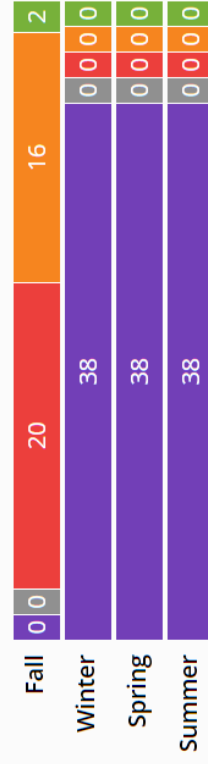
Fall	38	0	0	0
Winter	38	0	0	0
Spring	38	0	0	0
Summer	38	0	0	0

Early Numeracy: Oral Counting

Fall	0	0	5	31	2
Winter	38	0	0	0	
Spring	38	0	0	0	
Summer	38	0	0	0	

Early Numeracy: Quantity Comparison

Fall	0	0	20	16	2
Winter	38	0	0	0	
Spring	38	0	0	0	
Summer	38	0	0	0	

Early Numeracy: Number Naming

Fall	0	0	33	5
Winter	38	0	0	0
Spring	38	0	0	0
Summer	38	0	0	0

Early Numeracy: 1-to-1 Correspondence Counting

Fall	0	12	21	5
Winter	38	0	0	0
Spring	38	0	0	0
Summer	38	0	0	0

Early Literacy+: Picture Naming

Fall	0	12	22	4	0	0	0
Winter	38	0	0	0
Spring	38	0	0	0
Summer	38	0	0	0

Early Literacy+: Rhyming

Fall	0	0	30	7	1
Winter	38	0	0	0
Spring	38	0	0	0
Summer	38	0	0	0

Early Literacy+: Sound ID

Fall	0	0	23	13	2
Winter	38	0	0	0
Spring	38	0	0	0
Summer	38	0	0	0

Early Literacy+: WODB

Fall	0	0	26	9	3
Winter	38	0	0	0
Spring	38	0	0	0
Summer	38	0	0	0
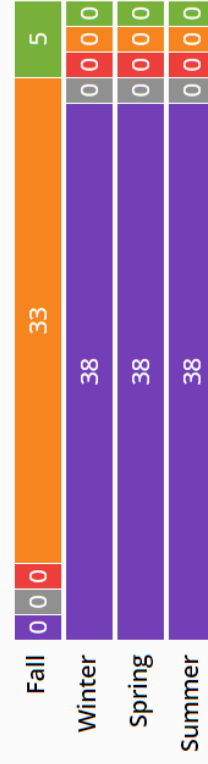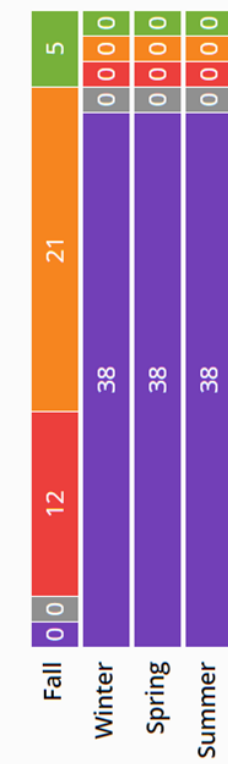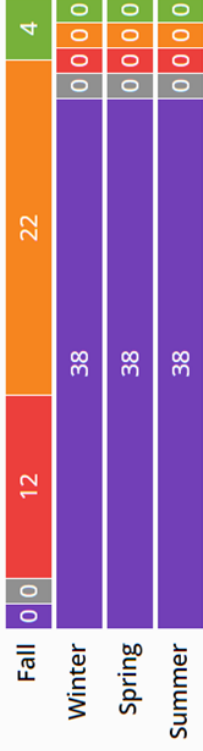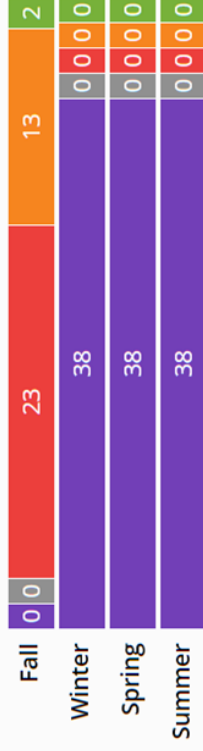
2023-2024

Early Literacy+: Picture Naming

Fall	1	0	9	14	3
Winter	27	0	0	0	0
Spring	27	0	0	0	0
Summer	27	0	0	0	0

Early Literacy+: Rhyming

Fall	1	0	21	5	0
Winter	27	0	0	0	0
Spring	27	0	0	0	0
Summer	27	0	0	0	0

Early Literacy+: Sound ID

Fall	1	0	15	8	3
Winter	27	0	0	0	0
Spring	27	0	0	0	0
Summer	27	0	0	0	0

Early Literacy+: WODB

Fall	1	0	19	5	2
Winter	27	0	0	0	0
Spring	27	0	0	0	0
Summer	27	0	0	0	0

Early Numeracy: Oral Counting

Season	Values
Fall	1, 0, 7, 15, 4
Winter	27, 0, 0, 0
Spring	27, 0, 0, 0
Summer	27, 0, 0, 0

Early Numeracy: Number Naming

Season	Values
Fall	1, 0, 0, 24, 2
Winter	27, 0, 0, 0
Spring	27, 0, 0, 0
Summer	27, 0, 0, 0

Early Numeracy: Quantity Comparison

Season	Values
Fall	1, 0, 15, 11, 0
Winter	27, 0, 0, 0
Spring	27, 0, 0, 0
Summer	27, 0, 0, 0

Early Numeracy: 1-to-1 Correspondence Counting

Season	Values
Fall	1, 0, 5, 16, 5
Winter	27, 0, 0, 0
Spring	27, 0, 0, 0
Summer	27, 0, 0, 0

Early Numeracy Data shows that during the Fall 2023 assessment administration of MyIGDiS, 80% to 100% of PreK students were scoring At-Risk or Moderate Progress growth and development towards kindergarten expectations in the areas of Oral Counting, Number Naming, Quantity Comparison, and 1 to 1 Correspondence Counting.

Early Literacy Data shows that during the Fall 2023 assessment administration of MyIGDiS, from 88% to 100% of PreK students were making At-Risk or Moderate Progress growth and development towards kindergarten expectations in the areas of Picture Naming, Rhyming, Sound Identification, and which One Does Not Belong.

There are growth opportunities in Early Literacy and Early Numeracy for PreK students.

KRA DATA

The Kindergarten Readiness Assessment is one component of the broader Ready for Kindergarten: Early Childhood Comprehensive Assessment System. This is an instrument that allows teachers to measure each child's school readiness across multiple domains.

The Kindergarten Readiness Assessment: Early Childhood Comprehensive Assessment System is based on seven learning domains. Currently, the kindergarten instrument includes four of the seven domains: social foundations, language and literacy, mathematics, and physical well-being and motor development.

All Kindergarten students in the state of South Carolina must be assessed with the K-READY during the first 45 days of school. This assessment indicates that at the beginning of the year, 14% of our kindergarten students were Demonstrating readiness for kindergarten, this is an increase from 5.9% in the 2022-2023 school year. This informs us that early identification and intervention are essential for kindergarteners' continued success toward grade level.

Fall 2023 Kindergarten Readiness Assessment (KRA) Report

This report includes any student with a performance level.

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 10, 2024

	Students Tested	Overall Mean Score	Overall Performance Level						Domain Performance			
			Emerging		Approaching		Demonstrating		Social Foundations	Language & Literacy	Mathematics	Physical Well-Being & Motor Development
School	Num	Mean	Num	Perc	Num	Perc	Num	Perc	Mean	Mean	Mean	Mean
District	1604	267.0	426	26.6	531	33.1	647	40.3	272.0	266.2	265.6	273.0
Thomas	51	254.7	28	54.9	20	39.2	3	5.9	252.6	257.5	255.0	252.1

	Students Tested	Overall Mean Score	Overall Performance Level						Domain Performance			
			Emerging		Approaching		Demonstrating		Social Foundations	Language & Literacy	Mathematics	Physical Well-Being & Motor Development
School	Num	Mean	Num	Perc	Num	Perc	Num	Perc	Mean	Mean	Mean	Mean
District	1594	266.0	419	26.3	538	33.8	637	40.0	270.2	265.4	264.5	272.8
Thomas	50	258.3	23	46.0	20	40.0	7	14.0	259.2	260.2	256.2	260.2

* Elementary/Middle (3-8)

Academics

Reading Data

2023 SC READY Standard Performance by Grade

Includes ALL students Tested and Enrolled in Class on First Day of Testing

Thomas

| | | Literary Text | | | | | | | | | Informational Text | | | | | | | | |
| | | Total | | | Meaning & Context | | | Language, Craft, and Structure | | | Total | | | Meaning & Context | | | Language, Craft, and Structure | | |
Grade	Number	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%
03	38	26.4	42.4	31.2	36.7	42.4	20.9	36.3	33.1	30.5	50.4	18.3	31.2	30.2	40.8	28.9	42.4	32.4	25.1
04	51	46.5	36.05	17.4	39	49.9	11	57	41.5	1.4	49.3	20.6	29.9	50.8	30.1	19	54.3	18.8	28.8
05	52	35.3	24.1	50.5	24	29.5	46.5	47.3	40.6	28.6	26.6	18.8	54.5	29.3	40.5	30.1	26.6	41.8	31.5

| | | Writing | | | | | | | | | Inquiry | | |
| | | Total | | | Meaning, Context and Craft | | | Language | | | Total | | |
Grade	Number	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%
03	38	38.6	34.02	27.3	34.7	50.7	14.5	28.6	19.9	51.4	42.4	45.3	12.2
04	51	46.5	41.05	12.4	37.4	46.6	16	36.2	41.7	22.05	43.6	46.9	9.4
05	52	58.1	33.6	8.2	29.5	41.6	28.7	59.3	28.3	12.25	48.1	25.1	26.7

SC READY ELA assessment data also indicates a significant need for additional support in all ELA strands in both literary and informational text. The average number of 3rd grade students needing improvement in ELA literary text is 26.4% and ELA information text is 50.4%. The average number of 4th grade students needing improvement in ELA literary text is 46.5% and ELA informative text is 49.3%. The average number of 5th grade students needing improvement in ELA literary text is 35.3% and ELA informative text is 26.6%. All grade levels showed a decrease in areas needing improvement in both literacy text and informational text.

Based on ELA assessment data of the 38 students in 3rd grade, 36.7% of students need improvement in meaning & context (literary text) and 36.3% in language, craft, and structure (literary text); 30.2% need improvement in meaning and context (informational text) and 42.4% need improvement in language, craft, and structure (informational text).

Assessment data also shows that students in 3rd Grade need improvement in Writing, 38.6% of students need improvement in the total writing strand, 34.7% of students need improvement in meaning, context and craft, 28.6% students need improvement in language, and 42.4% of students may need improvement in inquiry.

Based on ELA assessment data of the 51 students in 4th grade, 17.4% of students need improvement in meaning & context (literary text) and 57% in language, craft, and structure (literary text); 50.8% need improvement in meaning and context (informational text) and 54.3% need improvement in language, craft, and structure (informational text).

Students in 4th grade also need improvement in writing strands with a total of 46% of students needing improvement in meaning, context, and craft, 36.2% need improvement in language, and 43.6% of students need improvement in inquiry.

ELA and writing data support the need for continued support in both literary and informational text, as well as support in text-dependent writing.

Based on ELA assessment data of the 52 students in 5th grade, 29.5% of students need improvement in meaning & context (literary text) and 47.3% in language, craft, and structure (literary text); 29.3% need improvement in meaning and context (informational text) and 26.6% need improvement in language, craft, and structure (informational text).

Students in 5th grade also need drastic improvement in writing strands with a total of 58.1% of students needing improvement. 41.6% of students could benefit from additional practice and more focused support in meaning, context, and craft, 59.3% students need improvement in language, and 48.1% of students may need improvement in inquiry.

STAR Winter 2024 Reading Growth Level Report with Subgroups

Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10 Early Literacy and Reading Combined

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 1, 2024

~~ Thomas ~~

group	Total Tested Both Administrations Num	Growth Level							
		Low Num	Low Perc	Typical Num	Typical Perc	High Num	High Perc	Typical or High Num	Typical or High Perc
All Students	259	103	39.8	65	25.1	91	35.1	156	60.2
Grades 3-5	126	47	37.3	31	24.6	48	38.1	79	62.7
Grade K	44	10	22.7	12	27.3	22	50.0	34	77.3
Grade 1	47	30	63.8	8	17.0	9	19.1	17	36.2
Grade 2	42	16	38.1	14	33.3	12	28.6	26	61.9
Grade 3	35	15	42.9	7	20.0	13	37.1	20	57.1
Grade 4	43	19	44.2	12	27.9	12	27.9	24	55.8
Grade 5	48	13	27.1	12	25.0	23	47.9	35	72.9
Male	133	58	43.6	35	26.3	40	30.1	75	56.4
Female	126	45	35.7	30	23.8	51	40.5	81	64.3
White	5	1	20.0	2	40.0	2	40.0	4	80.0
African-American	219	91	41.6	54	24.7	74	33.8	128	58.4
Other Race	35	11	31.4	9	25.7	15	42.9	24	68.6
White Male	2	N	N	N	N	N	N	N	N
White Female	3	N	N	N	N	N	N	N	N
African-American Male	109	50	45.9	30	27.5	29	26.6	59	54.1
African-American Female	110	41	37.3	24	21.8	45	40.9	69	62.7
Other Race Male	22	8	36.4	4	18.2	10	45.5	14	63.6
Other Race Female	13	3	23.1	5	38.5	5	38.5	10	76.9
Multilingual	4	N	N	N	N	N	N	N	N
Not Multilingual	255	101	39.6	64	25.1	90	35.3	154	60.4
Special Education	41	20	48.8	12	29.3	9	22.0	21	51.2
Not Special Education	218	83	38.1	53	24.3	82	37.6	135	61.9
Gifted/Talented Academic (State and Local)	19	9	47.4	6	31.6	4	21.1	10	52.6
Not Gifted/Talented Academic (State and Local)	240	94	39.2	59	24.6	87	36.3	146	60.8
Pupil in Poverty	250	100	40.0	63	25.2	87	34.8	150	60.0
Not Pupil in Poverty	9	3	33.3	2	22.2	4	44.4	6	66.7

STAR Reading data provides important information in how the testing data directly aligns with how the SC Ready performance. Star Data from the reading helps predict if individual students are on track or need more assistance to succeed on the end of year summative South Carolina College and Career Ready Assessments tests in ELA in grades 3 through 8.

The STAR assessment is a comprehensive diagnostic online assessment. This assessment serves as the Universal Screening Assessment. The information gained from this assessment is used to guide teachers' instructional plans to meet the needs of all students during whole group and small group instruction. This assessment is administered three times a year to obtain baseline data that determines students' ELA level of performance. STAR Reading helps transform assessment data into clear action steps for strengthening instruction. The assessment is administered throughout the year to measure students' growth and progress towards learning goals by placing students in Tier 2 or Tier 3 intervention tiers, where students are instructed and provided reading interventions. Teachers meet weekly to discuss students' progress during Grade Level Meetings.

For the 2024 Winter administration of the test the data shows the following for low growth amongst our students since the Fall administration: 22.7% (10) of kindergarten; 63.8% (30) of 1st Grade; 38.1% (16) of 2nd Grade; 42.9% (15) of 3rd Grade; 44.2 % (19) of 4th, and 27.1% (13) of 5th grade. Although some grades have shown improvement, additional instructional support and intervention is needed to ensure that all students are reading and comprehending independently on their grade level.

Math Data

2023 SC READY Standard Performance by Grade

Includes ALL students Tested and Enrolled in Class on First Day of Testing

Thomas

| Math | | Number Sense and Base 10 | | | Number Sense-Fractions | | | Algebraic Thinking and Operations | | | Geometry | | | Measurement | | |
Grade	Number	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%	1%	2%	3%
03	38	53.3	30.6	16.1	57.7	35.5	6.8	53.3	29.9	16.8	42.3	32.5	25.2	50.7	30.9	18.4
04	51	83.8	11.9	4.4	79.1	13.4	7.5	86.6	10.5	2.9	82	10.6	7.4	87.9	10.6	1.4
05	52	70.6	18.6	10.7	88	6.7	5.3	61.3	26.7	12	65.3	24	11.6	69.3	24	6.6

On the SC READY math assessment students in grades 3-5 were assessed on their knowledge in the areas of number sense and base ten, number senses fractions, algebraic thinking and operations, geometry, and measurement and data analysis. Based on assessment results, students in 3rd grade have deficits in a variety of math key concepts, of the 38 3rd grade students tested in math 53.3% of students need improvement in number sense and base ten; 57.7% need improvement in numbers sense-fractions; 53.3% need improvement in algebraic thinking & operations; 42.3% need improvement in geometry; and 50.7% need improvement in measurement & data analysis.

Based on assessment results, well over 70% of 4th grade students need improvement in all key concepts. Of the 51 4th grade students need improvement in math, 83.8% of students tested in number sense & base ten; 79.1 % may need improvement in number sense & operations-fractions, 86.6% of students need improvement in algebraic thinking & operations; 82.7% of students need improvement in geometry; and 87.9% of students need improvement in measurement & data analysis.

Based on assessment results, 5th grade students show significant deficits in all key concepts in math. Of the 52 5th grade students assessed in math, 70.6% need improvement in number sense & base ten; 88% need improvement in number sense & operations-fractions; 61.3% need improvement in algebraic thinking & operations; 65.3% need improvement in geometry; and 69.3% need improvement in measurement & data analysis.

Math assessment data results indicate a significant need for additional support in all key concepts of mathematics for all John P Thomas' students.

Star Math

STAR Winter 2024 Math Growth Level Report with Subgroups

Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10
Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 2, 2024

~~ Thomas ~~

group	Total Tested Both Administrations Num	Growth Level Low Num	Low Perc	Typical Num	Typical Perc	High Num	High Perc	Typical or High Num	Typical or High Perc
All Students	253	83	32.8	100	39.5	70	27.7	170	67.2
Grades 3-5	126	34	27.0	55	43.7	37	29.4	92	73.0
Grade K	39	11	28.2	14	35.9	14	35.9	28	71.8
Grade 1	47	25	53.2	13	27.7	9	19.1	22	46.8
Grade 2	41	13	31.7	18	43.9	10	24.4	28	68.3
Grade 3	36	6	16.7	9	25.0	21	58.3	30	83.3
Grade 4	43	17	39.5	17	39.5	9	20.9	26	60.5
Grade 5	47	11	23.4	29	61.7	7	14.9	36	76.6
Male	130	43	33.1	55	42.3	32	24.6	87	66.9
Female	123	40	32.5	45	36.6	38	30.9	83	67.5
White	6	1	16.7	4	66.7	1	16.7	5	83.3
African-American	214	72	33.6	85	39.7	57	26.6	142	66.4
Other Race	33	10	30.3	11	33.3	12	36.4	23	69.7
White Male	3	N	N	N	N	N	N	N	N
White Female	3	N	N	N	N	N	N	N	N
African-American Male	106	38	35.8	44	41.5	24	22.6	68	64.2
African-American Female	108	34	31.5	41	38.0	33	30.6	74	68.5
Other Race Male	21	5	23.8	8	38.1	8	38.1	16	76.2
Other Race Female	12	5	41.7	3	25.0	4	33.3	7	58.3
Multilingual	4	N	N	N	N	N	N	N	N
Not Multilingual	249	81	32.5	98	39.4	70	28.1	168	67.5
Special Education	40	18	45.0	16	40.0	6	15.0	22	55.0
Not Special Education	213	65	30.5	84	39.4	64	30.0	148	69.5
Gifted/Talented Academic (State and Local)	19	6	31.6	5	26.3	8	42.1	13	68.4
Not Gifted/Talented Academic (State and Local)	234	77	32.9	95	40.6	62	26.5	157	67.1
Pupil in Poverty	244	80	32.8	97	39.8	67	27.5	164	67.2
Not Pupil in Poverty	9	3	33.3	3	33.3	3	33.3	6	66.7

STAR Math data provides important information in how the testing data directly aligns with SC Ready performance. Star data from Math helps predict if individual students are on track or need more assistance to succeed on the end of year summative South Carolina College and Career Ready Assessments tests in Math in grades 3 through 8.

The Star assessment is a comprehensive diagnostic online assessment. This assessment serves as the Universal Screening Assessment. The information gained from this assessment is used to guide teachers' instructional plans to meet the needs of all students during whole group and small group instruction. This assessment is administered three times a year to obtain baseline data that determines students' Math level of performance. Star Math helps transform assessment data into clear action steps for strengthening instruction. The assessment is administered throughout the year to measure students' growth and progress towards learning goals by placing students in Tier 2 or Tier 3 intervention tiers, where students are instructed and provided reading interventions. Teachers meet weekly to discuss students' progress during Grade Level Meetings.

For the 2024 Winter administration of the test the data shows the following for low growth amongst our students since the Fall administration: 53.2% (25) of 1st Grade; 31.7% (13) of 2nd Grade; 16.7% (6) of 3rd Grade; 39.5% (17) of 4th, and 23.4% (11) of 5th grade. Although some grades have shown improvement, additional instructional support and intervention is needed to ensure that all students are working independently on their grade level Math concepts.

SCREADY Science 2023

SCPASS (SC Palmetto Assessment of State Standards) was administered to all fourth-grade students at John P. Thomas Elementary in 2023 in the areas of Science and measured students' performance based upon grade level South Carolina Academic Standards. Data is reported as %1 low- weakness and a need for further instruction, %2 medium - student may benefit from additional activities, and %3 high -shows strengths.

2023 SCPASS This data shows a need for additional instructional support and professional development in the areas of Science.

	Not Met	Approaching	Met	Exceeds	Met or Exceeds
John P. Thomas	60.4%	28.8%	6%	4.6%	10.6%

Science and Engineering Practices:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
79.1%	16.5%	4.4%

Earth Science – Weather and Climate:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
70.3%	22.2%	7.4%

Earth Science – Stars and the Solar System:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
73.0%	25.4%	1.4%

Physical Science – Forms of Energy, Light, and Sound:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
70.2%	28.3%	1.4%

Life Science – Characteristics and Growth of Organisms:

Percent Showing Weakness & a Need for Further Instruction	Percent May Benefit from Additional Activities	Percent Shows Strengths
76.0%	19.4%	4.5%

Science

67.2% (37) of students in grade 4 scored Not Met and 23.6% (13) scored approaching in science with 9% (5) scoring Met and/or Exemplary. This was the final year students in 4th grade are assessed on their knowledge of science and engineering practices with this set of standards. Based on 2023 SCPASS Science Assessment Data, specifically looking at the data from the Science and Engineering practices there is a significant need for professional development, resources for inquiry experiences, and field experiences to expose and meet the demands of the NEW Science Standards, across all grade levels.

* High School (9-12)

n/a

* Teacher/Administrator Quality

Professional Capacity

Level	School	Days Employed	Non-Professional Development Absences			Professional Development Absences	Attendance Rate 2023	Attendance Rate 2022	Change
			Instructional	Non-Instructional	Total				
Elementary	Thomas	5630.00	314.50	15.00	329.50	0.00	94.1	91.6	2.5

The 2023 EOC Report Card indicated 72.7% of the teachers of John P Thomas returning from the previous year, the teachers' attendance rate is 94.1%, the average teacher salary is $58,045 and the school has had 0.0% of teacher vacancies for more than 9 weeks. The principal has been at the school for 13 years.

100% of the twenty- eight teacher staff members are certified in their area of instruction and considered highly qualified.

For the upcoming school year, there are no teachers that indicated that they will not return, but we do have 2 International teachers who have completed their 5th year with the district. Efforts will continue to be made to promote congeniality and professionalism amongst faculty and staff by way of providing professional development, team building activities, and the continued utilization of Capturing Kids Hearts and Restorative Practices.

Administrative team members will continue to participate in the district's job fairs to obtain highly qualified teachers and support newly recruited teachers.

* School Climate

Culture & Climate

Richland One District Mission

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

▪ Stakeholder survey results on culture & climate (students, teachers, parents, etc.)

School Climate

Overall Perceptions of School Climate

School   (6.10 / 10)

District   (5.69 / 10)

State   (6.33 / 10)
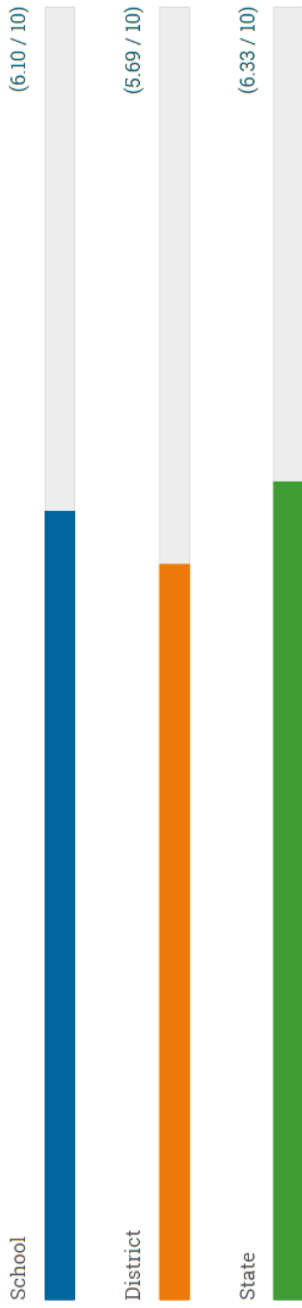
Factors of School Climate

Teacher Perceptions of Instructional Focus

School   (6.85 / 10)

District   (7.22 / 10)

State   (7.53 / 10)
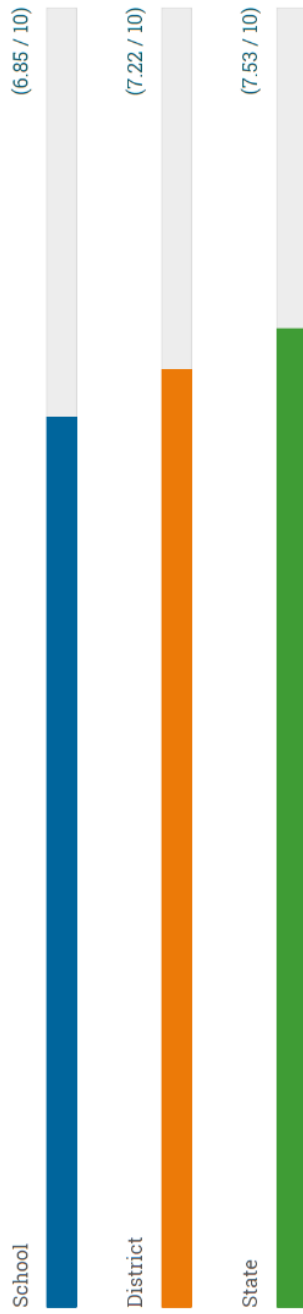
Teacher Perceptions of Working Conditions

School (7.19 / 10)

District (6.63 / 10)

State (6.94 / 10)

Teacher Perceptions of Safety

School (6.86 / 10)

District (7.09 / 10)

State (8.03 / 10)

Student Perceptions of Social-Physical Environment

School   (2.96 / 10)

District   (2.81 / 10)

State   (4.05 / 10)

Student Perceptions of Safety

School   (6.65 / 10)

District   (4.69 / 10)

State   (5.10 / 10)
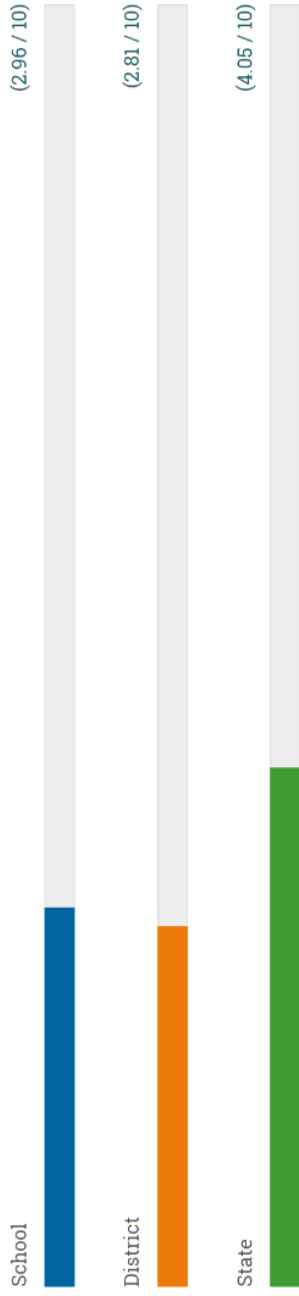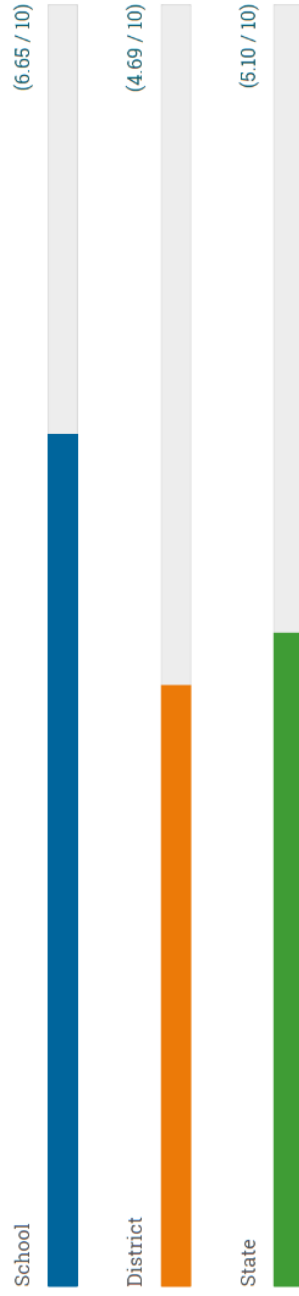
Below Average
6.10 / 10
Points earned

- School-wide discipline should be evaluated (number of referrals by grade level, in and out of school suspensions, expulsion data, level of offenses, etc.) This data must also be broken down by other subgroups including gender, race, students with disabilities, multi-lingual learners (if applicable), etc.

An analysis of Office Referral Records of student discipline at John P. Thomas Elementary School is displayed in the data below and documented through an ABE Portal that monitors, tracks and disaggregates student behavior and student discipline office referrals. The largest percentage of student discipline office referrals data during the 2022-2023 School Year occurred in Grade 4 among male students (29 student discipline office referrals were submitted by classroom teachers) and in Grade 5 among male students (43 student discipline office referrals were submitted by classroom teachers). The largest percentage of student discipline office referrals data during the 2023-2024 School Year occur in Grade 4 among male students (36 student discipline office referrals were submitted by classroom teachers) and in Grade 5 among male students (25 student discipline office referrals were submitted by classroom teachers). The comparison of student discipline office referrals baseline data from 2022- 2023 School Year to this current 2023-2024 School Year indicated an increase of student discipline office referrals in Grade 4 of 14 and a decrease of student discipline office referrals in Grade 5 of 18. The number of Hearing Board Referrals decreased from the 2022-2023 School Year to this current 2023-2024 School Year from 2 to 1.

John P. Thomas recognizes the behavior and student discipline concerns in the upper elementary grade levels and has implemented some proactive approaches to address student behaviors. We are an AVID School that promotes College and Career Readiness. Our School District Wide Monthly Advocacy Program of assigning every student in our school to an adult faculty or staff member for mentorship has been impactful. As we continue to build leadership capacity among our students, we provide opportunities for student participation in The Arts to include Orchestra and Music, Safety Patrol, Speakers and Panel Guest during school wide Honor and Awards and Assembly Programs, Science Fair Presenters, Curriculum Night Showcase, and Science, Technology, Engineering, and Mathematics (STEM) participation. We also have a full-time certified Behavior Interventionist and a Reflection Coach who supports and attempts to reshape student behaviors through Restorative Practice Implementation, Multi-Tier Systems of Support (MTSS), Capturing Kids' Heart Initiative, Calm Down Spaces in each classroom, Sensory Walks, Classroom Morning Meetings infused with sharing of good things and a Social Contract Agreement among students and classroom teachers, ROAR Rally Monthly Incentives for students who have met the behavior expectations criteria are strategically implemented to support Social Emotional Learning with hopes to decrease the number of Office Referrals as it relates to student discipline across all elementary grade levels at John P. Thomas Elementary School.

**Analysis of Office Referral Records for School Year 2023 - 2024**

Grade	Office Referrals Recorded		Behavior Significance				Gender			
			Major		Minor		Male		Female	
	#	%	#	%	#	%	#	%	#	%
PS	5	3.88	1	0.78	4	3.10	5	3.88	-	-
KG	21	16.28	8	6.20	13	10.08	14	10.85	7	5.43
1	32	24.81	9	6.98	23	17.83	13	10.08	19	14.73
2	9	6.98	4	3.10	5	3.88	7	5.43	2	1.55
3	1	0.78	-	-	1	0.78	1	0.78	-	-
4	36	27.91	17	13.18	19	14.73	33	25.58	3	2.33
5	25	19.38	10	7.75	15	11.63	25	19.38	-	-
Total	**129**	**100.00**	**49**	**37.98**	**80**	**62.02**	**98**	**75.97**	**31**	**24.03**

Analysis of Office Referral Records for School Year 2022 - 2023

| Grade | Office Referrals Recorded | | Behavior Significance | | | | Gender | | | | | | Interventions | | | |
| | | | Major | | Minor | | Male | | Female | | Not Set | | Yes | | No | |
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PS	5	4.31	3	2.59	2	1.72	4	3.45	1	0.86	-	-	-	-	5	4.31
KG	9	7.76	2	1.72	7	6.03	7	6.03	2	1.72	-	-	-	-	9	7.76
1	16	13.79	6	5.17	10	8.62	13	11.21	3	2.59	-	-	-	-	16	13.79
2	9	7.76	6	5.17	3	2.59	8	6.90	1	0.86	-	-	-	-	9	7.76
3	5	4.31	1	0.86	4	3.45	5	4.31	-	-	-	-	-	-	5	4.31
4	29	25.00	5	4.31	24	20.69	22	18.97	7	6.03	-	-	1	0.86	28	24.14
5	43	37.07	20	17.24	23	19.83	37	31.90	5	4.31	1	0.86	1	0.86	42	36.21
Total	**116**	**100.00**	**43**	**37.07**	**73**	**62.93**	**96**	**82.76**	**19**	**16.38**	**1**	**0.86**	**2**	**1.72**	**114**	**98.28**

2023-2024 (student's gender)

Number of Office Referrals by Student's Gender

24.03%

75.97%

● Female   ● Male
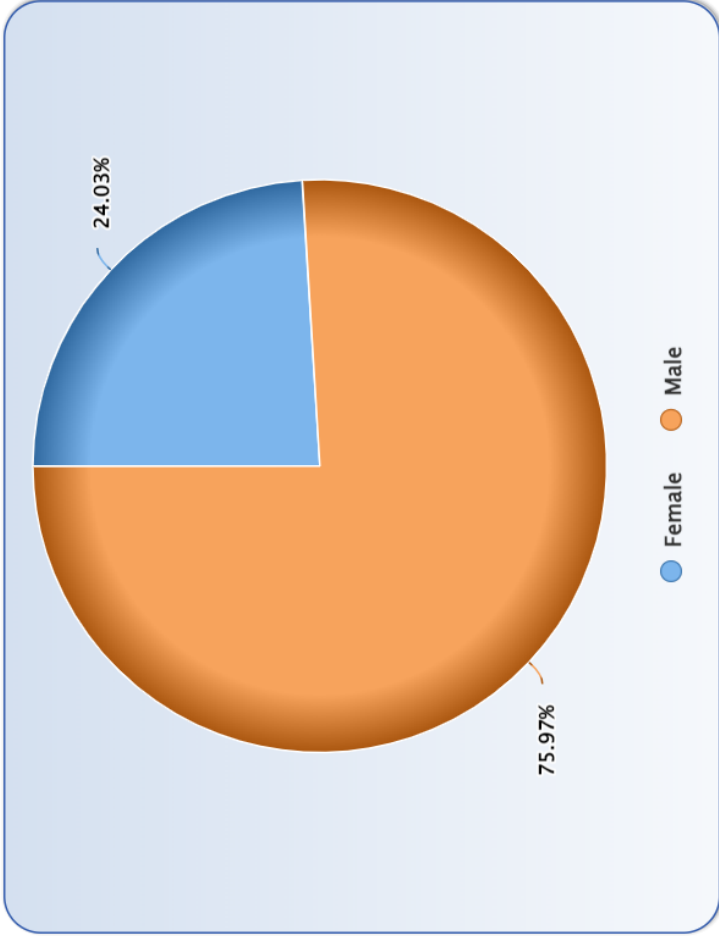
2023-2024 (student's grade)

Number of Office Referrals by Student's Grade

Grade	Number of Office Referrals
PS	5
KG	21
1	32
2	9
3	1
4	36
5	25
6	0

Number of Office Referrals by Student's Gender

16.38%

0.86%

82.76%

● Female   ● Male   ● Not Set

Number of Office Referrals by Student's Grade

Chart data:
- PS: 5
- KG: 9
- 1: 16
- 2: 9
- 3: 5
- 4: 29
- 5: 43
- 6: 0
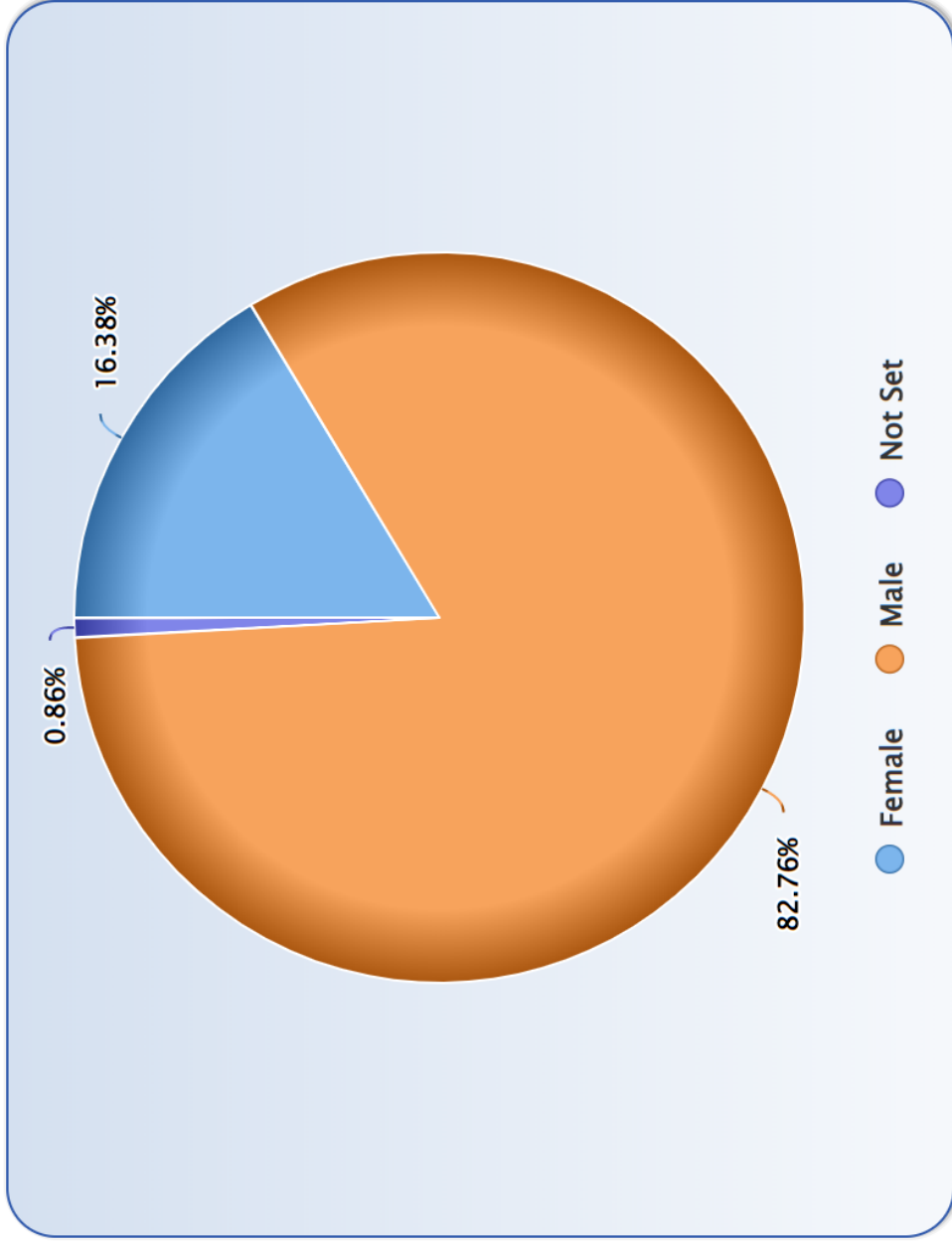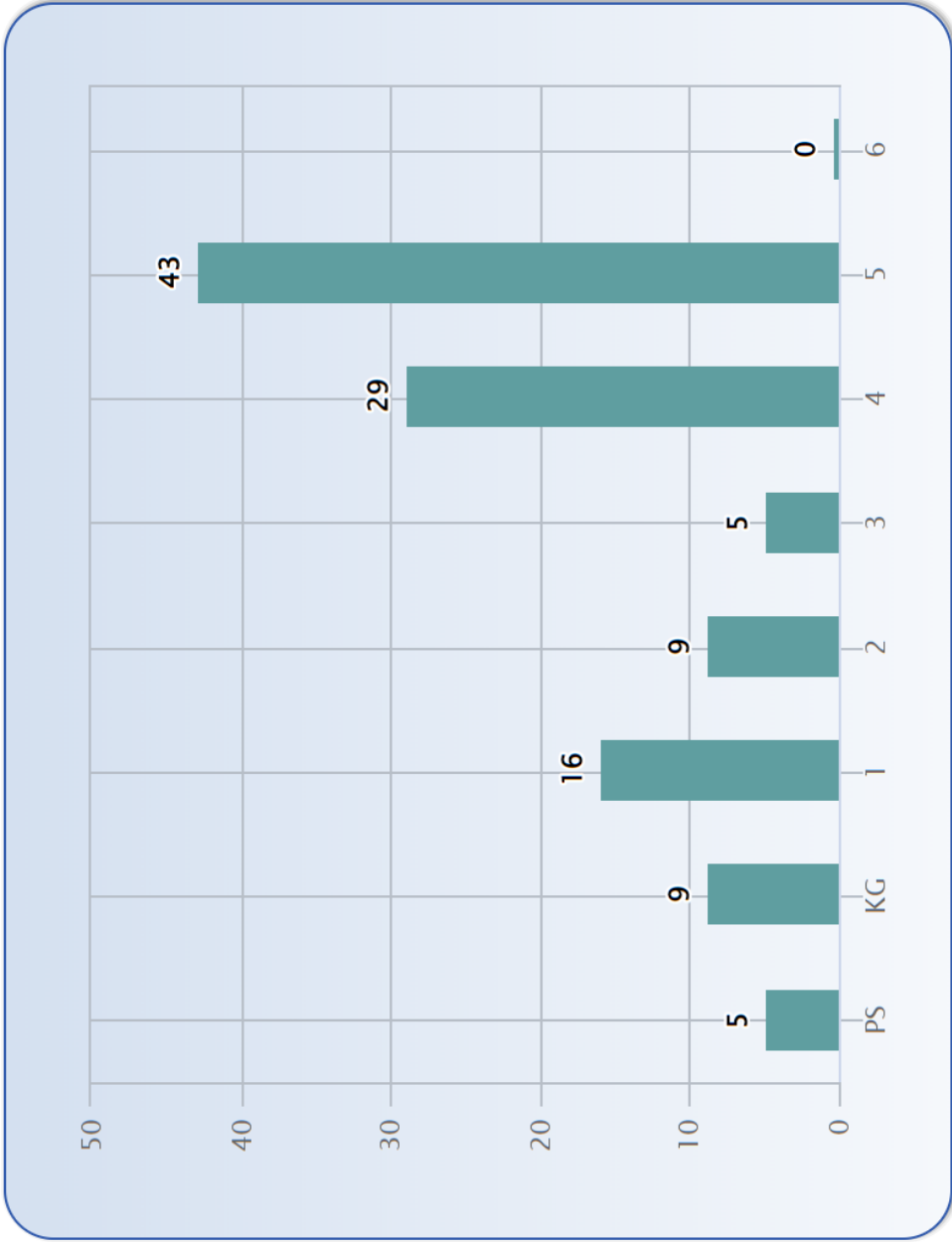
2023-2024 (Ethnicity)

Number of Office Referrals by Ethnicity
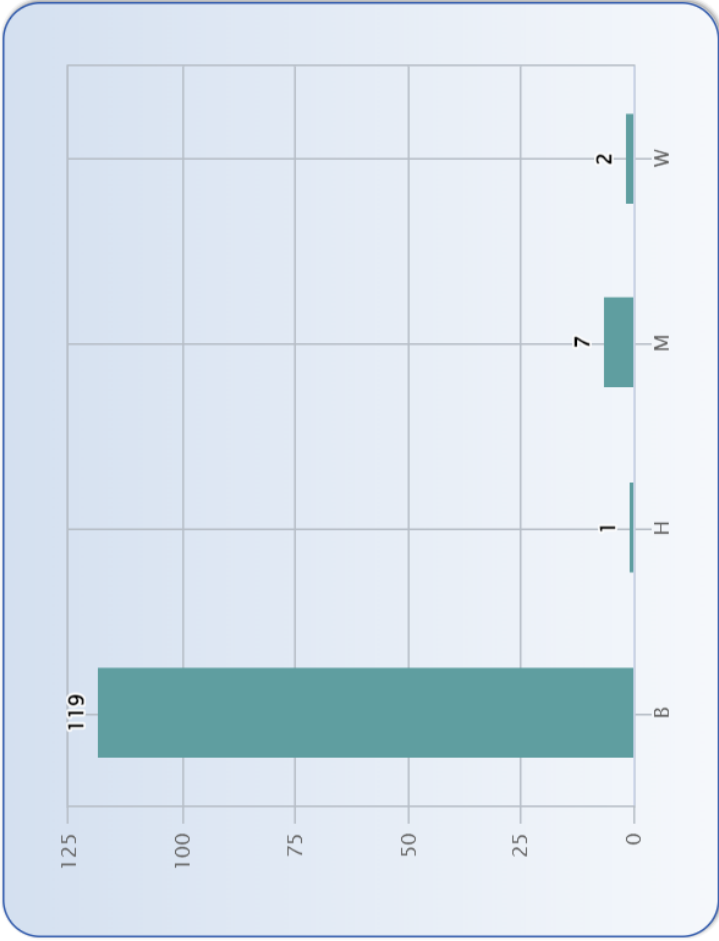
Number of Office Referrals by Ethnicity
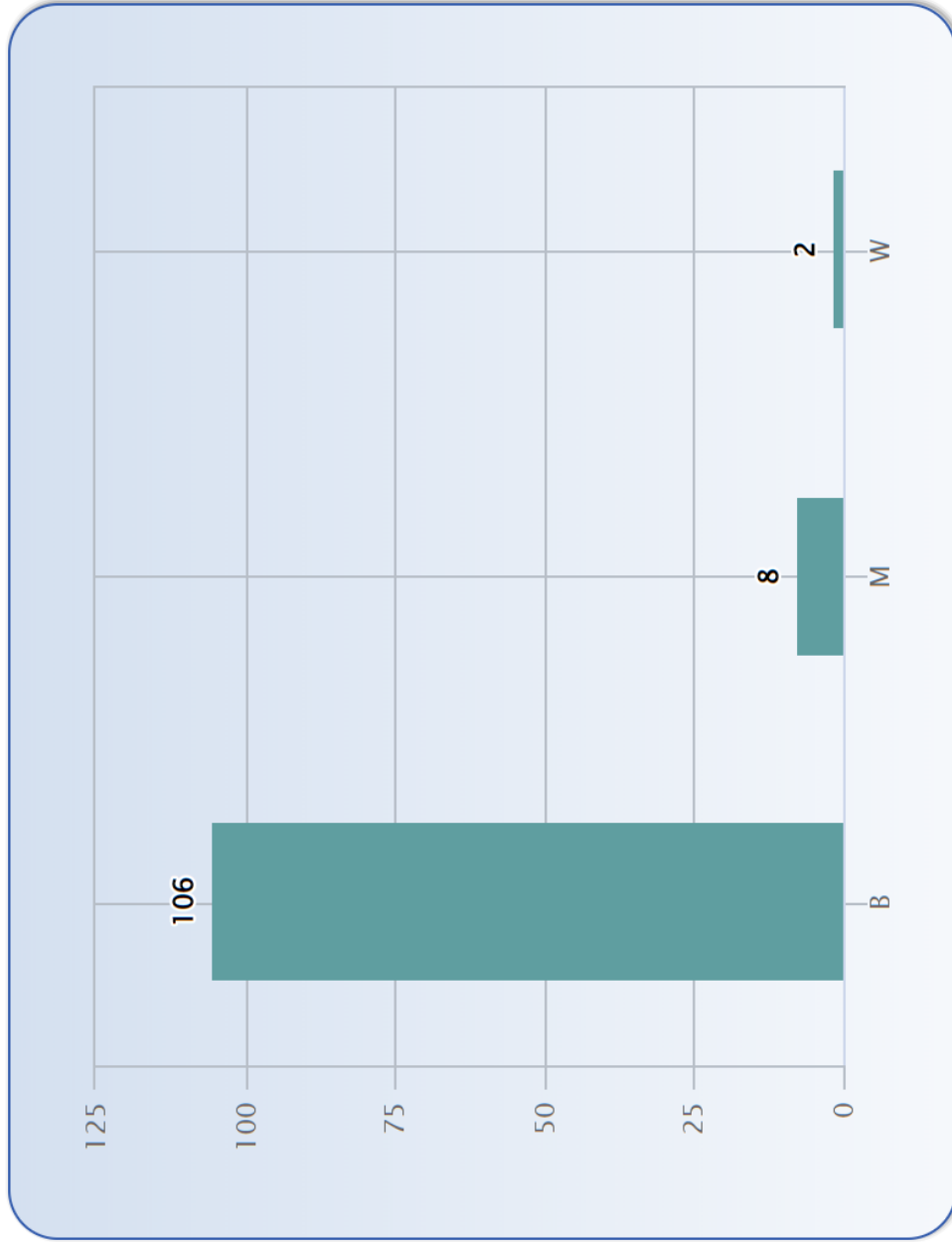
Number of Office Referrals by Behavior Significance

37.07%

62.93%

● Major   ● Minor
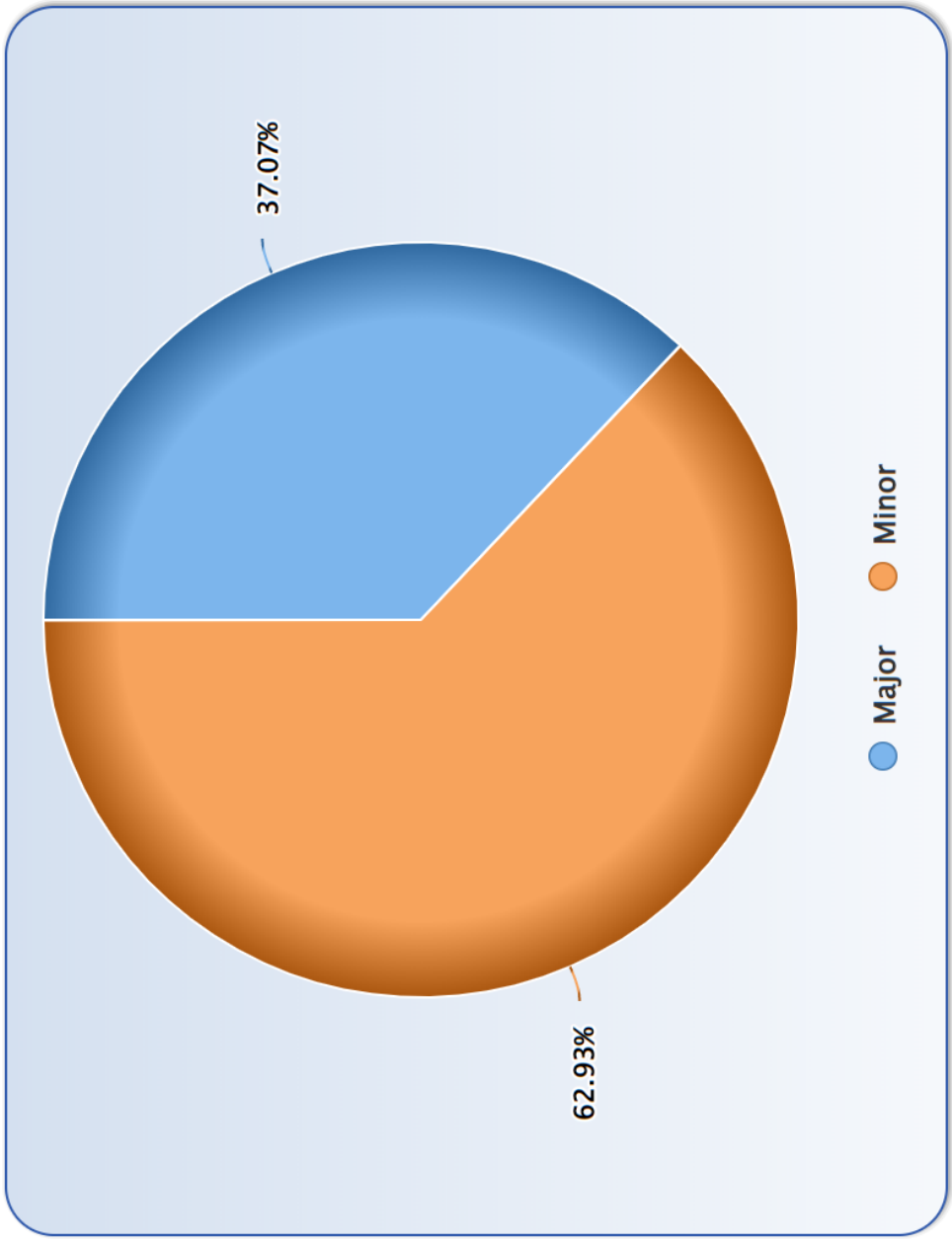
2023-2024 (referrals by proportion)

Office Referrals by Proportion

Ethnicity	Students	Number of Office Referrals	Percent of Office Referrals (%)	Students with Office Referrals
B	419	119	92.25	43
M	45	7	5.43	4
W	24	2	1.55	1
H	15	1	0.78	1
P	2	0	0	0
Total	**505**	**129**	**100.01**	**49**

Office Referrals by Proportion

Ethnicity	Students	Number of Office Referrals	Percent of Office Referrals (%)	Students with Office Referrals
B	396	105	90.52	61
M	34	8	6.9	2
W	24	2	1.72	2
H	18	0	0	0
Total	**472**	**115**	**99.14**	**65**

Hearing Board Referrals 2022-2023	2
Gender	1 male 1 female
Grade Level	4th Grade-1 5th Grade -1
Hearing Board Referrals 2022-2023 by Offense	Bullying- 1 (Level III Offense)

Hearing Board Referrals 2023-2024	1
Gender	1 male
Grade Level	5th Grade -1
Hearing Board Referrals 2023-2024 by Offense	Possession of Weapon (Level III Offense)

- Other data related to social-emotional learning and supports, student services, and programs offered at the school, etc.

Social-Emotional Learning and Supports	- ROAR Rally monthly behavior incentive for students with no referrals, less than 3 classroom actions, and 75 Dojo points. - Boys Council and Girls Circle Tier 2 social emotional learning support group for students in 4th and 5th grade. - Monthly student advocacy sessions - Behavior tracking document to identify at-risk students and aligned interventions. - Capturing Kids' Hearts Initiative - Sensory Walk - Certified Behavior Interventionist - Multi-Tiered Systems of Support - Morning Meeting - Calm Down Spaces

Parent, Family & Community Engagement – This section will be written by the Parent and Family Engagement Specialist assigned to the school.

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

John P Thomas has active parent leadership committees. The Parent Advisory Council (PAC) and NNPS (National Network of Partnership Schools) Action Team for Partnerships (ATP) meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

In addition to parent education sessions, there are many other efforts that help the school engage families and the community. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and Guidance Counselors to ensure families are supported and informed.

Activity Date	Time	Type (Virtual/In Person/WTG)	Audience	# of Attendees	Topic	Main Speaker	Average Evaluation
8/14/2023	5:30pm–6:30pm	In Person	Parents	87	Meet & Greet	Staff	4.8
8/21/2023	5:30pm–7:00pm	In Person	Cluster Parents	67	Parent Pep Rally: Family Engagement	Byron Garrett	4.1
9/7/2023	5:30pm–7:00pm	In Person	Parents	34	Open House	Staff	4.6
9/28/2023	9:00am–11:00am	In Person	Grandparents	50	Grandparent's Literacy Day	Staff	5
Sept–May	NA	Newsletter, Class Dolo	Parents	NA	Goal Setting Handout	NA	NA
10/4/2023	8:00am–9:00am	In Person	Parents	0	Hispanic Heritage Month	Nousa	NA
10/18/2023	8:00am–9:00am	In Person	SPED/All Parents	12	Parent's Right to Know pt. 1	Office of Special Services	5
11/16/2023	11:00am	In Person	Cluster Parents	9	Eau Claire Table Talk	Kimberly Myers	4.8
11/20/2023	NA	Newsletter, Class Dolo	Parents	NA	Recipes for Success	NA	NA
12/8/2023	12:45pm	In Person	Parents	65	Winter Musical Celebration/Attendance	Chorus/Bucket Band	5
12/11/2023	12:00pm–1:00pm	In Person	SPED/All Parents	7	Parent's Right to Know pt. 2	Office of Special Services	4.12
1/22/2024	5:30pm–6:30pm	In Person	Community Partners, Parents	25	Books & BBQ Community Partners	Staff	4.8
1/31/2024	5:30pm–6:45pm	In Person	Parents	55	Science Fair	Staff	5
2/1/2024	5:30pm–7:00pm	In Person	Cluster Parents	42	Eau Claire Family Reunion	Principals	4.8
2/7/2024	5:30pm–6:30pm	In Person	SPED/All Parents	3	Parent's Right to Know pt. 3	Office of Special Services	4.9

The average number of attendees to parent and family engagement education sessions was 35 including District and Department Event attendance numbers. The data continues to show that more parents are reached when workshops are held during an established event at the school. Workshops on the go yielded limited participation during the holiday breaks. However, we will continue with workshops-on-the-go activities, car rider line activities, and newsletter activities during the 2024-2025 school year. These activities will include giving parents' information, having them access the information and doing activities with their children at home. We will encourage parents to complete the event surveys to have a better assessment of the activities.

SURVEY RESULT SECTION

On average the score is 4.36 out of a 5.0. The surveys' data improved from last year due to the use of hard copies and the barcode in completing the survey. The lower scores are from the questions; I feel invited to be a partner with the school in supporting my child's learning and development and As a result of attending this event, I feel more motivated to try a new strategy with my child.

BARRIERS SECTION

Date and time of events, having time to attend, and willingness to participate. Piggy Backing off other events at the school is generating more parent participation than stand-alone events as stated.

Other (such as school priorities)

Attendance

The 2022 - 2023 School Report Card for John P. Thomas Elementary provides documentation on teacher and student attendance rates. The John P. Thomas Elementary teacher attendance rate for 2022-2023 is 94.1% (up from 91.6% in the previous year.) There are currently two teacher vacancies for the 2023 –2024 school year. The student attendance (Chronically Absent) rate for 2023 was 25.1% (up from 23.4% the previous year). The chart below shows the attendance rate for the 2022-2023 school year.

Data shows that in 2022-2023 attendance rate has been steadily increasing, especially due to the increase in chronic absenteeism in the early childhood grades, namely kindergarten.

The National Center for Children in Poverty conducted a nationwide study of the effects of chronic absenteeism in first grade in 2008. Although many years away from high school, chronic absenteeism in first grade predicted a lower grade average in 5th grade, leading to students entering middle and high school with fewer skills and less education, a predictor for continued attendance problems, poor grades, and higher risk for dropout. Research also shows that early attendance gaps turn into achievement gaps that create concerns for graduation. Poor attendance is among the first warning signs that a student will not be prepared academically to achieve grade level expectations. Data shows that in 2023 31.4% of our students transferred in and out of John P. Thomas Elementary School and in 2023, there was a 36.8% mobility rate of students who transferred in/out (per 100 students). Attendance records show that most students transferred from district schools, allowing for a seamless transition as a result of alignment of the district's curriculum resources.

Even though data shows a yearly attendance rate of more than 95%, families with an accumulation of more than 10 tardies is at 17.54% with some families having up to 57 tardies. According to the national initiative Attendance Works, missing just 10 percent of the school year in the early grades causes many students to struggle in primary school. Lateness in later grades is associated with increased failure and dropout rates. A 2014 study published in the Journal of School Effectiveness and School Improvement found that first-grade students with chronic tardiness were shown to have lower math and reading scores, compared to their peers.

A team of scholars from Columbia found that the "average daily productivity loss from replacing regular teachers with 'long-term' substitutes is equivalent to replacing a teacher of average productivity with one at the 19th percentile in math and the 20th percentile in English."

Thomas | 2023 ELEMENTARY SNAPSHOT

DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
45-Day Avg. Daily Membership	353	342	332	300	276	-24	-77
Teacher Attendance	92.4	93.5	92.8	91.6	94.1	2.5	1.7
Student Attendance (Chronically Absent)	16.3	10.9	24.3	23.4	25.1	1.7	8.8

2023-2024 Chronic Student Absenteeism By Grade, Race/Ethnicity, and Gender Report - 2023-10-05

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 2, 2023

School	Total Students	Chronic Absentees Number	Chronic Absentees Percent	K	1	2	3	4	5	6	7	8	9 FYHS	9 Not FYHS	10	11	12	African-American M	African-American F	White M	White F	Hispanic M	Hispanic F	Other M	Other F
District	21,545	4,332	20.1	24.0	18.6	18.1	16.9	15.7	17.9	20.1	22.1	21.3	20.5	44.8	22.0	17.8	19.6	24.5	21.5	10.2	8.7	20.8	18.8	12.6	16.3
Elementary	10,054	1,861	18.5	24.2	18.4	18.0	17.0	15.7	17.8	N	N	N	N	N	N	N	N	22.5	19.9	10.4	8.7	21.0	15.4	9.3	13.9

School	Total Students	Number	Percent	K	1	2	3	4	5	6	7	8	9 FYHS	9 Not FYHS	10	11	12	AA M	AA F	White M	White F	Hisp M	Hisp F	Other M	Other F
Thomas	284	63	22.2	42.6	26.5	14.0	15.4	17.8	13.0	N	N	N	N	N	N	N	N	23.1	21.3	N	N	25.0	33.3	N	100.0

2023 Five-Year Mobility Rate Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation – June 27, 2023

School/Level	Total Enrollment Throughout School Year							Percent of Students who Transferred In/Out During School Year							Mobility Rate (Average Transfers In/Out Per 100 Students)						
	2019	2020*	2021*	2022	2023	2-Yr Change	5-Yr Change	2019	2020*	2021*	2022	2023	2-Yr Change	5-Yr Change	2019	2020*	2021*	2022	2023	2-Yr Change	5-Yr Change
Thomas	445	436	397	378	370	-8	-75	35.1	29.4	22.2	26.5	31.4	4.9	-3.7	38.7	35.1	24.2	20.4	36.8	16.4	-1.9

RICHLAND ONE — ENGAGE • EDUCATE • EMPOWER

2023 Five-Year Mobility Rate Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation – June 27, 2023

RICHLAND ONE — ENGAGE • EDUCATE • EMPOWER

2022-2023 Chronic Student Absenteeism by Grade, Race/Ethnicity, and Gender Report

10-05-2023.2024

School	Total Students	Chronic Absentees Number	Percent
John P. Thomas	284	63	22.2 %

Percent Chronic Absentees by Grade	Percent Chronic Absentees by Race/Ethnicity and Gender
K – 42.6 %	African American Males 23.1 %
1 – 26.5 %	African American Females – 21.3 %
2 – 14.0 %	White Males – 0 %
3 – 15.4 %	White Females – 0 %

		Hispanic Males 25.0 %
4 – 17.8 %		Hispanic Females 33.3% Other Males – 0 %
5 – 13.0 %		Other Females – 100 %

We serve a transient school with a mobility rate of 36.8% with 31.4% of students who transferred during the school year of 2023 and 25.1% of students with chronic absences. In order for students to learn, they must be in school, and chronic absences in elementary schools correlate to dropout rates in high school. We have seen a steady increase in this number due to the COVID-19 pandemic. While the CDC (Centers for Disease Control) has lifted some of the quarantine expectations, families are still very fearful of the effects of COVID along with the resurgence of RSV. With that being stated, the absence rate continues to increase. We also have 14 students who are homeless who by law have the right to receive the same quality of education as others. With our full-time Social Worker, we provide all students with most of the resources needed to be successful.

Not only do we have a full-time social worker to assist with the homeless population and students who are absent and tardy, but we have students who would benefit from resources that assist with behavior concerns being that we have a middle to high number of duplicated ISS and OSS incidents but implemented behavior strategies are improving school wide behavior. Again, with the increase of traumas caused by the COVID-19 Pandemic, there has been an increased need for social emotional learning and a mental health counselor.

2023-2024 McKinney-Vento Students as of 2024-02-01
Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 4, 2024

~~ Thomas ~~
(14 Students)

Attendance (2023-2024)

Number of Chronic Absentees and AIP's – Chronically Absent: 25.1%,

Number of AIP's: 65 (as of 2/26/2024). There are thirteen additional AIPs scheduled.

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* Gifted and Talented

Gifted and Talented Students

Winter STAR 2024 Performance Level- Sub-group GT (Reading) 3rd- 5th grade students
Total 19 students
0% DNM
15.8% Approaches
31.6% Meets
52.6% Exceeds

We have 84.2% meets and exceeds in STAR Reading Performance

Winter STAR 2024 Performance Level- SUB GROUP GT (Math) 3rd - 5th grade students
Total 19 students
0% DNM
10.5% Approaches
31.6% Meets
57.9% Exceeds

We have 89.5% meets and exceeds in STAR Math Performance

While our gifted and talented students have high proficiency, we are struggling with their growth. WE use the Itinerant model. As a result there is a need for differentiation to address the needs of individual students and more work in the area of acceleration of learning.

4001 - Richland County School District One (4001) Public District - FY 2025 - J. P. Thomas Elementary (4001062) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, the percentage of students in grades 3-5 will score meets or exceeds on the SC READY ELA and MATH Assessments will increase from : * 33.7%- 60% in ELA * 23.2%- 50% in MATH

PM 1.1 By 2024-2025, 40% of students in grades 3-5 will score meets and exceeds on the SC READY ELA Assessments and 30 % of students will score meets and exceeds on the SC READY MATH Assessments.

Analysis of Actual vs. Projected Data:

Actual Data SC Ready Reading : 33.7% Actual Data SC Ready Math: 23.2% Projected Data SC Ready Reading: Projected Data SC Ready Math :

S 1.1.1 Agendas Handouts Sign In sheets Classroom Observations Pre/ Post Conference forms Balanced Literacy observation tool Student artifacts Lesson Plans Student writing samples Math Framework observation tool TAG FEEDBACK Observation tool Learning Intentions and Success Criteria feedback tool

Evidence-Based Research:

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. Journal of Educational Psychology, 104(3), 700–712. http://dx.doi.org/10.1037/a0027268 The emotional connections students foster in their classrooms are likely to impact their success in school. Using a multimethod, multilevel approach, this study examined the link between classroom emotional climate and academic achievement, including the role of student engagement as a mediator. Data were collected from 63 fifth- and sixth-grade classrooms (N = 1,399 students) and included classroom observations, student reports, and report card grades. As predicted, multilevel mediation analyses showed that the positive relationship between classroom emotional climate and grades was mediated by engagement, while controlling for teacher characteristics and observations of both the organizational and instructional climates of the classrooms. Effects were robust across grade level and student gender. The discussion highlights the role of classroom-based, emotion-related interactions to promote academic achievement. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

AS 1.1.1.1 Professional Development- SC Teaching 4.0 rubric; Visible Learning

Action Step:

Continue ongoing professional development with the SC Teaching 4.0 Rubric with emphasis on academic feedback, questioning along with Professional Development on Visible Learning with a focus on Learning Intentions , Success Criteria with focus on TAG Feedback and Engagement.

Person Responsible:

Selina Latimore

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.2 Classroom Observations- Schoolwide walkthroughs (Peer Observations)

Action Step:

Conduct at least 2 schoolwide walkthroughs (instructional rounds) and peer observations using district observation tools to include learning intentions and success criteria utilizing TAG feedback through PLCs and Guided Planning Sessions

Person Responsible:

Selina Latimore

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.3 AVID Strategy Implementation (WICOR)

Action Step:

Continue with school wide implementation of AVID: selected WICOR strategies

Person Responsible:

Selina Latimore

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.4 Writing assessment

Action Step:

. Participate in the district and school wide SC Ready TDA text analysis practice writing assessment

Person Responsible:

Selina Latimore

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.5 Professional Learning Communities (PLCs)

Action Step:

Conduct PLC meetings with weekly focus to ensure consistency with the refinement of instructional practices in Math. Provide Professional development with the emphasis on problem solving and thinking. Conduct Vertical articulation between the grade levels.

Person Responsible:
CRT, Math Facilitators, Principal

Estimated Begin Date:
8/1/2024

Estimated Completion Date:
6/1/2029

AS 1.1.1.6 Resources- USA Studies Weekly/ historical fiction and non- fiction

Action Step:
Provide the USA studies weekly to enhance the integration of social studies and ELA at each SC READY grade level . Increase number o fhistorial fiction and non fiction books that correlate to the social studies standards.

Person Responsible:
CRT, SS consultants, Principal, Assistant Principal

Estimated Begin Date:
8/1/2024

Estimated Completion Date:
6/1/2029

AS 1.1.1.7 Vertical articulation- AVID/ Visible Learning

Action Step:
Coordinate/ structure opportunities for vertical articulation between grade levels using AVID and Visible learning.

Person Responsible:
Principal, CRT, Reading Coach, Visible Learning Team

Estimated Begin Date:
8/1/2024

Estimated Completion Date:
6/1/2029

AS 1.1.1.8 Multi Tiered System of Support (MTSS)

Action Step:
Provide continuous training on the MTSS process emphasis on the selection of interventions. Continue to implement MTSS Cycle Check-in every 6 weeks

Person Responsible:
Principal, CRT, MTSS Chair, Assistant Principal

Estimated Begin Date:
8/1/2024

Estimated Completion Date:
6/1/2029

2 Student Achievement*

Performance Goal:

By 2029, 45% of students in grades 4 will score meets and exceeds on the SC READY SCIENCE assessments.

PM 2.1 By 2024-2025, 20% of students in grades 4 will score meets and exceeds on the SC READY SCIENCE

Analysis of Actual vs. Projected Data:

Actual SC READY SCIENCE: 9.3% Projected SC READY SCIENCE:

S 2.1.1 Agendas Handouts Sample Assessments Sign In sheets Field trip request from Field trip schedule/Purchase orders of materials Lesson Plans Classroom Observations

Evidence-Based Research:

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. Journal of Educational Psychology, 104(3), 700-712. http://dx.doi.org/10.1037/a0027268 The emotional connections students foster in their classrooms are likely to impact their success in school. Using a multimethod, multilevel approach, this study examined the link between classroom emotional climate and academic achievement, including the role of student engagement as a mediator. Data were collected from 63 fifth- and sixth-grade classrooms (N = 1,399 students) and included classroom observations, student reports, and report card grades. As predicted, multilevel mediation analyses showed that the positive relationship between classroom emotional climate and grades was mediated by engagement, while controlling for teacher characteristics and observations of both the organizational and instructional climates of the classrooms. Effects were robust across grade level and student gender. The discussion highlights the role of classroom-based, emotion-related interactions to promote academic achievement. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

AS 2.1.1.1 Common Assessments and Analysis of Student Work

Action Step:

Provide on going staff development and PLC grade level planning sessions to develop common assessments and analyze student work to ensure alignment to state standards.

Person Responsible:

CRT, Science and Social Studies Facilitators ;Principal

Estimated Begin Date:
8/1/2024

Estimated Completion Date:
6/1/2029

As 2.1.1.2 STEM- focused Field Experiences

Action Step:

Provide STEM focused field experiences that enhance the science instruction.

Person Responsible:

Leadership Team, Principal, ASsistant Principal, Science facilitators

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

As 2.1.1.3 Science Family Night

Action Step:

Coordinate STEM focused family night to emphasize science standards.

Person Responsible:

Leadership Team, Principal, ASsistant Principal, Science facilitators

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

As 2.1.1.4 Professional Development- WICOR

Action Step:

Provide Professional development training and focus utilizing WICOR strategies in all content areas (ELA, MATH, SCIENCE, SOCIAL STUDIES AND HEALTH).

Person Responsible:

Leadership Team, Principal, ASsistant Principal, Social studies facilitators

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

3 Teacher/Administrator Quality*

Performance Goal:

By 2029, John P Thomas will reduce and/or maintain a certified faculty turnover rate of 10% or less each year.

PM 3.1 By 2024-2025, John P Thomas will reduce and/or maintain a certified faculty turnover rate of 10% or less each year.

Analysis of Actual vs. Projected Data:

Actual Data:8.6% Projected Data: less than 10%

S 3.1.1 Handouts Sign In sheets Classroom Observations Debriefing conference documentation notes Meeting Agenda Meeting Minutes Sign In sheets

Evidence-Based Research:

Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages: An Organizational Analysis. American Educational Research Journal, 38(3), 499-534. https://doi.org/10.3102/00028312038003499 Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers. This theory also holds that these school staffing problems are primarily due to shortages of teachers, which, in turn, are primarily due to recent increases in teacher retirements and student enrollments. This analysis investigates the possibility that there are other factors–those tied to the organizational characteristics and conditions of schools–that are driving teacher turnover and, in turn, school staffing problems. The data utilized in this investigation are from the Schools and Staffing Survey and its supplement, the Teacher Followup Survey conducted by the National Center for Education Statistics. The results of the analysis indicate that school staffing problems are not primarily due to teacher shortages, in the technical sense of an insufficient supply of qualified teachers. Rather, the data indicate that school staffing problems are primarily due to excess demand resulting from a "revolving door"–where large numbers of qualified teachers depart their jobs for reasons other than retirement. Moreover, the data show that the amount of turnover accounted for by retirement is relatively minor when compared to that associated with other factors, such as teacher job dissatisfaction and teachers pursuing other jobs. The article concludes that popular education initiatives, such as teacher recruitment programs, will not solve the staffing problems of such schools if they do not also address the organizational sources of low teacher retention.

As 3.1.1.1 Teacher Mentorship

Action Step:

Continue to provide social and emotional support through mentorship program for all new staff to the school with providing an assigned mentor and utilizing the SC 4.0 Rubric. Each teacher will also be assigned a Tiger Buddy from their grade level for assistance with grade level expectations and responsibilities.

Person Responsible:

Principal, CRT, Assistant Principal, Teacher mentors

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

As 3.1.1.2 Feedback

Action Step:

Conduct two teacher feedback conferences to assess professional development needs, climate issues, resources, etc. utilizing SC Teaching 4.0 rubric and TAG Feedback from Visible Learning

Person Responsible:

Principal, Assistant Principal

Estimated Begin Date:
    8/1/2024
Estimated Completion Date:
    6/1/2029

AS 3.1.1.3 Building Positive relationships- CKH (Capturing Kids Hearts); Student Advocacy
Action Step:
    Continue school wide staff training on the principles of building positive student relationships and professional learning communities.
Person Responsible:
    Principal, Assistant Principal
Estimated Begin Date:
    8/1/2024
Estimated Completion Date:
    6/1/2029

4 School Climate*
Performance Goal:
    By 2029, 95% of stakeholders (parents, teachers and students) will be satisfied with home to school relations

PM 4.1 By 2024-2025, 100%,95%,98% of stakeholders (parents, teachers and students) will be satisfied with home to school relations.
Analysis of Actual vs. Projected Data:
    Actual Data: Parent 100% Teacher 94.3% Student 95.9% Projected Data: Parent 100% Teacher 95% Student 96%

S 4.1.1 Sign In sheets Flyers Handouts Agenda Sign In sheet
Evidence-Based Research:
    School Community Journal, 2016, Vol. 26, No. 2 135 Available at http://www.schoolcommunitynetwork.org/SCJ.aspx The analysis of the literature indicates that the role of parents and families differed considerably across the four models. In contrast to the simple family involvement versus family engagement dichotomy found in much of the current literature, we found eight distinct ways in which family roles were envisioned and enacted. This article provides a detailed picture of those roles to guide policies and practices that strengthen the family's role in school-community partnerships. Shaver, A. V., & Walls, R. T. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. Journal of Research & Development in Education, 31(2), 90-97. Examined the effects of parent-school involvement and grade level on the reading and/or mathematics achievement of 2nd-8th grade Title I students. SES and student gender were also analyzed to determine their relationship to the level of parent involvement (high vs low). Data from a sample of 335 students and their parents were analyzed using analyses of variance to determine the effects of the level of parental involvement on achievement. Correlation coefficients were used to assess the relationship of SES and gender factors to reading and math achievement. Results suggest that parental involvement, regardless of the child's gender or SES, is a dynamic force influencing students' academic success. The effect holds for total reading achievement reading comprehension, total mathematics achievement, and application of mathematics concepts. This research

As **4.1.1.1 Parent Conferences**

Action Step:

Review/ establish current tools for communication and Schedule Report Card Pickup for 1st and 3rd Quarters to increase opportunity for parent participation in parent conferences.

Person Responsible:

Principal, Assistant Principal, PArent Engagement specialist

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

As **4.1.1.2 Parent workshops- ELA,Math, STEM, and AVID**

Action Step:

Continue to Provide Parent activities/ family nights focused on Math, STEM, Literacy and AVID providing access to district, school and classroom resources.

Person Responsible:

AVID SIte Team Coordinator, Principal, CRT, ASsistant Principal

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

As **4.1.1.3 Key Partnerships**

Action Step:

Develop Key partnerships utilizing SIC and PTA membership that focus on the whole child.

Person Responsible:

Principal, Parent Engagement Specialist, ASsistant Principal, PTA President, SIC Chair

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

5 School Climate*

Performance Goal:

By 2029, The number of disciplinary referrals that result in out of school suspensions will decrease by 50%.

PM 5.1 By 2024-2025, The number of disciplinary referrals that result in out of school suspensions will decrease by 50%.

Analysis of Actual vs. Projected Data:
Actual Data Suspension Rate: 13.2% Projected Data Suspension Rate: 10%

S 5.1.1 Agendas Handouts Sign In sheets MTSS Documentation ABE data Student target list Session topics/ materials Session schedule

Evidence-Based Research:

Vermeer, T.J. (2017). Impacts of MTSS on the performance of struggling students (Master's thesis, Northwestern College, Orange City, IA). Retrieved from http://nwcommons.nwciowa.edu/education_masters/16/ The study is an overview of the changes over the past three years, evaluating how struggling students were supported prior to and after the implementation of a robust MTSS program. Specific data on the number of students receiving a failing grade at the end of each trimester was collected and analyzed. Results show a positive effect on student performance and confidence after the implementation of a MTSS system. The old system of gathering students after a less-than-proficient assessment has been sidelined for a much more effective in-progress monitoring system that is now called MTSS at Oskaloosa High School. Eagle, J. W., Dowd-Eagle, S. E., Snyder, A., & Holtzman, E. G. (2015). Implementing a Multi-Tiered System of Support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change. Journal of Educational & Psychological Consultation, 25(2-3), 160-177. http://dx.doi.org/10.1080/10474412.2014.929960 This article provides an overview of interdisciplinary collaboration for systems-level consultation within a Multi-Tiered System of Support (MTSS) framework. The roles of school psychologists and school-based administrators are presented in relation to the implementation of MTSS practices within an implementation science model. The training and expertise of each discipline are highlighted related to respective aspects of implementation drivers (i.e., competency, organization, leadership). Functions of principals and school psychologists during team-based, problem-solving MTSS practices are described based on a problem-solving framework consistent with school-based consultation. Future directions for graduate training of school psychologists and principals and directions for consultation research are provided.

AS 5.1.1.1 Trauma- Informed, Restorative Practices, MTSS and Poverty Simulation

Action Step:
Continue to Implement book studies on research based topics that address trauma informed, Restorative practices and MTSS. School wide participation in a Poverty simulation.

Person Responsible:
Principal, ASsistant Principal, Behavior Interventionist

Estimated Begin Date:
8/1/2024

Estimated Completion Date:
6/1/2029

AS 5.1.1.2 Building Positive student relationships- CKH, Mindfulness

Action Step:
Provide staff members the opportunity for training in the strategies used for assisting with discipline as presented in Capturing Kids' Hearts, Mindfulness and morning meetings. News show segment added.

Person Responsible:

   Principal, ASsistant Principal, Behavior Interventionist

Estimated Begin Date:

   8/1/2024

Estimated Completion Date:

   6/1/2029

AS 5.1.1.3 Insights of Behavior and ABE Interventions

Action Step:

   Provide training implementation of early intervention program for students experiencing difficulty with academics and / or discipline with the use of Insights to Behaviors and ABE interventions.

Person Responsible:

   Principal, ASsistant Principal, Behavior Interventionist

Estimated Begin Date:

   8/1/2024

Estimated Completion Date:

   6/1/2029

AS 5.1.1.4 Positive interventions and Student Advocacy

Action Step:

   Maintain implementation of positive interventions and supports to include the use of mentors, ROAR Rallies, ROAR Project and Student Advocacy

Person Responsible:

   Principal, ASsistant Principal, Behavior Interventionist

Estimated Begin Date:

   8/1/2024

Estimated Completion Date:

   6/1/2029

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

* N/A ∨	**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).	
* Yes ∨	**Academic Assistance, Grades 4-12**	
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).	
* Yes ∨	**Parent Involvement**	
	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.	
* Yes ∨	**Staff Development**	
	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.	
* Yes ∨	**Technology**	
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.	
* Yes ∨	**Innovation**	
	The school funds innovative activities to improve student learning and accelerate the performance of all students.	
* Yes ∨	**Collaboration**	
	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.	
* Yes ∨	**Developmental Screening**	
	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.	

* 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.
* N/A	**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.
* Yes	**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.

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☐ **Not Applicable**

The SBE has the authority to waive regulations pursuant to SBE Regulation 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 school strategic plan or school renewal plan."

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

	District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

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Optional Documents

Type	Document Template	Document/Link
Additional Documentation	N/A	

4001 - Richland County School District One (4001) Public District - FY 2025 - J. P. Thomas Elementary (4001062) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

1. Plan Information and stakeholders   Not Reviewed ⌄

1.01 Information is complete and appropriate.

2. Needs Assessment   Not Reviewed ⌄

2.01 Needs assessment link is correct

2.02 Needs assessment is clear, thorough and appropriate.

3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps   Not Reviewed ⌄

3.01 All required goal areas have been addressed.

3.02 Goal statements are complete and appropriate.

3.03 Goals have all required parts completed.

3.04 Action steps are complete and appropriate.

4. Read to Succeed   Not Reviewed ⌄

4.01 Responses are complete, thorough and appropriate.

5. Assurances   Not Reviewed ⌄

5.01 Responses are complete, thorough and appropriate

6. Related Documents   Not Reviewed ⌄

6.01 If applicable, uploaded documents are correct and appropriate.