

4001 - Richland County School District One (4001) Public District - FY 2025 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 92.5% of students in grades 3-5 will score meets or exceeds on the SC Ready ELA assessment.

PM 1.1 By 2024-2025, 80.5% of students in grades 3-5 will score meets or exceeds on the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Actual data 2022-2023: ELA 77.5% Projected Data 2024-2025: ELA 80.5%

S 1.1.1 Classroom Observations, True North Logic transcripts, PLC/Guided Planning Agendas/Minutes, SC Ready Score Dissemination evidence, OG/LETSS Screener data, SC Ready ELA Data, Lesson Plans, Instructional data, MTSS data

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

AS 1.1.1.1 Implement programs to strengthen the ELA curriculum and instruction ensuring best teaching practices are utilized in the classrooms.

Action Step:

Continue to monitor and ensure quality lessons and instructions are occurring. The use of Visible Learning Strategies, and in conjunction with the implementation of Orton-Gillingham and LETRS instructional strategies, provide foundational skills, incorporating the use of manipulatives to deepen student understanding.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.2 Strengthening our understanding of the SC ELA Curriculum Standards through the continued use of weekly Grade Level Guided Planning sessions.

Action Step:

During weekly Guided Planning sessions, teachers and instructional leaders will deconstruct the standards to develop a deeper understanding of the students' learning intentions.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.3 Use data from Common Formative Assessments and Summative Assessments to guide grade level planning, along with individual teaching decisions.

Action Step:

Weekly PLC meetings focused on analyzing various forms of data to inform teaching practices, guiding the formation of fluid small groups to differentiate, enrich, and remediate.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.4 Utilize technology to enhance ELA instruction and engage students in ELA.

Action Step:

Incorporate district approved technology programs for ELA instruction using Lexia, Freckle, and Nearpod.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

2 Student Achievement*

Performance Goal:

By 2029, 85% of students in grades 3-5 will score meets or exceeds on the SC Ready Math assessment.

PM 2.1 By 2024-2025, 73.% of students in grades 3-5 will score meets or exceeds on the SC Ready Math assessment.

Analysis of Actual vs. Projected Data:

Actual data 2022-2023: Math 70% Projected Data 2024-2025: Math 73%

S 2.1.1 Classroom Observations, True North Logic transcripts, PLC/Guided Planning Agendas/Minutes, SC Ready Score Dissemination evidence, Formative Math Data, Numeracy Fluency Screener Data, SC Ready Math Data, Lesson Plans, instructional data, MTSS data

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

AS 2.1.1.1 Implement programs to strengthen the Math curriculum and instruction ensuring best teaching practices are utilized in the classrooms.

Action Step:

Continue to monitor and ensure quality lessons and instructions are occurring. The use of Visible Learning Strategies, and in conjunction with the implementation of the CRA - Concrete, Representational, and Abstract Model, provide foundational skills, incorporating the use of manipulatives to deepen student understanding.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.2 Use data from Common Formative Assessments and Summative Assessments to guide grade level planning, along with individual teaching decisions.

Action Step:

Weekly PLC meetings focused on analyzing various forms of data to inform teaching practices, guiding the formation of fluid small groups to differentiate, enrich, and remediate. Person Responsible: Leadership Team and Teachers Estimated Begin Date: 8/1/2024 Estimated Completion Date: 6/8/2029	
AS 2.1.1.3 Strengthening our understanding of the SC Math Curriculum Standards through the continued use of weekly Grade Level Guided Planning sessions. Action Step: During weekly Guided Planning sessions, teachers and instructional leaders will deconstruct the standards to develop a deeper understanding of the students' learning intentions. Person Responsible: Leadership Team and Teachers Estimated Begin Date: 8/1/2024 Estimated Completion Date: 6/8/2029	
AS 2.1.1.4 Utilize technology to enhance math instruction and engage students during Math. Action Step: Incorporate district approved technology programs for Math instruction, using Freckle and Nearpod. Person Responsible: Tiffany Ligon Estimated Begin Date: 8/1/2024 Estimated Completion Date: 6/8/2029	
3 Student Achievement* Performance Goal: By 2029, 86% of students in grade 4 will score meets or exceeds on the SC Ready Science assessment.	

PM 3.1 By 2024-2025, 74% of students in Grade 4 will score meets or exceeds on the SC READY Science assessment.
Analysis of Actual vs. Projected Data:
Actual data 2022-2023: Science 71% Projected Data 2024-2025: Science 74%

S 3.1.1 Classroom observations/True North Logic Transcripts/PLC's/Mastery Connect data Classroom observations/CFA's/Lesson Plans/PLC's Projects/Presentations/Lesson Plans/Observations Student gains on assessments and knowledge on specific topics. Field trips booked/student gains.

Evidence-Based Research:
John Hattie's Visible Learning 250+ Influences on Student Achievement

AS 3.1.1.1 Implement the Savaas curriculum and resources to strengthen science instruction ensuring best teaching practices are utilized in the classrooms.
Action Step:
Continue to monitor and ensure quality lessons and instructions are occurring. The use of Visible Learning Strategies, in conjunction with the Savaas curriculum and resources for science.
Person Responsible:
Tiffany Ligon
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 3.1.1.2 Strengthening our understanding of SC Science Curriculum Standards through the continued use of weekly Grade Level Guided Planning sessions.
Action Step:
During weekly Guided Planning sessions, teachers and instructional leaders will deconstruct the 3-Dimensional Science Standards to develop a deeper understanding of the students' learning intentions.
Person Responsible:
Leadership Team and Teachers
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 3.1.1.3 Use data from Common Formative Assessments and Summative Assessments to guide individual and grade level planning for Science, including lab experiences.

Action Step:

Weekly PLC meetings focused on analyzing various forms of data to inform teaching practices in Science, guiding the formation of fluid small groups to differentiate, enrich, and remediate.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 3.1.1.4 Utilize technology to enhance Science instruction.

Action Step:

Utilize adopted online resources (Savaas and Nearpod) to deepen the level of student understanding and assist in the teaching of Science.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

4 Student Achievement*

Performance Goal:

By 2029, 62.6% of African American male students in grades 3-5 will score meets or exceeds on the SC Ready ELA assessment and 53.1% on SC Ready Math assessment.

PM 4.1 By 2024-2025, 50.6% of African American male students in grades 3-5 will score meets or exceeds on SC READY ELA assessment and 41.1% on SC Ready Math assessment.

Analysis of Actual vs. Projected Data:

Actual data 2022-2023: ELA 47.6%; Math 38.1% Projected Data 2024-2025: ELA 50.6%; Math 41.1%

S 4.1.1 SC READY DATA. Observations of students and student engagement.

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

AS 4.1.1.1 Increase African-American Males Student Achievement in ELA and Math in grades 3-5.

Action Step:

Utilize a .5 Interventionist for working with students scoring approaches on SC READY ELA and Math.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Amount is based on .5 FTE from GOF	\$0.00

AS 4.1.1.2 Increase participation of African-American males in grades 3-5 in school activities and leadership opportunities.

Action Step:

Through the implementation of the Ron Clark House System, African American males will be active participants and also take on leadership roles, developing confidence and leadership skills.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/5/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 4.1.1.3 Continue to strengthen relationships with African-American males with faculty and staff.

Action Step:

Consider students' and teachers' personal and academic strengths when assigning classes to enhance positive relationships and set students up for success.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

5 School Climate*

Performance Goal:

By 2029, decrease the Chronic Absenteeism rate from 7.5% to 5% as reported on the SC School Report Card.

PM 5.1 By 2024-2025, the Chronic Absenteeism rate will decrease by 0.5% from 7.5% to 7%.

Analysis of Actual vs. Projected Data:

Actual data 2022-2023: Chronic Absenteeism 7.5% Projected Data 2024-2025: Chronic Absenteeism 7%

S 5.1.1 Weekly Attendance Team meetings; Parent communication sent home regarding absences; Attendance Intervention Plans; Communication Log indicating calls and emails sent to families regarding multiple absences. Home visits by Social Worker or Administrator.

Evidence-Based Research:

Diane Cox of School Psychology Quarterly states: The most effective interventions are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information (e.g., parent-teacher action research teams), and those involving communication between school and home (e.g., daily report cards, school-to-home notes).

AS 5.1.1.1 Conduct weekly Attendance Team meetings.

Action Step:

Meeting minutes and attendance spreadsheet will be kept to indicate the students who have chronic absenteeism, along with notes of action taken to increase attendance at school.

Person Responsible:

Attendance Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 5.1.1.2 Various languages

Action Step:

Have the information available in various languages for our population of students.

Person Responsible:

School Counselor

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 5.1.1.3 Recognize and provide incentives to students making improvements in their attendance rate.

Action Step:

Monthly checks to identify students who need to be recognized for an incentive.

Person Responsible:

School Counselor and Media Specialist

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

6 Teacher/Administrator Quality*

Performance Goal:

By 2029, 90% all certified staff will be implementing the initiatives to build teacher efficacy. To include, Visible Learning strategies, Orton-Gillingham strategies, LETRS (Teachers of Grades K-3).

PM 6.1 Meet annual targets below.

Analysis of Actual vs. Projected Data:

Actual data 2022-2023: 85% Projected Data 2024-2025: 86% Data Source(s): Observation Data of Staff; Survey of Faculty

S 6.1.1 PLO/PLC Agendas, Handouts, Lesson Plans, Classroom Observations of Visible Learning/OG/LETRS practices, Presentations to faculty (Agendas), Participation in Visible Learning/OG/LETRS Training
Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement; Orton Gillingham and The Science of Reading - Learning Lab

AS 6.1.1.1 Administration participation in PD

Action Step:

Administration reinforcing best practices by leading PLO's and PLC's incorporating strategies.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 6.1.1.2 Encourage Best Practices.

Action Step:

Participation in peer observation rotations to provide learning opportunities.

Person Responsible:

Tiffany Ligon

Estimated Begin Date: 8/1/2024		Estimated Completion Date: 6/8/2029	
AS 6.1.1.3 Provide professional development for faculty. Action Step: Send teachers to Visible Learning/OG/LETRS PD to reinforce teachings by administration Person Responsible: Tiffany Ligon Estimated Begin Date: 8/1/2024 Estimated Completion Date: 6/8/2029			
Funding Application		Grant	Notes
Other		Other	District and PTO
			Amount
			\$0.00

7 Teacher/Administrator Quality*	
Performance Goal: By 2029, Brennen will obtain a teacher retention rate of 91% (An increase of 0.5% per year).	
PM 7.1 By 2024-2025, 89.2% of teachers will be retained and remain at Brennen. Analysis of Actual vs. Projected Data: Actual Data 2022-2023: 88.7% Projected Data 2024-2025: 89.2%	
5 7.1.1 Schedule of Activities; Leadership and Grade Level Agendas; Annual Teacher Feedback Form; Notes from working with University Interns; Professional Development Agendas including PLCs and PLOs; PD Expenditures Evidence-Based Research: National Education Association - Proven Strategies For Increasing Teacher Retention Rates; Regional Educational Laboratory Program - Exploring Evidence-Based Practices in Teacher Recruitment and Retention Efforts;	
AS 7.1.1.1 Provide team building and/or culture building activities for teachers, creating a positive and and collaborative work environment. Action Step:	

