History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Bradley Elementary (4001024) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
9/5/2024 9:25:33 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
8/27/2024 11:37:53 AM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
8/27/2024 11:37:42 AM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
8/27/2024 10:52:24 AM	Kezia Myers	Status changed to 'School Renewal Plan Completed'.	S
8/21/2024 9:44:08 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
4/28/2024 6:11:17 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/28/2024 6:11:09 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/26/2024 5:14:13 PM	Kezia Myers	Status changed to 'School Renewal Plan Completed'.	S
4/25/2024 11:32:25 AM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/19/2024 11:30:43 AM	Kezia Myers	Status changed to 'School Renewal Plan Completed'.	S
4/12/2024 9:34:13 AM	Carol Miner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:15 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Bradley Elementary (4001024) 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**

TSI

School Plan Contact Information

*** Name**

Kezia Myers

*** Phone**

803-738-7200

*** Email**

kezia.myers@richlandone.org

*** Principal's Name**

Kezia Myers

*** 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 - Bradley Elementary (4001024) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Kezia Myers

Teacher

Name	*	Tyderah Washington

Parent/Guardian

Name	*	Dallas Thomas

Community Member

Name	*	Willma McQueen

School Level Administrators

Name	*	John Greene

School Read to Succeed Literacy Leadership Team Lead

Name	*	Carmen Tisdale

School Read to Succeed Literacy Leadership Team Member

Name	*	Shelia Ingram

School Improvement Council Member(s)

Name	*	Walletta Johnson

School Gifted and Talented Coordinator

Name	*	Kaylyn Anthony

School Federal Programs Coordinator

Name	*	April Wells

Other Stakeholders

Position	Name
School Counselor	TeShaye Shingler Artiss

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

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Bradley Elementary (4001024) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTAyNA

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

Francis W. Bradley Elementary is an inner-city school located at 3032 Pine Belt Road in Richland County School District One. The school's organizational structure consists of Pre-Kindergarten to grade five, with a current enrollment of 409 students. Eighty one percent (81%) of our students are eligible for free and reduced lunch. However, 100% of our students eat free meals because of the Community Eligibility Provision (CEP) program. The demographics of our student population represent (80%) African American, (9%) Hispanic, (5%) White, (5%) biracial and (1%) Other. Bradley is home to several classes for students with autism spectrum disorders (K-5), ID mild disabilities, speech and resource.

Grades	Number of Students	Teachers Per Grade Level
Prek(3)	24	1
Prek	54	3
K	58	3
1st	48	3
2nd	47	2
3rd	56	3
4th	61	3
5th	58	3

SC READY Reading Data

Data by grade level:

	Does Not Meet	Approaches	Meets	Exemplary
All Grades	28.2	25.0	26.6	20.2
3rd Grade	26.7	23.3	20.0	30.0
4th Grade	32.8	24.6	23.0	19.7
5th Grade	25.4	26.9	35.8	11.9

Third through fifth grade students took the SC Ready assessment in ELA in May of 2023. The results reflect that 28.2% of all students tested scored Does Not Meet, and 25% were Approaching. The Meets and Exemplary were at 46.8%. When viewed at grade level, third grade had the highest percentage of students who score Meets and Exemplary at 50%. Fifth achieved 47.7% and Fourth grade achieved 42.7%.

Data by gender:

Males					Females				
	DNM	App	Meets	Exem		DNM	App	Meets	Exem
All	33.3	26.3	26.3	14.1	All	22.5	23.6	27.0	27.0
3rd Grade	26.7	26.7	20.0	26.7	3rd Grade	26.7	20.0	20.0	33.3
4th Grade	41.2	26.5	20.6	11.8	4th Grade	22.2	22.2	25.9	29.6
5th Grade	31.4	25.7	37.1	5.7	5th Grade	18.8	28.1	34.4	18.8

The data reflects that 40.4% of the males and 54% of the females met or exceeded expectations on the SC Ready.

Data by race:

	Does Not Meet	Approaches	Meets	Exemplary
African American	30.9	27.0	25.7	16.4
White	9.1	9.1	36.4	45.5
Asian/Pacific	0	0	100.0	0
Hispanic	27.3	18.2	27.3	27.3

The two Pacific Islander students' scores show 100% at Meets. The White students reflect a percentage of students achieving Meets and Exemplary at 81.9%. Hispanic students score a total of 54.6% at Meets and Exemplary. The African American students reflect 42.10.

Data for students with disabilities:

Does Not Meet	Approaches	Meets	Exemplary
61.9	23.8	9.5	4.8

The percentage of students with disabilities that scored at Meets or Exemplary was 14.3%.

Data for multi-lingual learners, if applicable:

Hispanic	27.3	18.2	27.3	27.3

Hispanic students score a total of 54.6% at Meets and Exemplary.

STAR Reading

	Urgent	Intervention	On Watch	At/Above
ALL	24.9	13.7	9.3	52.0
1st	18.4	24.5	10.2	46.9
2nd	25.5	12.8	8.5	53.2
3rd	27.8	14.8	9.3	48.1
4th	30.6	9.7	9.7	50.0
5th	30.9	18.2	14.5	36.4

SC READY Math Data

Data by grade level:

	Does Not Meet	Approaches	Meets	Exemplary
All Grades	36.7	31.4	19.1	12.8
3rd Grade	23.3	25	30	21.7
4th Grade	54.1	27.9	9.8	8.2
5th Grade	32.8	40.3	17.9	9

In May of 2023, our 3rd – 5th grade students took the SC Ready Math assessment. The data shows 31.9% of our students meet or exceeds, 31.4% were approaching grade level standards, and 36.7% of our students does not meet grade level standards.

Data by gender:

Males					Females				
	DNM	App	Meets	Exem		DNM	App	Meets	Exem
All	41.4	28.3	21.2	9.1	All	31.5	34.8	16.9	16.9
3rd Grade	26.7	20	36.7	16.7	3rd Grade	20	30	23.3	26.7
4th Grade	61.8	20.6	11.8	5.9	4th Grade	44.4	37	7.4	11.1
5th Grade	34.3	42.9	17.1	5.7	5th Grade	31.3	37.5	18.8	12.5

The data shows 30.3% of the males and 33.8% of the females met or exceeded expectations on the SC Ready math assessment. The data also shows 41.4% of the males and 31.5% of the females did not meet or exceed expectations.

Data by race:

	Does Not Meet	Approaches	Meets	Exemplary
African American	42.1	29.6	19.7	8.6
White	9.1	36.4	9.1	45.5
Asian/Pacific	0	0	0	100
Hispanic	27.3	27.3	27.3	18.2

Based on the data 54.6% of the white students and 28.3% of the African American students met or exceeded expectations on the SC Ready math assessment. The data also shows 9.1% of the white students and 42.1% African American students did not meet expectations. One hundred percent of our Asian/Pacific students meet or exceeded math expectations and 0% did not meet grade level expectations. Our data also shows 45.5 % of our Hispanic students scored meets or exceeds and 27.3% of them did not meet grade level standards. Based on this data it is evident that all our students need additional support in understanding all strands of math.

Data for students with disabilities:

Does Not Meet	Approaches	Meets	Exemplary
52.4	23.8	19	4.8

In May of 2023, our resource and ID Mild students took the SC Ready Math assessment. The data shows 52.4% of our students did not meet grade level standards, 23.8% were approaching grade level standards, and 23.8% of our students exceeded grade level standards.

Data for multi-lingual learners, if applicable:

	Does Not Meet	Approaches	Meets	Exemplary
Hispanic	27.3	27.3	27.3	18.2

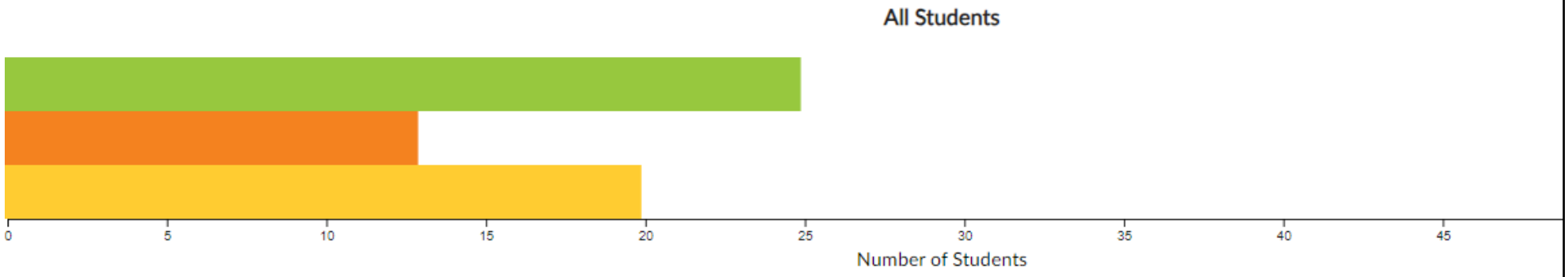
Our data also shows 45.5 % of our Hispanic students scored meets or exceeds and 27.3% of them did not meet grade level standard

SC PASS-Science

	Does Not Meet	Approaches	Meets	Exemplary
4th Grade	54.1%	18%	24.6%	3.3%

The 4th grade data shows of the 61 students tested, 27.9% of the students scored Met and Exemplary with 54.1% of our students scoring does not meet grade level standards. Based on this information it is evident that students need more time for hands-on and inquiry-based learning.

Kindergarten Readiness Assessment



25 (43.1%) **Demonstrating Readiness**

13 (22.4%) **Approaching Readiness**

20 (34.5%) **Emerging Readiness**

In the fall of 2023, 43.1% of our kindergarten students demonstrated readiness for school. 22.4% are approaching readiness and 34.5% are emerging readiness.

myIGDIs

Fall 2023 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

~~ Bradley ~~

		Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong?		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Bradley	**Bradley**	**56**	**39.3**	**60.7**	**56**	**8.9**	**91.1**	**56**	**12.5**	**87.5**	**55**	**18.2**	**81.8**
Bradley	Akomolafe Carletta	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0
Bradley	Collins Ayesha	19	31.6	68.4	19	0.0	100.0	19	0.0	100.0	19	21.1	78.9
Bradley	Moorehead Michelle	12	58.3	41.7	12	25.0	75.0	12	41.7	58.3	12	25.0	75.0
Bradley	Sewell-James Kenya	19	47.4	52.6	19	10.5	89.5	19	10.5	89.5	18	16.7	83.3

In the fall of 2023, 39.3% of prekindergarten students made strong progress in the picture naming task. The rhyming task results for fall 8.9%, sound identification fall scores are 12.5%, which one doesn't belong is 18.2%. Based on this data our students scored lowest in the rhyming area.

Fall 2023 Pre-Kindergarten MyIGDIs Early Numeracy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

~~ Bradley ~~

		Oral Counting			Number Naming			Quantity Comparison			1-to-1 Correspondence Counting		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Bradley	**Bradley**	**56**	**16.1**	**83.9**	**56**	**1.8**	**98.2**	**56**	**28.6**	**71.4**	**56**	**17.9**	**82.1**
Bradley	Akomolafe Carletta	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0
Bradley	Collins Ayesha	19	26.3	73.7	19	0.0	100.0	19	36.8	63.2	19	31.6	68.4
Bradley	Moorehead Michelle	12	33.3	66.7	12	0.0	100.0	12	41.7	58.3	12	33.3	66.7
Bradley	Sewell-James Kenya	19	0.0	100.0	19	5.3	94.7	19	21.1	78.9	19	0.0	100.0

In the fall of 2023, 16.1% of the prekindergarten students made strong progress in oral counting. The number naming task results for fall is 1.8% made strong progress, quantity comparison fall scores were 28.6%, and one-to-one counting correspondence was 17.9%. Based on this data our students scored lowest in number naming.

STAR Math

	Urgent	Intervention	On Watch	At/Above
ALL	18.2	13.5	7.9	60.4
K	9.4	26.4	9.4	54.7
1st	10.6	12.8	8.5	68.1

2nd	17	8.5	2.1	72.3
3rd	18.5	13	11.1	57.4
4th	24.6	9.8	3.3	62.3
5th	26.8	10.7	12.5	50

During the 2023-2024 school year, students in grades K-5th took the STAR Math. Results show that as a school, 18.2% of students scored Urgent Intervention, 13.5% of students scored Intervention, 7.89% of students scored On Watch, and 60.4% of students scored at or above grade level. As a school, math is a focus because we have less than 40% of our students on grade level.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Bradley Elementary (4001024) 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.

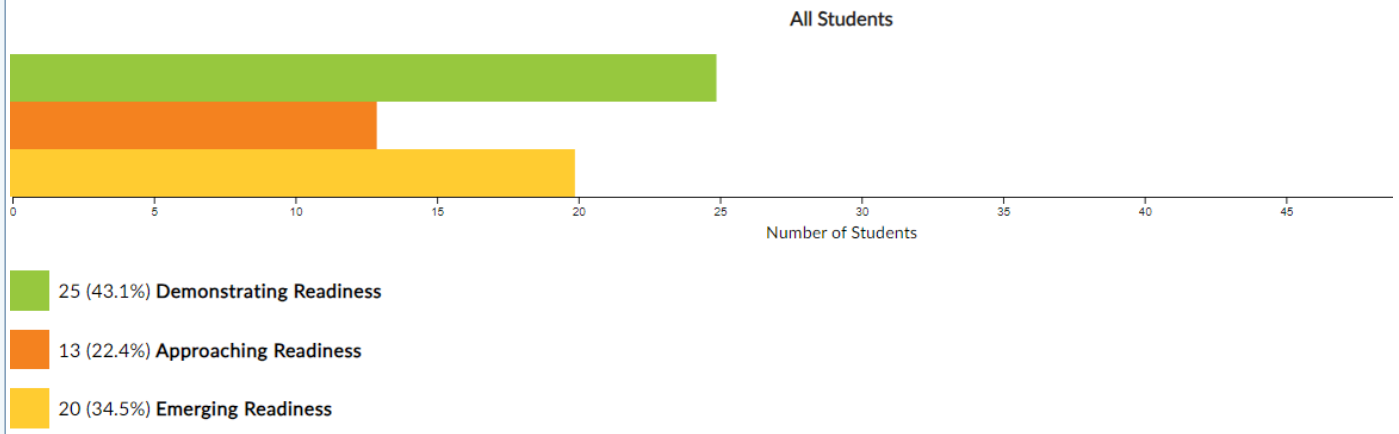
State Report Cards for Districts and Schools

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)

Kindergarten Readiness Assessment



In the fall of 2023, 43.1% of our kindergarten students demonstrated readiness for school. 22.4% are approaching readiness and 34.5% are emerging readiness.

myIGDIs

Fall 2023 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

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		Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong?		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Bradley	Bradley	56	39.3	60.7	56	8.9	91.1	56	12.5	87.5	55	18.2	81.8
Bradley	Akomolafe Carletta	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0
Bradley	Collins Ayesha	19	31.6	68.4	19	0.0	100.0	19	0.0	100.0	19	21.1	78.9
Bradley	Moorehead Michelle	12	58.3	41.7	12	25.0	75.0	12	41.7	58.3	12	25.0	75.0
Bradley	Sewell-James Kenya	19	47.4	52.6	19	10.5	89.5	19	10.5	89.5	18	16.7	83.3

In the fall of 2023, 39.3% of prekindergarten students made strong progress in the picture naming task. The rhyming task results for fall 8.9%, sound identification fall scores are 12.5%, which one doesn't belong is 18.2%. Based on this data our students scored lowest in the rhyming area.

Fall 2023 Pre-Kindergarten MyIGDIs Early Numeracy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 30, 2023

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		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Bradley	Bradley	56	16.1	83.9	56	1.8	98.2	56	28.6	71.4	56	17.9	82.1
Bradley	Akomolafe Carletta	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0	6	0.0	100.0
Bradley	Collins Ayesha	19	26.3	73.7	19	0.0	100.0	19	36.8	63.2	19	31.6	68.4
Bradley	Moorehead Michelle	12	33.3	66.7	12	0.0	100.0	12	41.7	58.3	12	33.3	66.7
Bradley	Sewell-James Kenya	19	0.0	100.0	19	5.3	94.7	19	21.1	78.9	19	0.0	100.0

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STAR Reading

	Urgent	Intervention	On Watch	At/Above
ALL	24.9	13.7	9.3	52.0
1st	18.4	24.5	10.2	46.9
2nd	25.5	12.8	8.5	53.2

STAR Math

	Urgent	Intervention	On Watch	At/Above
ALL	18.2	13.5	7.9	60.4
K	9.4	26.4	9.4	54.7
1st	10.6	12.8	8.5	68.1
2nd	17	8.5	2.1	72.3

* Elementary/Middle (3-8)

SC READY Reading Data

Data by grade level:

	Does Not Meet	Approaches	Meets	Exemplary
All Grades	28.2	25.0	26.6	20.2
3rd Grade	26.7	23.3	20.0	30.0
4th Grade	32.8	24.6	23.0	19.7
5th Grade	25.4	26.9	35.8	11.9

Third through fifth grade students took the SC Ready assessment in ELA in May of 2023. The results reflect that 28.2% of all students tested scored Does Not Meet, and 25% were Approaching. The Meets and Exemplary were at 46.8%. When viewed at grade level, third grade had the highest percentage of students who score Meets and Exemplary at 50%. Fifth achieved 47.7% and Fourth grade achieved 42.7%.

Data by gender:

Males					Females				
	DNM	App	Meets	Exem		DNM	App	Meets	Exem
All	33.3	26.3	26.3	14.1	All	22.5	23.6	27.0	27.0
3rd Grade	26.7	26.7	20.0	26.7	3rd Grade	26.7	20.0	20.0	33.3
4th Grade	41.2	26.5	20.6	11.8	4th Grade	22.2	22.2	25.9	29.6
5th Grade	31.4	25.7	37.1	5.7	5th Grade	18.8	28.1	34.4	18.8

The data reflects that 40.4% of the males and 54% of the females met or exceeded expectations on the SC Ready.

SC READY Math Data

Data by grade level:

	Does Not Meet	Approaches	Meets	Exemplary
All Grades	36.7	31.4	19.1	12.8
3rd Grade	23.3	25	30	21.7
4th Grade	54.1	27.9	9.8	8.2
5th Grade	32.8	40.3	17.9	9

In May of 2023, our 3rd – 5th grade students took the SC Ready Math assessment. The data shows 31.9% of our students meet or exceeds, 31.4% were approaching grade level standards, and 36.7% of our students does not meet grade level standards.

Data by gender:

Males					Females				

	DNM	App	Meets	Exem		DNM	App	Meets	Exem
All	41.4	28.3	21.2	9.1	All	31.5	34.8	16.9	16.9
3rd Grade	26.7	20	36.7	16.7	3rd Grade	20	30	23.3	26.7
4th Grade	61.8	20.6	11.8	5.9	4th Grade	44.4	37	7.4	11.1
5th Grade	34.3	42.9	17.1	5.7	5th Grade	31.3	37.5	18.8	12.5

The data shows 30.3% of the males and 33.8% of the females met or exceeded expectations on the SC Ready math assessment. The data also shows 41.4% of the males and 31.5% of the females did not meet or exceed expectations.

Data by race:

	Does Not Meet	Approaches	Meets	Exemplary
African American	42.1	29.6	19.7	8.6
White	9.1	36.4	9.1	45.5
Asian/Pacific	0	0	0	100
Hispanic	27.3	27.3	27.3	18.2

Based on the data 54.6% of the white students and 28.3% of the African American students met or exceeded expectations on the SC Ready math assessment. The data also shows 9.1% of the white students and 42.1% African American students did not meet expectations. One hundred percent of our Asian/Pacific students meet or exceeded math expectations and 0% did not meet grade level expectations. Our data also shows 45.5 % of our Hispanic students scored meets or exceeds and 27.3% of them did not meet grade level standards. Based on this data it is evident that all our students need additional support in understanding all strands of math.

Data for students with disabilities:

Does Not Meet	Approaches	Meets	Exemplary
52.4	23.8	19	4.8

In May of 2023, our resource and ID Mild students took the SC Ready Math assessment. The data shows 52.4% of our students did not meet grade level standards, 23.8% were approaching grade level standards, and 23.8% of our students exceeded grade level standards.

Data for multi-lingual learners, if applicable:

Hispanic	Does Not Meet	Approaches	Meets	Exemplary

	27.3	27.3	27.3	18.2

Our data also shows 45.5 % of our Hispanic students scored meets or exceeds and 27.3% of them did not meet grade level standards

SC PASS-Science

	Does Not Meet	Approaches	Meets	Exemplary
4th Grade	54.1%	18%	24.6%	3.3%

The 4th grade data shows of the 61 students tested, 27.9% of the students scored Met and Exemplary with 54.1% of our students scoring does not meet grade level standards. Based on this information it is evident that students need more time for hands-on and inquiry-based learning.

* High School (9-12)

N/A

* Teacher/Administrator Quality

There are some strengths in recruiting and retaining our staff members. All teachers and instructional paraprofessionals are highly qualified. The retention rates for employees indicate that 7% of the staff resigned or retired at the end of 2022-2023 school year. New teachers are supported by grade level team and school mentors.

- The following professional development opportunities have been provided:
- Dr. Gloria Boutte – Using Critical Questions to Engage Students, Culturally Relevant Teaching – Teaching Standards, Critical Literacy – Teaching Using Relevant and Critical Tests, African American and Mexican American Languages and Planning Ahead Using Culturally Relevant Pedagogy as a Framework
- Dr. Manning-White – Math PLO

Teachers are also encouraged to attend local, state and national conferences to strengthen their teaching abilities.

- Several strategies are recommended to strengthen our retention of staff. Bradley will actively recruit highly qualified teaching staff. Staff development will be provided to align to the comprehensive needs assessment for all staff members. Materials and books will be provided for staff development to maintain our HQ faculty and staff. All content area teachers will participate in the school and district professional development initiatives. Substitutes will be provided for staff for professional development training.

Research shows that teacher attendance data influences student achievement. Our data shows that we had several teachers due to medical reasons and many of the absences were taken off on Mondays and Fridays. Currently, the teacher attendance rate was 91.1%. It is suggested that we increase teacher attendance by having a monthly drawing (gift card) for perfect attendance. The administration will seek donations from school community partners and neighboring businesses to provide incentives for teachers with perfect attendance and in addition to the districts incentives programs.

Grade Level	Sick	Sick Personal/ Business	Professional Dev.	Bereavement	JD	FMLA	Unapproved absences
PreK	19.5	8	3	.5		37	
K	24	2.5	2			34	
1st	13	4.5	4.5			49	
2nd	28	3					
3rd	9	.5					

4th	8	3.5					
5th	21	.5		3		123	
Related Arts	17	10	3	1			
SPED	29	3	1				
Support Staff	13	5		1			
Inter.	34	9			1		

Currently three teachers have perfect attendance for the year.

Teacher Attendance by Month

October	November	December	January	February	March	April
28.8	27.3	28.8	29.9	32.7		

* School Climate

According to PowerSchool data from the 2023-2024 academic school year regarding kindergarten through 5th grade attendance the numbers increased tremendously. Every day a student is absent is a lost opportunity for learning. As a school we try to maintain the district's attendance rate as set. Below you will find Bradley Elementary attendance for the 2023-2024 school year including PreK. Currently, the school attendance team has weekly meetings to develop an attendance improvement plan for students who become truant. The team monitors student attendance thereafter and the school's social worker conducts home visits as needed.

Attendance by Grade Level

Grade Level	Unexcused Absence	Excused Absence	Unexcused Tardy	Excused Tardy	ISS	OSS	Total Absences	Total Tardies
K	445	171	466	12	0	0	616	478
1st	321	234	547	20	5	7	555	567
2nd	329	168	422	14	1	4	497	436
3rd	385	244	653	17	4	0	629	670
4th	246	133	302	11	5	7	379	313

5th	253	159	516	18	27	3	412	534
TOTAL	1968	159	2906	92	42	21	3088	2998

Chronic Absenteeism by Month

Grade Level	September	October	November	December	January	February	March	April
K	25.5	25.0	30.5	33.9	40.0	33.3	34.4	
1	28.6	28.6	33.3	31.6	36.8	38.2	32.7	
2	32.7	38.9	38.9	41.8	42.6	39.3	36.2	
3	39.3	39.7	41.3	42.2	43.8	36.5	43.5	
4	22.6	15.6	16.7	18.2	17.9	16.7	16.7	
5	24.6	17.7	14.5	14.3	18.5	16.9	15.4	

Bradley's weakness is maintaining the district's percentage rate for attendance. Several incentives were put in place to increase student attendance. This school year in September, we observe spirit week with theme days. October, we had a Atten-DANCE for students who had perfect attendance for the month. Students who attended school in March participated in a spring hunt provided by one of our faith-based partners. Students were recognized and given a certificate, pencil, or bracelet for having perfect attendance for each nine weeks throughout the school year. With incentives in place and based on the data student attendance did not increase. The school will survey students to get feedback for incentives for attendance celebrations. The school will continue to monitor and share with parents the attendance district policy through parent meetings, school's website, and class dojo. We will continue to reward students with nine weeks' incentives.

School Climate

Bradley Elementary School state report card and Peoplebench survey shows the following information:

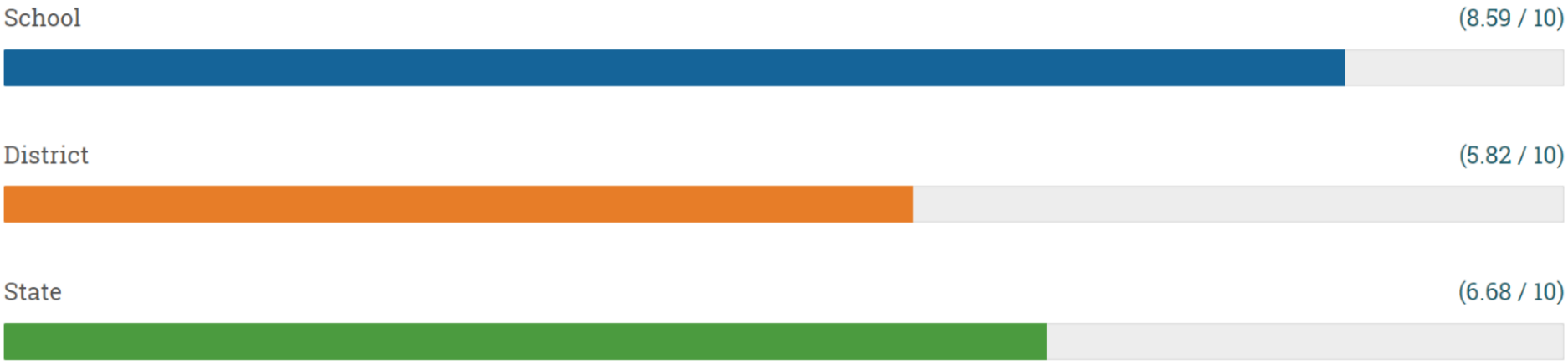
Evaluations by Faculty and Staff for 2023-2024 (Peoplebench) and state report card survey (teachers, students and parents)

The data from the report shows that 97% of teachers, 98.1% of students and 50% of parents (only 2 completed the survey) are satisfied with the learning environment. The same survey shows that 97% of teachers, 98% of students and 50% of parents are satisfied with the social and physical environment. Additionally, 96.9% of teachers, 99.3 and 100% of parents are satisfied with home school relations. This year, I would like to encourage more parents to take the state survey.

Below is the data from the school report card:

School Climate

Overall Perceptions of School Climate

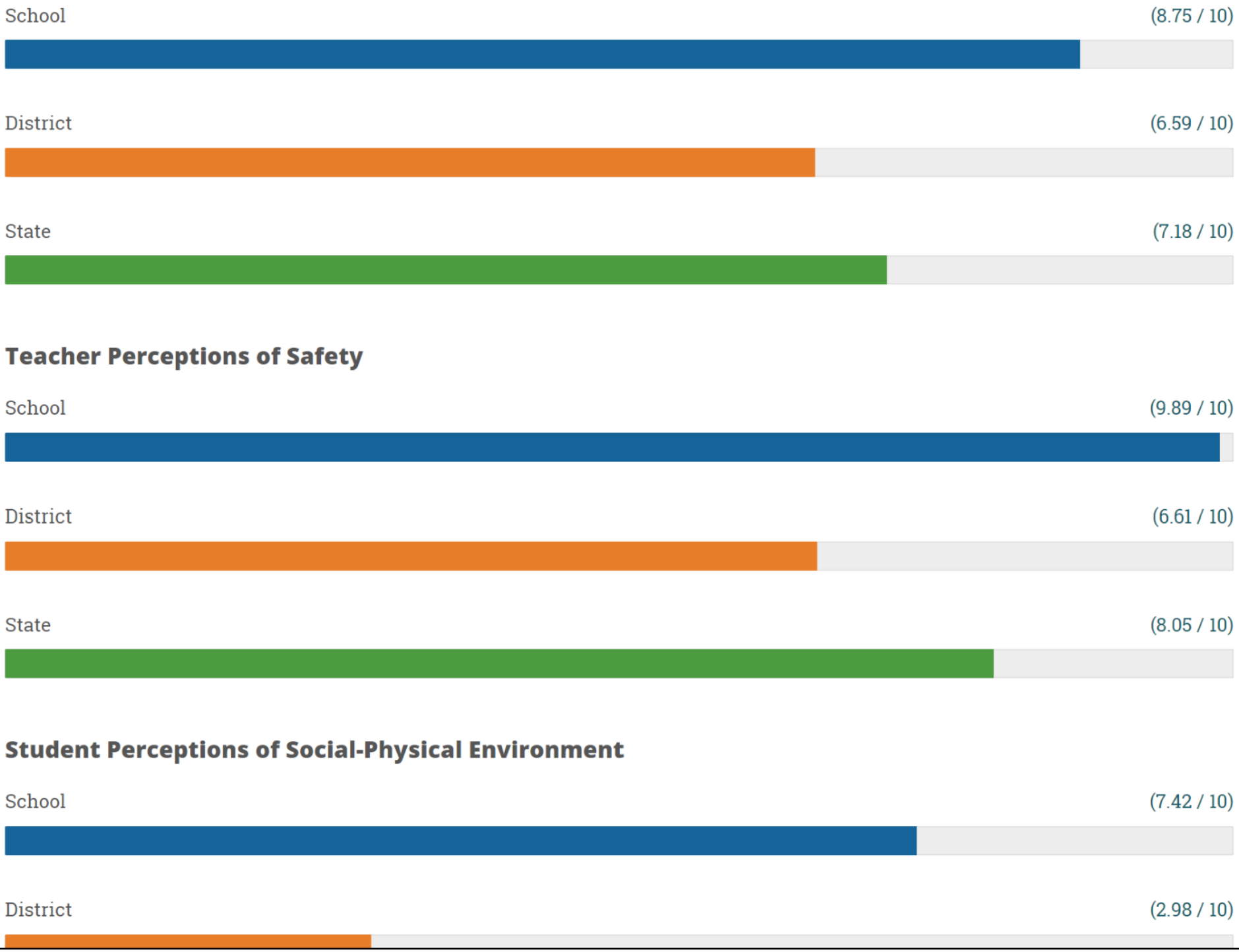


Factors of School Climate

Teacher Perceptions of Instructional Focus



Teacher Perceptions of Working Conditions

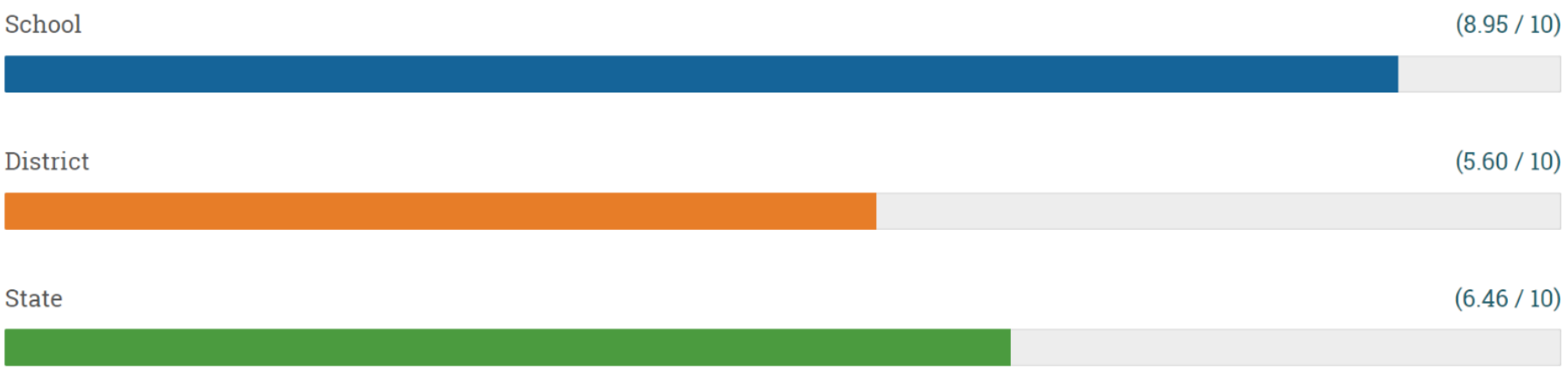


Teacher Perceptions of Safety

Student Perceptions of Social-Physical Environment



Student Perceptions of Safety

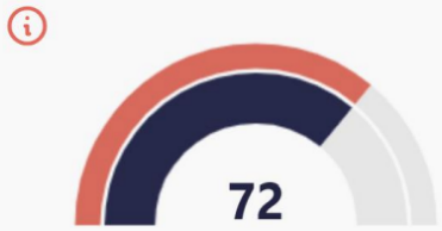


Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	33	160	2
Percent satisfied with learning environment	97.0%	98.1%	50.0%
Percent satisfied with social and physical environment	97.0%	98.0%	50.0%
Percent satisfied with school-home relations	96.9%	99.3%	100.0%

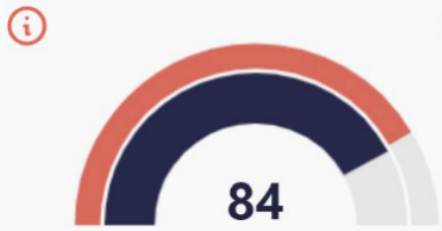
Bradley Elementary used the data from the Peoplebench survey. The survey showed that our highest area of satisfaction is using personal values, offering and seeking support, self-awareness and using personal strengths and values alignment. The areas of concern show that staff members have a difficult time with relaxation & recovery, keeping focused, taking breaks from work, managing negativity and leaving work issues at work. This information allows me to be more intentional when planning relaxing opportunities for the teachers and staff.

Below is the PeopleBench data for 2023-2024 school year:



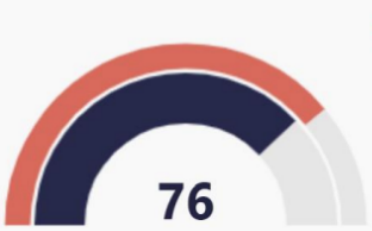
0% Above

All



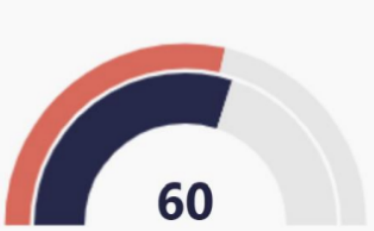
1% Above

Living Authentically



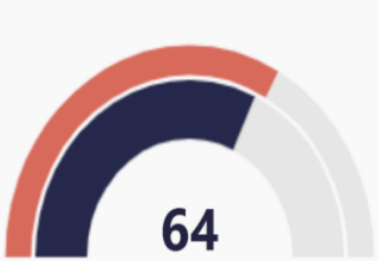
-2% Below

Finding your Calling



3% Above

Maintaining Perspective



-2% Below

Mastering Stress



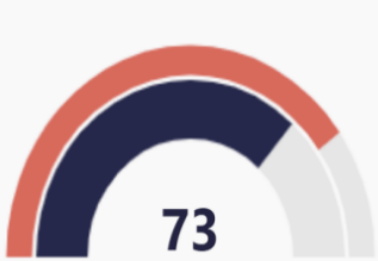
3% Above

Interacting Cooperatively



2% Above

Staying Healthy

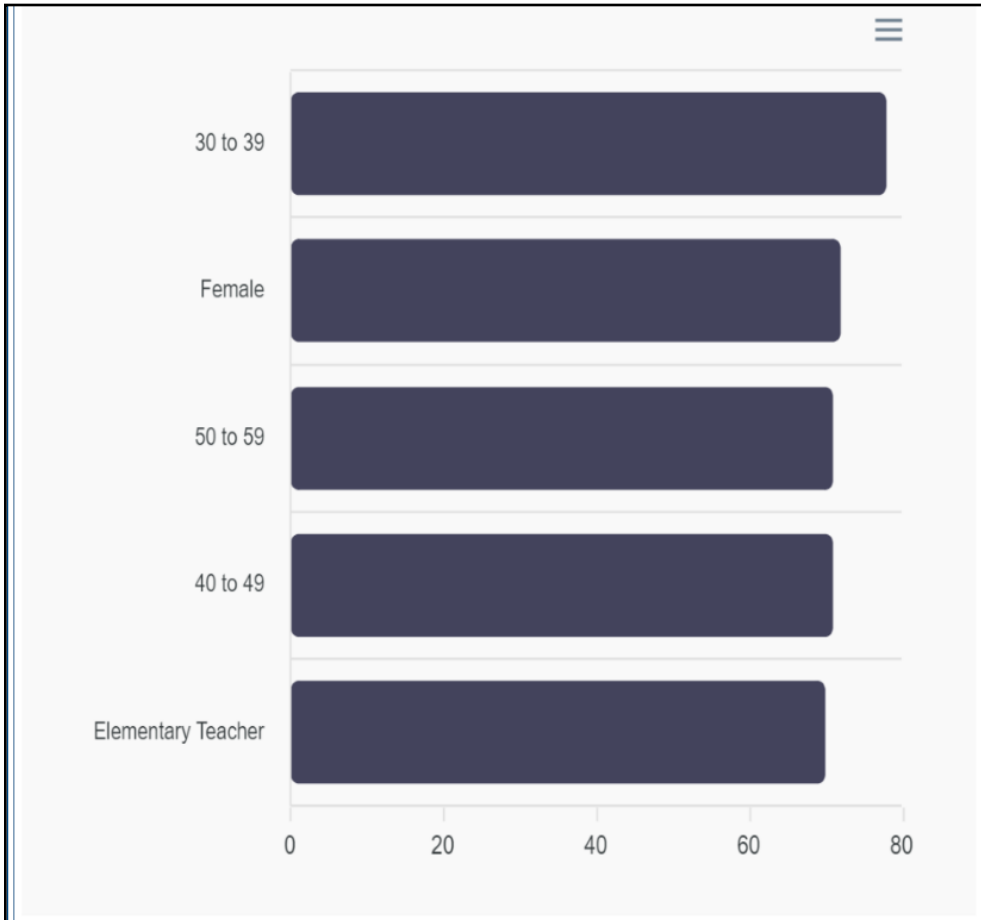


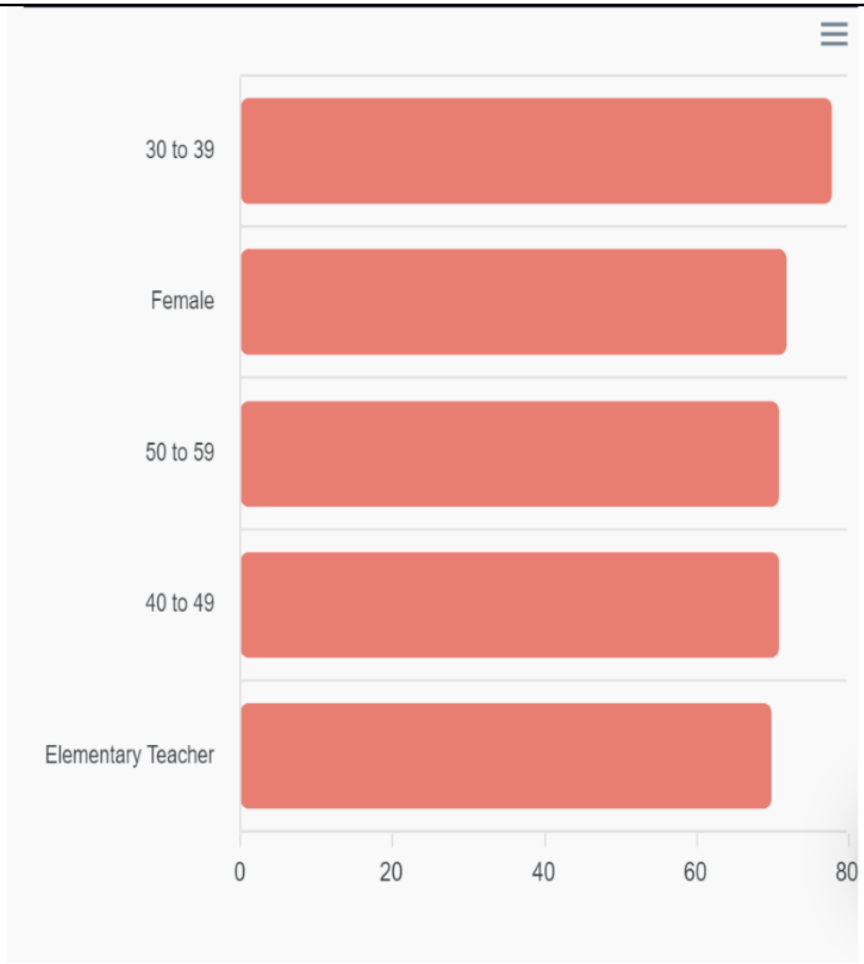
-7% Below

Building Networks

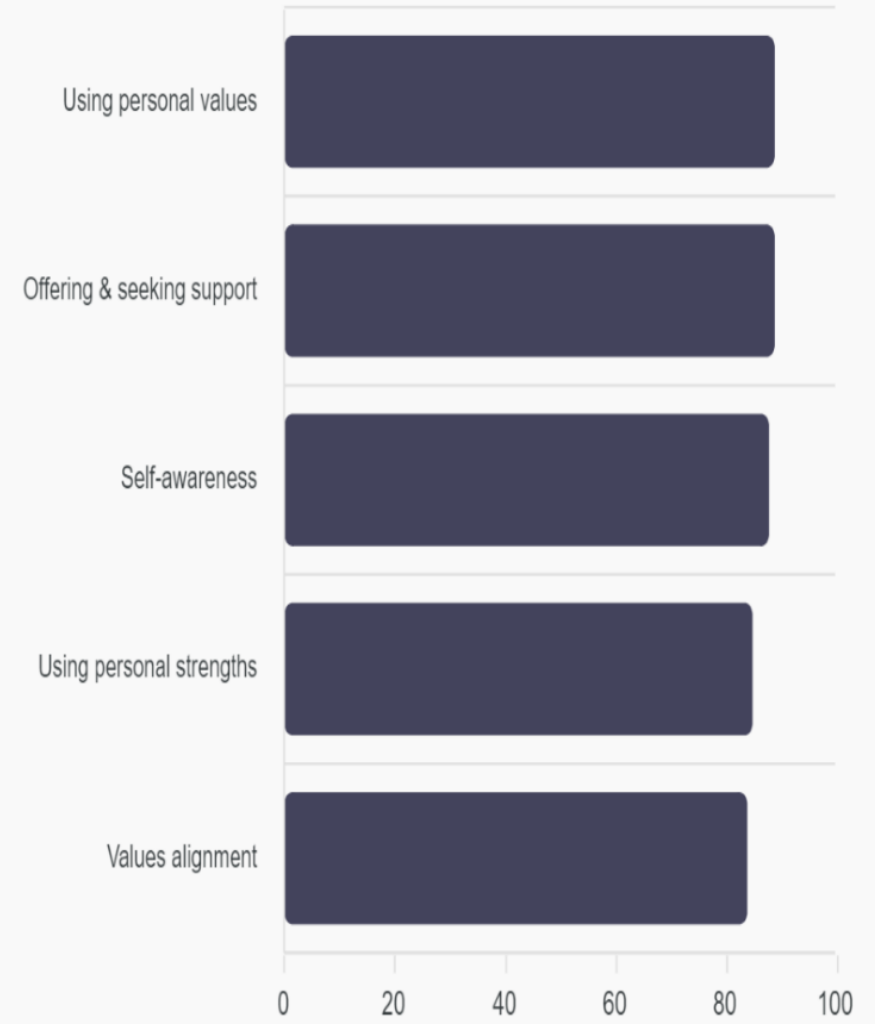
5 Highest Scoring Groups.

5 Lowest Scoring Groups.

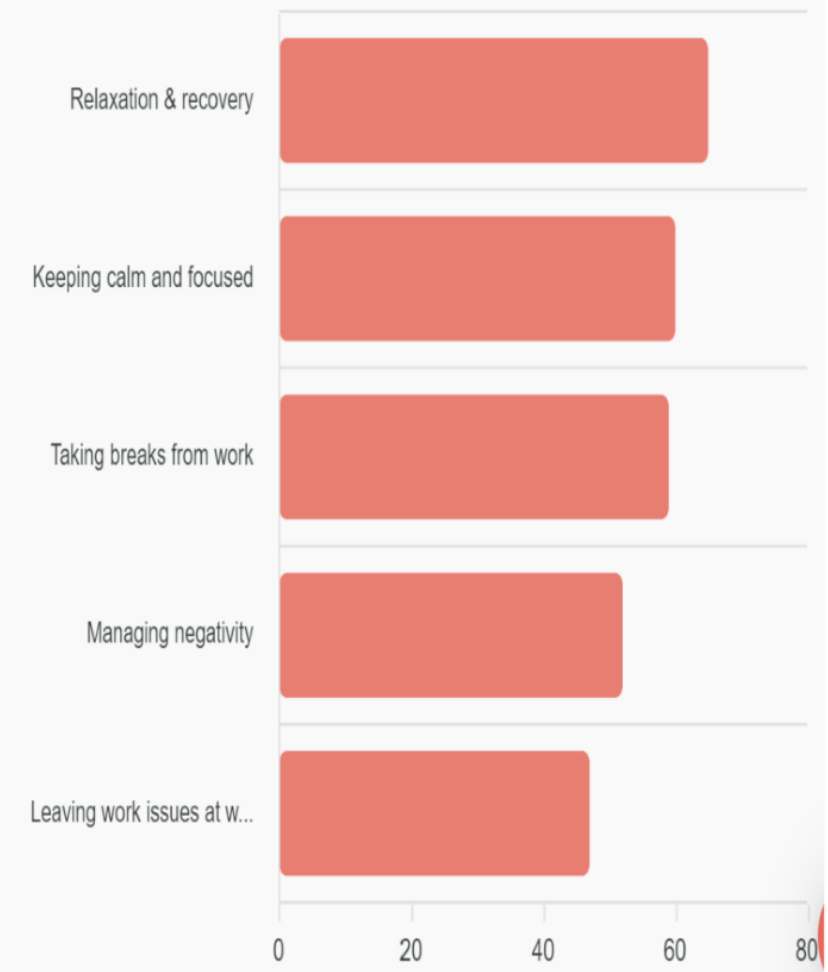

30 to 39
Female
50 to 59
40 to 49
Elementary Teacher
0
20
40
60
80

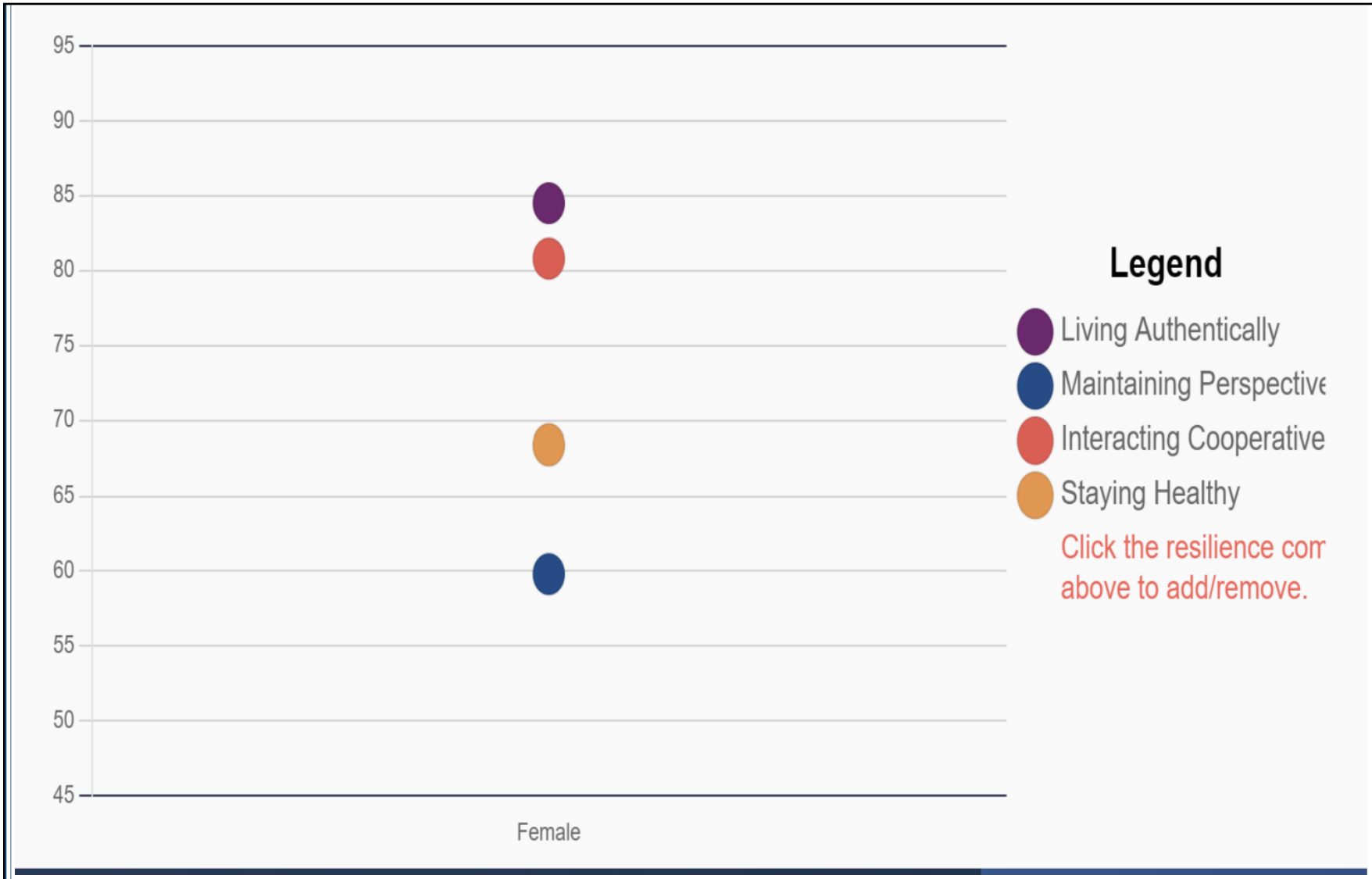

30 to 39
Female
50 to 59
40 to 49
Elementary Teacher
0
20
40
60
80

5 Highest Scoring Themes.

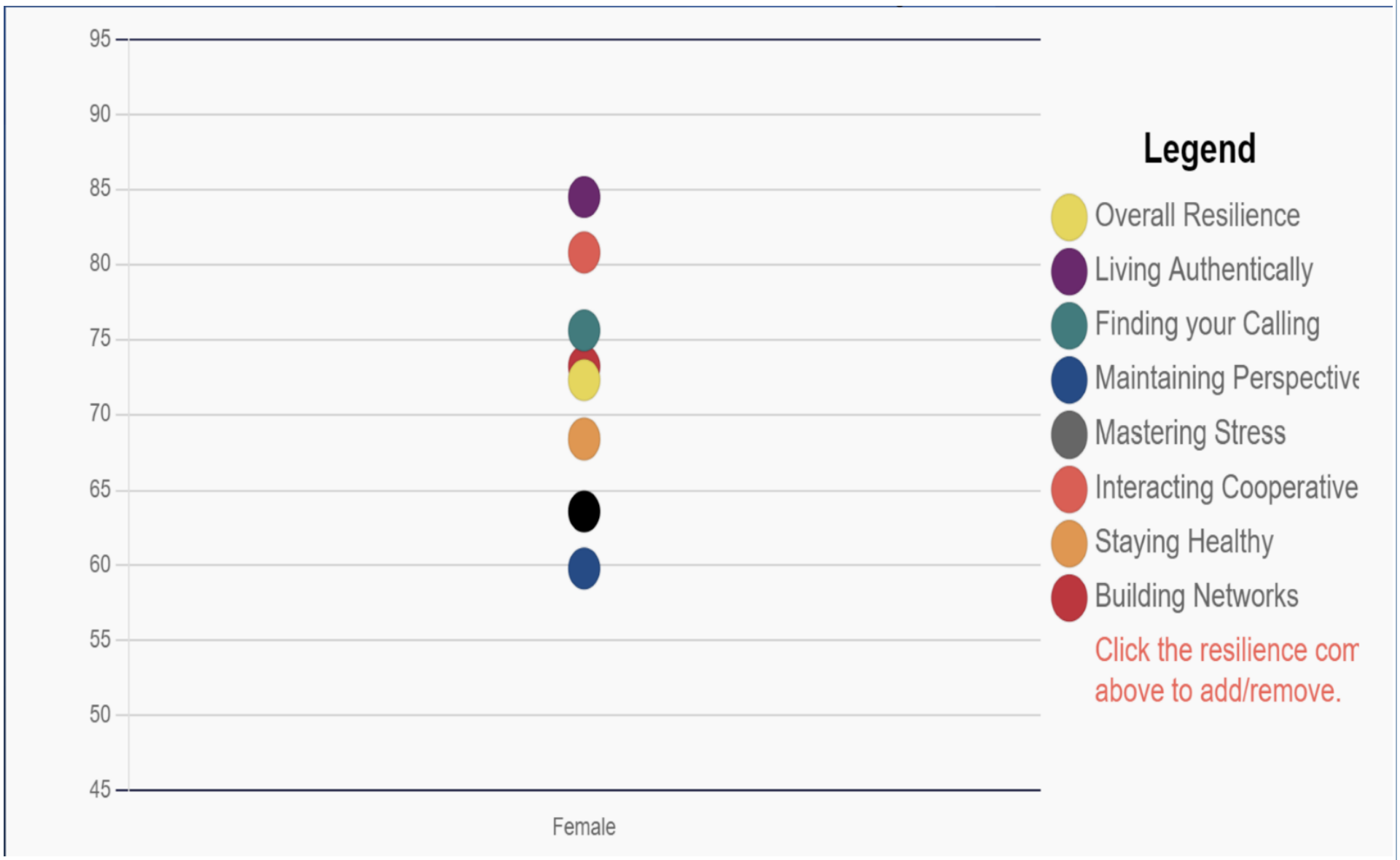


5 Lowest Scoring Themes.




95
90
85
80
75
70
65
60
55
50
45
Female
Legend
Living Authentically
Maintaining Perspective
Interacting Cooperative
Staying Healthy
Click the resilience com
above to add/remove.


90
85
80
75
70
65
60
55
50
Female
Legend
Overall Resilience
Finding your Calling
Mastering Stress
Building Networks
Click the resilience com
above to add/remove.



Other (such as school priorities)

* Gifted and Talented

STAR reading

Subgroup	Urgent Intervention	Intervention	On Watch	At/Above Grade Level
AAP	0	0	0%	100%

STAR math

Subgroup	Urgent Intervention	Intervention	On Watch	At/Above Grade Level
AAP	0	0	0%	100%

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 47% of students in grades 3-5 will score meets or exceeds on the math SC READY assessment and 61% on ELA.

PM 1.1 By 2024-2025, 35% of students in grades 3-5 will score meets or exceeds on math SC Ready and 49% on ELA.

Analysis of Actual vs. Projected Data:

Baseline Data: 2022-2023 ELA: 46% Actual Data: Baseline Data: 2022-2023 math 32% Actual Data:

S 1.1.1 Student Performance on SC Ready; Data; Lesson Plans; Observations; Small Group Instruction; Strategy Lessons; Observation Notes; Agendas; Data; Coaching Conversations; Progress Monitoring; Small Group Instruction (reading and math); Strategy Lessons; Partnership Reading; Classroom Environment Checklist; Conferences; Co-teaching; Demonstration Lessons and PD Agendas

Evidence-Based Research:

- Shoham, Snunith. 1997. Libraries and Reading Habits among Elementary School Children: The Concept of the Classroom Collection. Vancouver: Annual Conference of the International Association of School Librarianship, July. ERIC, ED 412965. -Frey, Bruce, Steve Lee, Nona Tollefson, Lisa Pass, and Donita Massengill. 2005. "Balanced Literacy in an Urban School District." Journal of Educational Research 98 (May), no. 5:272. (Annotated citation can be found in ERIC, EJ 698850.) - Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.) - Bernhardt, P. p. (2013). The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students. School Community Journal, 23(1), 203-222.

AS 1.1.1.1 Assessment

Action Step:

Administer district and formative assessments and analyze the data to guide instruction.

Person Responsible:

Administration; teachers; CRT; reading coach

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.2 Curriculum

Action Step:

Implement lesson plan frameworks with fidelity and continue to implement reading and math.

Person Responsible:

Administration; CRT; Reading Coach; Teachers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.3 Professional Learning Opportunities

Action Step:

Attend professional development sessions to strengthen strategies in reading (i.e. AVID workshops, balanced literacy block, Reader's and Writer's Workshops) and math.

Person Responsible:

Administration; CRT; Reading Coach; Teachers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$12,000.00

2 Student Achievement*

Performance Goal:

By 2029, 45% of students in grades 4 will score meets or exceeds on the SC READY science assessment.

PM 2.1 By 2024-2025, 31% of our students will score meets or exceeds on the science SC Ready.

Analysis of Actual vs. Projected Data:

Actual Score: 2022-2023 - 27.9%

S 2.1.1 Student performance on SC Ready; Assessment Data; STEAM Lessons Instructional Planning Guides; Classroom Observations; Grade Level Minutes; Lesson Plans; Professional Development Schedule; Professional Learning Management System Rosters; Agendas and Notes

Evidence-Based Research:

-Stohr-Hunt, Patricia M. 1996. "An Analysis of Frequency of Hands-On Experience and Science Achievement." Journal of Research in Science Teaching 33, no. 1:101-09. (Annotated citation can be found in ERIC, EJ 518837.) -Garet, Michael S., Andrew Porter, Laura

Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.) -Dhandhania, Tanushree. 2016 "The Importance of Social Studies in the School Curriculum."The Progressive Teacher Nov. 28.

AS 2.1.1.1 Assessments

Action Step:

Utilize common formative assessments results to individualize instruction.

Person Responsible:

Administration; Leadership; Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.2 Curriculum

Action Step:

Analyze student work samples for rigor and focus on science standards.

Person Responsible:

Administration; Leadership; Teachers;

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.3 Professional Development

Action Step:

Provide science and social studies professional development conducted by independent and district consultants.

Person Responsible:

Administration; Teachers; CRT

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount

Title I Part A	Title I Part A		$2,000.00

3 Teacher/Administrator Quality*

Performance Goal:

By 2029, 85% of teachers will be retained.

PM 3.1 By 2024-2025, 76% of teachers will be retained.

Analysis of Actual vs. Projected Data:

Data from 2021-2022 - 2022-2023 - 72.2%

S 3.1.1 Surveys; Reflections; Exhale Days; White Space Moments; Data; Teambuilding Opportunities

Evidence-Based Research:

See, B. H., Morris, R., Gorard, S., & El Soufi, N. (2020). What works in attracting and retaining teachers in challenging schools and areas? Oxford Review of Education, 46(6), 678-697. https://doi.org/10.1080/03054985.2020.1775566 Brill, S., & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. Politics & Policy, 36(5), 750-774. McCann, T.M. & Johannessen, L.R. (2004). Why do new teachers cry? The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 77(4), 138-145 Johnson, S. M. (2006). The Workplace Matters: Teacher Quality, Retention, and Effectiveness. Working Paper. National Education Association Research Department.

AS 3.1.1.1 Support Teacher Well Being

Action Step:

Support teacher well being by providing social and emotional activities. Also, hosting and facilitating team building activities. Encourage and develop formal strategies for peer support and mentorship. Create a culture that fosters staff resilience that includes fair leave policies, adequate benefits, a physically safe and secure working environment, sufficient supervision, support, resources to do the work, and processes for shared decision-making.

Person Responsible:

Administration; Leadership; Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.2 Create a Supportive Environment

Action Step:

Build Teacher Self-Efficacy and Autonomy Give the Teachers a Voice Recognize their Contributions Support Their Professional Growth

Person Responsible:

Leadership Team; Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$6,000.00

AS 3.1.1.3 Create a Supportive Climate

Action Step:

Maintain a professional culture. Cultural features, such as values, traditions, and norms, that influence teachers' interpretation of what they do and their commitment. Psychological features, such as the meaningfulness of what they do day to day or the opportunities they find for learning and growth, that may sustain or deplete them personally.

Person Responsible:

Leadership Team; Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$12,000.00

4 School Climate*

Performance Goal:

By 2029, student chronic absenteeism rate will decrease to 15%.

PM 4.1 By 2025, student chronic absenteeism rate will decrease to 27%.

Analysis of Actual vs. Projected Data:

Baseline data: Chronic Student Absenteeism 2024 -29% 2023 - 27.6 2022 - 27% 2021 - 34.4% 2020 - *11.6% 2019 - 17.1% 2018 - 17.9 * COVID Year

S 4.1.1 Attendance meeting agendas; Attendance Improvement Plans; parent meeting notes; attendance data; home visit notes; school self-assessment: attendance plan; attendance incentive celebrations

Evidence-Based Research:

https://www.attendanceworks.org/ https://www.npr.org/2023/03/02/1160358099/school-attendance-chronic-absenteeism-covid Santibañez, L., & Guarino, C. M. (2021). The Effects of Absenteeism on Academic and Social-Emotional Outcomes: Lessons for COVID-19. Educational Researcher, 50(6), 392-400. https://doi.org/10.3102/0013189X21994488 Eklund, Katie & Burns, Matthew & Oyen, Kari & de Marchena, Sarah & McCollom, Elizabeth. (2020). Addressing Chronic Absenteeism in Schools: A Meta-Analysis of Evidence-Based Interventions. School Psychology Review. 51. 1-17. 10.1080/2372966X.2020.1789436. Henderson, C. M., & Fantuzzo, J. W. (2022). Challenging the Core Assumption of Chronic Absenteeism: Are Excused and Unexcused Absences Equally Useful in Determining Academic Risk Status? Journal of Education for Students Placed at Risk (JESPAR), 28(3), 259-293. https://doi.org/10.1080/10824669.2022.2065636

AS 4.1.1.1 Analyze Attendance Data

Action Step:

Conduct a school self-assessment. Review schoolwide attendance data. Create an attendance plan.

Person Responsible:

Attendance Team; Leadership Team; Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/4/2029

AS 4.1.1.2 Attendance Improvement Plans

Action Step:

The attendance team, along with input from teachers, will create attendance improvement plans using notes from home visits, and parent meetings.

Person Responsible:

Attendance Team: Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.3 Create activities and incentives to decrease student chronic absenteeism.

Action Step:

During our weekly attendance meetings and after looking at the data, the attendance team will discuss and create activities and incentives to reduce student absenteeism and increase student attendance.

Person Responsible:

Attendance Team; Leadership Team; Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$2,500.00

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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))

* Yes	**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.

* Yes	**Half-Day Child Development**
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* 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	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Bradley Elementary (4001024) Public School - School Renewal Plan - Rev 0

Optional Documents		
Type	**Document Template**	**Document/Link**
Additional Documentation	N/A	

Checklist

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Checklist Description (Collapse All Expand All)

1. Plan Information and stakeholders	Approved	Pat Ciccantelli	8/21/2024 9:44:03 AM
1.01 Information is complete and appropriate.			
2. Needs Assessment	Approved	Pat Ciccantelli	8/21/2024 9:44:03 AM
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	Approved	Pat Ciccantelli	9/5/2024 9:25:24 AM
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 Applicable	Pat Ciccantelli	8/21/2024 9:44:03 AM
4.01 Responses are complete, thorough and appropriate.			
5. Assurances	Approved	Pat Ciccantelli	8/21/2024 9:44:03 AM
5.01 Responses are complete, thorough and appropriate			
6. Related Documents	Not Applicable	Pat Ciccantelli	8/21/2024 9:44:03 AM
6.01 If applicable, uploaded documents are correct and appropriate.			