

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2024 - Edward E. Taylor Elementary (4001053) 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

NA 

School Plan Contact Information

* Name

Tiffany Brooks

* Phone

803-343-2924

* Email

tiffany.brooks@richlandone.org

* Principal's Name

Ms. Tiffany Brooks

* Board of Trustees Chairperson's Name

Rev. Dr. Aaron Bishop

* Date of Plan Approval by the Board

04/23/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2024 - Edward E. Taylor Elementary (4001053) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Tiffany Brooks
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Teacher

Name	* Brandy Porter
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Parent/Guardian

Name	* Letica Salas
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Community Member

Name	* Regina Brown
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School Level Administrators

Name	* Tiffany Brooks
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School Read to Succeed Literacy Leadership Team Lead

Name	* Zamrya Rogers
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School Read to Succeed Literacy Leadership Team Member

Name	* Alfie Allen
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School Improvement Council Member(s)

Name	* Nicole Kessinger
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School Gifted and Talented Coordinator

Name	* Heather Wallace
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School Federal Programs Coordinator

Name	* Terri Marriot Riley
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Other Stakeholders

Position	Name

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

School Mission

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

Vision

The vision of E.E Taylor Elementary School is to establish a conducive learning environment that focuses on student attendance, academics and behavior.

Beliefs

1. The education of our children is the foundation for future success.
2. All students can learn and must be actively engaged to maximize their learning opportunities.
3. The collaboration from all stakeholders (parents, community members and educators) is imperative to successful learning outcomes.
4. We must maintain, model, and foster a growth mindset to yield positive outcomes.
5. A classroom and schoolwide community creates a sense of belonging and ownership.
6. Instructional time is Golden and should be treated as such.

State Report Cards for Districts and Schools

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

<https://screportcards.com/overview/?q=eT0yMDZJhQ9RSZzaWQ9NDAwMTA1Mw>

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

Star Reading is a computer-adaptive test that measures student achievement in reading skills. As a student takes the assessment, the software selects items based on the student's responses. If the student answers the item correctly, the software increases the difficulty level of the next item. If the student answers incorrectly, the software lowers the difficulty level of the next item. By continually adjusting the difficulty of an item to what the student has shown she can or cannot do, the assessment is tailored to accurately measure each student's level of achievement. Star Reading consists of 34 items and takes fewer than 30 minutes for the student to complete the assessment.

Star Math is a computer-adaptive test that measures student achievement in math skills. As a student takes the assessment, the software selects items based on the student's responses. If the student answers the item correctly, the software increases the difficulty level of the next item. If the student answers incorrectly, the software lowers the difficulty level of the next item. By continually adjusting the difficulty of an item to what the student has shown she can or cannot do, the assessment is tailored to accurately measure each student's level of achievement. Star Math consists of 34 items and takes approximately 20 minutes for the student to complete the assessment.

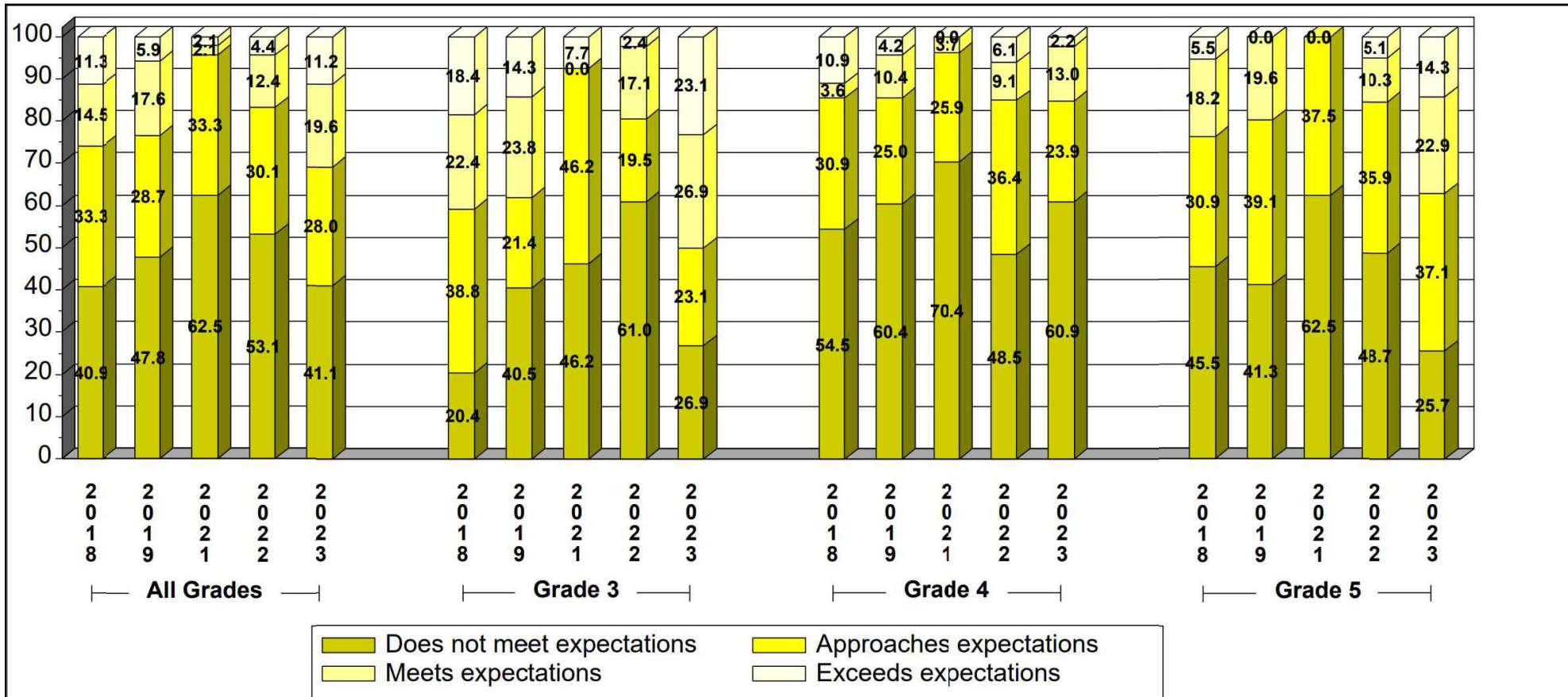
2023 STAR Math

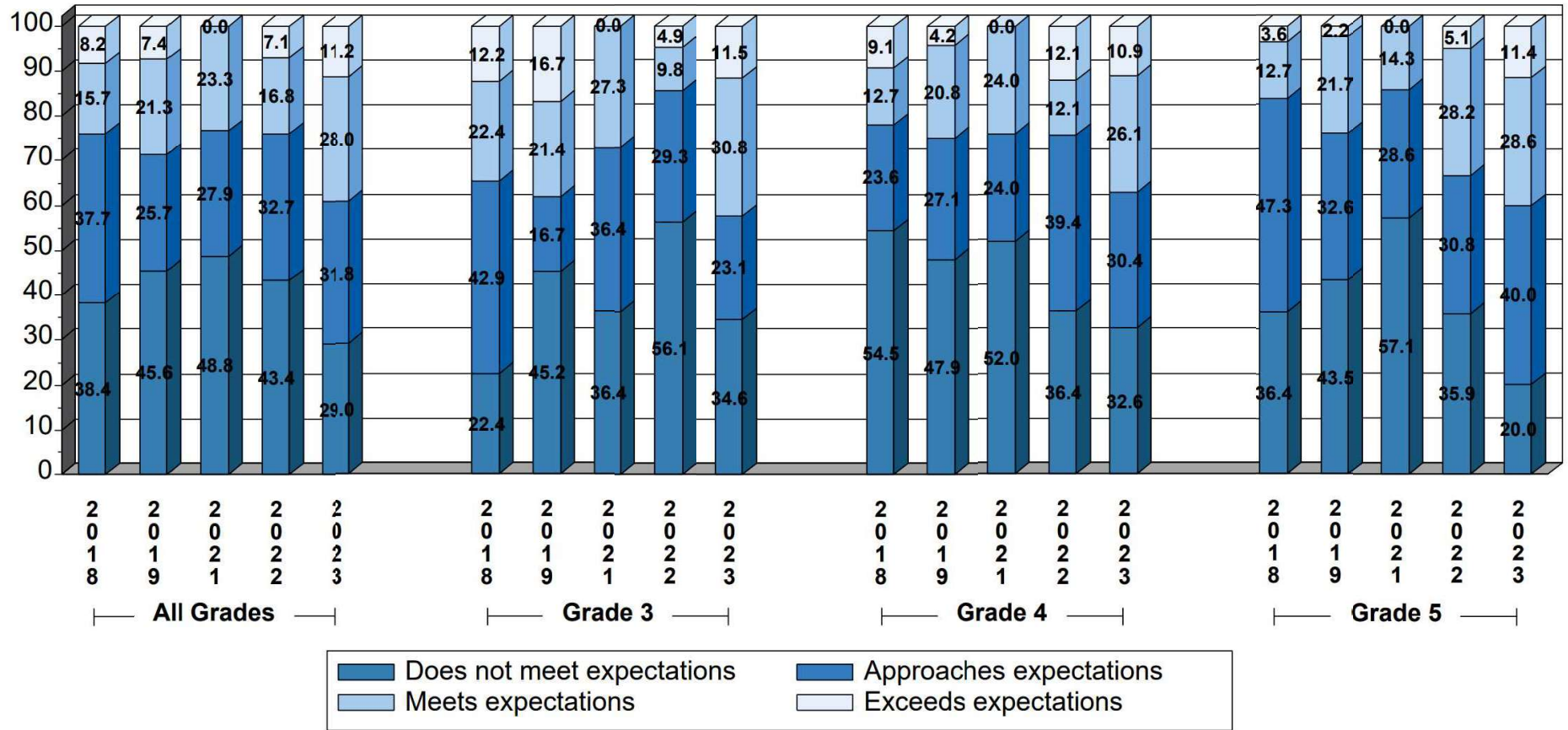
	Total Tested Both Administrations	Growth Level									
		Low		Typical - Low		Typical - High		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	155	53	34.2	23	14.8	24	15.5	55	35.5	102	65.8
Grades 3-5	103	36	35.0	16	15.5	15	14.6	36	35.0	67	65.0
Grade 1	28	13	46.4	3	10.7	5	17.9	7	25.0	15	53.6
Grade 2	24	4	16.7	4	16.7	4	16.7	12	50.0	20	83.3
Grade 3	25	5	20.0	3	12.0	6	24.0	11	44.0	20	80.0
Grade 4	45	23	51.1	6	13.3	6	13.3	10	22.2	22	48.9
Grade 5	33	8	24.2	7	21.2	3	9.1	15	45.5	25	75.8
Male	74	20	27.0	11	14.9	11	14.9	32	43.2	54	73.0
Female	81	33	40.7	12	14.8	13	16.0	23	28.4	48	59.3
White	4	N	N	N	N	N	N	N	N	N	N
African-American	141	51	36.2	22	15.6	22	15.6	46	32.6	90	63.8
Other Race	10	1	10.0	0	0.0	2	20.0	7	70.0	9	90.0
White Male	3	N	N	N	N	N	N	N	N	N	N
White Female	1	N	N	N	N	N	N	N	N	N	N
African-American Male	66	19	28.8	10	15.2	10	15.2	27	40.9	47	71.2
African-American Female	75	32	42.7	12	16.0	12	16.0	19	25.3	43	57.3
Other Race Male	5	1	20.0	0	0.0	1	20.0	3	60.0	4	80.0
Other Race Female	5	0	0.0	0	0.0	1	20.0	4	80.0	5	100.0
Not Multilingual	155	53	34.2	23	14.8	24	15.5	55	35.5	102	65.8
Special Education	19	9	47.4	6	31.6	3	15.8	1	5.3	10	52.6
Not Special Education	136	44	32.4	17	12.5	21	15.4	54	39.7	92	67.6
Gifted/Talented Academic (State and Local)	13	4	30.8	1	7.7	2	15.4	6	46.2	9	69.2
Not Gifted/Talented Academic (State and Local)	142	49	34.5	22	15.5	22	15.5	49	34.5	93	65.5
Pupil in Poverty	149	52	34.9	22	14.8	22	14.8	53	35.6	97	65.1
Not Pupil in Poverty	6	1	16.7	1	16.7	2	33.3	2	33.3	5	83.3

2023 STAR Reading Growth

	Total Tested Both Administrations	Growth Level							
		Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	187	47	25.1	67	35.8	73	39.0	140	74.9
Grades 3-5	102	23	22.5	41	40.2	38	37.3	79	77.5
Grade K	33	5	15.2	11	33.3	17	51.5	28	84.8
Grade 1	28	13	46.4	6	21.4	9	32.1	15	53.6
Grade 2	24	6	25.0	9	37.5	9	37.5	18	75.0
Grade 3	26	5	19.2	12	46.2	9	34.6	21	80.8
Grade 4	44	11	25.0	17	38.6	16	36.4	33	75.0
Grade 5	32	7	21.9	12	37.5	13	40.6	25	78.1
Male	93	25	26.9	28	30.1	40	43.0	68	73.1
Female	94	22	23.4	39	41.5	33	35.1	72	76.6
White	4	N	N	N	N	N	N	N	N
African-American	168	45	26.8	62	36.9	61	36.3	123	73.2
Other Race	15	2	13.3	4	26.7	9	60.0	13	86.7
White Male	3	N	N	N	N	N	N	N	N
White Female	1	N	N	N	N	N	N	N	N
African-American Male	80	24	30.0	24	30.0	32	40.0	56	70.0
African-American Female	88	21	23.9	38	43.2	29	33.0	67	76.1
Other Race Male	10	1	10.0	3	30.0	6	60.0	9	90.0
Other Race Female	5	1	20.0	1	20.0	3	60.0	4	80.0
Multilingual	1	N	N	N	N	N	N	N	N
Not Multilingual	186	47	25.3	67	36.0	72	38.7	139	74.7
Special Education	19	5	26.3	9	47.4	5	26.3	14	73.7
Not Special Education	168	42	25.0	58	34.5	68	40.5	126	75.0
Gifted/Talented Academic (State and Local)	13	1	7.7	5	38.5	7	53.8	12	92.3
Not Gifted/Talented Academic (State and Local)	174	46	26.4	62	35.6	66	37.9	128	73.6
Pupil in Poverty	182	46	25.3	65	35.7	71	39.0	136	74.7
Not Pupil in Poverty	5	1	20.0	2	40.0	2	40.0	4	80.0

SC Ready Math





Our data indicates that a significant portion of our students need intensive learning opportunities to boost their academic performance. This entails ensuring that the core curriculum (Richland School District One Instructional Frameworks) is implemented across all classrooms with fidelity; the pervasive implementation of common formative assessments; utilizing student assessment data to drive intervention groups; and standard based instruction. This is also reflective of our state summative data. Many of our students lack a solid foundation of numeracy and/or literacy skills.

Instructional considerations include: (1) literacy across the curriculum, (2) purposeful, specific support for struggling learners and (3) close alignment between grade level standards, instruction and assessments (4) the use of manipulatives to solidify mathematical concepts. Additionally, it is beneficial for our learners to receive systematic instruction to the approach to Writing. This would include process writing and explicit teaching of writing language standards to be embedded within students' writings.

Our students exhibited high chronic absenteeism as well as a high transient rate. Our attendance improvement committee will continue to meet weekly to address these concerns. Our parent liaison provides monthly sessions to our families on topics in which they are able to support the school's efforts. Student data will be shared with families so that they have an understanding of where their child(ren) fall with respect to the end of the year targets.

Retaining certified teachers is a priority area of our school. As novice staff members (either international or alternative certified staff members) join the E.E Taylor Team, efforts are made to ensure that professional development is provided on the SC State Standards and the District Framework. Our school team will continue to engage in Corwin's Visible Learning, weekly guided planning and professional learning community sessions.

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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 100% Spring 2023

ELA	Strong Progress	At-Risk/Moderate Progress
Picture Naming	73.3%	25.7%
Rhyming	26.7%	73.3%
Sound Identification	6.7%	93.3%
Which One Doesn't Belong	53.3%	46.7%
Alliteration	60%	40%
Math	Strong Progress	At-Risk/Moderate Progress
1 to 1 Correspondence	66.7%	33.3%
Number naming	80%	20%
Oral counting	6.7%	93.3%
Quantity Comparison	80%	20%

Kindergarten Readiness Assessment 2023 Fall

26.6% of our students were Emerging compared to 26.3% of the District
48.1% were Approaching compared to 36.4% of the District
22.2% were Demonstrating compared to 16.2% of the District

* Elementary/Middle (3-6)

STAR MATH

100%

	Total Tested		District Benchmark Level								State Benchmark Level									
			Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
Subgroup	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	
All Students	168	39	23.2	36	21.4	18	10.7	75	44.6	72	42.9	29	17.3	39	23.2	28	16.7	67	39.9	
Grades 3-5	97	26	26.8	23	23.7	10	10.3	38	39.2	48	49.5	21	21.6	14	14.4	14	14.4	28	28.9	
Grade 1	38	6	15.8	7	18.4	1	2.6	24	63.2	12	31.6	4	10.5	11	28.9	11	28.9	22	57.9	
Grade 2	33	7	21.2	6	18.2	7	21.2	13	39.4	12	36.4	4	12.1	14	42.4	3	9.1	17	51.5	
Grade 3	32	7	21.9	11	34.4	1	3.1	13	40.6	18	56.3	3	9.4	6	18.8	5	15.6	11	34.4	
Grade 4	24	3	12.5	6	25.0	3	12.5	12	50.0	9	37.5	9	37.5	2	8.3	4	16.7	6	25.0	
Grade 5	41	16	39.0	6	14.6	6	14.6	13	31.7	21	51.2	9	22.0	6	14.6	5	12.2	11	26.8	
Male	92	20	21.7	17	18.5	11	12.0	44	47.8	36	39.1	14	15.2	23	25.0	19	20.7	42	45.7	
Female	76	19	25.0	19	25.0	7	9.2	31	40.8	36	47.4	15	19.7	16	21.1	9	11.8	25	32.9	
White	1	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
African-American	154	38	24.7	34	22.1	15	9.7	67	43.5	69	44.8	27	17.5	35	22.7	23	14.9	58	37.7	
Other Race	13	1	7.7	2	15.4	2	15.4	8	61.5	3	23.1	1	7.7	4	30.8	5	38.5	9	69.2	
White Male	1	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
African-American Male	83	19	22.9	16	19.3	9	10.8	39	47.0	34	41.0	13	15.7	20	24.1	16	19.3	36	43.4	
African-American Female	71	19	26.8	18	25.4	6	8.5	28	39.4	35	49.3	14	19.7	15	21.1	7	9.9	22	31.0	
Other Race Male	8	1	12.5	1	12.5	1	12.5	5	62.5	2	25.0	0	0.0	3	37.5	3	37.5	6	75.0	
Other Race Female	5	0	0.0	1	20.0	1	20.0	3	60.0	1	20.0	1	20.0	1	20.0	2	40.0	3	60.0	
Multilingual	1	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Not Multilingual	167	39	23.4	35	21.0	18	10.8	75	44.9	71	42.5	29	17.4	39	23.4	28	16.8	67	40.1	
Special Education	9	6	66.7	2	22.2	0	0.0	1	11.1	7	77.8	1	11.1	0	0.0	1	11.1	1	11.1	
Not Special Education	159	33	20.8	34	21.4	18	11.3	74	46.5	65	40.9	28	17.6	39	24.5	27	17.0	66	41.5	
Gifted/Talented Academic (State and Local)	15	0	0.0	1	6.7	2	13.3	12	80.0	1	6.7	3	20.0	4	26.7	7	46.7	11	73.3	
Not Gifted/Talented Academic (State and Local)	153	39	25.5	35	22.9	16	10.5	63	41.2	71	46.4	26	17.0	35	22.9	21	13.7	56	36.6	
Not Pupil in Poverty	168	39	23.2	36	21.4	18	10.7	75	44.6	72	42.9	29	17.3	39	23.2	28	16.7	67	39.9	

STAR READING

	District Benchmark Level									State Benchmark Level										
	Total Tested	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total Tested	Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	196	78	39.8	34	17.3	27	13.8	57	29.1	109	55	50.5	23	21.1	17	15.6	14	12.8	31	28.4
Grades 3-5	98	40	40.8	22	22.4	11	11.2	25	25.5	98	52	53.1	21	21.4	14	14.3	11	11.2	25	25.5
Grade K	27	8	29.6	6	22.2	7	25.9	6	22.2	0	N	N	N	N	N	N	N	N	N	N
Grade 1	38	14	36.8	1	2.6	6	15.8	17	44.7	2	N	N	N	N	N	N	N	N	N	N
Grade 2	33	16	48.5	5	15.2	3	9.1	9	27.3	9	3	33.3	1	11.1	3	33.3	2	22.2	5	55.6
Grade 3	30	14	46.7	8	26.7	3	10.0	5	16.7	30	19	63.3	6	20.0	5	16.7	0	0.0	5	16.7
Grade 4	26	8	30.8	6	23.1	5	19.2	7	26.9	26	12	46.2	7	26.9	2	7.7	5	19.2	7	26.9
Grade 5	42	18	42.9	8	19.0	3	7.1	13	31.0	42	21	50.0	8	19.0	7	16.7	6	14.3	13	31.0
Male	105	40	38.1	17	16.2	15	14.3	33	31.4	60	29	48.3	12	20.0	11	18.3	8	13.3	19	31.7
Female	91	38	41.8	17	18.7	12	13.2	24	26.4	49	26	53.1	11	22.4	6	12.2	6	12.2	12	24.5
White	2	N	N	N	N	N	N	N	N	1	N	N	N	N	N	N	N	N	N	N
African-American	178	75	42.1	32	18.0	22	12.4	49	27.5	102	55	53.9	20	19.6	17	16.7	10	9.8	27	26.5
Other Race	16	3	18.8	2	12.5	5	31.3	6	37.5	6	0	0.0	3	50.0	0	0.0	3	50.0	3	50.0
White Male	1	N	N	N	N	N	N	N	N	1	N	N	N	N	N	N	N	N	N	N
White Female	1	N	N	N	N	N	N	N	N	0	N	N	N	N	N	N	N	N	N	N
African-American Male	94	37	39.4	16	17.0	13	13.8	28	29.8	56	29	51.8	11	19.6	11	19.6	5	8.9	16	28.6
African-American Female	84	38	45.2	16	19.0	9	10.7	21	25.0	46	26	56.5	9	19.6	6	13.0	5	10.9	11	23.9
Other Race Male	10	3	30.0	1	10.0	2	20.0	4	40.0	3	N	N	N	N	N	N	N	N	N	N
Other Race Female	6	0	0.0	1	16.7	3	50.0	2	33.3	3	N	N	N	N	N	N	N	N	N	N
Multilingual	1	N	N	N	N	N	N	N	N	0	N	N	N	N	N	N	N	N	N	N
Not Multilingual	195	77	39.5	34	17.4	27	13.8	57	29.2	109	55	50.5	23	21.1	17	15.6	14	12.8	31	28.4
Special Education	10	8	80.0	1	10.0	1	10.0	0	0.0	8	6	75.0	2	25.0	0	0.0	0	0.0	0	0.0
Not Special Education	186	70	37.6	33	17.7	26	14.0	57	30.6	101	49	48.5	21	20.8	17	16.8	14	13.9	31	30.7
Gifted/Talented Academic (State and Local)	16	1	6.3	2	12.5	1	6.3	12	75.0	16	2	12.5	2	12.5	3	18.8	9	56.3	12	75.0
Not Gifted/Talented Academic (State and Local)	180	77	42.8	32	17.8	26	14.4	45	25.0	93	53	57.0	21	22.6	14	15.1	5	5.4	19	20.4
Pupil in Poverty	1	N	N	N	N	N	N	N	N	0	N	N	N	N	N	N	N	N	N	N
Not Pupil in Poverty	195	77	39.5	34	17.4	27	13.8	57	29.2	109	55	50.5	23	21.1	17	15.6	14	12.8	31	28.4

* High School (9-12)
Not applicable

* Teacher/Administrator Quality
During the 2022-24 school year, E.E. Taylor employed 23 certified staff members. Two staff members were hired under the alternative RISE program for first grade and art, and are making satisfactory progress with their certification. An international teacher from Jamaica and the Philippine's were hired this year as well. In total, seven new teachers joined E.E. Taylor for this year and an additional fourth grade classroom was opened in February, due to increased enrollment. The assistant principal is new to the team.

The teacher attendance rate thus far is 95.7% which is a slight increase from the 2023 school year.

* School Climate
Edward E. Taylor received an excellent rating on School Climate survey, the following is a breakdown of the ratings:

7.59% Overall Perception of School Climate
6.84% Instructional Focus
8.58% Teacher perception of work conditions
8.50% Teacher perception of safety
7.37% Student perception of social-physical environment

Other (such as school priorities)
As of April 2024 our chronic student attendance rate indicates that students have missed

K = 50%
1 = 45.5%
2 = 32.4%
3 = 20%
4 = 35.5%
5 = 38.6%

African American Males = 40.2%
African American Females = 33.7%
White Males = 50%
White Females = 33.3%
Hispanic Males = 50%
Hispanic Females = 20%
SPED = 11.7%
Non-SPED = 35.5%

* Gifted and Talented
Students identified as gifted and talented performed as follows on the spring 2022 STAR assessment:

ELA District- 18 students tested 4 students 22% were under intervention; 1 student 5,6% on watch; 13 students 72,2% were at/above.
State- 2 students 11,1% were does not meet; 3 students 16,7% approaches; 9 students 50% meet; 4 students 22% exceeds.
Math District- 18 students were tested 1 student 5,6% urgent; 1 student 5,6% intervention; 1 student 5,6% on watch; 15 students 83,3 at/above.
State- 2 students 11,1% does not meet; 5 students 27,8% approaches; 8 students 44,4% meets; 3 students 16,7% exceeds.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 80% of Edward E. Taylor Elementary students will score or meets or exceeds on the SCREADY ELA and Math Assessments. The SC Ready results will be utilized to measure the outcome of this goal. School teams will also analyze the progress of our students' achievement using benchmark assessments (mid and end of year) and track our school's trajectory towards this goal.

PM 1.1 For the 2024-2025 40% of students in grades (3-5) will score meets and exceeds in ELA and 45% in Math: 2025-2026 50%; 2026-2027 60%; 2027-2028 70%, and 2028-2029 80%.

Analysis of Actual vs. Projected Data:

Our 2023 SC Ready data reflects the following: Math: Does not meet-41.1% Approaches-28.0% Meets-19.6% Exceeds-11.2% ELA Does not meet-29% A%approaches-31.8% Meets-28% Exceeds-11.2

S 1.1.1 Student Performance on SC Ready

Evidence-Based Research:

Evidence-based instructional best practices for ELA and Math will be used to strengthen core instructional practices that support the Richland One instructional frameworks. Evidence-based instructional best practices supplemented by formative and summative assessments will add further depth of understanding to students' current levels of understanding. Evidence-based instructional based practices in ELA will include implementing guided reading groups, the establishment of clear lesson goals, modeling, using higher order questions to check for understanding, and providing immediate and relevant feedback to students. According to research conducted by Shawn Kent, "as direct implementation of Guided Reading was applied to student instruction, a significant difference was noted in the words per minute students read. However, as direct implementation of Guided Reading instruction was applied to student instruction, a significant difference was not noted in the accuracy rate of words per minute read. This research of Guided Reading instruction affords educators a multi-modality instructional strategy to impact the reading formation and foundation of elementary students. Recommendations to compliment this study to further benefit reading instruction could include the application of Guided Reading as it relates to and impacts student reading comprehension." Evidence-based instructional based practices in mathematics will include the establishment of mathematics goals to focus learning, the implementation of tasks that promote reasoning and problem solving and engaging students in solving and discussing tasks that promote mathematical reasoning and problem solving which allows multiple entry points and varied solution strategies. According to research conducted by Michael T. Battista from The Ohio State University, "students' construction of mathematics is enabled and constrained not only by internal cognitive factors but by cultural artifacts such as language and symbol/representation systems; by the social norms, interaction patterns, and mathematical practices of the various communities in which students participate; by direct interactions with other people due to a learner's motivation to learn and sense of self affects what is learned, how much is learned, and how much effort will be put into the learning process." Indicators of implementation include PLC Meeting agendas, meeting minutes, classroom observations and common formative assessments.

AS 1.1.1.1 Data Driven Instruction and Enhanced Professional Development Opportunities

Action Step:

Administrators, instructional support staff (i.e., reading coach, curriculum resource teacher, and classroom teachers) collaboratively plan and incorporate standard based units incorporating performance tasks, rubrics, teacher commentary and common formative assessments. Administrators, instructional support staff (i.e., reading coach, curriculum resource teacher and classroom teachers) use district common formative assessment and district universal screening assessments use data to guide instruction. Data is supplemented by other assessments to add further depth and understanding of students' current levels of learning and to develop instructional support. Professional development opportunities will be provided to faculty and staff on research based best practices for ELA that strengthens core instruction by implementing instructional practices that support the Richland One instructional framework and Visible Learning.

Person Responsible:

Administrators, Curriculum Resource Teacher, Classroom Teachers, Reading Coach

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		\$750.00

Actions	Status	Progress Note	Added By	Date Added
		Professional development opportunities and implementation on Visible Learning.	Tiffany Brooks	4/19/2024 12:49:11 PM

2 Student Achievement*

Performance Goal:

By 2029, 80% of Edward E. Taylor Elementary 4th grade students will score meets or exceeds on the SC READY Science assessments. Our mid and end of year benchmark data will be used to track students' progress towards this goal.

PM 2.1 For the 2024-2025 school year 30% students in grades 4 will score approaches or above in SCPASS Science; 2025-2026 35%; 2026-2027 40%

Analysis of Actual vs. Projected Data:

On our 2023 SCPASS Science scores 15.6% of our students met/exceeded 31.1% were at approaches, and 53.3% did not met.

S 2.1.1 SC READY Data Reports

Evidence-Based Research:

Evidence-based instructional best practices for Science and Social Studies will be used to strengthen core instructional practices that support the Richland One instructional frameworks. Evidence-based instructional best practices supplemented by formative and summative assessments will add further depth of understanding to students' current instructional levels of learning and assist teachers in developing instructional support for their learning. Indicators of implementation includes PLC Meeting agendas, sign-in sheets and meeting minutes, classroom observations, common formative assessment data, data team meeting minutes, agendas, sign-in sheets, Mastery Connect data

reports, HMH Central classroom reports, professional development agendas and sign-in sheets. Evidence based best practices in Social Studies include engaging students during inquiry, evaluating student progress, taking a project style approach and integrating ELA into the Social Studies curriculum which includes integrating reading and writing. According to research conducted by Kristy A. Bruger concludes "a mixed methods approach to Social Studies (inquiry, projects, curriculum integration) yielded high test results for a target group of 4th and 5th grade students on end of year state testing." A mixed methods approach also provided students with a clearer understanding of social studies terminology." Evidence based best practices in Science include hands on activities (i.e., STEM related projects). Research conducted by Marina Milner-Bolotin from the University of British Columbia found that "students engaged in STEM based activities are more engaged in "collaborative problem solving that crosses the borders of any particular discipline. Solving these problems requires multidisciplinary and interdisciplinary approaches, where the students not only collaborate, but become "experts" in particular sub-fields, while they have to share their expertise with their peers."

AS 2.1.1.1 Encourage the use of data driven instruction to enhance professional development opportunities

Action Step:

Implement research based instructional practices where all students engage in rigorous instruction in Social Studies. Implement core instruction that supports instructional framework via an integration of core content areas (science, math and ela). Provide professional development opportunities on research based best practices in Social Studies. Implement research based instructional practices where all students engage in rigorous instruction in Science. Implement core instruction that supports instructional framework via an integration of core content areas (social studies, math and ela). Provide professional development opportunities on research based best practices in Science.

Person Responsible:

Classroom Teachers, Administrators, Curriculum Resource Teacher, Classroom 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		\$0.00

3 Teacher Retention. E.E Taylor is committed to retaining 85 to 90% of our certified staff members during the inception of this strategic plan.

Performance Goal:

There were 27 certified staff members employed at E.E Taylor during the 2022-2023 school year and twelve resigned at the end of the school term. Three of the staff members were RISE candidates and were not successful in the completion of the program. For the current school year, ten certified staff members are new to E.E Taylor, two are international teachers, and two are RISE candidates that were successful in meeting the requirements to become certified.

PM 3.1 Each year, a survey based on the climate and culture will be administered to the staff to determine areas of strength and for improvement and will replicate questions from the annual culture and climate survey administered for the school report card. A principal's advisory council will continue to meet monthly to provide insight on school climate.

Analysis of Actual vs. Projected Data:

Our 2023 school report card data revealed that our overall rating was 7.59/10: Teacher Perceptions of instruction-8.84/10 Teacher perceptions of working conditions-8.58/10 Teacher perceptions of safety-8.60/10 Student perception of the social and physical environment 4.56/10 Student perception of safety 7.37/10 As of April 2023 our teacher attendance rate was 95%, which is an increase of 2 percentage points.

S 3.1.1 Outcomes of the surveys from Microsoft forms and PeopleBench data results and action plans.

Evidence-Based Research:

Teacher attendance rate, retention rate at the end of the school year.

AS 3.1.1.1 Incorporate various professional development opportunities based on school needs.

Action Step:

Teachers will create SLO's (student learning objectives). Incorporate weekly professional development during instructional day (i.e., PLC's, Data Team Meetings and Grade Level planning meetings). Utilize professional resources in teacher resource room.

Person Responsible:

Administrators, Curriculum Resource Teacher, Classroom Teachers, Reading Coach

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		\$1,000.00

4 School Climate:

Performance Goal:

By 2029, we will increase the overall school climate rating by one to two percentage points, with a specific focus on the social-physical environment, safety, and instruction. The 2023 School Report Card rating indicates: 4.56/10 of our students are satisfied with the perception of the social-physical environment; 7.37/10 student perceptions of safety; 8.84/10 teacher instructional focus and an overall rating of 7.59/10.

PM 4.1 By 2024-2025 we will increase our overall satisfactory rating by one percentage point and by 2029 we strive to have an overall rating of 9/10.

Analysis of Actual vs. Projected Data:

Our 2023 school report card data revealed that our overall rating was 7.59/10: Teacher Perceptions of instruction-8.84/10 Teacher perceptions of working conditions-8.58/10 Teacher perceptions of safety-8.60/10 Student perception of the social and physical environment 4.56/10 Student perception of safety 7.37/10

S 4.1.1 Increase the school to home partnership interactions

Evidence-Based Research:

Parent sign-in sheets, evaluations and agendas. School newsletter School Website

AS 4.1.1.1 Increase the school to home partnership interactions.

Action Step:

Host parent workshops to provide parents with activities to assist with learning at home. Host back to school bash for students and parents. Provide parents with school newsletter of school events and updates.

Person Responsible:

Parent Engagement Specialist, Administrators, CRT, Classroom Teachers

Estimated Begin Date:

8/9/2024

Estimated Completion Date:

6/9/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$1,750.00

Assurances

4001 - Richland County School District One (4001) Public District - FY 2024 - Edward E. Taylor Elementary (4001053) Public School - School Renewal Plan - Rev 0

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

* 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.

Waiver

4001 - Richland County School District One (4001) Public District - FY 2024 - Edward E. Taylor Elementary (4001053) Public School - School Renewal Plan - Rev 0

 ☐ **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 2024 - Edward E. Taylor Elementary (4001053) Public School - School Renewal Plan - Rev 0

Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	 Title I Comprehensive Needs Assessment