

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
4/25/2024 11:22:50 AM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/25/2024 11:22:45 AM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/20/2024 2:20:05 PM	Timothy Blackwell	Status changed to 'School Renewal Plan Completed'.	S
4/9/2024 9:59:45 AM	Timothy Blackwell	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 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cognition
- School utilizes Cognition

*** Phase of Plan**

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

*** State and Federal School Improvement Status - if applicable**

Other ▼

School Plan Contact Information

*** Name**

Dr. Timothy J. Blackwell

*** Phone**

803-735-3400

*** Email**

timothy.blackwell@richlandone.org


*** Principal's Name**

Dr. Timothy J. Blackwell

*** 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 2025 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Dr. Timothy J. Blackwell
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Teacher

Name	* Andrew Carnes
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Parent/Guardian

Name	* Barbara Tiller
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Community Member

Name	* Wilhelmenia Mathias
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School Level Administrators

Name	* Shameka Stephney
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School Read to Succeed Literacy Leadership Team Lead

Name	* Montressa Ryan
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School Read to Succeed Literacy Leadership Team Member

Name	* Barbara Tiller
Name	* Courtney Kennedy
Name	* Susan Coaxum
Name	* Kim Kelly

Name	*	Tiasia Powell
Name	*	Caroline Jenkins
Name	*	Alicia Walters
Name	*	Karen Pardue
Name	*	Ruth Savinda
Name	*	Clara Cristiancho

School Improvement Council Member(s)

Name	*	Caroline Jenkins
Name	*	Charlette Legette
Name	*	Mahogany Hunter
Name	*	Ruth Savinda
Name	*	John Tiller
Name	*	Orreshia Spencer
Name	*	Kenneth Irby
Name	*	Michelle Reeves
Name	*	Clara Cristiancho
Name	*	Darnell Peterson
Name	*	Wilhelmenia Mathias

School Gifted and Talented Coordinator

Name	*	Barbara Tiller
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School Federal Programs Coordinator

Name	*	Mahogany Hunter
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Other Stakeholders

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Position	Name
In-School Suspension Supervisor/Attendance Team	Anson Stroman
School Social Worker	Denise Kinloch
Guidance Counselor	Anita Goodwin
Database Specialist	Jacqueline Covington

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

Mission

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

Vision

Arden Elementary School, in collaboration with an engaged community, is committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

Core Beliefs and Values

1. Each child's learning is the priority of the school.
2. Each child learns best when school, home and community collaborate to create success.
3. Each child has the right to a safe and secure environment that will promote learning and a sense of self-worth.
4. Each child is a unique individual who has the potential to learn when taught in a variety of ways.
5. Each child will be provided with challenging opportunities to learn across the curriculum and become technologically proficient.

Core Priorities

1. Be enthusiastic about your work.
2. Work collaboratively with colleagues.
3. Use data to direct instruction.
4. Show care and concern for students.
5. Create a climate conducive to learning.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Arden Elementary (4001020) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTAyMA>

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

Arden Elementary School
Comprehensive Needs Assessment
2023-2024

Please check all applicable school designations below:

? Title I	
? Priority	
? Comprehensive School and Improvement (CSI)	
? Additional Targeted Support and Improvement (ATSI)	
? Targeted Support and Improvement Consistently Underperforming Subgroups (TSI)	

Comprehensive Needs Assessment Committee Members:

- Dr. Timothy Blackwell, Principal
- Shameka Stephney, Assistant Principal
- Barbara Tiller, Curriculum Resource Teacher and Title One Contact
- Wilhelminia Mathias, Community Member

- Courtney Kennedy, Teacher
- Kenneth Irby, Community Member
- Caroline Jenkins, Classroom Teacher
- Ruth Savinda, Media Specialist/Librarian
- Montressa Ryan, Literacy Coach
- Mahogany Hunter-Hall, Parent and Family Engagement Specialist

School Profile

Arden Elementary is a Title One school in the Eau Claire Community in Richland County School District One. Arden Elementary serves 232 students in grades Pre-K-5th. The school has one pre-kindergarten class that serves 20 students. The two kindergarten classes serve 29 students. There are two first grade classes that serve 38 students. Our two second grade classes serve 45 students. There are two teachers in third grade that serve 34 students. There are two teachers in fourth grade and fifth grades. Fourth grade serves 32 students, and fifth grade serves 34 students. Arden serves one combo class of students with learning disabilities. There are 14 students receiving special education services. In our Advanced Academic Program, we have 16 students served for math instruction in grades 3-5 and 15 for literacy instruction in grades 3-5. One of the students served in the Academic Advanced Program is state identified. Subgroups at Arden include: 66% (African American), 28% (Hispanic), 0.03% (Two or More Races) and 0.01% Caucasian/White. Our student population includes students from lower middle to low-income families. 100% of our students eat free meals because of the Community Eligibility Provision (CEP) program. This is the seventh year of the grant whereby students are served two nutritious meals, and if they are enrolled in the Comprehensive Remediation Program (CRP) or the afternoon program Barron Academy, they are provided three meals. The school's population is highly transient. The main challenge of the staff is to meet the needs of all subgroups, particularly our Multilingual Learner (MLL) population. As a Title One school, we receive federal funds for instructional resources, including technology, additional staff, and professional development in identified support areas.

Arden Elementary has 50 staff members. Of the 50 staff members, 26 staff members are certified. About 60% of Arden's teachers hold advanced degrees, and one of the teachers is Nationally Board Certified. For the 2023-2024 school year, the student-teacher ratio has varied across grade levels but has been consistent when compared to previous school years. In a typical school year, the student-teacher ratio is 18:1 except for grades 2 which have a higher student teacher ratio because of an increase in enrollment throughout the 2023-2024 school year.

Academics

SC READY 5-Year Data Review

Grade	Year	ELA							Math						
		Num	%DN	%A	%M	%E	%ME	Num	%DN	%A	%M	%E	%ME		
All	2018	159	47.8	32.7	16.4	3.1	19.5	159	46.5	22.6	15.7	15.1	30.8		
All	2019	148	48.0	28.4	17.6	6.1	23.6	148	41.2	30.4	20.9	7.4	28.4		
All	2021	100	63.0	26.0	9.0	2.0	11.0	101	63.4	23.8	7.9	5.0	12.9		
All	2022	90	50.0	33.3	8.9	7.8	16.7	90	40.0	38.9	15.6	5.6	21.1		
All	2023	88	36.4	26.1	25.0	12.5	37.5	88	42.0	30.7	18.2	9.1	27.3		
All	2-Yr Chg	-2	-13.6	-7.2	16.1	4.7	20.8	-2	2.0	-8.2	2.6	3.5	6.2		
All	5-Yr Chg	-71	-11.4	-6.6	8.6	9.4	18.0	-71	-4.5	8.1	2.5	-6.0	-3.5		

ELA (English Language Arts)

During spring 2023, 3rd-5th grade students took the SC READY assessment in ELA. Our results show that 36.4% of students received a score of does not meet expectations, 26.1% of students received a score of approaching expectations, 25% of students received a score of meets expectations, and 12.5% of students received a score of exceeds expectations.

Math

During spring 2023, 3rd-5th grade students took the SC READY assessment in Math. Our results show that 42% of students received a score of does not meet expectations, 30.7% of students received a score of approaching expectations, 18.2% of students received a score of meets expectations, and 9.1% of students received a score of exceeds expectations.

3	2018	63	54.0	30.2	14.3	1.6	15.9	63	47.6	20.6	19.0	12.7	31.7
3	2019	44	40.9	31.8	20.5	6.8	27.3	44	27.3	31.8	25.0	15.9	40.9
3	2021	31	64.5	22.6	9.7	3.2	12.9	31	51.6	25.8	19.4	3.2	22.6
3	2022	33	60.6	30.3	3.0	6.1	9.1	33	42.4	39.4	18.2	0.0	18.2
3	2023	31	32.3	19.4	35.5	12.9	48.4	31	35.5	32.3	16.1	16.1	32.3
3	2-Yr Chg	-2	-28.3	-10.9	32.5	6.8	39.3	-2	-6.9	-7.1	-2.1	16.1	14.1
3	5-Yr Chg	-32	-21.7	-10.8	21.2	11.3	32.5	-32	-12.1	11.7	-2.9	3.4	0.6

ELA: 3rd grades results show that 32.3% of students did not meet the grade level expectations, 19.4% of students were approaching grade level expectations, 35.5% of students met grade level expectations, and 12.9% of students exceeded grade level expectations.

Math: 3rd grades results show that 35.5% of students did not meet the grade level expectations 32.3% of students were approaching grade level expectations, 16.1% of students met grade level expectations, and 16.1% of students exceeded grade level expectations.

4	2018	53	49.1	32.1	11.3	7.5	18.9	53	62.3	18.9	9.4	9.4	18.9
4	2019	55	50.9	25.5	14.5	9.1	23.6	55	47.3	25.5	21.8	5.5	27.3
4	2021	33	69.7	24.2	6.1	0.0	6.1	32	75.0	21.9	0.0	3.1	3.1
4	2022	32	43.8	25.0	18.8	12.5	31.3	32	37.5	40.6	6.3	15.6	21.9
4	2023	32	46.9	28.1	12.5	12.5	25.0	32	53.1	31.3	12.5	3.1	15.6
4	2-Yr Chg	0	3.1	3.1	-6.3	0.0	-6.3	0	15.6	-9.3	6.2	-12.5	-6.3
4	5-Yr Chg	-21	-2.2	-4.0	1.2	5.0	6.1	-21	-9.2	12.4	3.1	-6.3	-3.3

ELA: 4th grade results show that 46.9% of students did not meet expectations, 28.1% of students were approaching grade level expectations, 12.5% of students met grade level expectations, and 12.5% of students exceeded grade level expectations.

Math: 4th grade results show that 53.1% of students did not meet expectations, 31.3% of students were approaching grade level expectations, 12.5% of students met grade level expectations, and 3.1% of students exceeded grade level expectations.

5	2018	43	37.2	37.2	25.6	0.0	25.6	43	25.6	30.2	18.6	25.6	44.2
5	2019	49	51.0	28.6	18.4	2.0	20.4	49	46.9	34.7	16.3	2.0	18.4
5	2021	36	55.6	30.6	11.1	2.8	13.9	38	63.2	23.7	5.3	7.9	13.2
5	2022	25	44.0	48.0	4.0	4.0	8.0	25	40.0	36.0	24.0	0.0	24.0
5	2023	25	28.0	32.0	28.0	12.0	40.0	25	36.0	28.0	28.0	8.0	36.0
5	2-Yr Chg	0	-16.0	-16.0	24.0	8.0	32.0	0	-4.0	-8.0	4.0	8.0	12.0
5	5-Yr Chg	-18	-9.2	-5.2	2.4	12.0	14.4	-18	10.4	-2.2	9.4	-17.6	-8.2

ELA: 5th grade results show that 28% of students did not meet grade level expectations, 32% of students were approaching grade level expectations, 28% of students met grade level expectations and 12% of students exceeded grade level expectations.

Math: 5th grade results show that 36% of students did not meet grade level expectations, 28% of students were approaching grade level expectations, 28% of students met grade level expectations and 8% of students exceeded grade level expectations.

Demographic Breakdown:

For males in ELA, 39.1% receive a score of Does Not Meet. 23.9% received a score of approaching. 26.1% received a score of meets. For exceeds, 10.9%.

For males in Math, 37% receive a score of Does Not Meet. 34.8% received a score of approaching. 17.4% received a score of meets. For exceeds, 10.9%.

For females in ELA, 33.3% receive a score of Does Not Meet. 28.6% received a score of approaching. 23.8% received a score of meets. For exceeds, 14.3%.

For females in Math, 47.6% receive a score of Does Not Meet. 26.2% received a score of approaching. 19%. received a score of meets. For exceeds, 7.1%.

Students who are Black: in ELA, 38.7% receive a score of Does Not Meet. 24.2% received a score of approaching. 21% received a score of meets. For exceeds, 16.1%.

Students who are Black: in Math, 45.2% receive a score of Does Not Meet. 25.8% received a score of approaching. 19.4% received a score of meets. For exceeds, 9.7%.

Students who are Hispanic: in ELA, 31.8% receive a score of Does Not Meet. 27.3% received a score of approaching. 36.4% received a score of meets. For exceeds, 4.5%.

Students who are Hispanic: in Math, 40.9% receive a score of Does Not Meet. 36.4% received a score of approaching. 13.6% received a score of meets. For exceeds, 9.1%.

Students with Disabilities: In ELA, 87.5% of students classified as disabled received a score of Does Not Meet on SC Ready ELA and 12.5% received a score of meets expectations. In Math, 62.5% of students classified as disabled received a score of Does Not Meet on SC Ready Math and 25% received a score of approaching expectations.

2023 SC READY One-Year Summary By First Day of Testing (FDT) Subgroup and Grade - Science

Excludes Students who Tested with Non-Standard Accommodations (Modifications)
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - September 29, 2023

~~ Arden: Grade 4 ~~

Subgroup	Num	Science					
		%DN	%A	%M	%E	%ME	
All Students	32	62.5	25.0	12.5	0.0	12.5	
Male	15	53.3	26.7	20.0	0.0	20.0	
Female	17	70.6	23.5	5.9	0.0	5.9	
White	0	N	N	N	N	N	
African-American	23	65.2	21.7	13.0	0.0	13.0	
Asian/Pacific Is.	0	N	N	N	N	N	
Hispanic	8	62.5	25.0	12.5	0.0	12.5	
Am. Indian/Alask.	0	N	N	N	N	N	
Two or More Races	1	0.0	100.0	0.0	0.0	0.0	
Disabled	2	100.0	0.0	0.0	0.0	0.0	
Not Disabled	30	60.0	26.7	13.3	0.0	13.3	
Migrant	0	N	N	N	N	N	
Non-Migrant	32	62.5	25.0	12.5	0.0	12.5	
LEP	6	100.0	0.0	0.0	0.0	0.0	
Non-LEP	26	53.8	30.8	15.4	0.0	15.4	
State-Identified GT	0	N	N	N	N	N	
Locally-Identified GT	6	33.3	33.3	33.3	0.0	33.3	
All GT	6	33.3	33.3	33.3	0.0	33.3	
Non-GT	26	69.2	23.1	7.7	0.0	7.7	
White Male	0	N	N	N	N	N	
White Female	0	N	N	N	N	N	
Afr.-Amer. Male	11	54.5	27.3	18.2	0.0	18.2	
Afr.-Amer. Female	12	75.0	16.7	8.3	0.0	8.3	
Hispanic Male	4	50.0	25.0	25.0	0.0	25.0	
Hispanic Female	4	75.0	25.0	0.0	0.0	0.0	

Science

During spring 2023, 4th grade students took the SC PASS assessment in science. Our results show that 62.5% of students received a score of does not meet expectations, 25% of students received a score of approaching expectations, 12.5% of students received a score of meets expectations, and 0% of students received a score of exceeds expectations.

Demographic Breakdown:

For males in science, 53.3% receive a score of Does Not Meet. 26.7% received a score of approaching. 20% received a score of meets. For exceeds, 0%.

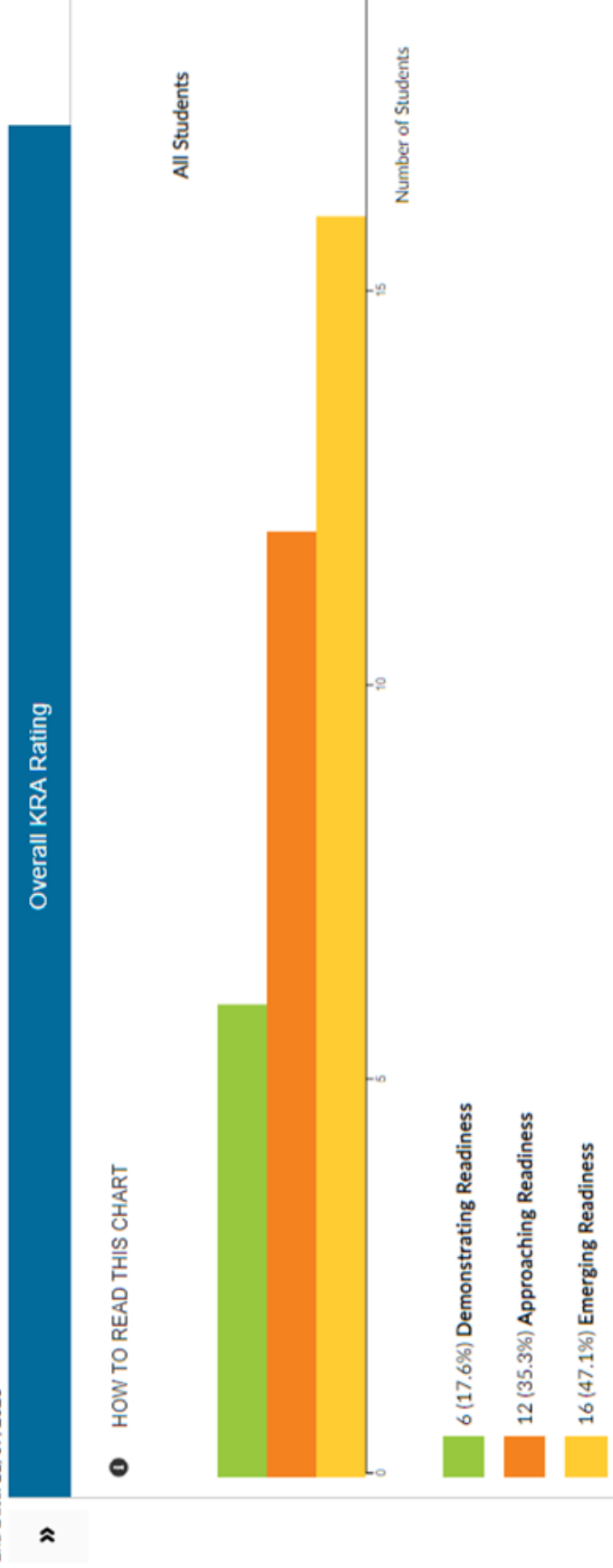
For females in science, 70.6% receive a score of Does Not Meet. 23.5% received a score of approaching. 0% received a score of meets and exceeds.

Students who are Black: in science, 65.2% receive a score of Does Not Meet. 21.7% received a score of approaching. 13.0% received a score of meets. For exceeds, 0%.

Students who are Hispanic: in science, 62.5% receive a score of Does Not Meet. 25% received a score of approaching. 12.5% received a score of meets. For exceeds, 0%.

Students with Disabilities: In science 100% of students classified as disabled received a score of Does Not Meet on SC PASS.

2023 Kindergarten Readiness Assessment
End Date: 11/07/2023



KINDERGARTEN READINESS ASSESSMENT (KRA)

The Kindergarten Readiness Assessment is a developmentally appropriate assessment that measures a child's readiness across multiple domains. The KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being (SC Department of Education, 2019). According to the results, this assessment indicates that at the beginning of the school year, 17.6% (6 students out of 34) of Arden Kindergarteners were Demonstrating Readiness for Kindergarten. This brief snapshot indicates that early identification and intervention are critical to the success of our Kindergarteners.

Fall 2023 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

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

~~ Arden ~~

School	Teacher	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
Arden	Arden	20	20.0	80.0	15	6.7	93.3	20	15.0	85.0	13	38.5	61.5
Arden	Kennedy Courtney	20	20.0	80.0	15	6.7	93.3	20	15.0	85.0	13	38.5	61.5

Fall 2023 Pre-Kindergarten MyIGDIs Early Numeracy Teacher Report

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

~~ Arden ~~

School	Teacher	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
Arden	Arden	20	10.0	90.0	20	25.0	75.0	20	15.0	85.0	20	15.0	85.0
Arden	Kennedy Courtney	20	10.0	90.0	20	25.0	75.0	20	15.0	85.0	20	15.0	85.0

MyIGDIS is a web-based management and reporting system that allows teachers to monitor student growth in literacy and numeracy. A review of the MyIGDIS 2023-2024 data shows that Pre-Kindergarten students who participated during the school year are slightly stronger in literacy than numeracy. Students showed strong progress in the following numeracy domains: 10% Oral Counting, 25% in Number Naming, 15% Quantity Comparison and 15% 1 to 1 Correspondence Counting. In the area of literacy, the students showed strong progress in Which One Doesn't Belong with 38.5%, Picture Naming 20%, 6.7% rhyming and 15% sound identification.

Attendance

2023-2024 Chronic Student Absenteeism by Grade, Race/Ethnicity, and Gender Report 4/10/2024				
School	Total Students	Chronic Absentees		Percent Chronic Absentees by Race/Ethnicity and Gender
		Number	Percent	
Arden	232	64	27.4%	African American Males – 31.2% African American Females – 23.5% White Males – N/A White Females – 0%

					4 – 18.9%	Hispanic Males – 28.1%
					5 – 24.3%	Hispanic Females – 31.4%
						Other Males – N/A
						Other Females – N/A

Tardies

Grade	Tardies
Pre-K	364
Kindergarten	412
First Grade	535
Second Grade	444
Third Grade	285
Fourth Grade	386
Fifth Grade	552

To address the high attendance rates for our students, the school-based attendance teams have implemented the following strategies:

- Weekly reminders to provide written excuses.
- Conducting parent meetings to discuss attendance for students not eligible for AIP due to age.
- Attendance incentives to individuals.
- Quarterly Parent University: "Attendance Matters"

Culture & Climate

Mission Statement:

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

Vision Statement:

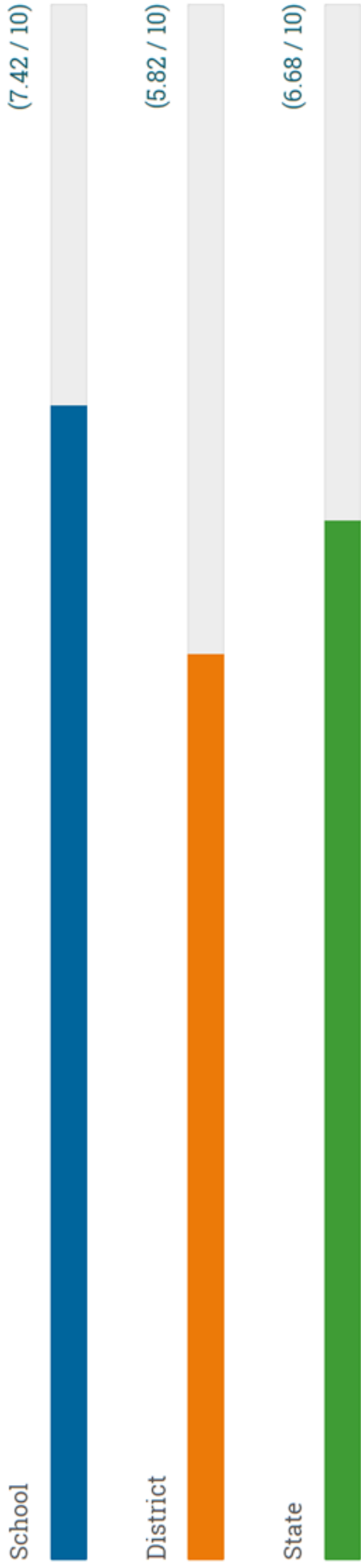
Arden Elementary School, in collaboration with an engaged community, is committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

2023 School Teacher/Student Survey Results:

At the end of the 2023 school year, students in grades 3-5 were administered the Student Perception/Opinion Survey for school report card purposes. 87 students participated in the survey. Out of the 87 students, about 97% of the students were satisfied with the learning environment, social/physical environment and home-school relationships. It is also important to note that within the domains listed on the chart, Arden student perception results were higher in all domains when compared to the district and state averages.

In comparison to the teacher survey data, there were a total of 24 teachers participating in the survey. Out of the 24 teachers, about 96% of the teachers were satisfied with the learning, social and physical learning environment. It is also important to note that within the domains listed on the chart, Arden teacher perception results were higher than the district and state in all three of the domains. Teacher perceptions of safety domain were slightly lower when compared with the state average. This information continues to be a pattern from year to year. The results in the chart include a more descriptive analysis of the rated items by the teachers and students that identifies their opinions and perceptions for the learning environment within the class or school building for students and teachers.

Overall Perceptions of School Climate



Factors of School Climate

Teacher Perceptions of Instructional Focus



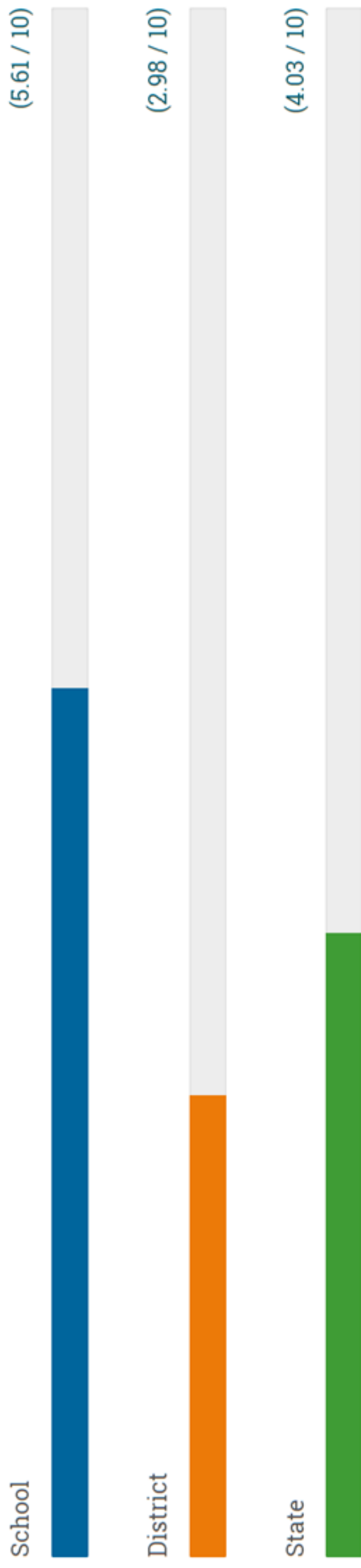
Teacher Perceptions of Working Conditions



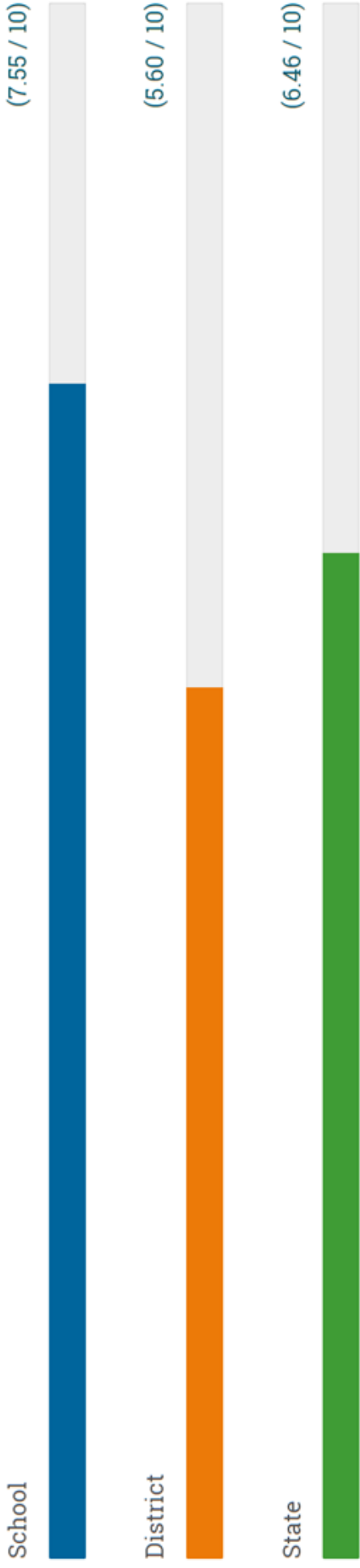
Teacher Perceptions of Safety



Student Perceptions of Social-Physical Environment



Student Perceptions of Safety



Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	24	87	1
Percent satisfied with learning environment	95.8%	96.5%	100.0%
Percent satisfied with social and physical environment	100.0%	92.9%	100.0%
Percent satisfied with school-home relations	91.7%	98.8%	100.0%

Discipline Data

- Total # of Referrals: 23
- Grade Level Referrals: PK: (1) K (4) 1st (1) 2nd (4) 3rd (2) 4th (3) 5th (8)
- ISS: 5/OSS: 9
- Building Better Beagles Program: Star Student and Point System
- Girls of Excellence Mentoring Program

- ELITE Boys Mentoring Program
- PBIS
- Quarterly grade level townhall meetings
- Arden Elementary Clubs/Advocacy Program

Parent, Family & Community Engagement

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

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

Arden has active parent leadership committees. However, there is a plan to strengthen these leadership committees for the 2024-2025 school term. The Parent Advisory Council and NNPS Action Team for Partnerships meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

In addition to parent education sessions, there are many other efforts that help the school engage families and the community. The Parent and Family Engagement Specialist continuously meets one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers, Guidance Counselors, and School's Family Committees to ensure families are supported and informed.

Activity Date	Time	Type (Virtual/In Person/WTG)	Audience	# of Attendees	Topic	Main Speaker	Refreshments Served (Yes/No)	Total Amount Spent on Activity	Average Evaluation
14-Aug-23	5:30pm-6:30pm & 10:15am & 11:30am	In Person	All Parents	33	Back 2 School Meet & Greet	Arden's Teachers	No		
21-Aug-23	11:30am	In Person	PreK Parents	18	Prek Parent Preparation Workshop	Mrs. Hunter-Hall, PFES Ms. Kinloch, LMSW	No		
14-Sep-23	5:30pm-7:00pm	In Person	All Parents	35	Open House/Class Drop-In	Admin, Teachers	No		
11-Oct-23	5:00pm-6:30pm	In Person	All Parents	55	Arden's Family Curriculum Night	Mrs. Tiller, CRT	Yes		4.7
25-Oct-23	7:30am	In Person	All Parents	7	Muffins in the Morning...And Data Tool	Mrs. Hunter-Hall	Yes		
16-Nov-23	11:00am	In Person	EC Cluster Parents/Community Members	9	Eau Claire Cluster Table Talk	Kimberly Myers, LEADAC and EC Cluster PIES	Yes		
16-Nov-23	4:30pm-6:00pm	In Person	MILL Families	10	Multilingual Learner Program	Ms. Cristancho	Yes		
6-Dec-23	5:30pm-6:30pm	In Person	All Parents	33	Arden's Author Tea	Ms. Ryan	Yes		4.7
13-Dec-23	11am & 6pm	Virtual	Parents of Chronically Absent Students	3	Attendance Matters: Attend Today and Achieve Tomorrow	Attendance Team	No		
17-Jan-24	10:00am	In Person	Parents of Students who receive Special Services	2	Special Services Parent Meeting	Mrs. Hunter-Hall Ms. Dorling, Resource Teacher	Yes		4.4
24-Jan-24	5:30pm-7:00pm	In Person	All Parents	18	Literacy Night: "Snow in Love With Reading"	Ms. Ryan	Yes		4.9
1-Feb-24	5:30pm-7:00pm	In Person	All Parents	16	EC Cluster's Community Family Reunion	EC Cluster Principals	Yes	\$324	4.9
7-Feb-24	5:00pm-6:30pm	In Person	All Parents	43	Arden's Math and Science Night	Mrs. Tiller	Yes		4.2
8-Mar-24	9:00am-11:30am	In Person	EC Cluster Parents/Community Members	7	EC Cluster's Community Resource Pop Up	EC Cluster PFES	Yes		
				21				#DIV/0!	4.60

The average number of attendees to parent and family engagement education sessions was 21. The data show that parents show up to specific events. Parents come to sessions/events that are dedicated to a particular subject. These activities focus on strengthening skills in core curriculum areas, attendance, and other areas needed for academic and social/emotional success in school. These activities included giving parents information, having them access the information, and doing activities at home with their children.

SURVEY RESULT SECTION

Satisfaction surveys were available digitally per QR Code and hardcopy. Surveys had options to fit the needs of all participants. Although, the evaluation participation could have been better according to the number of participants and surveys completed, the results yielded a score of 4.6% on a 5-point scale of those participants who did complete evaluation surveys.

BARRIERS SECTION

The barriers to Parent and Family Engagement activities include transportation and scheduling of events to correlate with parent schedules. Arden Elementary has made efforts throughout the school year to modify meeting times and schedule events. However, there still appears to be an area for improvement for the upcoming

school year. Therefore, there were not many activities held this year.

Professional Capacity

At the end of the 2022-2023 school year, Arden Elementary had seen a slight decrease in teacher turnover from the previous year. These turnovers were due to resignations, transfers within and outside of the district or vacancies within the district. At the start of 2023-2024 school year, Arden had 25 certified teachers. Four teachers at the school are new to the school. Two are kindergarten teachers, one second grade teacher, and one fifth grade teacher (new position). Currently, one first grade position is filled by a non-certified teacher and two related arts positions are filled by recently retired teachers. Currently, we have one international teacher at the school.

Teachers new to the school and first year teachers received support from district and school level personnel. First year teachers were assigned a mentor within the school and received support from the District Induction Coordinator. All teachers worked closely with school-based instructional support members throughout the school year during professional learning communities/opportunities (PLC/PLO) and guided planning times in literacy and math. Additional opportunities for professional development include but not limited to district Monday PLO meetings, grade level planning, teacher workdays and extended planning times throughout the school year. As aligned to district expectations, teachers participate in school-based professional development sessions focused on Richland School District frameworks in the areas of balanced literacy, math, science, Visible Learning and other district sponsored trainings to further enhance teaching and learning practices for students.

To recruit effective teachers to our school, the principal involves the leadership/administrative team in the interview process when feasible. Arden continues to be represented at the Richland One fall and spring career fairs (face-to-face). To retain teachers, school-based incentives that recognize the efforts of all staff for "going the extra mile," help to improve morale and motivate all staff to make Arden a great place to work. For example, the administrative team implemented on occasions the Arden Snack Mobile, Spirit Weeks, Jeans' Pass, Exhale District and School-Based Opportunities and other small tokens of appreciation. These simple gestures let everyone know that they are valued and that others see their dedication to our school.

Teacher Attendance Rates:

2023-2024 Teacher Attendance through 2023-11
 Based on Long-Term Sick, Short-Term Sick, Personal, and Special Leave for Classroom Teachers Only
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 12, 2024

Level	School	Days Employed	Non-Professional Development Absences				Attendance Rate 2023	Attendance Rate 2024	Change
			Instructional	Non-Instructional	Total	Professional Development Absences			
District	* District *	130826.00	7823.75	434.50	8258.25	472.00	93.7	93.0	0.7
Elementary	Arden	1476.00	82.50	6.00	88.50	0.00	94.0	95.2	-1.2

Staff Attendance Rate:

The information above shows the current data as of February 12, 2024 for staff members at Arden. This data reflects only our certified teachers. Over the school year (2023-2024), we have not seen a decrease (95.2%) from the previous year (94%) of teacher's attending school. At the current time, our data for chronically absent teachers for this year is due to external factors that may affect teacher attendance.

Other Academic Data

Star Data

STAR Winter 2024 Math Performance Level Report with Subgroups
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~~ Arden ~~

Subgroup	District Benchmark Level										State Benchmark Level									
	Total Tested		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	209	21.5	45	21.5	19	9.1	100	47.8	179	35.8	35	19.6	51	28.5	29	16.2	80	44.7		
Grades 3-5	100	22.0	18	18.0	12	12.0	48	48.0	100	38.0	22	22.0	25	25.0	15	15.0	40	40.0		
Grade K	30	36.7	7	23.3	1	3.3	11	36.7	0	N	N	N	N	N	N	N	N	N	N	N
Grade 1	36	5	13.9	6	16.7	2	5.6	23	63.9	9	25.0	5	13.9	13	36.1	9	25.0	22	61.1	
Grade 2	43	7	16.3	14	32.6	4	9.3	18	41.9	17	39.5	8	18.6	13	30.2	5	11.6	18	41.9	
Grade 3	35	9	25.7	6	17.1	2	5.7	18	51.4	15	42.9	3	8.6	9	25.7	8	22.9	17	48.6	
Grade 4	34	8	23.5	6	17.6	5	14.7	15	44.1	14	41.2	8	23.5	6	17.6	6	17.6	12	35.3	
Grade 5	31	5	16.1	6	19.4	5	16.1	15	48.4	9	29.0	11	35.5	10	32.3	1	3.2	11	35.5	
Male	101	22	21.8	18	17.8	10	9.9	51	50.5	26	31.7	16	19.5	23	28.0	17	20.7	40	48.8	
Female	108	23	21.3	27	25.0	9	8.3	49	45.4	38	39.2	19	19.6	28	28.9	12	12.4	40	41.2	
White	1	N	N	N	N	N	N	1	N	N	N	N	N	N	N	N	N	N	N	
African-American	145	31	21.4	31	21.4	13	9.0	70	48.3	48	37.5	23	18.0	34	26.6	23	18.0	57	44.5	
Other Race	63	14	22.2	14	22.2	5	7.9	30	47.6	16	32.0	11	22.0	17	34.0	6	12.0	23	46.0	
White Female	1	N	N	N	N	N	N	1	N	N	N	N	N	N	N	N	N	N	N	
African-American Male	70	14	20.0	11	15.7	8	11.4	37	52.9	18	30.5	12	20.3	16	27.1	13	22.0	29	49.2	
African-American Female	75	17	22.7	20	26.7	5	6.7	33	44.0	30	43.5	11	15.9	18	26.1	10	14.5	28	40.6	
Other Race Male	31	8	25.8	7	22.6	2	6.5	14	45.2	8	34.8	4	17.4	7	30.4	4	17.4	11	47.8	
Other Race Female	32	6	18.8	7	21.9	3	9.4	16	50.0	8	29.6	7	25.9	10	37.0	2	7.4	12	44.4	
Multilingual	50	12	24.0	11	22.0	5	10.0	22	44.0	15	39.5	6	15.8	13	34.2	4	10.5	17	44.7	
Not Multilingual	159	33	20.8	34	21.4	14	8.8	78	49.1	49	34.8	29	20.6	38	27.0	25	17.7	63	44.7	
Special Education	11	6	54.5	1	9.1	0	0.0	4	36.4	4	44.4	1	11.1	3	33.3	1	11.1	4	44.4	
Not Special Education	198	39	19.7	44	22.2	19	9.6	96	48.5	60	35.3	34	20.0	48	28.2	28	16.5	76	44.7	
Gifted/Talented Academic (State and Local)	13	0	0.0	0	0.0	0	0.0	13	100.0	0	0.0	2	15.4	3	23.1	8	61.5	11	84.6	
Not Gifted/Talented Academic (State and Local)	196	45	23.0	45	23.0	19	9.7	87	44.4	64	38.6	33	19.9	48	28.9	21	12.7	69	41.6	
Pupil in Poverty	171	34	19.9	33	19.3	17	9.9	87	50.9	50	33.3	28	18.7	46	30.7	26	17.3	72	48.0	
Not Pupil in Poverty	38	11	28.9	12	31.6	2	5.3	13	34.2	14	48.3	7	24.1	5	17.2	3	10.3	8	27.6	

STAR Winter 2024 Reading Performance Level Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 30, 2024

~ Arden ~

group	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	
	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	208	37.5	31	14.9	29	13.9	70	33.7	125	47	37.6	26	20.8	22	17.6	30	24.0	52	41.6			
Grades 3-5	99	38.4	15	15.2	14	14.1	32	32.3	99	45	45.5	21	21.2	17	17.2	16	16.2	33	33.3			
Grade K	31	35.5	3	9.7	4	12.9	13	41.9	0	N	N	N	N	N	N	N	N	N	N			
Grade 1	36	27.8	7	19.4	5	13.9	14	38.9	8	0	0.0	1	12.5	0	0.0	7	87.5	7	87.5			
Grade 2	42	45.2	6	14.3	6	14.3	11	26.2	18	2	11.1	4	22.2	5	27.8	7	38.9	12	66.7			
Grade 3	32	46.9	6	18.8	3	9.4	8	25.0	32	19	59.4	5	15.6	1	3.1	7	21.9	8	25.0			
Grade 4	35	34.3	3	8.6	5	14.3	15	42.9	35	14	40.0	6	17.1	8	22.9	7	20.0	15	42.9			
Grade 5	32	34.4	6	18.8	6	18.8	9	28.1	32	12	37.5	10	31.3	8	25.0	2	6.3	10	31.3			
Male	101	37.6	15	14.9	14	13.9	34	33.7	58	22	37.9	15	25.9	7	12.1	14	24.1	21	36.2			
Female	107	37.4	16	15.0	15	14.0	36	33.6	67	25	37.3	11	16.4	15	22.4	16	23.9	31	46.3			
White	1	N	N	N	N	N	N	N	0	N	N	N	N	N	N	N	N	N	N			
African-American	146	34.2	19	13.0	25	17.1	52	35.6	95	35	36.8	20	21.1	15	15.8	25	26.3	40	42.1			
Other Race	61	45.9	11	18.0	4	6.6	18	29.5	30	12	40.0	6	20.0	7	23.3	5	16.7	12	40.0			
White Female	1	N	N	N	N	N	N	N	0	N	N	N	N	N	N	N	N	N	N			
African-American Male	70	34.3	11	15.7	11	15.7	24	34.3	43	17	39.5	11	25.6	3	7.0	12	27.9	15	34.9			
African-American Female	76	34.2	8	10.5	14	18.4	28	36.8	52	18	34.6	9	17.3	12	23.1	13	25.0	25	48.1			
Other Race Male	31	45.2	4	12.9	3	9.7	10	32.3	15	5	33.3	4	26.7	4	26.7	2	13.3	6	40.0			
Other Race Female	30	46.7	7	23.3	1	3.3	8	26.7	15	7	46.7	2	13.3	3	20.0	3	20.0	6	40.0			
Multilingual	48	56.3	10	20.8	3	6.3	8	16.7	20	13	65.0	3	15.0	3	15.0	1	5.0	4	20.0			
Not Multilingual	160	31.9	21	13.1	26	16.3	62	38.8	105	34	32.4	23	21.9	19	18.1	29	27.6	48	45.7			
Special Education	9	66.7	1	11.1	1	11.1	1	11.1	5	3	60.0	1	20.0	1	20.0	0	0.0	1	20.0			
Not Special Education	199	36.2	30	15.1	28	14.1	69	34.7	120	44	36.7	25	20.8	21	17.5	30	25.0	51	42.5			
Gifted/Talented Academic (State and Local)	13	0.0	0	0.0	1	7.7	12	92.3	13	0	0.0	0	0.0	5	38.5	8	61.5	13	100.0			
Not Gifted/Talented Academic (State and Local)	195	40.0	31	15.9	28	14.4	58	29.7	112	47	42.0	26	23.2	17	15.2	22	19.6	39	34.8			
Pupil in Poverty	173	35.3	25	14.5	25	14.5	62	35.8	109	40	36.7	22	20.2	19	17.4	28	25.7	47	43.1			
Not Pupil in Poverty	35	48.6	6	17.1	4	11.4	8	22.9	16	7	43.8	4	25.0	3	18.8	2	12.5	5	31.3			

STAR Assessments are given three times yearly. The assessments are given in the fall, winter and spring semesters. STAR Early Literacy is given to grades kindergarten through second. Third through fifth take STAR Reading. First through fifth grade take STAR Math. The data above is the scores from the winter assessment. Students are separated into Urgent Intervention, Intervention, On Watch and At/Above grade level.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Arden Elementary (4001020) 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)

Early Childhood/Primary (PK-2):

STAR EARLY LITERACY AND MATH PROJECTED PERFORMANCE RESULTS SUMMARY

SC READY ELA PROJECTIONS BY DISTRICT BENCHMARK

Percentage of students scoring at each level

Grade Level/ Subgroup	URGENT INTERVENTION BENCHMARK	INTERVENTION BENCHMARK	ON WATCH BENCHMARK	AT/ABOVE BENCHMARK
K	35.5%	9.7%	12.9%	41.9%
1	27.8%	19.4%	13.9%	38.9%
2	45.2%	14.3%	14.3%	26.2%

SC READY MATH PROJECTIONS BY DISTRICT BENCHMARK

Percentage of students scoring at each level

Grade Level/ Subgroup	URGENT INTERVENTION BENCHMARK	INTERVENTION BENCHMARK	ON WATCH BENCHMARK	AT/ABOVE BENCHMARK
K	36.7%	23.3%	3.3%	36.7%

1	13.9%	16.7%	5.6%	63.9%
2	16.3%	32.6%	9.3%	41.9%

Fall 2023 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

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

~~ Arden ~~

School	Teacher	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
Arden	Arden	20	20.0	80.0	15	6.7	93.3	20	15.0	85.0	13	38.5	61.5
Arden	Kennedy Courtney	20	20.0	80.0	15	6.7	93.3	20	15.0	85.0	13	38.5	61.5

Fall 2023 Pre-Kindergarten MyIGDIs Early Numeracy Teacher Report

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

~~ Arden ~~

School	Teacher	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
Arden	Arden	20	10.0	90.0	20	25.0	75.0	20	15.0	85.0	20	15.0	85.0
Arden	Kennedy Courtney	20	10.0	90.0	20	25.0	75.0	20	15.0	85.0	20	15.0	85.0

STAR EARLY LITERACY AND MATH:

- Data from MyIGDIS for our 4K, KRA for our 5K, and Star Early Literacy for our 5K and 2nd grade students are causing us to look closely at the preparation level of our early childhood students as well as our curriculum to address the needs of these students.
- Data from STAR Math for our 5K and 2nd grade students consistently shows that our students continue to need additional support in these areas.
- Data from our STAR projections indicates a need to look closely at why a significant drop occurs after students leave first grade.

* Elementary/Middle (3-8)

Elementary/Middle (3-8):

Grade	Year	ELA							Math						
		Num	%DN	%A	%M	%E	%ME	Num	%DN	%A	%M	%E	%ME		
All	2018	159	47.8	32.7	16.4	3.1	19.5	159	46.5	22.6	15.7	15.1	30.8		
All	2019	148	48.0	28.4	17.6	6.1	23.6	148	41.2	30.4	20.9	7.4	28.4		
All	2021	100	63.0	26.0	9.0	2.0	11.0	101	63.4	23.8	7.9	5.0	12.9		
All	2022	90	50.0	33.3	8.9	7.8	16.7	90	40.0	38.9	15.6	5.6	21.1		
All	2023	88	36.4	26.1	25.0	12.5	37.5	88	42.0	30.7	18.2	9.1	27.3		
All	2-Yr Chg	-2	-13.6	-7.2	16.1	4.7	20.8	-2	2.0	-8.2	2.6	3.5	6.2		
All	5-Yr Chg	-71	-11.4	-6.6	8.6	9.4	18.0	-71	-4.5	8.1	2.5	-6.0	-3.5		

2023 SC READY One-Year Summary By First Day of Testing (FDT) Subgroup and Grade - Science

Excludes Students who Tested with Non-Standard Accommodations (Modifications)
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - September 29, 2023

~~ Arden: Grade 4 ~~

Subgroup	Science						
	Num	%DN	%A	%M	%E	%ME	
All Students	32	62.5	25.0	12.5	0.0	12.5	
Male	15	53.3	26.7	20.0	0.0	20.0	
Female	17	70.6	23.5	5.9	0.0	5.9	
White	0	N	N	N	N	N	
African-American	23	65.2	21.7	13.0	0.0	13.0	
Asian/Pacific Is.	0	N	N	N	N	N	
Hispanic	8	62.5	25.0	12.5	0.0	12.5	
Am. Indian/Alask.	0	N	N	N	N	N	
Two or More Races	1	0.0	100.0	0.0	0.0	0.0	
Disabled	2	100.0	0.0	0.0	0.0	0.0	
Not Disabled	30	60.0	26.7	13.3	0.0	13.3	
Migrant	0	N	N	N	N	N	
Non-Migrant	32	62.5	25.0	12.5	0.0	12.5	
LEP	6	100.0	0.0	0.0	0.0	0.0	
Non-LEP	26	53.8	30.8	15.4	0.0	15.4	
State-Identified GT	0	N	N	N	N	N	
Locally-Identified GT	6	33.3	33.3	33.3	0.0	33.3	
All GT	6	33.3	33.3	33.3	0.0	33.3	
Non-GT	26	69.2	23.1	7.7	0.0	7.7	
White Male	0	N	N	N	N	N	
White Female	0	N	N	N	N	N	
Afr.-Amer. Male	11	54.5	27.3	18.2	0.0	18.2	
Afr.-Amer. Female	12	75.0	16.7	8.3	0.0	8.3	
Hispanic Male	4	50.0	25.0	25.0	0.0	25.0	
Hispanic Female	4	75.0	25.0	0.0	0.0	0.0	

- The major concerns in our school is the achievement level in ELA and writing in all grades and science for our 4th grade students. The percentage of students scoring "Does Not Meet and Approaches Expectations" was significantly high in ELA in grades 3-5. Based on our writing results for our students in grades 3-5, majority of the students received a score of "0". The percentage of student scoring "Not Met" in science for 4th grade students decreased slightly. However, the percentage of students scoring at this level continues to remain high.
- Based on data, there is a need to focus on intensive professional development in ELA, writing and science for grade level teachers. Although improvement in math is evident, there is still a need to continue supporting this area as well.
- Data continue to show that there is a need to focus on providing explicit professional development in the area of writing across campus and within disciplines.
- Data continues to show that there is a need to implement more hands-on, collaborative strategies to increase student conceptual understanding of mathematical concepts.
- Data continues to show that there is a need to focus on providing students inquiry-based tasks to develop their understanding of science concepts.
- Data continue to show that there is a need to reaffirm our commitment to literacy and reading intervention via MTSS to select and monitor appropriate interventions tools/resources for quality instruction.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Professional Capacity

At the end of the 2022-2023 school year, Arden Elementary had seen a slight decrease in teacher turnover from the previous year. These turnovers were due to resignations, transfers within and outside of the district or vacancies within the district. At the start of 2023-2024 school year, Arden had 25 certified teachers. Four teachers at the school are new to the school. Two are kindergarten teachers, one second grade teacher, and one fifth grade teacher (new position). Currently, one first grade position is filled by a non-certified teacher and two related arts positions are filled by recently retired teachers. Currently, we have one international teacher at the school.

Teachers new to the school and first year teachers received support from district and school level personnel. First year teachers were assigned a mentor within the school and received support from the District Induction Coordinator. All teachers worked closely with school-based instructional support members throughout the school year during professional learning communities/opportunities (PLC/PLO) and guided planning times in literacy and math. Additional opportunities for professional development include but not limited to district Monday PLO meetings, grade level planning, teacher workdays and extended planning times throughout the school year. As aligned to district expectations, teachers participate in school-based professional developments sessions focused on Richland School District frameworks in the areas of balanced literacy, math, science, Visible Learning and other district sponsored trainings to further enhance teaching and learning practices for students.

To recruit effective teachers to our school, the principal involves the leadership/administrative team in the interview process when feasible. Arden continues to be represented at the Richland One fall and spring career fairs (face-to-face). To retain teachers, school-based incentives that recognize the efforts of all staff for "going the extra mile," help to improve morale and motivate all staff to make Arden a great place to work. For example, the administrative team implemented on occasions the Arden Snack Mobile, Spirit Weeks, Jeans' Pass, Exhale District and School-Based Opportunities and other small tokens of appreciation. These simple gestures let everyone know that they are valued and that others see their dedication to our school.

2023-2024 Teacher Attendance through 2023-11

Based on Long-Term Sick, Short-Term Sick, Personal, and Special Leave for Classroom Teachers Only
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 12, 2024

Level	School	Days Employed	Non-Professional Development Absences			Professional Development Absences	Attendance Rate 2024	Attendance Rate 2023	Change
			Instructional	Non-Instructional	Total				
District	* District *	130826.00	7823.75	434.50	8258.25	472.00	93.0	93.0	0.7
Elementary	Arden	1476.00	82.50	6.00	88.50	0.00	94.0	95.2	-1.2

RATIONALE:

- Data shows that there is a need to provide effective teaching strategies through effective professional development throughout the year for all staff members.
- Data shows the need to provide/continue the implementation of school-based incentives to build morale and retain teachers.

* School Climate

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	24	87	1
Percent satisfied with learning environment	95.8%	96.5%	100.0%
Percent satisfied with social and physical environment	100.0%	92.9%	100.0%
Percent satisfied with school-home relations	91.7%	98.8%	100.0%

Discipline Data

Total # of Referrals: 23

Grade Level Referrals: PK: (1) K (4) 1st (1) 2nd (4) 3rd (2) 4th (3) 5th (8)

ISS: 5/OSS: 9

- Data shows a need to continue with the implementation of Positive Behavior Support Systems (PBIS) initiative to reinforce positive behaviors for students in K-5 grades.
- To build a safe and collaborative learning environment, data shows the need to continue providing staff development on social and emotional learning strategies and restorative practices as tools to support the learning environment.
- Data shows a positive correlation to our in-school suspension position that will allow supports to target students with a "focus on learning" and "restorative practices."
- Data indicates a positive correlation between the satisfaction of the learning environment, social and physical environment and home-school relations between students and those of teachers and parents.

Other (such as school priorities)

- Data shows that there is a need to focus on the achievement levels of African-American males in all grade level/subjects.
- Data shows that there is a need to align our instructional practices to support all students particularly our English As Second Language students.
- Data shows that there is a need to continue implementing technological instructional practices to support teaching and learning for teachers and students.

* Gifted and Talented

WINTER STAR 2024 ELA AND MATH PROJECTIONS

ELA:

Does Not Meet: 0.0%
Approaches: 0.0%
Meets: 38.5%
Exceeds: 61.5%
Meets and Exceeds: 100%

MATH:

Does Not Meet: 0.0%
Approaches: 15.4%
Meets: 23.1%
Exceeds: 61.5%
Meets and Exceeds: 84.6%

- Data shows that there is a need to continue implementing high level instructional practices to help support the academic achievement levels in students in grades 3-5.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring met and exemplary on the SC Ready ELA test in grades 3-5 will increase from 37.5% to 55%.

PM 1.1 By 2024-2025, students scoring met and exceeding on the English/Language Arts SC READY assessment will increase by 5% from the baseline percent (37.5%) from 2023.

Analysis of Actual vs. Projected Data:

Actual Data SC READY ELA: 37.5% Projected Data 2024-2025 SC READY ELA: 42.5% Projected Data 2025-2026 SC READY ELA: 47.5%
Projected Data 2026-2027 SC READY ELA: 52.5% Projected Data 2027-2028 SC READY ELA: 57.5% Projected Data 2028-2029 SC READY ELA: 62.5%

S 1.1.1 Student Performance on SC READY ELA.

Evidence-Based Research:

Gee (1995) found that such whole language approaches in reading instruction had positive influences on reading achievement. The whole language approach to reading instruction is based on the idea that the "acquisition of reading skills depends on the context in which these skills are presented.

AS 1.1.1.1 Data-Driven Instruction

Action Step:

Use data driven resources such as formative and summative assessments to analyze test results to enhance individual and small group instruction.

Person Responsible:

GRT, Classroom Teachers, Reading Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 1.1.1.2 Instructional Resources

Action Step:

Utilize best practices such as leveled books for guided reading, read alouds for response to reading, writing journals and computer software (Lexia/Star) to improve student comprehension.

Person Responsible:

Classroom Teachers, Literacy Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 1.1.1.3 Instructional Support

Action Step:

Continue to utilize an ELA Consultant and Literacy Coach professional learning communities (PLC) to provide staff development in individual and small group instruction to ensure reading success at all grade levels.

Person Responsible:

Classroom Teachers, CRT, Reading Coach, Interventionist, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 1.1.1.4 Professional Development

Action Step:

Provide professional development to enhance and strengthen core instruction and intervention using standards, instructional expectations and frameworks for literacy.

Person Responsible:

Classroom Teachers, CRT, Literacy Coach, Interventionist, External Consultants

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 1.1.1.5 Instructional Activities and Events

Action Step:

Host Family Literacy Events to promote academic success in literacy and writing.

Person Responsible:

CRT, Classroom Teachers, Literacy Coach, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

2 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring met and exemplary on the SC Ready Math test in grades 3-5 will increase from 27.3% to 47.3%.

PM 2.1 By 2024-2025, students scoring met and exceeding on the SC READY Math assessment will increase by 5% from the baseline percent (27.3%) from 2023.

Analysis of Actual vs. Projected Data:

Actual Data SC READY Math: 27.3% Projected Data 2024-2025 SC READY ELA: 32.3% Projected Data 2025-2026 SC READY ELA: 37.3%
Projected Data 2026-2027 SC READY ELA: 42.3% Projected Data 2027-2028 SC READY ELA: 47.3% Projected Data 2028-2029 SC READY ELA: 52.3%

S 2.1.1 Student Performance on SC Ready Math

Evidence-Based Research:

The power of feedback to students learning mathematics was highlighted by Baker, Gersten, and Lee (2002). They found that the highest effects accrued when teachers provided feedback data or recommendations to students ($d=0.71$), then for peer-assisted learning ($d=0.62$), explicit teacher-led instruction ($d=0.65$), direct instruction($d=0.65$), and concrete feedback to parents ($d=0.43$).

AS 2.1.1.1 Instructional Resources

Action Step:

Use South Carolina College and Career Standards, grade-level indicators, support documents, plus the district's math framework pacing guide and Visible Learning process/resources to plan high-quality instruction for all students.

Person Responsible:

Classroom Teachers, CRT, District Math Consultant

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 2.1.1.2 Instructional Resources

Action Step:

Use math manipulative materials and resources to enhance conceptual understand of concepts and to support mathematical reasoning in all grade levels.

Person Responsible:

Classroom Teachers, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 2.1.1.3 Data Driven Instruction

Action Step:

Use formative and summative assessments data to analyze results to support individual, small group instruction, and intervention instructional process.

Person Responsible:

Administration, Classroom Teachers, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 2.1.1.4 Professional Development

Action Step:

Provide professional development to enhance and strengthen core instruction and intervention using standards, instructional expectations and frameworks for math.

Person Responsible:

Administration, CRT, Classroom Teachers, SPED Teachers

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 2.1.1.5 Instructional Activities and Events

Action Step:

Host Family Math events to promote academic success in foundational and conceptual understanding of mathematical concepts.

Person Responsible:

Administration, Classroom Teachers, CRT, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

3 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring met and exemplary on the SC READY Science test in grades 4 will increase from 12.5% to 47.5%.

PM 3.1 By 2024-2025, students scoring met and exceeding on the Science SC PASS assessment will increase by 7% from the baseline percent (12.5%) from 2023.

Analysis of Actual vs. Projected Data:

Actual Data SC READY SCIENCE: 12.5% Projected Data 2024-2025 SC READY SCIENCE: 19.5% Projected Data 2025-2026 SC READY SCIENCE: 26.5% Projected Data 2026-2027 SC READY SCIENCE: 33.5% Projected Data 2027-2028 SC READY SCIENCE: 40.5% Projected Data 2028-2029 SC READY SCIENCE: 47.5%

S 3.1.1 Student Performance on SC PASS Science

Evidence-Based Research:

Many of these newer curricula emphasized strategies and processing and this required teachers to thus use these methods rather than a didactic form of teaching. Yearny and Padilla (1983) carried out a research synthesis comparing the effectiveness of various procedures for training science teachers to use better teaching strategies. All procedures were found to have a positive effect on the behavior of science teachers, as did all strategy analysis training methods.

AS 3.1.1.1 Instructional Resources

Action Step:

Use SAVAAS science kits and other standards-based resources to provide high quality lessons for all students.

Person Responsible:

Administration, CRT, Classroom Teachers,

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 3.1.1.2 Data Driven Instruction

Action Step:

Use data driven resources such as formative and summative assessments to analyze test results to enhance individual and small group instruction in science.

Person Responsible:

Classroom Teachers, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 3.1.1.3 Instructional Support & Professional Development

Action Step:

Provide high quality professional learning opportunities (PLO) (including district and state staff development) to improve instructional strategies for high quality science instruction.

Person Responsible:

Classroom Teachers, CRT, Administration, Reading Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 3.1.1.4 Field Studies

Action Step:

Participate in field trips or school-based science activities that support grade-level science standards (McIntyre Airbase, Challenger Learning Center, Riverbanks Zoo, Swamp Fox, Roper Mountain Science Learning Center, Governor's School for Science and Math).

Person Responsible:

Classroom Teachers, CRT, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 3.1.1.5 Instructional Activities and Events

Action Step:

Host science events (including science fair/day) to promote academic success in understanding science concepts.

Person Responsible:

Classroom Teachers, CRT, Literacy Coach, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

Performance Goal:

By 2029, Arden Elementary School will have a sustainability plan in place to recruit and retain classroom teachers and instructional support personnel (including instructional assistants).

PM 4.1 By 2024-2025, Arden Elementary will reduce the percent of teacher turnover by 5%.

Analysis of Actual vs. Projected Data:

Actual Data SC Report Card Data 2022-2023: 69.6% Actual Data SC Report Card Data 2023-2024: 63.6% Projected Data 2024-2025: 68.6%
Projected Data 2025-2026: 73.6% Projected Data 2026-2027: 78.6% Projected Data 2027-2028: 83.6% Projected Data 2028-2029: 88.6%

S 4.1.1 Culture of Collaboration

Evidence-Based Research:

A growing body of research shows that collaboration between teachers and administrators improves student outcomes. The University of Chicago's Consortium on Chicago School Research produced the most compelling research of this type (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). Five organizational features contributed to this success: 1. A coherent instructional guidance system, in which curriculum and assessment were coordinated within and across grades with meaningful teacher involvement. 2. An effective system to improve professional capacity by providing ongoing support and guidance for teachers, including opening teachers' classroom work for examination by colleagues and external consultants. 3. Strong ties among school personnel, parents, and community service providers, with an integrated support network for students. 4. A student-centered learning climate that identified and responded to problems individual students were experiencing. 5. Leadership focused on cultivating teachers, parents, and community members so that they became invested in sharing responsibility for the school's improvement.

AS 4.1.1.1 Learning Environment

Action Step:

Maintain a positive instructional environment that supports teacher growth and development as noted by Teacher Opinion Survey.

Person Responsible:

Classroom Teachers, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 4.1.1.2 Mentoring

Action Step:

Provide high quality mentorship opportunities for all staff members (novice and veteran).

Person Responsible:

Classroom Teachers, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 4.1.1.3 Peer Observations

Action Step:

Implement a lateral/ vertical peer observation system based on identified teacher needs.

Person Responsible:

CRT, Classroom Teachers, Administration, Reading Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 4.1.1.4 Instructional Planning Book Studies

Action Step:

Increase the use of school-wide book studies for all staff members. Titles: Visible Learning: The Teacher Clarity Playbook, Leading With Intention, PLC Plus Text

Person Responsible:

Classroom Teachers, CRT, Reading Coach, Interventionist, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

PM 5 School Climate*

Performance Goal:

By 2029, the percentage of teacher perceptions will be maintained at 95% as noted by school report card survey data (i.e. home-school relations, school learning environment and social-physical environment).

PM 5.1 By 2024-2025, teacher's satisfaction with home-school relations will increase by 3 points as surveyed by the SC School Report Card.

Analysis of Actual vs. Projected Data:

Actual Data: 91.7% Projected Data 2024-2025: 94.7% Projected Data 2025-2026: 97.7% Projected Data 2026-2027: 100% Projected Data 2027-2028: 100% Projected Data 2028-2029: 100%

S 5.1.1 Culture and Climate Evidence-Based Research:

Home-school collaboration refers to the relationship between families and schools where parents and educators work together to promote the academic and social development of children. In line with Epstein, Krumm (1996) considers cooperation between parents and teachers as an effective measure to foster students' school success. This claim is supported by a consistent, positive and convincing body of evidence that shows that parent-teacher cooperation has an effect on social and emotional development as well as on school achievement for all students regardless of social background, age or nationality (Cox, 2005;Epstein, 1990;Henderson & Mapp, 2002;Jeynes, 2007;Kohl, Lengua, & McMahon, 2000;Kreider et al., 2007;Manz, Fantuzzo, & Power, 2004).

AS 5.1.1.1 Curriculum Events

Action Step:

Conduct Curriculum Nights with activities for content area subjects.

Person Responsible:

Classroom Teachers, CRT, Literacy Coach, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 5.1.1.2 Translation Services

Action Step:

Utilize interpreters to assist in bridging the communication gap at events and/or workshops.

Person Responsible:

Administration, ESOL Coordinator

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 5.1.1.3 Parental Involvement

Action Step:

Encourage parent involvement in various school-based events. Events: Career Day, International Day, Math/Science Day, Grandparents' Day, Book Fair, SIC/PTO, Curriculum Events, Parent Family Engagement Events, District Events, etc.

Person Responsible:

Administration, Parent Family Engagement Specialist, Literacy Coach, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 5.1.1.4 Community Engagement

Action Step:

Increase partnerships with various community organizations (i.e. faith-based partners and other community organizations).

Person Responsible:

Administration, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

PM 5.2 Reduce the chronic absenteeism rate by 3% or below the state level of 22.5%.

Analysis of Actual vs. Projected Data:

Actual Data Chronic Absenteeism Data: 26.7% Projected Data 2024-2025: 23.7% Projected Data 2025-2026L 20.7% Projected Data 2026-2027: 17.7% Projected Data 2027-2028: 14.7% Projected Data 2028-2029: 11.7%

S 5.2.1 Attendance

Evidence-Based Research:

Chronically absent students are not only missing out on school days and opportunities to learn, but they are at the greatest risk of falling behind. Chronic absenteeism has been linked to reduced student achievement, social disengagement, and feelings of alienation (Gottfried, 2014; Gottfried, 2015; Johnson, 2005). Over the long term, it is correlated to increased rates of high school dropout, adverse health outcomes and poverty in adulthood, and an increased likelihood of interacting with the criminal justice system (Schoeneberger, 2012; U.S. Department of Education, 2016).

AS 5.2.1.1 Student Recognition

Action Step:

Recognize students with perfect attendance through recognition and student incentives.

Person Responsible:

Administration, Guidance Counselor, Parent Family Engagement Specialist, Literacy Coach, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

AS 5.2.1.2 Data Driven Resources

Action Step:

Utilize the MTSS Intervention process to improve student attendance.

Person Responsible:

Administration, Guidance Counselor, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2025

Assurances

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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 <input type="checkbox"/>	<p>Academic Assistance, PreK-3</p> <p>The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
* Yes <input type="checkbox"/>	<p>Academic Assistance, Grades 4-12</p> <p>The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
* Yes <input type="checkbox"/>	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.</p>
* Yes <input type="checkbox"/>	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
* Yes <input type="checkbox"/>	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
* Yes <input type="checkbox"/>	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
* Yes <input type="checkbox"/>	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.</p>
* Yes <input type="checkbox"/>	<p>Developmental Screening</p> <p>The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.</p>
* Yes <input type="checkbox"/>	<p>Half-Day Child Development</p>

	<p>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.</p>
* Yes <input type="checkbox"/>	<p>Developmentally Appropriate Curriculum for PreK-3</p> <p>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.</p>
* Yes <input type="checkbox"/>	<p>Parenting and Family Literacy</p> <p>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.</p>
* Yes <input type="checkbox"/>	<p>Recruitment</p> <p>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.</p>
* Yes <input type="checkbox"/>	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

Waiver

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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 Waiver 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:	<input type="text"/>	

Related Documents

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Type Optional Documents Document Template Document/Link

Additional Documentation

N/A

Checklist

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Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

1. Plan Information and stakeholders Not Reviewed ▼

1.01 Information is complete and appropriate.

2. Needs Assessment Not Reviewed ▼

2.01 Needs assessment link is correct

2.02 Needs assessment is clear, thorough and appropriate.

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

3.01 All required goal areas have been addressed.

3.02 Goal statements are complete and appropriate.

3.03 Goals have all required parts completed.

3.04 Action steps are complete and appropriate.

4. Read to Succeed Not Reviewed ▼

4.01 Responses are complete, thorough and appropriate.

5. Assurances Not Reviewed ▼

5.01 Responses are complete, thorough and appropriate

6. Related Documents Not Reviewed ▼

6.01 If applicable, uploaded documents are correct and appropriate.