4001 - Richland County School District One (4001) Public District - FY 2025 - Brockman Elementary (4001094) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Mrs. Sharonda Giles

Teacher

Name	*	Mrs. Jennifer Martin
Name	*	Mrs. Laura Wentzky
Name	*	Mrs. Victoria Brown

Parent/Guardian

Name	*	Dr. Danielle Odom

Community Member

Name	*	Pastor David Knapp

School Level Administrators

Name	*	Mrs. Victoria Garrick

School Read to Succeed Literacy Leadership Team Lead

Name	*	Mrs. Staci Clawson

School Read to Succeed Literacy Leadership Team Member

Name	*	Mrs. Paige Alexander
Name	*	Ms. Phoebe Blalock

Name	* Mrs. Mary-Margaret Anderson

School Improvement Council Member(s)

Name	* Dr. Danielle Odom, Chair
Name	* Mrs. Erin Groves, Parent
Name	* Pastor David Knapp, Community Member
Name	* Mrs. Georgia Godfrey, School Counselor
Name	* Mrs. Staci Clawson, Reading Coach
Name	* Mrs. Jennifer Martin, Primary Teacher
Name	* Mrs. Laura Wentzky, Lower Elementary Teacher
Name	* Mrs. Victoria Brown, Upper Elementary Teacher
Name	* Mrs. Sharonda Giles, Principal
Name	* Mrs. Victoria Garrick, Assistant Principal
Name	* Mrs. Consuela Yisreal, Parent Liaison

School Gifted and Talented Coordinator

Name	* N/A

School Federal Programs Coordinator

Name	* N/A

Other Stakeholders

Position	Name

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

Brockman Elementary Mission

The Brockman Elementary staff are intentionally guided by the philosophy of Maria Montessori. The mission is essential to the work and is defined as follows:

- To establish and maintain a child-centered environment that allows the freedom to explore, cooperate and become;

- To encourage the growth and wellness of every member of the school community;

- To provide our children with the learning tools to evolve into self-motivated, self-reliant, responsible and caring individuals;

- To celebrate and appreciate each person's uniqueness;

- To improve the quality of life for our children, their families and other stakeholders by working hand in hand with each other; and

- To provide an academic environment that stays true to the Montessori philosophy to provide an academic environment that promotes excellence and the desire to achieve.

Brockman Elementary School Vision

The four building blocks of a Learning Community are its: ***Mission, Vision, Intentions and Goals***. We, the Brockman Learning Community, are committed to the mission outlined above.

Our ***vision*** for Brockman, what we hope to become, is as follows:

- A vibrant learning community in which everyone feels respected and valued

- An authentic model of the Montessori philosophy in harmony with public school education

- A leader in education, a catalyst for change

- A wise community of joy + beauty + peace

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<u>State Report Cards for Districts and Schools</u>

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

https://screportcards.com/overview/?q=eT0yMDlzJnQ9RSZzaWQ9NDAwMTA5NA

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

myIGDIs 4K Assessment

The myIGIDs assessment is administered to all 4K students at Brockman Elementary.

The Early Literacy report showed that our students had the strongest progress in picture naming. Our area of growth is in rhyming.

The Early Numeracy report showed that our students had the strongest progress in oral counting. Our area of growth is in number naming.

Fall 2023 Early Literacy Report

		Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong?		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Brockman	Brockman	31	48.4	51.6	31	32.3	67.7	31	41.9	58.1	31	38.7	61.3

Fall 2023 Early Numeracy Report

		Oral Counting			Number Naming			Quantity Comparison			1-to-1 Correspondence Counting		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Brockman	Brockman	31	67.7	32.3	31	41.9	58.1	31	54.8	45.2	31	64.5	35.5

Kindergarten Readiness Assessment (KRA)

The KRA assessment was administered to students in Fall 2023. The data shows that 91.9% of students were demonstrating readiness.

| | Students Tested | Overall Mean Score | Overall Performance Level | | | | | | Domain Performance | | | |
| | | | Emerging | | Approaching | | Demonstrating | | Social Foundations | Language & Literacy | Mathematics | Physical Well-Being & Motor Development |
School	Num	Mean	Num	Perc	Num	Perc	Num	Perc	Mean	Mean	Mean	Mean
Brockman	37	279.8	0	0.0	3	8.1	34	91.9	278.9	281.0	283.2	287.6

Star Reading

Star Reading is administered to students in grades kindergarten through fifth in the Fall, Winter, and Spring, The most recent Star data from Winter 2024 is below.

The data shows that 90.9% of students are At/Above on Star reading. Reading is a strength among our students school-wide.

	K	1st	2nd	3rd	4th	5th	Average
At/Above	100% 37/37	86.1% 31/36	86.1% 31/36	90.9% 30/33	88.6% 31/35	93.8% 30/32	90.9% 190/209
On Watch	0%	11.1% 4/36	5.6% 2/36	6.1% 2/33	8.6% 3/35	3.1% 1/32	5.7% 12/209
Intervention	0%	2.8% 1/36	2.8% 1/36	0%	2.9% 1/35	3.1% 1/32	1.9% 4/209
Urgent Intervention	0%	0%	5.6% 2/36	3% 1/33	0%	0%	1.4% 3/209

Star Math

Star Math is administered to students in grades kindergarten through fifth in the Fall, Winter, and Spring, The most recent Star data from Winter 2024 is below.

The data shows that 80.6% of students are At/Above on Star math. During the 2023-2024 school year, our students has shown growth in math. Math will continue to be a focus over the next five years.

	K	1st	2nd	3rd	4th	5th	Average
At/Above	70.3% 26/37	88.9% 32/36	75% 27/36	78.8% 26/33	86.1% 31/36	84.8% 28/33	80.6% 170/211
On Watch	10.8% 4/37	5.6% 2/36	11.1% 4/36	15.2% 5/33	5.6% 2/36	9.1% 3/33	9.5% 20/211
Intervention	18.9% 7/37	5.6% 2/36	11.1% 4/36	6.1% 2/33	5.6% 2/36	3% 1/33	8.5% 18/211
Urgent Intervention	0%	0%	2.8% 1/36	0% 0	2.8% 1/36	3% 1/33	1.4% 3/211

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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)

Grades Prekindergarten - 2nd

Brockman Elementary has an enrollment of 164 students in PK3-2. Students in prekindergarten are assessed using the myIGDIs assessment; students in kindergarten are assessed using the Kindergarten Readiness Assessment (KRA) and STAR Early Literacy; and students in 1st and 2nd grades are assessed using Star Early Literacy and Star Math. Students with a scale score of 775 on the Star Early Literacy are assessed using Star Reading.

Brockman prekindergarten students are assessed using an individual growth and development tool, the myIGDIs assessment. Students are assessed across four domains: Picture Naming, Rhyming, Sound ID, and Which One Doesn't Belong. myIGDIs allows teachers to use performance measures to inform instruction and make data-based decisions regarding child development. 31 students were assessed in Fall 2024. Below is the data.

Early Literacy Data

		Picture Naming			Rhyming			Sound Identification			Which One Doesn't Belong?		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Brockman	Brockman	31	48.4	51.6	31	32.3	67.7	31	41.9	58.1	31	38.7	61.3

The data shows that students had the strongest progress in picture naming. The area of need/growth is rhyming as only 32.3% of students had strong progress and 67.7% of students were at-risk and moderate progress. To develop the skills or rhyming, our primary teacher will continue to engage students in Montessori language lessons that will develop phonemic awareness as well as listening skills and intonation patterns of the spoken language.

Early Numeracy Data

		Oral Counting			Number Naming			Quantity Comparison			1-to-1 Correspondence Counting		
		Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress	Students Tested	Strong Progress	At-Risk or Moderate Progress
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Brockman	Brockman	31	67.7	32.3	31	41.9	58.1	31	54.8	45.2	31	64.5	35.5

The data shows that students had the strongest progress in oral counting. The area of need/growth is number naming as only 41.9% of students had strong progress and 58.1% of students were at-risk and moderate progress. To support math growth among students in early childhood, teachers will continue to provided individualized Montessori math lessons based on student needs.

Star Reading and Star Math

Brockman Elementary K-2 students are also assessed with formative measures throughout the school year to gauge progress on skills and concepts identified in the academic content standards. Below is the data from the most recent formative district assessment – 2024 Star Winter Results Summary.

Star Reading

	K	1st	2nd
At/Above	100% 37/37	86.1% 31/36	86.1% 31/36
On Watch	0%	11.1% 4/36	5.6% 2/36
Intervention	0%	2.8% 1/36	2.8% 1/36
Urgent Intervention	0%	0%	5.6% 2/36

The Star reading data shows that reading continues to be a strength among students in early childhood. In addition to Tier I class instruction, students in intervention and urgent intervention will continue to receive support from the reading interventionist.

Star Math

	K	1st	2nd
At/Above	70.3% 26/37	88.9% 32/36	75% 27/36
On Watch	10.8% 4/37	5.6% 2/36	11.1% 4/36
Intervention	18.9% 7/37	5.6% 2/36	11.1% 4/36
Urgent Intervention	0%	0%	2.8% 1/36

The Star math data shows that in comparison to the Star winter 2023 data, our students made good growth in math on the Star winter 2024. Math growth will continue to be a focus area for students over the next five years. In addition to Tier I class instruction, students in intervention and urgent intervention will continue to receive support from the math interventionist.

Based on the most recent data and our data deep dive analysis, will we continue to provide targeted supports and interventions to students in the early childhood grades.

To promote growth in the need in areas of improvement, we will continue with the following supports for students in early childhood -

- Intervention with classroom teacher and Instructional Assistant (daily targeted Montessori lessons).

- Specialized instruction from resource teacher for students with an IEP.

- Individualized and/or small group intervention 3-5 days with a interventionist for students in intervention and urgent intervention.

- Online researched-based programs including Lexia and Aleks will be provided to support student learning.

- Our Curriculum Resource Teacher (CRT) support teachers by providing ongoing professional development on best instructional practices in order to improve student achievement in math, and also work in classrooms alongside teachers to support all students.

- Students in intervention and urgent intervention attend the afterschool Comprehensive Readiness Program (CRP) 2-3 days per week where they receive target math intervention.

Reading Achievement by Subgroup on Star Winter 2024

	Total Tested	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total Tested	Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
		District Benchmark Level								State Benchmark Level										
Subgroup	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
African-American Male	13	0	0.0	0	0.0	2	15.4	11	84.6	12	0	0.0	2	16.7	4	33.3	6	50.0	10	83.3
African-American Female	11	1	9.1	1	9.1	1	9.1	8	72.7	9	0	0.0	2	22.2	3	33.3	4	44.4	7	77.8
Other Race Male	13	0	0.0	0	0.0	0	0.0	13	100.0	8	0	0.0	0	0.0	2	25.0	6	75.0	8	100.0
Other Race Female	21	1	4.8	2	9.5	1	4.8	17	81.0	14	1	7.1	2	14.3	2	14.3	9	64.3	11	78.6
Multilingual	9	0	0.0	0	0.0	1	11.1	8	88.9	5	0	0.0	1	20.0	1	20.0	3	60.0	4	80.0
Not Multilingual	200	3	1.5	4	2.0	11	5.5	182	91.0	148	1	0.7	10	6.8	28	18.9	109	73.6	137	92.6
Special Education	24	3	12.5	1	4.2	5	20.8	15	62.5	15	1	6.7	4	26.7	7	46.7	3	20.0	10	66.7
Not Special Education	185	0	0.0	3	1.6	7	3.8	175	94.6	138	0	0.0	7	5.1	22	15.9	109	79.0	131	94.9
Gifted/Talented Academic (State and Local)	40	0	0.0	0	0.0	0	0.0	40	100.0	40	0	0.0	0	0.0	2	5.0	38	95.0	40	100.0
Not Gifted/Talented Academic (State and Local)	169	3	1.8	4	2.4	12	7.1	150	88.8	113	1	0.9	11	9.7	27	23.9	74	65.5	101	89.4

Math Achievement by Subgroup on Star Winter 2024

	Total Tested	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total Tested	Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
		District Benchmark Level								State Benchmark Level										
Subgroup	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
African-American Male	13	1	7.7	1	7.7	0	0.0	11	84.6	12	1	8.3	1	8.3	5	41.7	5	41.7	10	83.3
African-American Female	11	0	0.0	1	9.1	3	27.3	7	63.6	10	1	10.0	3	30.0	3	30.0	3	30.0	6	60.0
Other Race Male	13	0	0.0	1	7.7	0	0.0	12	92.3	9	0	0.0	1	11.1	4	44.4	4	44.4	8	88.9
Other Race Female	21	0	0.0	2	9.5	5	23.8	14	66.7	17	1	5.9	6	35.3	2	11.8	8	47.1	10	58.8
Multilingual	9	0	0.0	0	0.0	1	11.1	8	88.9	6	0	0.0	1	16.7	1	16.7	4	66.7	5	83.3
Not Multilingual	202	3	1.5	18	8.9	19	9.4	162	80.2	168	7	4.2	28	16.7	49	29.2	84	50.0	133	79.2
Special Education	25	3	12.0	7	28.0	1	4.0	14	56.0	20	6	30.0	7	35.0	3	15.0	4	20.0	7	35.0
Not Special Education	186	0	0.0	11	5.9	19	10.2	156	83.9	154	1	0.6	22	14.3	47	30.5	84	54.5	131	85.1
Gifted/Talented Academic (State and Local)	40	0	0.0	0	0.0	1	2.5	39	97.5	40	0	0.0	3	7.5	4	10.0	33	82.5	37	92.5
Not Gifted/Talented Academic (State and Local)	171	3	1.8	18	10.5	19	11.1	131	76.6	134	7	5.2	26	19.4	46	34.3	55	41.0	101	75.4

The above data for our subgroups show 80% or higher or students are at/above benchmark on Star reading in all subgroups with the exception of African American females and Special Education. 72.7% of African American females are at/above benchmark and 62.5% of special education students are at/above benchmark.

For Star math, 80% or higher or students are at/above benchmark in all subgroups with the exception of African American females and Special Education. 63.6% of African American females are at/above benchmark and 56% of special education students are at/above benchmark.

To support growth among the African American female subgroup, a target MTSS plan has been created for students at the intervention and urgent intervention levels. To support growth among the Special Education subgroup, IEP goals and accommodations will be monitored and adjusted as needed.

SC Ready

Students is grades 3rd - 5th were administered the SC Ready assessment in May 2023 in English Language Arts, Math, and Science.

Below is the data from Brockman Elementary 2023 SC School Report Card -

- 64% of Brockman Elementary students meet or exceed the expectations on the SC Ready test for Math.

- 90% Brockman Elementary student meet or exceed the expectations on the SC Ready test for ELA.

- 81% % of Brockman Elementary students meet or exceed the expectations on the SC Ready test for Science

The 2023 SC Ready data shows that English Language Arts continues to be a strength among our students school-wide. To increase student achievement in math, over the next five years, we will continue to provide targeted Montessori professional development in math to support teachers. Science will continued to be integrated with other core subjects during the 3-hour Montessori work cycle.

Star Reading and Star Math

Brockman Elementary students are also assessed with formative measures throughout the school year to gauge progress on skills and concepts identified in the academic content standards. Below is the data from the most recent formative district assessment – 2024 Star winter results summary.

Star Reading

	K	1st	2nd	3rd	4th	5th	Average
At/Above	100% 37/37	86.1% 31/36	86.1% 31/36	90.9% 30/33	88.6% 31/35	93.8% 30/32	90.9% 190/209
On Watch	0%	11.1% 4/36	5.6% 2/36	6.1% 2/33	8.6% 3/35	3.1% 1/32	5.7% 12/209
Intervention	0%	2.8% 1/36	2.8% 1/36	0%	2.9% 1/35	3.1% 1/32	1.9% 4/209
Urgent Intervention	0%	0%	5.6% 2/36	3% 1/33	0%	0%	1.4% 3/209

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Star Math

	K	1st	2nd	3rd	4th	5th	Average
At/Above	70.3% 26/37	88.9% 32/36	75% 27/36	78.8% 26/33	86.1% 31/36	84.8% 28/33	80.6% 170/211
On Watch	10.8% 4/37	5.6% 2/36	11.1% 4/36	15.2% 5/33	5.6% 2/36	9.1% 3/33	9.5% 20/211
Intervention	18.9% 7/37	5.6% 2/36	11.1% 4/36	6.1% 2/33	5.6% 2/36	3% 1/33	8.5% 18/211
Urgent Intervention	0%	0%	2.8% 1/36	0% 0	2.8% 1/36	3% 1/33	1.4% 3/211

The 2024 Star winter data shows that reading continues to be a strength and math is an area of growth school-wide. We will continue to provide our teachers with professional development in the area of mathematics to help accelerate student learning and growth.

To address the low performance on math assessments among 3-5 the following additional student interventions and instructional support have been put into place –

- Intervention with classroom teacher and Instructional Assistant (daily targeted Montessori math lessons).

- Specialized math instruction from resource teacher for students with an IEP.

- Individualized and/or small group intervention 3-5 days with Math Support Staff.

- Our Curriculum Resource Teacher (CRT) support teachers by providing ongoing professional development on best instructional practices in order to improve student achievement in math, and also work in classrooms alongside teachers to support all students.

- Students in intervention and urgent intervention attend the afterschool Comprehensive Readiness Program (CRP) 2 days per week where they receive target math intervention.

- ALEKS is an online learning program for math. It uses personalized learning and adaptive assessment, and quickly determines math concepts a student is most ready to learn. Learning is targeted to the individual students.

To address the low performance on literacy assessments among students in 3-5, the following additional student interventions and instructional support have been put into place –

- Intervention with classroom teacher and Instructional Assistant (daily targeted reading Montessori lessons).

- Individualized and/or small group intervention 5 days with Reading Interventionist (LLI, Project Read, Orton-Gillingham).

- Individualized and/or small group intervention 3-5 days with Reading Support Staff (Read Works, CommonLit).

- Specialized reading instruction from resource teacher for students with an IEP.

- Our Reading Coach support teachers by providing ongoing professional development on best instructional practices in order to improve student achievement in *literacy*, and also work in classrooms alongside teachers to support all students.

- Targeted groups of students in 3-5 use Lexia Core 5, a comprehensive technology-based literacy program to build foundational reading skills for students through personalized learning. The program focuses on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis. Reading A to Z, an online guided reading program, provides students with leveled and decodable readers. Teachers also use this program to conduct running records and benchmark assessments.

- Students in Upper Elementary (4-5) use ReadWorks, an online platform that provides reading comprehension materials for students and instructional guidance for teachers using a vast array of curated literary and informational articles. It offers reading comprehension lessons, vocabulary and formative assessment materials (including passages and question sets), skill and strategy lesson units, comprehension units, and novel study units across grade levels from kindergarten to 6th grade.

- Students in intervention and urgent intervention attend the afterschool Comprehensive Readiness Program (CRP) 2 days per week where they receive target reading intervention.

Reading Achievement by Subgroup on Star Winter 2024

Subgroup	Total Tested	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total Tested	Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
African-American Male	13	0	0.0	0	0.0	2	15.4	11	84.6	12	0	0.0	2	16.7	4	33.3	6	50.0	10	83.3
African-American Female	11	1	9.1	1	9.1	1	9.1	8	72.7	9	0	0.0	2	22.2	3	33.3	4	44.4	7	77.8
Other Race Male	13	0	0.0	0	0.0	0	0.0	13	100.0	8	0	0.0	0	0.0	2	25.0	6	75.0	8	100.0
Other Race Female	21	1	4.8	2	9.5	1	4.8	17	81.0	14	1	7.1	2	14.3	2	14.3	9	64.3	11	78.6
Multilingual	9	0	0.0	0	0.0	1	11.1	8	88.9	5	0	0.0	1	20.0	1	20.0	3	60.0	4	80.0
Not Multilingual	200	3	1.5	4	2.0	11	5.5	182	91.0	148	1	0.7	10	6.8	28	18.9	109	73.6	137	92.6
Special Education	24	3	12.5	1	4.2	5	20.8	15	62.5	15	1	6.7	4	26.7	7	46.7	3	20.0	10	66.7
Not Special Education	185	0	0.0	3	1.6	7	3.8	175	94.6	138	0	0.0	7	5.1	22	15.9	109	79.0	131	94.9
Gifted/Talented Academic (State and Local)	40	0	0.0	0	0.0	0	0.0	40	100.0	40	0	0.0	0	0.0	2	5.0	38	95.0	40	100.0
Not Gifted/Talented Academic (State and Local)	169	3	1.8	4	2.4	12	7.1	150	88.8	113	1	0.9	11	9.7	27	23.9	74	65.5	101	89.4

Math Achievement by Subgroup on Star Winter 2024

Subgroup	Total Tested	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total Tested	Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc

Subgroup																			
African-American Male	13	1	7.7	1	7.7	0	0.0	11	84.6	12	1	8.3	1	8.3	5	41.7	5	41.7	10	83.3
African-American Female	11	0	0.0	1	9.1	3	27.3	7	63.6	10	1	10.0	3	30.0	3	30.0	3	30.0	6	60.0
Other Race Male	13	0	0.0	1	7.7	0	0.0	12	92.3	9	0	0.0	1	11.1	4	44.4	4	44.4	8	88.9
Other Race Female	21	0	0.0	2	9.5	5	23.8	14	66.7	17	1	5.9	6	35.3	2	11.8	8	47.1	10	58.8
Multilingual	9	0	0.0	0	0.0	1	11.1	8	88.9	6	0	0.0	1	16.7	1	16.7	4	66.7	5	83.3
Not Multilingual	202	3	1.5	18	8.9	19	9.4	162	80.2	168	7	4.2	28	16.7	49	29.2	84	50.0	133	79.2
Special Education	25	3	12.0	7	28.0	1	4.0	14	56.0	20	6	30.0	7	35.0	3	15.0	4	20.0	7	35.0
Not Special Education	186	0	0.0	11	5.9	19	10.2	156	83.9	154	1	0.6	22	14.3	47	30.5	84	54.5	131	85.1
Gifted/Talented Academic (State and Local)	40	0	0.0	0	0.0	1	2.5	39	97.5	40	0	0.0	3	7.5	4	10.0	33	82.5	37	92.5
Not Gifted/Talented Academic (State and Local)	171	3	1.8	18	10.5	19	11.1	131	76.6	134	7	5.2	26	19.4	46	34.3	55	41.0	101	75.4

The above data for our subgroups show 80% or higher or students are at/above benchmark on Star reading in all subgroups with the exception of African American females and Special Education. 72.7% of African American females are at/above benchmark and 62.5% of special education students are at/above benchmark.

For Star math, 80% or higher or students are at/above benchmark in all subgroups with the exception of African American females and Special Education. 63.6% of African American females are at/above benchmark and 56% of special education students are at/above benchmark.

To support growth among the African American female subgroup, a target MTSS plan has been created for students at the intervention and urgent intervention levels. To support growth among the Special Education subgroup, IEP goals and accommodations will be monitored and adjusted as needed.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Brockman Elementary has a professional staff of 25 teachers. All teachers are certified according to SC teaching certification standards. Brockman Elementary has 15 classroom teachers. 100% of classroom teachers have a Montessori certification. In addition to classroom teachers, our Related Arts staff consists of the following teachers - Music, Spanish, Physical Education, Media Specialist, and Art. Our Special Education team consists of a Resource Teacher and Speech Therapist. A group of identified students receive special services from a district Autism Itinerant Teacher, Physical Therapist, and Occupational Therapist. The administrative team consists of a Principal, Assistant Principal, Curriculum Resource Teacher, and Reading Coach. 100% of administrative team have Montessori certification.

We are a Montessori school in a public school sector. Although there are state and district required trainings, we strive to provide our staff with ongoing authentic Montessori trainings and professional development.

* School Climate

Brockman Elementary teachers and staff is one that brings knowledge and expertise to the Montessori philosophy of education.

100% of our classroom teachers, coaches, and school administrators are Montessori endorsed.

Currently, 75% of our teacher professional development is Montessori focused. Over the next five year, our goal is to increase to 80% of Montessori professional development each school year.

Other (such as school priorities)

* Gifted and Talented

Brockman Elementary School has 40 students who have been identified as gifted and talented. The Winter Star Results Summary showed the following -

ELA - 100% (40/40) of students are projected to meet and exceed expectations on the SC Ready assessment.
Math - 92.5% (37/40) of students are projected to exceed expectations on the SC Ready assessment.

Our gifted and talented students will continued to be served by using the individualized pacing of the Montessori curriculum.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 80% of students will score meets or exceeds on the SC Ready math state assessment.

PM 1.1 By 2025, 70% of students will score meets and exceeds on the 2024-2025 SC READY math assessment.

Analysis of Actual vs. Projected Data:

Actual- 66% of students met and exceed in math on the 2023 SC Ready math assessment. Projected- 70% of students score meets and exceeds on the 2024-2025 SC Ready math assessment. 72% of students score meets and exceeds on the 2025-2026 SC Ready math assessment. 74% of students score meets and exceeds on the 2026-2027 SC Ready math assessment. 76% of students score meets and exceeds on the 2027-2028 SC Ready math assessment. 80% of students score meets and exceeds on the 2028-2029 SC Ready math assessment.

S 1.1.1 On the 2024 Star spring math assessment, 75% of students are projected to meet and exceed in math on the SC Ready math assessment.

Evidence-Based Research:

Math Works - Montessori Math and Developing the Brain Author - Michael Duffy

AS 1.1.1.1 Professional development for teachers at the school and district levels.

Action Step:

Weekly PLC meetings. Quarterly district Montessori professional development. Montessori PLO's with a focus on Lesson Study Protocol. Leadership team classroom observations.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

2 Student Achievement

Performance Goal:

By 2029, 80% of students will score meets and exceeds on the SC READY reading assessment.

PM 2.1 By 2025, 91% of students will score meets and exceeds on the 2024-2025 SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Actual- 90% of students met and exceed in math on the 2023 SC Ready reading assessment. Projected- 91% of students will score meets and exceeds on the 2024-2025 SC Ready reading assessment. 92% of students score meets and exceeds on the 2025-2026 SC Ready reading assessment. 93% of students score meets and exceeds on the 2026-2027 SC Ready reading assessment. 94% of students score meets and exceeds on the 2027-2028 SC Ready reading assessment. 95% of students score meets and exceeds on the 2028-2029 SC Ready reading assessment.

[S] 2.1.1 On the 2024 Star spring reading assessment, 91% of students are projected to score meets and exceeds in math on the SC READY ELA assessment.

Evidence-Based Research:

Powerful Literacy in the Montessori Classroom: Aligning Reading Research and Practice (Zoll, Feinberg, Saylor, 2023)

[AS] 2.1.1.1 Professional development for teachers at the school and district levels.

Action Step:

Weekly PLC meetings. Quarterly district Montessori professional development. Montessori PLO's with a focus on Lesson Study Protocol. Leadership team classroom observations.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

3 Student Achievement*

Performance Goal:

By 2029, 90% of students will score meets and exceeds on the SC READY science state assessment.

[PM] 3.1 By 2025, 82% of students will score meets and exceeds on the 2024-2025 SC RREADY science assessment.

Analysis of Actual vs. Projected Data:

Actual- 81% of students met and exceed on the 2023 SC Ready science assessment. Projected- 82% of students will score meets and exceeds on the 2024-2025 SC Ready science assessment. 84% of students will score meets and exceeds on the 2025-2026 SC Ready science assessment. 86% of students will score meets and exceeds on the 2026-2027 SC Ready science assessment. 88% of students will score meets and exceeds on the 2027-2028 SC Ready science assessment. 90% of students will score meets and exceeds on the 2028-2029 SC Ready science assessment.

[S] 3.1.1 Science standards and lessons are taught and integrated during the Montessori work cycle.

Evidence-Based Research:

Teaching Montessori Science (Grundberg, 2024)

AS 3.1.1.1 Professional development for teachers at the school and district levels.

Action Step:

Weekly PLC meetings. Quarterly district Montessori professional development. Montessori PLO's with a focus on Lesson Study Protocol. Leadership team classroom observations.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

4 School Climate*

Performance Goal:

By 2029, Brockman Elementary will annually host at least 5 parent/family learning and engagement opportunities with a focus on the Montessori philosophy of education.

PM 4.1 By 2025, increase the home and school connection by engaging parents/families in Montessori philosophy and curriculum educational events.

Analysis of Actual vs. Projected Data:

Actual - During the 2023-2024 school year, parents/families were engaged in at least 3 events with a focus on the Montessori philosophy and curriculum.

S 4.1.1 Host parent events that provide an opportunity for parent education and promote two-way communication between staff and students.

Evidence-Based Research:

How to Raise an Amazing Child the Montessori Way (Seldin, 2017) The Montessori Child: A Parent's Guide to Raising Capable Children with Creative Minds and Compassionate Hearts-A Parents' Guide to Montessori (Davies and Uzodike, 2024)

AS 4.1.1.1 Host at least 5 main parent education events annually with a focus on the Montessori philosophy and curriculum.

Action Step:

Brockman staff will work collaboratively to host the following events that provided parents/families with knowledge of the Montessori curriculum and philosophy. Lunch and Learn, Learning at the Hands of the Child, Montessori Parenting Book Club, Parent Overview of the Montessori Philosophy, and Montessori Home-to-School Connection.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

5 Teacher/Administrator Quality*

Performance Goal:

Brockman Elementary is a full-public Montessori school. By 2029, 80% of professional development will be centered around the Montessori philosophy and curriculum.

PM 5.1 By 2025, 76% of professional development opportunities scheduled within our school will focus on Montessori curriculum and philosophy for teachers and administrators.

Analysis of Actual vs. Projected Data:

Actual- 75% of professional development opportunities scheduled within our school will focus on Montessori curriculum and philosophy for teachers and administrators. 76% in the 2024-2025 school year. 77% in the 2025-2026 school year. 78% in the 2026-2027 school year. 79% in the 2027-2028 school year. 80% in the 2028-2029 school year.

S 5.1.1 Brockman Elementary is a full-public Montessori School of Choice. Therefore, the majority of professional development for teachers should be centered around the Montessori philosophy and curriculum.

Evidence-Based Research:

Based on recent formal and informal data, over the past 5 years, student growth is evident in all subjects (reading, math, science, and social studies). This is a result of targeted Montessori professional development for administrators and teachers.

AS 5.1.1.1 Montessori Professional Development and Continuing Education

Action Step:

Building leadership team and district Montessori consultant will schedule professional development opportunities for Montessori teachers and administrators.

Person Responsible:

Sharonda Giles

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

6 Teacher/Administrator Quality*

Performance Goal:

By 2029, Brockman Elementary School will retain 100% of certified teachers.

PM 6.1 By 2025, Brockman Elementary School will retain 100% of certified teachers.

Analysis of Actual vs. Projected Data:

Actual- 100% of certified teacher retention in for the 2023-2024 school year. Projected- 100% certified teacher retention for the 2024-2025 school year. 100% certified teacher retention for the 2025-2026 school year. 100% certified teacher retention for the 2026-2027 school year. 100% certified teacher retention for the 2027-2028 school year. 100% certified teacher retention for the 2028-2029 school year.

[S] 6.1.1 Research has shown that teacher retention impacts student achievement.

Evidence-Based Research:

The Retention Revolution: 7 Surprising and Very Human Ways to Keep Employees Connected to Your Company (Keswin, 2023)

[AS] 6.1.1.1 Brockman Elementary School will retain 100% of certified teachers.

Action Step:

To retain certified teachers, the principal will do the following - Allow teachers to give input on professional development opportunities. Allow teachers to have a voice in school initiatives. Encourage district leadership to provide teachers with exhale days. Encourage district leadership to provide teachers with a retention bonus. Observe teachers and provide feedback on instruction. Maintain an open door policy for teachers to share successes, feedback, and concerns.

Person Responsible:

Sharonda Giles, Principal

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

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

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

* Yes ▾	**Half-Day Child Development**	
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.	
* Yes ▾	**Developmentally Appropriate Curriculum for PreK-3**	
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.	
* Yes ▾	**Parenting and Family Literacy**	
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.	
* Yes ▾	**Recruitment**	
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.	
* Yes ▾	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**	
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.	

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 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

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

Checklist

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Checklist Description (Collapse All   Expand All)

1. Plan Information and stakeholders	Approved ⌄	Pat Ciccantelli	8/21/2024 9:56:22 AM
1.01 Information is complete and appropriate.			
2. Needs Assessment	Approved ⌄	Pat Ciccantelli	8/21/2024 9:56:22 AM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved ⌄	Pat Ciccantelli	8/21/2024 9:56:22 AM
3.01 All required goal areas have been addressed.			
3.02 Goal statements are complete and appropriate.			
3.03 Goals have all required parts completed.			
3.04 Action steps are complete and appropriate.			
4. Read to Succeed	Not Applicable ⌄	Pat Ciccantelli	8/21/2024 9:56:22 AM
4.01 Responses are complete, thorough and appropriate.			
5. Assurances	Approved ⌄	Pat Ciccantelli	8/21/2024 9:56:22 AM
5.01 Responses are complete, thorough and appropriate			
6. Related Documents	Not Applicable ⌄	Pat Ciccantelli	8/21/2024 9:56:22 AM
6.01 If applicable, uploaded documents are correct and appropriate.			