

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Moore Elementary (4001048) Public School - School Renewal Plan - Rev 0

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
8/21/2024 8:47:42 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/15/2024 3:13:33 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/15/2024 3:13:28 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/15/2024 3:13:20 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
4/15/2024 3:12:50 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/15/2024 2:45:23 PM	Laquana Aldridge	Status changed to 'School Renewal Plan Completed'.	S
4/12/2024 3:33:22 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/9/2024 2:16:27 PM	Laquana Aldridge	Status changed to 'School Renewal Plan Completed'.	S
3/25/2024 12:10:25 PM	Laquana Aldridge	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 - A. C. Moore Elementary (4001048) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cognia
- School utilizes Cognia

*** Phase of Plan**

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

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

NA 

School Plan Contact Information

*** Name**

LaQuana Aldridge

*** Phone**

803-343-2910

*** Email**

laquana.aldridge@richlandone.org


*** Principal's Name**

LaQuana Aldridge

*** 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 - A. C. Moore Elementary (4001048) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

*

LaQuana Aldridge

Teacher

Name

*

Tomeika Dekine

Parent/Guardian

Name

*

Lauren McCauley

Community Member

Name

*

Jim Rhodes

School Level Administrators

Name

*

John Allen

School Read to Succeed Literacy Leadership Team Lead

Name

*

Jessie Bradley

School Read to Succeed Literacy Leadership Team Member

Name

*

Martha Banks Wright

Name

*

Madison Kozeny

Name

*

Kellie Romanstine

School Improvement Council Member(s)

Name	*	Ayeshah Bonds
Name	*	Tomeika Dekine
Name	*	Christian Riddle
Name	*	Katie Rankin
Name	*	Sylvia Rogers
Name	*	Joshua Austin
Name	*	Kyle Harrison
Name	*	John Allen

School Gifted and Talented Coordinator

Name	*	Kellie Romanstine
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School Federal Programs Coordinator

Name	*	None
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Other Stakeholders

Position	Name

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

A.C. Moore Elementary is dedicated to helping all students develop the world class skills of the profile of the South Carolina graduate. We urgently pursue that vision by incorporating research-proven instructional strategies in the classroom, providing personalized reading and math interventions, ensuring students have access to technology in all classrooms, utilizing common formative assessment data to monitor and adjust instruction, implementing professional learning communities to guide teacher performance, building character skills, and introducing students to the arts via artist residencies and arts-infused lessons across multiple content areas.

A.C. Moore Elementary is an Arts in the Basic Curriculum (ABC) site, a recipient of the Distinguished Arts Program (DAP) grant, and hosts the only Pre-K and Kindergarten classrooms in Richland School District One that are accredited through the National Association for the Education of Young Children (NAEYC).

Through our shared core values of passion, intentionality, and accountability, and the staff of A.C. Moore Elementary will achieve our vision of fostering productive citizens by ensuring all learners achieve their personal best in a supportive, creative, intellectual, and culturally diverse learning environment.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Moore Elementary (4001048) 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=eT0yMIDlZJnQ9RSZzaWQ9NDAwMTA0OA>

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

KRA

The Kindergarten Readiness Assessment is a readiness tool administered at the beginning of the school year that allows teachers to measure each child's school readiness across multiple domains. Percent by readiness levels are given below.

Performance Level 2019 2020 2021 2022 2023

Emerging	19.4	39.3	33.3	7.7	22.9
Approaching	27.8	35.7	27.8	30.8	28.6
Demonstrating	52.8	25.0	38.9	61.5	48.6

SC READY/SC PASS Data

ELA

Performance Level 2019 2020 2021 2022 2023

Does Not Meet	26.7	NA	24.7	25.6	22.2
Approaches	27.3	NA	30.1	31.4	22.2
Meets	24.0	NA	17.8	20.9	20.0
Exceeds	22.0	NA	27.4	22.1	35.6

Previous Performance Goal - By 2024 97.3% of students in grades 3 - 5 would score approaching or above as measured by the SC READY ELA Assessment.

Goal Outcome - As of Spring 2023, 77.8% of students in grades 3 - 5 scored approaches or above as measured by the SC READY ELA Assessment.

Math

Performance Level 2019 2020 2021 2022 2023

Does Not Meet	32.7	NA	32.4	26.7	28.9
Approaches	21.3	NA	17.6	31.4	25.6
Meets	23.3	NA	28.4	20.9	18.9
Exceeds	22.7	NA	21.6	20.9	26.7

Previous Performance Goal - By 2024 92.3% of students in grades 3 - 5 would score approaching or above as measured by the SC READY Math Assessment.

Goal Outcome - As of Spring 2023, 71.2% of students in grades 3 - 5 scored approaches or above as measured by the SC READY Math Assessment.

Science Performance Level	2019	2020	2021	2022	2023
Does Not Meet	29.8	NA	39.3	34.5	37.0
Approaches	14.0	NA	17.9	24.1	22.2
Meets	38.6	NA	14.3	24.1	14.8
Exceeds	17.5	NA	28.6	17.2	25.9

Previous Performance Goal - By 2024 87% of students in grades 3 - 5 would score approaching or above as measured by the SC PASS Science Assessment.

Goal Outcome - As of Spring 2023, 62.9% of students in grades 3 - 5 scored approaches or above as measured by the SC PASS Science Assessment.

STAR RENAISSANCE DATA

YEAR	Early Literacy/Reading % scoring At/Above					
	5K	1st	2nd	3rd	4th	5th
2021	53	44	69	58	55	41
2022	53	44	69	58	55	41
2023	64	46	61	71	48	55

Target Grade Levels: 1st, 4th, and 5th grade with an aim for 60% or higher

YEAR	Math % Scoring At/Above				
	1st	2nd	3rd	4th	5th
2021	63	69	68	83	55
2022	63	69	68	83	55
2023	68	59	69	68	57

Target Grade Levels: 2nd, 5th with an aim of 60% or higher

Math Growth Fall 2022 - Spring 2023 % meeting Typical or High Growth					
YEAR	1st	2nd	3rd	4th	5th

2022	31	61	77	78	49
2023	55	80	66	71	62

Target Grade Level: 1st with an aim of 60% or higher

Early Literacy/Reading Growth Fall 2022 - Spring 2023
 % meeting Typical or High Growth

YEAR	5K	1st	2nd	3rd	4th	5th
2022	56	35	58	64	74	68
2023	60	65	75	68	58	77

Target Grade Level: 4th with an aim of 60% or higher

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Moore Elementary (4001048) 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)

Data shows our school needs to provide intensive, targeted support to our early childhood learners, multi-lingual learners, special education students, and African American male subgroups. Those subgroups are where our higher achievement gaps exist. To support all primary students and those within those subgroups, our school will continue to utilize MTSS to determine students' needs. We will also use strategies learned in Orton-Gillingham and LETRS professional development sessions to enhance students' reading abilities. Students will be provided instruction by a trained reading interventionist in addition to their main block of ELA, should they qualify for that service. Teachers will utilize the approved Math and ELA curriculum in conjunction with pacing guides created by the district's coaches and consultants. The following strategies will also be utilized to support students' needs: small flexible grouping, differentiated instruction, and digital resources. The digital resources are adaptive so students can receive lessons catered to their needs and targeted focus skills. These resources are utilized daily and include Lexia, Freckle, Dreambox, and i-Ready. To monitor students' progress, formative and summative assessments will be provided on a consistent and frequent basis. Through professional learning communities, guided lesson planning sessions, and collaborative teaching approaches, Additionally, A.C. Moore believes in an "all hands on deck" approach to learning. We utilize multiple staff members to provide support to students through collaborative planning and teaching opportunities.

* Elementary/Middle (3-8)

Data shows our school needs to provide intensive, targeted support to our multi-lingual learners, special education students, and African American male subgroups. Those subgroups are where our higher achievement gaps exist. We have a schoolwide time set aside for intervention support for students. During this time students receive intervention in ELA and Math either in their classroom from the teacher or from a service provider outside of the classroom (interventionist, special education, ESOL teacher, etc.). Those students who are removed from the classroom to receive Reading intervention are identified via MTSS processes multiple times throughout the year. The reading interventionist works with small groups of students for 30-45 minutes daily using an alternate, research based curriculum than they receive within the classroom.

A comprehensive remediation program is offered to students in grades 1-5 after school three days per week for the duration of the school year. Those students show a need for additional instructional support based on STAR assessment results. While the program is a continuation of what takes place during the school day, teachers are able to work with smaller groups and provide more individualized instruction as needed.

To support student achievement in literacy the Balanced Literacy model has been put in place in grades K-5. The reading coach works with teachers to help with this implementation via guided planning and coaching cycles. Writing is encouraged in all areas of curriculum. To improve Math performance throughout the school, teachers use differentiated lesson plans, small flexible groups, and workstations to support academics. Math manipulatives are used daily. There is a focus on the CRA instructional sequence. Dreambox or Freckle digital math programs are used at least 60 minutes per week for all students. The increased use of non-fiction libraries in the classrooms has been emphasized to support the Science and Social Studies curriculums and increase student achievement. Fourth grade teachers meet with a district Science consultant once a month to assist with lesson planning to ensure our SC Pass takers are ready to perform well. The district has provided funds to expand classroom libraries which gave students access to more informational text. Special Education students complete activities using iReady computer program as well as individualized educational plans (IEPs).

* High School (9-12)

N/A

* Teacher/Administrator Quality

Improving classroom instruction on a daily basis will continue to be a schoolwide focus. This will be done through guided lesson planning sessions with coaches as well as onsite and off site professional development. Teachers will receive coaching, support, and professional development to enhance their understanding of state standards, effective instructional delivery, use of curriculum resources, lesson pacing, and technology integration. Teachers will be encouraged to attend conferences, conduct peer observations, integrate the arts into content areas, and observe model lessons from coaches in an effort to grow their teaching capacities. For accountability and support, the administration will conduct weekly announced and unannounced classroom observations and provide immediate and specific feedback. Teachers will have the opportunity to respond and discuss that feedback. Bi-monthly data dives are conducted with all grade level teachers to analyze student performance, devise action plans to address areas of concern, and celebrate student achievement.

* School Climate

At A.C. Moore Elementary we believe in an "all hands on deck" approach to education. Each person contributes to student achievement no matter the role. In an effort to ensure our students and parents feel empowered, we have a variety of ways to gain their input as well as keep them informed.

The following are ways in which we allow **students** to take ownership of their success and the success of our school:

- Principal's Council - Administrative monthly lunch with 3rd - 5th grade peer elected students to discuss school needs and student concerns
- Student surveys regarding arts experiences they would like to have
- Student surveys regarding music they would like to learn about in Music class
- Goal setting
- School STAR data board

The following are ways in which we allow **parents** to be informed and take part in the success of our school:

- Weekly schoolwide parent newsletter
- Weekly parent newsletter from homeroom teachers
- Monthly PTO meetings
- Homeroom liaisons
- Monthly SIC meetings
- Parent-Teacher Conferences
- School STAR data board
- Class Dojo

The following are ways in which we allow teachers and staff to take ownership of their success and the success of our school:

- Team Leader meetings
- Surveys to gauge needs
- Weekly staff newsletter

-Schoolwide calendar
 -Moral building activities and celebrations embedded throughout the year

Data From Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Spring 2022			
Number of surveys returned	30	84	8
Percent satisfied with learning environment	76.9%	93.2%	100.0%
Percent satisfied with social and physical environment	71.4%	93.5%	85.7%
Percent satisfied with school-home relations	Data N/A	89.9%	100.0%
Spring 2023			
Number of surveys returned	26	89	13
Percent satisfied with learning environment	84%	90.7%	92.3%
Percent satisfied with social and physical environment	88%	83.3%	91.7%
Percent satisfied with school-home relations	65.2%	90.2%	81.8%

Other (such as school priorities)

Arts Integration Mission

We cultivate an appreciation of the arts through an integrated curriculum that promotes innovation, imagination and creativity for all students, empowering them to become future practicing Arts professionals or intelligent consumers of the Arts.

Arts Integration Vision

We believe that the Arts are an integral part of our lives, therefore we foster a culture of appreciation for the Arts at AC Moore by integrating across the curriculum to promote artistic growth, with the intent that our students leave us with the need and desire to make the Arts an essential part of their daily lives.

* Gifted and Talented

The Advanced Academic Placement (AAP) program is implemented in grades 3-5 for students showing the need for a more challenging curriculum in the areas of reading and/or math. Students work with an enhanced curriculum that provides them with opportunities to explore and expand their knowledge. Students are identified at the local and state level for this program.

In 2021, 20.7% of our 3rd - 5th grade students were served within the gifted program.

In 2022, 17% of our 3rd-5th grade students were served within the gifted program.

In 2023, 21.1% of our 3rd - 5th grade students were served within the gifted program.

Goals going forward are to increase the percentage of minority students represented within the gifted and talented program.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 85% of students in grades 3-5 will score meets or exceeds as measured by the SC READY ELA assessments.

PM 1.1 By 2024, 60% of students in grades 3-5 will score meets or exceeds as measured on the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

In Spring 2023 - 55.6% of students in grades 3-5 scored meets or exceeds on SC Ready ELA.

S 1.1.1 Student performance on SC Ready ELA assessment

Evidence-Based Research:

Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive (Dorman, Aldridge, & Fraser, 2006). Young, J., & Young. (2014). Encouragement in the Classroom. Association for Supervision and Curriculum Development

AS 1.1.1.1 Curriculum Resources, Tools, Models

Action Step:

Teachers will incorporate curriculum resources/tools, research based practices (best practices), and instructional models into ELA instruction. Examples include but are not limited to visible learning strategies to help students identify the day's learning intentions and success criteria, district scope and sequence documents, common formative assessments, state adopted curriculum, high yield strategies; revised bloom's taxonomy, depth of knowledge questioning, principles of learning K-5, Orton-Gillingham and LETRS for teaching reading and spelling, differentiation of classroom instruction and materials, collaborative teaching between homeroom teachers and other certified professionals (SPED teachers, MLL teacher, interventionists, Related Arts teachers), instructional rounds, deep data dives, guided planning with Reading Coach, frequent classroom observations from administration with targeted feedback, coaching cycles with Reading Coach, MTSS for identification of struggling students and action steps to support their growth

Person Responsible:

Admin Team, Reading Coach, CRT, ELA Teachers, Interventionists

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

2 Student Achievement*

Performance Goal:

By 2029, 80% of students in grades 3-5 will score meets or exceeds as measured by SC Ready Math assessments.

PM 2.1 By 2024, 50% of students in grades 3-5 will score meets or exceeds as measured by the SC READY Math assessment.
Analysis of Actual vs. Projected Data:
2023 - 45.6% of students scored meets or exceeds

S 2.1.1 Student performance on SC Ready Math assessment

Evidence-Based Research:

When teachers and administrators examine data as part of the school improvement process, school improvement teams become more efficient and effective, decision making becomes more collaborative, teachers develop more positive attitudes about their own and their students' abilities, and educators begin to feel more in charge of their own destinies," according to Craig Jerald in a 2006 brief on collecting and using data to increase student achievement (p. 2). Jerald, C. D. (n.d.). September 2006 Issue Brief (PDF) - robeson.k12.nc.us. Retrieved March 25, 2019, from http://www.robeson.k12.nc.us/cms/lib6/NC01000307/Centricity/ModuleInstance/18548/Center_IB_Sept06B_-_Data.pdf

AS 2.1.1.1 Curriculum Resources, Tools, Practice Models

Action Step:

Teachers will incorporate curriculum resources/tools, research based practices (best practices), and instructional models into Math instruction. Examples include but are not limited to SC Learning Standards, district pacing guides, state content support documents, state adopted curriculum and resources, high yield strategies; revised bloom's taxonomy, depth of knowledge questioning, use of manipulatives, CRA instructional sequencing, Number Worlds for struggling learners, differentiation of classroom instruction and materials, collaborative teaching between homeroom teachers and other certified professionals (SPED teachers, MLL teacher, Related Arts teachers), instructional rounds, deep data dives, guided planning with Math Coach, frequent classroom observations from administration with targeted feedback, coaching cycles with CRT, MTSS for identification of struggling students and action steps to support their growth, use of technology to support frequent assessment (Freckle)

Person Responsible:

Admin Team, CRT, Math Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

3 Student Achievement*

Performance Goal:

By 2029, 60% of 4th grade students will score meets or exceeds as measured by the SC READY Science assessment.

PM 3.1 By 2024, 46% of 4th graders will score meets or exceeds as measured by the SC PASS Science assessment.
Analysis of Actual vs. Projected Data:

Spring 2023 results showed 40.7% of 4th graders scored meets or exceeds as measured by the SC PASS Science assessment.

S 3.1.1 Student performance on SC PASS Science assessment

Evidence-Based Research:

When teachers and administrators examine data as part of the school improvement process, school improvement teams become more efficient and effective, decision making becomes more collaborative, teachers develop more positive attitudes about their own and their students' abilities, and educators begin to feel more in charge of their own destinies," according to Craig Jerald in a 2006 brief on collecting and using data to increase student achievement (p. 2). Jerald, C. D. (n.d.). September 2006 Issue Brief (PDF) - robeson.k12.nc.us. Retrieved March 25, 2019, from http://www.robeson.k12.nc.us/cms/lib6/NC01000307/Centricity/ModuleInstance/18548/Center_IB_Sept06B_-_Data.pdf

AS 3.1.1.1 Curriculum Resources, Tools, Models

Action Step:

Teachers will incorporate curriculum resources/tools, research based practices (best practices), and instructional models into daily Science instruction as well as integrating Science where appropriate into other disciplines. Examples include but are not limited to visible learning strategies to help students identify the day's learning intentions and success criteria, district scope and sequence documents, common formative assessments, state adopted curriculum, high yield strategies; revised bloom's taxonomy, depth of knowledge questioning, differentiation of classroom instruction and materials, collaborative teaching between homeroom teachers and other certified professionals (SPED teachers, MLL teacher, interventionists, Related Arts teachers), instructional rounds, deep data dives, guided planning with CRT and district Science consultant, and frequent classroom observations from administration with targeted feedback.

Person Responsible:

Admin Team, CRT, Science Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

4 School Climate*

Performance Goal:

By 2029, we will increase the percentage of parents satisfied with school-home relations to 90% as measured by the state parent climate survey.

PM 4.1 By Spring 2024 85% of parents will be satisfied with school-home relations as indicated by responses on the state parent climate survey.

Analysis of Actual vs. Projected Data:

Spring 2023 - 81.8% of parents were satisfied with school-home relations based on the parent state climate survey

S 4.1.1 Parent Response On State Climate Survey

Evidence-Based Research:

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

involving communication between school and home (e.g., daily report cards, school-to-home notes).

AS 4.1.1.1 Newsletters

Action Step:

Send weekly school newsletter - The Bobcat Blaze to all families via email using School Messenger Post all editions of The Bobcat Blaze to the following locations: school website and all official school social media pages Weekly newsletters from all homeroom teachers to families informing them of what is occurring in their class the upcoming week, what was learned the week prior, upcoming events, and important dates

Person Responsible:

Principal, Librarian & Homeroom Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

AS 4.1.1.2 Parent-Teacher Conferences

Action Step:

All families will receive an opportunity to conference with their students' homeroom teacher (and all related service providers) a minimum of two times per academic year either in-person, via phone, or virtually. All families may request and receive a conference with their students' homeroom teachers, school administration, and/or support service providers within 5 days of the request being made. Exceptions to this deadline may need to be made for students with 504s and IEPs.

Person Responsible:

Homeroom Teachers & Support Service Providers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

AS 4.1.1.3 Social Media Presence

Action Step:

Maintain active and frequently updated social media accounts: Facebook, X "formerly known as Twitter," and School Website

Person Responsible:

Administration & Librarian

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

AS 4.1.1.4 Parent Teacher Organization & School Improvement Council

Action Step:

Maintain active school based parent teacher organization (PTO) and state mandated school improvement council to increase lines of communication between parent and community stakeholders. Elections for officers will be held annually utilizing a variety of recruitment methods to encourage diversity among members of both groups

Person Responsible:

Laquana Aldridge

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

5 Teacher/Administrator Quality*

Performance Goal:

By 2029, 90% of teachers will be satisfied with the learning, social, and physical environments of the school as measured by the results of the state teacher climate survey.

PM 5.1 By 2024, 85% of teachers will be satisfied with the learning, social, and physical environments of the school as measured by the results of the state teacher climate survey.

Analysis of Actual vs. Projected Data:

Spring 2023 state teacher climate survey results: 85% of teachers are satisfied with the learning environment 88% of teachers are satisfied with the social and physical environment

S 5.1.1 Teacher Responses - State Climate Survey

Evidence-Based Research:

Teachers and the conditions of teachers' work matters for our students, our schools, and the wellbeing of our communities and society. Teacher job satisfaction is at its lowest level in 25 years with over half of teachers reporting that they are "under great stress several days a week," an increase of 15% since the mid-1980s. Teacher morale is directly related to teacher retention and student achievement, and has significant human and financial costs. The study, "Understanding Teacher Morale," was conducted by the Metropolitan Educational Research Consortium, a research alliance between VCU and the school divisions of the counties of Chesterfield, Goochland, Hanover, Henrico and Powhatan and the cities of Richmond and Colonial Heights.

AS 5.1.1.1 Instructional Support

Action Step:

Teachers will receive guided lesson planning sessions and professional development to enhance their effectiveness at the following: decomposing state standards, instructional delivery, proper use of curriculum tools and resources, arts integration, student engagement strategies, and small group intervention. Teachers will receive instructional support in all content areas from site based instructional coaches as well as from district consultants and coaches. Administration will conduct weekly classroom observations to provide immediate and specific feedback to teachers on lesson effectiveness and student engagement. Teachers will collaborate with

administration for bi-monthly data dives to reflect on student assessment performance data and plan next steps. Teachers will utilize the MTSS process to receive additional intervention and support for low performing students. They will collaborate with interventionist, ESOL service provider, and special education service providers to support the growth of low performing students.

Person Responsible:

Principal, Assistant Principal, Reading Coach, CRT, Interventionist, SPED Teachers, ESOL Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

AS 5.1.1.2 Morale

Action Step:

SOCIAL School based committee comprised of teacher volunteers will continue to be utilized to continue keeping a positive and high school morale. The committee will sponsor monthly on and off site activities and opportunities for staff to fellowship. PHYSICAL -School enhancement committee (sub-group of the Arts in the Basic Curriculum committees) will continue to meet and assess areas for school beautification. -Grade level team leaders will continue to communicate physical areas of concern to administration and/or Building Supervisor so work orders can be entered for repairs to be completed.

Person Responsible:

School Administration, Teachers, Building Facilities Supervisor

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

6 Teacher/Administrator Quality*

Performance Goal:

By 2029, 80% of certified teachers on staff will return to their positions at the school from the previous school year.

PM 6.1 By 2024, 70% of certified teachers will return to their positions from the previous year.

Analysis of Actual vs. Projected Data:

2023 SC School Report Card Data - 67.9% of teachers returned to the school from the previous year.

S 6.1.1 SC School Report Card

Evidence-Based Research:

Teachers and the conditions of teachers' work matters for our students, our schools, and the wellbeing of our communities and society. Teacher job satisfaction is at its lowest level in 25 years with over half of teachers reporting that they are "under great stress several days a week," an increase of 15% since the mid-1980s. Teacher morale is directly related to teacher retention and student achievement, and has

significant human and financial costs. The study, "Understanding Teacher Morale," was conducted by the Metropolitan Educational Research Consortium, a research alliance between VCU and the school divisions of the counties of Chesterfield, Goochland, Hanover, Henrico and Powhatan and the cities of Richmond and Colonial Heights.

AS 6.1.1.1 Community Building & High Morale

Action Step:

-At the beginning of the year teachers will take an inventory that determines their Workplace Appreciation Language as developed by Gary Chapman and Paul White (authors of The 5 Love Languages). The inventory will reveal to the teachers and their colleagues how they best receive appreciation in the work place so that we can plan activities and support matching those appreciation styles. -School based committee comprised of teacher volunteers will continue to be utilized to continue keeping a positive and high school morale. The committee will sponsor monthly on and off site activities and opportunities for staff to fellowship. -Teachers will participate in voting to name a peer to receive a monthly Lifesaver Award. -Administration will collaborate with community partners (Horace Mann, RADIUS Church Southside, PTO, local restaurants) to provide monthly surprises and incentives (attendance gift cards, monthly breakfast, lunch, etc) to teachers to maintain high morale.

Person Responsible:

Principal, Teachers, Community Partners

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

AS 6.1.1.2 Teacher Voice

Action Step:

-Team leaders will be appointed per grade level and service area to participate in monthly meetings with admin to provide feedback on school happenings as well as make suggestions for changes. - Teachers will be invited to participate in the hiring process of new recruits. -Highly effective teachers will be asked to be mentors for incoming induction teachers to increase collaboration and support among colleagues.

Person Responsible:

Administration, Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

AS 6.1.1.3 Marketing

Action Step:

School social media outlets (X, Facebook, website) will be updated frequently to provide interested teachers an opportunity to see the many things the school has to offer. Social media will also be utilized to highlight things our teachers are doing daily to support students. Being appreciated and highlighted for their contributions can support retention.

Person Responsible:

Administration, Teachers, Librarian

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/30/2029

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Moore Elementary (4001048) Public School - School Renewal Plan - Rev 0

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

* 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

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Moore Elementary (4001048) Public School - School Renewal Plan - Rev 0

Not Applicable

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Moore Elementary (4001048) Public School - School Renewal Plan - Rev 0

Type	Optional Documents Document Template	Document/Link
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Additional Documentation

N/A

Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - A. C. Moore Elementary (4001048) Public School - School Renewal Plan - Rev 0

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

<input type="checkbox"/> 1. Plan Information and stakeholders	Approved ▼	Pat Ciccantelli	8/21/2024 8:47:31 AM
1.01 Information is complete and appropriate.			
<input type="checkbox"/> 2. Needs Assessment	Approved ▼	Pat Ciccantelli	8/21/2024 8:47:31 AM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
<input type="checkbox"/> 3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved ▼	Pat Ciccantelli	8/21/2024 8:47:31 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.			
<input type="checkbox"/> 4. Read to Succeed	Not Applicable ▼	Pat Ciccantelli	8/21/2024 8:47:31 AM
4.01 Responses are complete, thorough and appropriate.			
<input type="checkbox"/> 5. Assurances	Approved ▼	Pat Ciccantelli	8/21/2024 8:47:31 AM
5.01 Responses are complete, thorough and appropriate			
<input type="checkbox"/> 6. Related Documents	Not Applicable ▼	Pat Ciccantelli	8/21/2024 8:47:31 AM
6.01 If applicable, uploaded documents are correct and appropriate.			