

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Caughman Road Elementary (4001032) Public School - School Renewal Plan - Rev 0[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
10/3/2024 11:02:59 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
9/12/2024 2:40:24 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
9/12/2024 2:40:20 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
9/12/2024 2:40:15 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
8/21/2024 10:31:49 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
4/25/2024 12:53:51 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/25/2024 12:53:42 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/19/2024 11:42:33 AM	David Thorpe	Status changed to 'School Renewal Plan Completed'.	S
4/15/2024 10:47:06 AM	David Thorpe	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 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 - Caughman Road Elementary (4001032) 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

Priority ▼

School Plan Contact Information

* Name

David Thorpe

* Phone

803-783-5534

* Email

david.thorpe@richlandone.org

* Principal's Name

David Thorpe

* 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 - Caughman Road Elementary (4001032) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	David Thorpe
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Teacher

Name	*	Hannah Farmer
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Name	*	Rebecca Byrd
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Parent/Guardian

Name	*	Marquita Blaylock
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Name	*	Lindsay Purdy
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Community Member

Name	*	Karen Gay
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Name	*	Taren Gunter
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School Level Administrators

Name	*	Davenna Williams
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Name	*	Grace Way
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School Read to Succeed Literacy Leadership Team Lead

Name	*	Ashley Haley
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School Read to Succeed Literacy Leadership Team Member

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Name	*	<input type="text" value="Katherine Key"/>
Name	*	<input type="text" value="Lauren Pope"/>
Name	*	<input type="text" value="Amy Simmons"/>

School Improvement Council Member(s)		
Name	*	<input type="text" value="Katie Gentry"/>
Name	*	<input type="text" value="Tabitha Brown"/>

School Gifted and Talented Coordinator		
Name	*	<input type="text" value="Caroline Deaden"/>

School Federal Programs Coordinator		
Name	*	<input type="text" value="Deshena Miller"/>

Other Stakeholders	
Position	Name
<input type="text"/>	<input type="text"/>

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

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Caughman Road Elementary (4001032) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTAzMg>

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

Fall 2023 Kindergarten Readiness Assessment (KRA) Report

Overall Performance Level					
Emerging		Approaching		Demonstrating	
Number	Percentage	Number	Percentage	Number	Percentage
17	28.8	27	45.8	15	25.4

Winter 2024 Fountas Pinnell Benchmark Assessment Results (BAS) Report

	Does Not Meet Expectation		Approaches Expectation		Meets Expectation		Exceeds Expectation	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
K	48	53.9%	16	18.0%	14	15.7%	11	12.4%
1 st	49	48.0%	14	13.7%	8	7.8%	31	30.4%

2 nd	30	31.6%	2	2.1%	9	9.5%	54	56.8%
3 rd	31	29.2%	8	7.5%	16	15.1%	51	48.1%
4 th	46	43.8%	5	4.8%	2	1.9%	52	49.5%
5 th	49	46.2%	4	3.8%	4	3.8%	49	46.2%

STAR Winter 2024 Reading Performance Level Report with Subgroups

	District Benchmark Level									State Benchmark Level										
	Total Tested	Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Total Tested	Does Not Meet		Approaches		Meets		Exceeds		Meets or Exceeds	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	623	150	24.1	96	15.4	99	15.9	278	44.6	425	117	27.5	99	23.3	92	21.6	117	27.5	209	49.2
Grades 3-5	325	83	25.5	50	15.4	61	18.8	131	40.3	325	110	33.8	85	26.2	68	20.9	62	19.1	130	40.0
Grade K	97	18	18.6	10	10.3	15	15.5	54	55.7	0	N	N	N	N	N	N	N	N	N	N
Grade 1	102	24	23.5	24	23.5	13	12.7	41	40.2	32	2	6.3	3	9.4	2	6.3	25	78.1	27	84.4
Grade 2	99	25	25.3	12	12.1	10	10.1	52	52.5	68	5	7.4	11	16.2	22	32.4	30	44.1	52	76.5
Grade 3	107	15	14.0	14	13.1	24	22.4	54	50.5	107	22	20.6	31	29.0	27	25.2	27	25.2	54	50.5
Grade 4	106	36	34.0	15	14.2	15	14.2	40	37.7	106	50	47.2	18	17.0	16	15.1	22	20.8	38	35.8
Grade 5	112	32	28.6	21	18.8	22	19.6	37	33.0	112	38	33.9	36	32.1	25	22.3	13	11.6	38	33.9
Male	318	83	26.1	54	17.0	47	14.8	134	42.1	209	62	29.7	50	23.9	39	18.7	58	27.8	97	46.4
Female	305	67	22.0	42	13.8	52	17.0	144	47.2	216	55	25.5	49	22.7	53	24.5	59	27.3	112	51.9
White	60	11	18.3	6	10.0	7	11.7	36	60.0	46	9	19.6	7	15.2	9	19.6	21	45.7	30	65.2
African-American	446	107	24.0	70	15.7	80	17.9	189	42.4	303	87	28.7	75	24.8	71	23.4	70	23.1	141	46.5
Other Race	117	32	27.4	20	17.1	12	10.3	53	45.3	76	21	27.6	17	22.4	12	15.8	26	34.2	38	50.0
White Male	35	6	17.1	4	11.4	5	14.3	20	57.1	28	5	17.9	5	17.9	5	17.9	13	46.4	18	64.3
White Female	25	5	20.0	2	8.0	2	8.0	16	64.0	18	4	22.2	2	11.1	4	22.2	8	44.4	12	66.7
African-American Male	236	62	26.3	39	16.5	40	16.9	95	40.3	153	48	31.4	39	25.5	31	20.3	35	22.9	66	43.1
African-American Female	210	45	21.4	31	14.8	40	19.0	94	44.8	150	39	26.0	36	24.0	40	26.7	35	23.3	75	50.0
Other Race Male	47	15	31.9	11	23.4	2	4.3	19	40.4	28	9	32.1	6	21.4	3	10.7	10	35.7	13	46.4
Other Race Female	70	17	24.3	9	12.9	10	14.3	34	48.6	48	12	25.0	11	22.9	9	18.8	16	33.3	25	52.1
Multilingual	62	23	37.1	11	17.7	5	8.1	23	37.1	42	16	38.1	9	21.4	4	9.5	13	31.0	17	40.5
Not Multilingual	561	127	22.6	85	15.2	94	16.8	255	45.5	383	101	26.4	90	23.5	88	23.0	104	27.2	192	50.1
Special Education	56	37	66.1	4	7.1	6	10.7	9	16.1	33	20	60.6	6	18.2	7	21.2	0	0.0	7	21.2
Not Special Education	567	113	19.9	92	16.2	93	16.4	269	47.4	392	97	24.7	93	23.7	85	21.7	117	29.8	202	51.5
Gifted/Talented Academic (State and Local)	60	0	0.0	0	0.0	4	6.7	56	93.3	60	0	0.0	5	8.3	18	30.0	37	61.7	55	91.7
Not Gifted/Talented Academic (State and Local)	563	150	26.6	96	17.1	95	16.9	222	39.4	365	117	32.1	94	25.8	74	20.3	80	21.9	154	42.2
Pupil in Poverty	501	130	25.9	77	15.4	87	17.4	207	41.3	336	101	30.1	81	24.1	73	21.7	81	24.1	154	45.8
Not Pupil in Poverty	122	20	16.4	19	15.6	12	9.8	71	58.2	89	16	18.0	18	20.2	19	21.3	36	40.4	55	61.8

STAR Winter 2024 Math Performance Level Report with Subgroups

	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	
Subgroup	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	627	140	22.3	107	17.1	89	14.2	291	46.4	532	160	30.1	141	26.5	119	22.4	112	21.1	231	43.4
Grades 3-5	331	75	22.7	53	16.0	52	15.7	151	45.6	331	113	34.1	102	30.8	57	17.2	59	17.8	116	35.0
Grade K	95	29	30.5	31	32.6	13	13.7	22	23.2	0	N	N	N	N	N	N	N	N	N	N
Grade 1	103	18	17.5	9	8.7	11	10.7	65	63.1	103	22	21.4	21	20.4	30	29.1	30	29.1	60	58.3
Grade 2	98	18	18.4	14	14.3	13	13.3	53	54.1	98	25	25.5	18	18.4	32	32.7	23	23.5	55	56.1
Grade 3	111	23	20.7	15	13.5	20	18.0	53	47.7	111	32	28.8	31	27.9	17	15.3	31	27.9	48	43.2
Grade 4	107	26	24.3	18	16.8	17	15.9	46	43.0	107	45	42.1	32	29.9	13	12.1	17	15.9	30	28.0
Grade 5	113	26	23.0	20	17.7	15	13.3	52	46.0	113	36	31.9	39	34.5	27	23.9	11	9.7	38	33.6
Male	321	76	23.7	60	18.7	42	13.1	143	44.5	270	85	31.5	65	24.1	61	22.6	59	21.9	120	44.4
Female	306	64	20.9	47	15.4	47	15.4	148	48.4	262	75	28.6	76	29.0	58	22.1	53	20.2	111	42.4
White	59	9	15.3	10	16.9	5	8.5	35	59.3	54	15	27.8	11	20.4	9	16.7	19	35.2	28	51.9
African-American	450	105	23.3	82	18.2	73	16.2	190	42.2	377	117	31.0	108	28.6	85	22.5	67	17.8	152	40.3
Other Race	118	26	22.0	15	12.7	11	9.3	66	55.9	101	28	27.7	22	21.8	25	24.8	26	25.7	51	50.5
White Male	35	5	14.3	6	17.1	4	11.4	20	57.1	33	9	27.3	7	21.2	9	27.3	8	24.2	17	51.5
White Female	24	4	16.7	4	16.7	1	4.2	15	62.5	21	6	28.6	4	19.0	0	0.0	11	52.4	11	52.4
African-American Male	238	60	25.2	47	19.7	32	13.4	99	41.6	197	65	33.0	50	25.4	41	20.8	41	20.8	82	41.6
African-American Female	212	45	21.2	35	16.5	41	19.3	91	42.9	180	52	28.9	58	32.2	44	24.4	26	14.4	70	38.9
Other Race Male	48	11	22.9	7	14.6	6	12.5	24	50.0	40	11	27.5	8	20.0	11	27.5	10	25.0	21	52.5
Other Race Female	70	15	21.4	8	11.4	5	7.1	42	60.0	61	17	27.9	14	23.0	14	23.0	16	26.2	30	49.2
Multilingual	64	18	28.1	7	10.9	7	10.9	32	50.0	56	21	37.5	10	17.9	12	21.4	13	23.2	25	44.6
Not Multilingual	563	122	21.7	100	17.8	82	14.6	259	46.0	476	139	29.2	131	27.5	107	22.5	99	20.8	206	43.3
Special Education	56	33	58.9	5	8.9	6	10.7	12	21.4	50	33	66.0	6	12.0	9	18.0	2	4.0	11	22.0
Not Special Education	571	107	18.7	102	17.9	83	14.5	279	48.9	482	127	26.3	135	28.0	110	22.8	110	22.8	220	45.6
Gifted/Talented Academic (State and Local)	60	0	0.0	0	0.0	1	1.7	59	98.3	60	0	0.0	7	11.7	15	25.0	38	63.3	53	88.3
Not Gifted/Talented Academic (State and Local)	567	140	24.7	107	18.9	88	15.5	232	40.9	472	160	33.9	134	28.4	104	22.0	74	15.7	178	37.7
Pupil in Poverty	503	125	24.9	92	18.3	74	14.7	212	42.1	425	141	33.2	113	26.6	95	22.4	76	17.9	171	40.2
Not Pupil in Poverty	124	15	12.1	15	12.1	15	12.1	79	63.7	107	19	17.8	28	26.2	24	22.4	36	33.6	60	56.1

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Caughman Road Elementary (4001032) 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)

Looking at school data, less than 50% of Caughman Road Elementary students are meeting performance standards in both Reading and Math. This identifies two areas as specific needs for improvement, tier one instruction and small group remediation. For tier one instruction we are looking at all teachers to be able to use formative data to guide instructional planning. That all teachers can develop clear, intentional, state standard aligned lesson plans that meet the needs of student above, on, and below grade level. Teachers should be able to create and use assessments that specifically measure what was taught. Students in all grade levels, but specifically Prekindergarten through Second must build fluency in both Reading and Math. Students should be able to sound out and build words through strong phonemic and phonological awareness. They should also be able to construct and deconstruct numbers. Students should have an understanding of conceptual knowledge in Mathematics. We want our students to understand mathematical concepts, not just being able to memorize algorithms. For remediation, teachers should be able to use formative data from assessments and classwork to conduct either performance level or needed skill appropriate interventions. Interventions should involve teachers using research based programs or strategies with consistency and fidelity. Students receiving intervention should have progressed monitored on a regular basis using appropriate measurement tools to guide further remediation.

* Elementary/Middle (3-8)

Looking at school data, less than 50% of Caughman Road Elementary students are meeting performance standards in both Reading and Math. This identifies two areas as specific needs for improvement, tier one instruction and small group remediation. For tier one instruction we are looking at all teachers to be able to use formative data to guide instructional planning. That all teachers can develop clear, intentional, state standard aligned lesson plans that meet the needs of student above, on, and below grade level. Teachers should be able to create and use assessments that specifically measure what was taught. Students in all grade levels, but specifically Third through Fifth must build fluency in both Reading and Math. Students should be able to sound out and build words through strong phonemic and phonological awareness. They should also be able to construct and deconstruct numbers. Students should have an understanding of conceptual knowledge in Mathematics. We want our students to understand mathematical concepts, not just being able to memorize algorithms. For remediation, teachers should be able to use formative data from assessments and classwork to conduct either performance level or needed skill appropriate interventions. Interventions should involve teachers using research based programs or strategies with

consistency and fidelity. Students receiving intervention should have progressed monitored on a regular basis using appropriate measurement tools to guide further remediation.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Current Staff Information

Current Staff	Teachers New to the Profession	Teachers in First Three Years of the Profession	Teachers at the School for 10 Years or More	Alternative Certification Teachers
55	7	10	10	3

Teacher Attendance Rate

Teacher Attendance Rate 2021 School Year	Teacher Attendance Rate 2022 School Year	Teacher Attendance Rate 2023 School Year
94.6%	93.0%	92.0%

* School Climate

Through Richland One's internal diagnostic review that was conducted on our faculty and staff last year, the findings revealed that most faculty and staff feel supported by the administration and their team with a total of 84% referencing administration, collaboration, and support on their survey. The findings also indicated that 76% of faculty and staff are satisfied with students' progress and growth, staff teamwork, and supportive relationships. Responses also indicated that 82% of our faculty and staff are dissatisfied with the physical environment of the school, the communication and the decision-making. Based on these and other findings, we have decided that John Hattie's research on Visible Learning remain a part of our yearly school wide instructional focus. Since 2019, Caughman Road has focused on the yearly growth of a Visible Learning Plan developed by teacher leaders. As a part of that planning, Tier 1 instructional expectations for ELA and Math were developed and weekly grade level guided planning sessions were put in place. Additionally, continued professional development opportunities for teachers in all content areas as well as teacher clarity have provided a foundation for teachers to be more

successful in their craft. Our focus for the 2024-2025 school year will be to instill and practice the learner dispositions that have been established: collaboration, persistence, and feedback. Through this practice, Caughman Road administrators, staff members, and students will seek, receive, act on and give feedback to create a positive culture of feedback. Our steps in accomplishing this shift in culture is to decide on a feedback protocol (for all stakeholders), teach the learner dispositions (starting with students), and then begin to implement with all other stakeholders.

Other (such as school priorities)

N/A

* Gifted and Talented

91.7% of the school's gifted and talented students meet or exceeds grade level expectations in Reading as determined by the Winter STAR administration. 73.3% of the gifted and talented students are making typical or high growth as determined by the same assessment. This growth percentage is over three times the growth observed in last Winter's administration. For Math, 88.3% of the gifted and talented students meet or exceeds grade level expectations as determined by the Winter STAR administration. 71.7% of the gifted and talented students are making typical or high growth as determined by the same assessment. This school year the Advanced Academic Program schedule was modified to limit multiple age groups being taught at the same time. The AAP teachers has also targeted some of the school's higher performing Second Grade students to help prepare them for the AAP Program that starts in Third Grade. The AAP teacher has also used formative data to guide her small group instruction with the gifted and talented students to address areas of weakness.

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Plan Items)

1 Student Achievement ELA

Performance Goal:

By 2029, the percentage of students in grades 3-5 scoring meets/exceeds on the SC Ready ELA assessment will increase from: 38.5% to 60%.

PM 1.1 By 2025, the percentage of students in grades 3-5 scoring meets/exceeds on the SC Ready ELA assessment will increase from: 38.5% to 44%.

Analysis of Actual vs. Projected Data:

SC Ready ELA assessment administrated in Spring 2023 Does Not Meet 32.9% Approaches 28.3% Meet 24.4% Exceeds 14.1%

S 1.1.1 Full implementation of a Comprehensive Literacy Program in all grade levels.

Evidence-Based Research:

It is not purely the exposé of simple daily reading approaches and instructional techniques that create an early foundation for young children. Rather studies have found it is a combination of Whole language techniques presented in continual and long term implementation systems which meaningfully impacts reading achievement (Gee, 1995, p.5). In combination with frequent parental involvement and second and third chance reading programs, lasting effects on broad reading skills can be obtained and demonstrated through student growth in lower performing students (D'Angelo and Murphy 2004). Comprehensive literacy programs encompass not only the belief systems of Balanced Literacy reading programs; fairly, writing strategies, teacher modeling and students involved in collaborative practices with teachers were equally important (Gersten & Baker, 2001).

AS 1.1.1.1 Research based Reading Intervention Program

Action Step:

Teachers in Kindergarten through Third Grade will use Orton Gillingham resources during the Word Study Portion of the Balanced Literacy Block. Teachers in First through Fifth Grade will use the RISE reading intervention program during the Response to Intervention portion of the Balanced Literacy Block.

Person Responsible:

Classroom Teachers and Literacy Committee

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.2 Professional Learning Communities

Action Step:

Professional Learning Communities will meet weekly to monitor student progress through formative assessments. Teachers will collaborate and learn from each other as well as school's Reading Coach and district level support staff. Focus of the meetings will be student and teacher growth.

Person Responsible:

Reading Coach

Estimated Begin Date:

7/31/2019

Estimated Completion Date:

7/30/2025

AS 1.1.1.3 Guided Planning and Student Centered Coaching

Action Step:

Literacy teachers will engage in weekly Guided Planning sessions with the school's Literacy Coach and grade level teachers. The focus of the guided planning sessions will be to use formative data and state standards to create lesson plans that are standards based, engaging, rigorous, and differentiated to meet the needs of all students.

Person Responsible:

Literacy Coach

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2029

2 Student Achievement Math

Performance Goal:

By 2029, the percentage of students in grades 3-5 scoring meets/exceeds on the SC Ready Math assessment will increase from: 23.7% to 45%.

PM 2.1 By 2025, the percentage of students in grades 3-5 scoring meets/exceeds on the SC Ready Math assessment will increase from: 23.7% to 31.0%.

Analysis of Actual vs. Projected Data:

SC Ready Math assessment administrated in Spring 2023 Does Not Meet 42.8% Approaches 33.2% Meet 17.3% Exceeds 6.4%

S 2.1.1 Conceptual Math Practices and Classroom Implimentation

Evidence-Based Research:

A combination of strategy based methods, guided student practice with teacher feedback, and comprehensive teacher modeling in combination with the use of manipulative based teaching materials for early concrete teaching (Lee, 2000), and plays a significant role in developing mathematical competencies for lower performing students. Studies have further revealed direct teaching in small group settings in

combination with manipulative use can make a difference in reducing students' cognitive overload which can allow students to apply problem solving skills at an even greater ability (Hattie, J. 2009).

AS 2.1.1.1 Research based Math Intervention Program

Action Step:

Teachers in Kindergarten through Fifth Grade will use Hands on Standards resources during the Math Intervention Block. This intervention program includes the use of manipulatives for students to use to develop conceptual knowledge for grade level standards students are struggling to master.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 2.1.1.2 Professional Learning Communities

Action Step:

Professional Learning Communities will meet weekly to monitor student progress through formative assessments. Teachers will collaborate and learn from each other as well as school's Curriculum Resource Teacher and district level support staff. Focus of the meetings will be student and teacher growth.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 2.1.1.3 Guided Planning and Student Centered Coaching

Action Step:

Math teachers will engage in weekly Guided Planning sessions with the school's Curriculum Resource Teacher and grade level teachers. The focus of the guided planning sessions will be to use formative data and state standards to create lesson plans that are standards based, engaging, rigorous, have students use manipulatives with CRA Mats, and differentiated to meet the needs of all students.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

3 Student Achievement Science

Performance Goal:

By 2029, the percentage of students in grade 4 scoring meets/exceeds on the SC Ready Science assessment will increase from: 20.8% to 45%.

PM 3.1 By 2025, the percentage of students in grade 4 scoring meets/exceeds on the SC Ready Science assessment will increase from: 20.8% to 29.0%.

Analysis of Actual vs. Projected Data:

SC Ready Science assessment administrated in Spring 2023 Does Not Meet 54.5% Approaches 23.8% Meet 10.9% Exceeds 9.9%

S 3.1.1 Student Engagement in Science

Evidence-Based Research:

Research: Students need to be given opportunities to relate to a variety of instructional materials and engage in a range of science activities. Enhanced content strategies such as relating topics to previous experiences, engaging student interest, collaborative learning experiences, and inquiry based teaching and assessment strategies can provide a foundational environment where students' interest can enthusiastically be grown and student achievement advanced (Schroeder, Scott, Tolson, Huang, and Lee 2007).

AS 3.1.1.1 Hands On Experiences in Science

Action Step:

Students will have hands-on experiences in science provided by the classroom teacher (experiments in the Science Lab) and through outside resources. Experiences will be standards based.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 3.1.1.2 Professional Learning Communities

Action Step:

Professional Learning Communities will meet weekly to monitor student progress through formative assessments. Teachers will collaborate and learn from each other as well as school's Curriculum Resource Teacher and district level support staff. Focus of the meetings will be student and teacher growth.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 3.1.1.3 Writing and Interactive Note Booking

Action Step:

Students will use learning journals to write about what they learn during the science lesson and how they can use that information to continue their learning throughout the school year. Visible Learning strategies will be included in this process to help students identify what they are learning and how they will use the knowledge learned.

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

4 School Climate

Performance Goal:

By 2029, 80% of surveyed Caughman Road families will feel they have become partners in their child's education by engaging in effective two-way communication and parent education sessions that support student success.

PM 4.1 By 2025, 80% of surveyed Caughman Road families will feel they have become partners in their child's education by engaging in effective two-way communication and parent education sessions that support student success.

Analysis of Actual vs. Projected Data:

The 2023 School Climate survey indicated that 80.4% of teachers, 90.9% percent of students, and 94.7% of parents were satisfied with school-home relations.

S 4.1.1 Community Awareness and Support

Evidence-Based Research:

Schools need to work in community partnerships to make expectations suitably high and attainable. Studies have shown parents who work in continual and open partnerships with their child's educational systems can significantly impact overall student encouragement which can contribute to student achievement in long term effects (Hattie, J. 2009)

AS 4.1.1.1 Parent Engagement Activities

Action Step:

The school will organize and run Parent Engagement Activities throughout the year to strengthen home school relations. Activities may include Family Dance, Fall Festival, Student Performances, Visual Arts Show, Career Day, Field Day, Awards Assemblies, and Schoolwide Reading events.

Person Responsible:

School Based Committees

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 4.1.1.2 Parent Education Activities

Action Step:

The school will organize and run Parent Education Activities throughout the year to strengthen home school relations and provide families with resources to support their children's learning at home. Activities may include Literacy Nights, Math Nights, and Parent Education Sessions for both academic and social / emotional.

Person Responsible:

School Based Committees

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 4.1.1.3 Parent Communication

Action Step:

Create and provide parents surveys satisfaction surveys to gauge success of understanding and satisfaction of school cultural beliefs systems of an International Peace Site/ Restorative Practice School Site

Person Responsible:

Shawn Hall

Estimated Begin Date:

7/25/2021

Estimated Completion Date:

7/31/2025

5 Teacher and Administrator Quality

Performance Goal:

By 2029, Caughman Road will reduce the percent of teacher turnover to 10%.

PM 5.1 By 2025, Caughman Road will reduce the percent of teacher turnover by 10%.

Analysis of Actual vs. Projected Data:

Percent of teachers returning from previous year - current year 72.9% down from 75.5%. Percent of teachers returning from previous year - three year average 78.0% down from 83.8%.

S 5.1.1 Teacher Retention

Evidence-Based Research:

Reflective teaching strategies in combination with teaching techniques and assessment strategies play a substantial role in student achievement and the evolution of a school's culture. The growth and continual improvement of a school's culture is often established through the continuity of recruiting and retaining highly qualified staff (Bambrick-Santayo, P. 2012).

AS 5.1.1.1 Professional Development

Action Step:

Staff will engage in ongoing professional development to build capacity with planning, testing, delivery of instruction, building relationships, and team building.

Person Responsible:

Instructional Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 5.1.1.2 Teacher Recruitment and Retention

Action Step:

Cooperate with local colleges and universities to collaborate in providing the opportunity for students to complete Practicum and/or Student Teaching experiences.

Person Responsible:

David Thorpe

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

AS 5.1.1.3 Team Building

Action Step:

Staff will engage in Team Building activities as a school and also on individual grade levels. Some activities will be designed to build strong adult teams and other activities will be transferable for teachers to use in the classroom with their students.

Person Responsible:

David Thorpe

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/1/2025

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - Caughman Road Elementary (4001032) 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))**

* <input type="text" value="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).
* <input type="text" value="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).
* <input type="text" value="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.
* <input type="text" value="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.
* <input type="text" value="Yes"/> ▼	Technology
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* <input type="text" value="Yes"/> ▼	Innovation
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* <input type="text" value="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.
* <input type="text" value="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

4001 - Richland County School District One (4001) Public District - FY 2025 - Caughman Road Elementary (4001032) Public School - School Renewal Plan - Rev 0

☐ **Not Applicable**

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved school strategic plan or school renewal plan."

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: <http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

	District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation <div></div>	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Caughman Road Elementary (4001032) Public School - School Renewal Plan - Rev 0

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

Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - Caughman Road Elementary (4001032) Public School - School Renewal Plan - Rev 0

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

<div> <div></div> <div>1. Plan Information and stakeholders</div> </div> <div>1.01 Information is complete and appropriate.</div>	<div> <div>Approved</div> <div></div> </div>	<div> <div>Pat Ciccantelli</div> </div>	<div> <div>8/21/2024 10:31:40 AM</div> </div>
<div> <div></div> <div>2. Needs Assessment</div> </div> <div>2.01 Needs assessment link is correct</div> <div>2.02 Needs assessment is clear, thorough and appropriate.</div>	<div> <div>Approved</div> <div></div> </div>	<div> <div>Pat Ciccantelli</div> </div>	<div> <div>10/3/2024 11:01:30 AM</div> </div>
<div> <div></div> <div>3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps</div> </div> <div>3.01 All required goal areas have been addressed.</div> <div>3.02 Goal statements are complete and appropriate.</div> <div>3.03 Goals have all required parts completed.</div> <div>3.04 Action steps are complete and appropriate.</div>	<div> <div>Approved</div> <div></div> </div>	<div> <div>Pat Ciccantelli</div> </div>	<div> <div>8/21/2024 10:31:40 AM</div> </div>
<div> <div></div> <div>4. Read to Succeed</div> </div> <div>4.01 Responses are complete, thorough and appropriate.</div>	<div> <div>Not Applicable</div> <div></div> </div>	<div> <div>Pat Ciccantelli</div> </div>	<div> <div>8/21/2024 10:31:40 AM</div> </div>
<div> <div></div> <div>5. Assurances</div> </div> <div>5.01 Responses are complete, thorough and appropriate</div>	<div> <div>Approved</div> <div></div> </div>	<div> <div>Pat Ciccantelli</div> </div>	<div> <div>8/21/2024 10:31:40 AM</div> </div>
<div> <div></div> <div>6. Related Documents</div> </div> <div>6.01 If applicable, uploaded documents are correct and appropriate.</div>	<div> <div>Not Applicable</div> <div></div> </div>	<div> <div>Pat Ciccantelli</div> </div>	<div> <div>8/21/2024 10:31:40 AM</div> </div>