

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - South Kilbourne Elementary (4001055) 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

Derrick M. Theirse

* Phone

803-738-738-7215

* Email

derrick.theirse@richlandone.org

* Principal's Name

Derrick M. Theirse

* Board of Trustees Chairperson's Name

Dr. Aaron Bisho[

* 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 - South Kilbourne Elementary (4001055) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Derrick Theirse
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Teacher

Name	* Caroline Powell
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Parent/Guardian

Name	* Vonda Scott-Van Dyke
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Community Member

Name	* Marlena Guessford
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School Level Administrators

Name	* Adrina Davis
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School Read to Succeed Literacy Leadership Team Lead

Name	* Sheila Knight
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School Read to Succeed Literacy Leadership Team Member

Name	* Maylin Tennis
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School Improvement Council Member(s)

Name	* Cindy Andre-Noel
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School Gifted and Talented Coordinator

Name	*	Shameka Huff
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School Federal Programs Coordinator

Name	*	Tanya Campbell
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Other Stakeholders

Position	Name

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

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - South Kilbourne Elementary (4001055) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA1NQ>

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

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - South Kilbourne Elementary (4001055) 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)

South Kilbourne Elementary is a South Carolina Child Early Reading Development and Education Program (CERDEP) site. Throughout the year, pre-kindergarten students are administered the myIGDIs (Individual Growth & Development Indicators) assessment to gauge school-readiness across a range of early childhood learning domains.

Fall MyIGDIs Early Literacy – Percent Making Strong Progress

Picture Naming					
2018	2019	2020	2021	2022	2023
11.4%	16.3%	17.5%	20%	12.5%	13.5%

Rhyming					
2019	2020	2021	2022	2023	2023
19.2%	9.1 %	7.7 %	0.0%	12.5%	9.1%

Sound Identification					
2018	2019	2020	2021	2022	2023
0%	15.8%	3.0 %	0.0%	12.5%	2.9%

Which One Doesn't Belong?					
2018	2019	2020	2021	2022	2023
33.3%	19.4 %	13.3%	0.0%	29.2%	17.1 %

The data reveals the majority of students continue to come to school with minimal early learning readiness. This supports a need to continue specific prekindergarten instruction.

South Kilbourne Elementary kindergarten through second grade students are administered the Fountas and Pinnell Benchmark Assessment System at specified intervals during the school year. This universal screener is used to determine independent and instructional reading levels of learners.

Kindergarten – Second Grade Winter Benchmark Assessment System (BAS) Reading

Grade	%DN			%A			%M			%E			%ME		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2020	2022	2023
Kindergarten	29.8	14	60.8	24.6	14	7.8	19.3	53	25.5	26.3	19	5.9	45.6	72	31.4
First	66.7	40	61.7	0	8	12.8	20.1	9	0	13.5	43	25.5	33.6	52	25.5
Second	36.8	38	46.9	0	13	10.2	14.2	10	16.4	49.1	38	26.5	63.3	48	42.9

(DN = Does Not Meet, A = Approaching, M = Met, E = Exceeds, ME = Meets/Exceeds)

The Benchmark Assessment System indicates that there is a drastic decrease in the percentage of student scoring in the “Meets” or “Exceeds” categories in kindergarten and first grade. There has also been a slight decrease in “Meets” or “Exceeds” percentages of second graders when compared to the previous year. This reveals a need to continue the focus on elements of Richland One’s Reading and Writing Framework. Additionally, there is a need to focus on strategies to provide intensive supports to students not meeting benchmarks.

* Elementary/Middle (3-8)

Elementary/Middle (3–8):

South Kilbourne Elementary is proud to have an overall SC School Report Card Rating of “Good”. Our highest indicator of success is in the category of “Student Progress” with a score of “Excellent”. Additional details from our report card can be accessed by visiting the link below:

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9NDawMTA1NQ>

The 2023 South Carolina Readiness Assessment (SCReady) was administered to third, fourth, and fifth grade students in the content areas of Reading and Math.

Third – Fifth All Student South Carolina Readiness Assessment (SCReady): Reading

Year	%DN	%A	%M	%E	%ME
2023	43.4	26.5	22.1	8.1	30.2
2022	57.7	26.8	12.4	3.1	15.5
2021	36.4	25.2	23.4	15.0	38.3
2020	26.4	39.2	23.2	11.2	34.4
2019	34.0	31.9	21.3	12.8	34.1
2018	13.5	40.5	32.4	13.5	45.9

(DN = Does Not Meet, A = Approaching, M = Met, E = Exceeds, ME = Meets/Exceeds)

According to SCReady Reading, the data shows 61.6% of students scored in the “Does Not Meet” or “Approaching Expectations” categories while 38.3% scored in the “Meets and/or Exceeds Expectations” categories. Although there has been a slight increase in the percentage meeting and/or exceeding, there is still a need to focus on improving reading proficiency across the grade levels. Focusing on the elements of Richland One’s Reading and Writing Framework with intensive support on literacy continuum experiences is needed to increase teacher knowledge and student overall performance.

South Carolina Readiness Assessment (SCReady): Reading Percent Meet or Exceed

Grade	Male	Female	African American	Non-African American (15 Students)	Disabled (18 Students)
Third	7.1	30.0	18.2	100	20
Fourth	42.9	73.7	54.5	65	16.7
Fifth	26.7	38.9	23.1	77.8	0

A further review of subgroup data reveals a need to focus attention on instructional strategies for males and students with disabilities.

Third – Fifth All Student South Carolina Readiness Assessment (SCReady): Math

Year	%DN	%A	%M	%E	%ME
2023	48.1	25.9	14.8	11.1	25.9
2022	70.1	17.5	8.2	4.1	12.3
2021	42.1	29.9	18.7	9.3	28.0
2020	32.8	31.2	28.0	8.0	36.0
2019	35.1	39.4	19.1	6.4	25.5
2018	14.4	31.5	41.4	12.6	54.0

(DN = Does Not Meet, A = Approaching, M = Met, E = Exceeds, ME = Meets/Exceeds)

A review of SC Ready Math data shows 72% of students scored “Does Not Meet” or “Approaching Expectations” while 28% scored in the “Meets” or “Exceeds Expectations” categories. The data indicates that there is still a need to improve math sense across the grade levels. A focus on Math in Practice and Hands-on experiences is needed to move student from concrete to abstract.

South Carolina Readiness Assessment (SCReady): Math Percent Meet or Exceed

Grade	Male	Female	African American	Non-African American (15 Students)	Disabled (18 Students)
Third	0.0	40.0	21.2	100	0
Fourth	28.6	36.8	27.3	70	0

Fifth	26.7	27.8	26.9	44.4	0

A further review of Math Sub-Group Data continues to reveals a need to focus on instructional strategies to motivate male students and learners with disabilities. No student with a disability scored Met or Exceeds on SCReady Math.

In addition to State Assessment on Reading and Math fourth and fifth grade students are assessed in either Science or Social Studies.

Palmetto Assessment of State Standards (PASS) SCIENCE- % Fourth Grade Students

Year	%DN	%A	%M	%E	%ME
2023	30.0	35.0	27.5	7.5	35.0
2022	38.2	23.5	23.5	14.7	38.2
2021	28.6	28.6	31.4	11.4	42.9

(DN = Does Not Meet, A = Approaching, M = Met, E = Exceeds, ME = Meets/Exceeds)

On the 2023 PASS Science assessment the results show a 8.2% decrease in the percentage of fourth grade students scoring in the “Does Not Meet” category when compared to the previous year. In the “Meets/Exceeds” category students overall performance decreased by 3.2%. This trend indicates the need for more strategic support with implementing the Richland One’s Science Framework as well as infusing literacy within the science block. Additionally, there is still a need to make Science more hands-on and engaging using the 5E model of instruction.

Palmetto Assessment of State Standards (PASS) SOCIAL STUDIES- % Fifth Grade Students

Year	%NM	%M	%E	%ME
2023	24.2	57.6	18.2	75.8

2022	16.7	36.1	47.2	83.3
2021	19.4	54.8	25.8	80.6
2020	23.1	51.3	25.6	76.9
2019	8.8	58.8	32.4	91.2

On the 2023 PASS Social Studies assessments the results show an 7.5% increase in the percentage of fifth grade students scoring in the “Not Met” category when compared to the previous year. In the “Met and Exemplary” category students overall performance decreased by 7.5%. To increase the percentage of students scoring “Met and Exemplary” categories to 80% or more, teachers must provide multiple opportunities for students to read and write in social studies through literacy integration and supplemental materials.

* High School (9-12)

N/A

* Teacher/Administrator Quality

The faculty and staff of South Kilbourne Elementary consists of 33 certified and 18 classified individuals from diverse backgrounds. The faculty and staff are 59% Black, 37% White, 2% Hispanic/Latino, and 2% two or more races. Our instructional population is 84% female and 16% male. All certified personnel are Highly Qualified. Additionally, 75% of certified staff hold post graduate degrees.

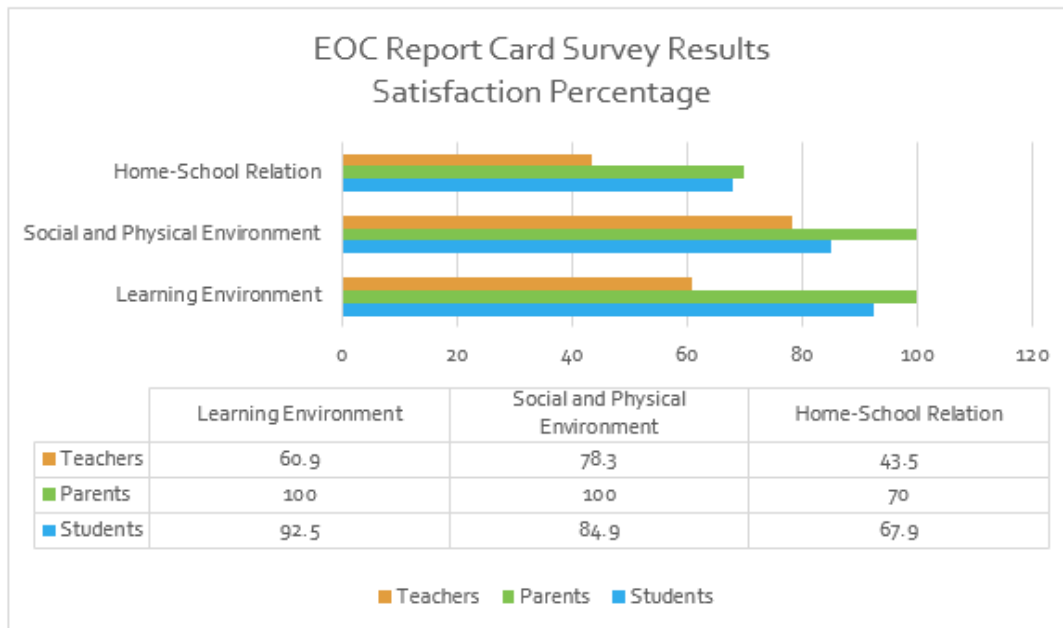
Out of 17 homeroom teachers, 4 were new to the building. Additionally, there was unfilled vacancy in related area positions. Out of 9 related area positions, 6 are staffed with new to the building teachers. Further explorations of the 6 certified faculty who work with teachers revealed 2 new to the building faculty members. Although there were 12 total new to the building faculty members, 8 of the additions were filled by continuing contract level certified teachers. Overall, 85% of certified faculty members are on a continuing contract level with 4 or more years of teaching experience. Of the remaining five teachers, four are inductions teachers and one is on annual contract.

<i>Teachers Years of Teaching Experience by Grade</i>		
	Number with 3 or fewer	Number with 4 or more
Prekindergarten	0	3
Kindergarten	0	2
First	1	2
Second	1	1
Third	1	1
Fourth	0	2
Fifth	0	2
Special Education	1	1
Related Areas	1	8
Certified Support Staff	0	6

Due to South Kilbourne's small size and economic make-up, there has been variance in the average amount of time a teacher remains at the school. The largest population of staff members, 45%, have been at South Kilbourne for no more than two years. The second largest group, 34%, have remained six or more years. The smallest group, 21%, have been at South Kilbourne for three years. One hundred percent of the continuing contract teachers are experienced with teaching children of poverty while roughly 80% of early career teachers had experiences with teaching children of poverty during their student teaching. Of the 33 certified staff members, many are either new to their role, grade, or content area. This shows a need to engage in constant professional development to build capacity.

* School Climate

South Kilbourne Elementary tends to maintain a positive school climate across all stakeholder groups. Recent EOC Report Card survey results showed greater satisfaction among parents and students than teachers. The highest satisfaction area varied based on the stakeholder group.



Further Climate and Culture AdvancEdSurvey results supported the above EOC Report Card Survey results. Students and parents were most satisfied with their teachers while teacher were most satisfied with interactions with other teachers at the school.

Parent and Family Engagement is important at South Kilbourne. Each year we increase the number and types of parenting events offered. Highlights of this year include Open House, Annual Title I Parent Meeting, Thanksgiving Luncheon, Spotlight on Literacy, Transition Parent Workshop, Spotlight on Math, Read-In, Student Led Conferences, Winter Carnival, and Parents Empowering Parents Workshop Series.

In addition to parenting events, South Kilbourne works hard to engage community partners. Partnership range from mentorship, literacy, social support, and/or sponsorship. Partners of note include Midlands Reading Consortium First Grade Reading Buddies, Suber Marshall Partners, Champions are Readers Second Grade Buddies, Brother to Brother/Sister to Sister upper elementary mentors, and Body of Christ Church and Ministries Weekend Food Bags.

Other (such as school priorities)

Discipline

Over the past five years, the suspension rate at South Kilbourne Elementary School has fluctuated.

Analysis of Office Referral Records for School Year 2023 - 2024

Grade	Office Referrals Recorded	Behavior Significance		Gender			Interventions	
		Major	Minor	Male	Female	Not Set	Yes	No

Grade	Office #	Referrals Recorded	%	Behavior Significance				#		%		Gender		#		%		#		Interventions		%	
				Major		Minor		Male		Female		Not Set		Yes		No							
	#		%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
PS	4		2.17	-	-	4	2.17	4	2.17	-	-	-	-	-	-	4	2.17						
KG	1		0.54	-	-	1	0.54	-	-	1	0.54	-	-	-	-	1	0.54						
1	30		16.30	18	9.78	12	6.52	13	7.07	17	9.24	-	-	6	3.26	24	13.04						
2	80		43.48	12	6.52	68	36.96	51	27.72	29	15.76	-	-	7	3.80	73	39.67						
3	10		5.43	3	1.63	7	3.80	9	4.89	1	0.54	-	-	-	-	10	5.43						
4	32		17.39	10	5.43	22	11.96	24	13.04	8	4.35	-	-	-	-	32	17.39						
5	27		14.67	4	2.17	23	12.50	10	5.43	17	9.24	-	-	-	-	27	14.67						
Total	184		100.00	47	25.54	137	74.46	111	60.33	73	39.67	-	-	13	7.07	171	92.93						

South Kilbourne has been active in becoming a trauma informed school. We are conducting trauma informed training with all staff members. This methodology requires us to look at what is causing the behavior in order to find better ways to improve or change that behavior. Training is current and ongoing. We believe strongly in improving the behavior of our school by being more trauma informed.

* Gifted and Talented

Students in grades 3-5 are identified for Advanced Academic Programs (AAP) based on specific state criteria for gifted and talented. The students are referred to as State-Identified Students. State criteria as well as other information pertaining to gifted and talented learners can be found on the South Carolina Department of Education Website at (<http://ed.sc.gov/tests/assessment-information/>).

Richland County School District One has developed additional criteria to identify students for AAP using local norms. The norms may include teacher ratings, course averages and/or other pertinent information.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 53% of 3rd to 5th graders will score meets or exceeds on the SC Ready ELA and Math assessments.

PM 1.1 By Spring of 2025, there will be a 3% overall increase in grade 3 - 5 students who score met or above on the SC Ready ELA & SC Ready Math (36%) assessments.

Analysis of Actual vs. Projected Data:

Baseline 2023 data: 33% Projected 2024-2025 data: 36% Actual Data:

S 1.1.1 - Meeting Sign-in sheets - Minutes from PLOs, MTSS - Program Usage Reports (Lexia, DreamBox, i-Ready) - Data Review (CFA, universal screeners, teacher - made) - During the Day Tutor Caseloads and Schedules - Morning Math, Reading Round-Up, and CRP attendance - Lesson Plans with evidence of differentiation and alignment to intent of standards - Sign-in sheets and agendas from instructional workshops, conferences, and district content meetings

Evidence-Based Research:

Lindsey Hayes; Jennifer Lillenstein. (2015). A Framework for Coherence: College and Career Readiness Standards, Multi-Tiered Systems of Support, and Educator Effectiveness [Brochure]. Retrieved April 8, 2019, from https://gtlcenter.org/sites/default/files/Multi-Tiered_Systems_of_Support.pdf In Brief "This Special Issues Brief from the Center on Great Teachers and Leaders (GLT Center) outlines a framework for coherence that supports states in connecting college and career readiness standards, Multi-Tiered Systems of Support (MTSS), and educator effectiveness systems. These distinct yet interrelated initiatives share a common goal: improve instructional quality to enhance educational outcomes for students. Lack of coherence and alignment across these initiatives diminishes opportunities to maximize the transformative impact of these initiatives on student learning."

AS 1.1.1.1 Cycle of Results

Action Step:

1. Use a multi-tiered cycle of results to identify and address specific learning needs on a continuous basis.

Person Responsible:

Leadership Team and Certified Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

**Funding
Application**

Grant

Notes

Amount

Title I Part A	Title I Part A	Instruction	\$80,000.00
Other	Other	Component Budgets (District and School)	\$5,000.00
Total			\$85,000.00

AS 1.1.1.2 Core Instruction

Action Step:

2. Strengthen core instruction by monitoring curriculum alignment with state standards and research based instructional practices.

Person Responsible:

Leadership Team and Certified Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Incentives	\$2,000.00
Other	Other	Component Budgets (District and School)	\$30,000.00
Total			\$32,000.00

AS 1.1.1.3 Professional Learning

Action Step:

3. Provide access to a variety of competency based professional learning opportunities to build content and behavioral capacity of instructional staff.

Person Responsible:

CRT, AVID , Visible Learning Trainers, Leadership Team, Trauma Informed Care Team

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Instructional Staff Training	\$12,000.00
Other	Other	Component Budgets (District and School)	\$5,000.00

2 Student Achievement*

Performance Goal:

By 2029, 37% of 4th graders will score approaches or above on the SC READY Science assessment

PM 2.1 By Spring of 2025, 20% of fourth grade students will score approaches or above on SC READY Science

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 17.1% Projected Data 2024-25: 20% Actual Data:

S 2.1.1 - Minutes from Collaborative PLOs, MTSS - Sign-in sheets and/or agendas from workshops - Program Usage Reports (Tech Book, Science A to Z, etc.) - Data Review (CFA, universal screeners, teacher - made) - Lesson Plans with evidence of content based best practices aligned to standards - Classroom observations and learning walks - Professional Development Plans - True North Logic Transcripts

Evidence-Based Research:

Lindsey Hayes; Jennifer Lillenstein. (2015). A Framework for Coherence: College and Career Readiness Standards, Multi-Tiered Systems of Support, and Educator Effectiveness [Brochure]. Author. Retrieved April 8, 2019, from https://gtlcenter.org/sites/default/files/Multi-Tiered_Systems_of_Support.pdf

AS 2.1.1.1 Cycle for Results

Action Step:

1. Use a multi-tiered cycle of results to identify and address specific learning needs on a continuous basis.

Person Responsible:

Leadership Team and Certified Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Instruction	\$80,000.00
Other	Other	Component Budgets (District and School)	\$5,000.00
Total			\$85,000.00

AS 2.1.1.2 Core Instruction

Action Step:

2. Strengthen core instruction by monitoring curriculum alignment with state standards and research based instructional practices.

Person Responsible:

Leadership Team and Certified Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Incentives	\$2,000.00
Other	Other	Component Budgets (District and School)	\$30,000.00
Total			\$32,000.00

AS 2.1.1.3 Professional Development

Action Step:

3. Provide access to a variety of competency based professional learning opportunities to build content and behavioral capacity of instructional staff.

Person Responsible:

CRT, AVID , Visible Learning Trainers, Leadership Team, Trauma Informed Care Team

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Instructional Staff Training	\$12,000.00
Other	Other		\$5,000.00
Total			\$17,000.00

3 Student Achievement*

Performance Goal:

By 2029, 80% of K-2 will score on grade-level on the Benchmark Assessment System (BAS) End of Grade Universal Screeners.

PM 3.1 By Spring of 2025, 50% of Kindergarten - second grade students will be on grade level according to the Benchmark Assessment System.

Analysis of Actual vs. Projected Data:

Although we have experienced gains in the percentage of students on or above grade level by Winter BAS administration (34%) we have not reached our interim goal. We will continue to follow the strategies within the plan.

S 3.1.1 - Meeting Sign-in sheets - Minutes from PLOs, MTSS - Program Usage Reports (Lexia, i-Ready) - Data Review (CFA, universal screeners, teacher - made) - During the Day Tutor Caseloads and Schedules - Second Grade CRP attendance - Lesson Plans with evidence of differentiation and alignment to intent of standards - Sign-in sheets and agendas from instructional workshops, conferences, and district content meetings

Evidence-Based Research:

Lindsey Hayes; Jennifer Lillenstein. (2015). A Framework for Coherence: College and Career Readiness Standards, Multi-Tiered Systems of Support, and Educator Effectiveness [Brochure]. Author. Retrieved April 8, 2019, from https://gtlcenter.org/sites/default/files/Multi-Tiered_Systems_of_Support.pdf

AS 3.1.1.1 Cycle for Results

Action Step:

1. Use a multi-tiered cycle of results to identify and address specific learning needs on a continuous basis.

Person Responsible:

Leadership Team and Certified Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Instruction	\$80,000.00
Other	Other	Component Budgets (District and School)	\$5,000.00
Total			\$85,000.00

AS 3.1.1.2 Core Instruction

Action Step:

2. Strengthen core instruction by monitoring curriculum alignment with state standards and research based instructional practices.

Person Responsible:

Leadership Team and Certified Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Incentives	\$2,000.00
Other	Other	Component Budgets (District and School)	\$30,000.00
Total			\$32,000.00

AS 3.1.1.3 Professional Learning

Action Step:

3. Provide access to a variety of competency based professional learning opportunities to build content and behavioral capacity of instructional staff.

Person Responsible:

CRT, AVID , Visible Learning Trainers, Leadership Team, Trauma Informed Care Team

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Instructional Staff Training	\$12,000.00
Other	Other	Component Budgets (District and School)	\$5,000.00
Total			\$17,000.00

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, South Kilbourne will reduce and/or maintain a certified faculty turnover rate of 15% or less each year.

PM 4.1 By Spring of 2025, 56% of certified staff will choose to sign contracts to remain at South Kilbourne Elementary.

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 52% Projected Data 24-25: 56% Actual Data:

§ 4.1.1 - Participation in events sponsored by the district - Minutes from meetings - Buddy Teacher correspondence - Surveys - Professional Development Plan - True North Logic Transcripts - Observations and Learning Walks

Evidence-Based Research:

Shernoff, E. S., Maríñez-Lora, A. M., Frazier, S. L., Jakobsons, L. J., Atkins, M. S., & Bonner, D. (2011). Teachers Supporting Teachers in Urban Schools: What Iterative Research Designs Can Teach Us. School psychology review, 40(4), 465-485. Abstract: "Despite alarming rates and negative consequences associated with urban teacher attrition, mentoring programs often fail to target the strongest predictors of attrition: effectiveness around classroom management and engaging learners; and connectedness to colleagues. Using a mixed-method iterative development framework, we highlight the process of developing and evaluating the feasibility of a multi-component professional development model for urban early career teachers. The model includes linking novices with peer-nominated key opinion leader teachers and an external coach who work together to (1) provide intensive support in evidence-based practices for classroom management and engaging learners, and (2) connect new teachers with their larger network of colleagues. Fidelity measures and focus group data illustrated varying attendance rates throughout the school year and that although seminars and professional learning communities were delivered as intended, adaptations to enhance the relevance, authenticity, level, and type of instrumental support were needed. Implications for science and practice are discussed."

AS 4.1.1.1 Buddy Teachers

Action Step:

2. Provide buddy teachers opportunities to all new to South Kilbourne Staff with a focus on team building, climate, and instructional support.

Person Responsible:

Leadership Team

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

7/1/2025

Funding Application	Grant	Notes	Amount
Other	Other	Component Budgets (District and School)	\$500.00

AS 4.1.1.2 Professional Development

Action Step:

3. Provide access to a variety of competency based professional learning opportunities to build content and behavioral capacity of instructional staff.

Person Responsible:

CRT, AVID , Visible Learning Trainers, Leadership Team, Trauma Informed Care Team

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Instructional Staff Training	\$12,000.00
Other	Other	Instructional Staff Training	\$5,000.00
Total			\$17,000.00

5 School Climate*

Performance Goal:

By 2029, 100% of third, fourth, and fifth grade students will have access to monthly mentorships opportunities.

PM 5.1 By Spring of 2029, 60% percent of third - fifth graders will have access to monthly mentorship.

Analysis of Actual vs. Projected Data:

We made gains in monthly mentorship opportunities among fourth and fifth grade students (100%). The goal is to continue to the strategies within the plan to include more third graders.

S 5.1.1 - Agendas from sessions - Volunteer sign-in sheets - Student attendance - Flyers from events - Caseloads - MTSS Minutes - Parent Educator Log

Evidence-Based Research:

Wang, MT. & Degol, J. Educ Psychol Rev (2016) 28: 315. <https://doi.org/10.1007/s10648-015-9319-1> Abstract "The construct of school climate has received attention as a way to enhance student achievement and reduce problem behaviors. The purpose of this article is to evaluate the existing literature on school climate and to bring to light the strengths, weakness, and gaps in the ways researchers have approached the construct. The central information in this article is organized into five sections. In the first, we describe the theoretical frameworks to support the multidimensionality of school climate and how school climate impacts student outcomes. In the second, we provide a breakdown of the four domains that make up school climate, including academic, community, safety, and institutional environment. In the third, we examine research on the outcomes of school climate. In the fourth, we outline the measurement and analytic methods of the construct of school climate. Finally, we summarize the strengths and limitations of the current work on school climate and make suggestions for future research directions."

AS 5.1.1.1 Mentorship

Action Step:

1. Provide monthly in-school mentorship groups by grade level (Brother to Brother; Sister to Sister)

Person Responsible:

Parent Educator

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other	PTO	\$250.00

AS 5.1.1.2 Additional Mentor Support

Action Step:

2. Identify students K-5 needing additional adult support to engage in organized mentorships (MRC - Literacy, CAR - Literacy, Smarties, Good New Club, and other faith-based partners)

Person Responsible:

Counselor, MTSS Chair

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other	Component Budgets (District and School)	\$500.00

AS 5.1.1.3 Community Resources

Action Step:

3. Share community - based resources with parents on a continual basis (parent empowerment sessions, parent - teacher conferences, flyers, referrals).

Person Responsible:

Parent Educator, Counselor

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$500.00

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - South Kilbourne Elementary (4001055) Public School - School Renewal Plan - Rev 0

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

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

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