

## School Renewal Plan Information

**4001 - Richland County School District One (4001) Public District - FY 2025 - Gadsden Elementary (4001036) 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**

Shevawn Rivers

**\* Phone**

8033532231

**\* Email**

shevawn.rivers@richlandone.org

**\* Principal's Name**

Dr. Shevawn Rivers

**\* 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 - Gadsden Elementary (4001036) Public School - School Renewal Plan - Rev 0

**Stakeholder Names**

**Principal**

Name \* Dr Shevawn Rivers

**Teacher**

Name \* Kelley Sullivan

**Parent/Guardian**

Name \* Valerie Davis

**Community Member**

Name \* Shanna Gibson

**School Level Administrators**

Name \* Marquita Woodard

**School Read to Succeed Literacy Leadership Team Lead**

Name \* Leona Gill

**School Read to Succeed Literacy Leadership Team Member**

Name \* Leona Gill

**School Improvement Council Member(s)**

Name \* Linda Bailey

Name \* Nicole Goodwin

|      |                     |
|------|---------------------|
| Name | * Shamra Myers      |
| Name | * Margaret Robinson |
| Name | * Kelley Sullivan   |
| Name | * Gwen Scott        |

#### School Gifted and Talented Coordinator

|      |                  |
|------|------------------|
| Name | * Tiffany Cherry |
|------|------------------|

#### School Federal Programs Coordinator

|      |                   |
|------|-------------------|
| Name | * Rory Washington |
|------|-------------------|

#### Other Stakeholders

| Position | Name |
|----------|------|
|          |      |

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

*The vision and mission of Gadsden Elementary is to grow scholars academically by providing a high-quality education in an environment where students feel valued, respected, academically challenged and supported.*

## Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Gadsden Elementary (4001036) Public School - School Renewal Plan - Rev 0

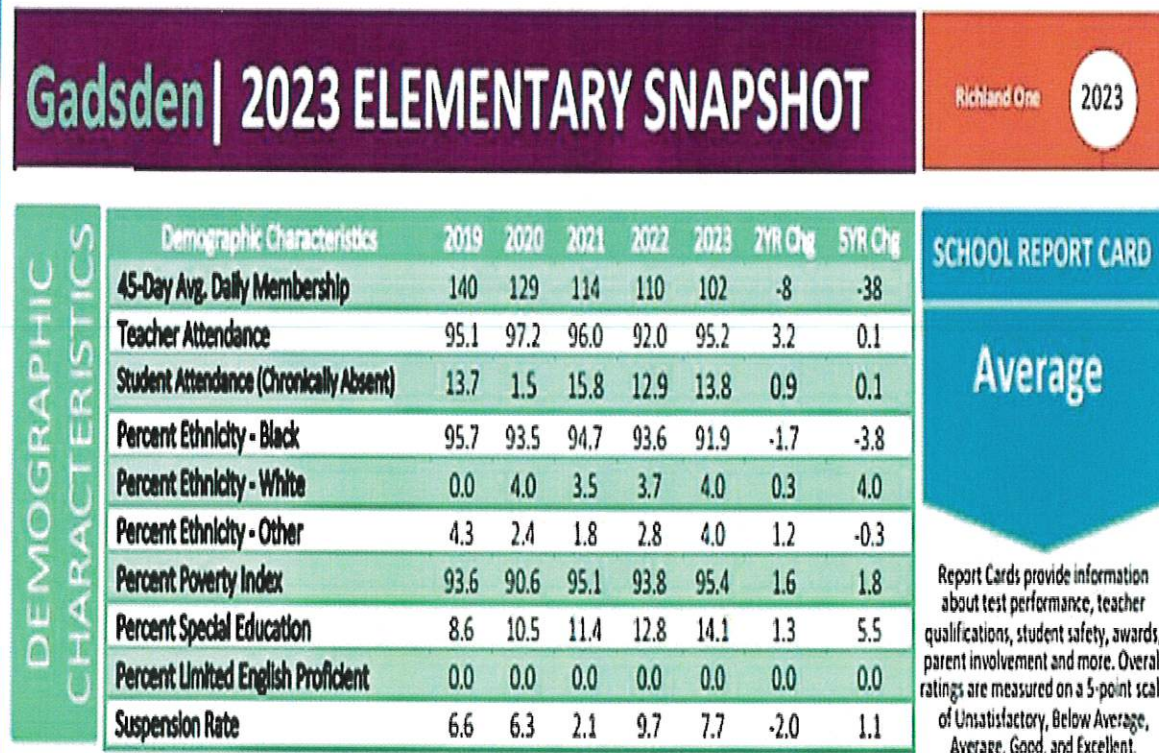
### State Report Cards for Districts and Schools

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

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMTAzNg>

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

### School Snapshot



KRA

SCREADY

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 | 2018 | 2019 | 2020 | 2021 | 2022 | 2YR Chg | 5YR Chg |
|-------------------|------|------|------|------|------|---------|---------|
| Emerging          | 29.2 | 26.3 | 31.8 | 25.0 | 35.3 | 10.3    | 6.1     |
| Approaching       | 33.3 | 63.2 | 40.9 | 18.8 | 41.2 | 22.4    | 7.9     |
| Demonstrating     | 37.5 | 10.5 | 27.3 | 56.3 | 23.5 | -32.8   | -14.0   |

## MyIGDIs

Individual Growth & Development Indicators (IGDIs) - early childhood assessments and school-readiness screening tools for literacy and numeracy. Spring percent of students making strong progress on the five assessment domains for literacy and the four domains for numeracy are shown below.

| Literacy Rating / Index  | 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg |
|--------------------------|------|------|------|------|------|---------|---------|
| Alliteration             | 93.3 | NA   | 56.3 | 63.2 | 53.3 | -9.9    | -40.0   |
| Picture Naming           | 66.7 | NA   | 43.8 | 47.4 | 6.7  | -40.7   | -60.0   |
| Rhyming                  | 46.7 | NA   | 37.5 | 26.3 | 33.3 | 7.0     | -13.4   |
| Sound Identification     | 46.7 | NA   | 43.8 | 42.1 | 33.3 | -8.8    | -13.4   |
| Which One Doesn't Belong | 73.3 | NA   | 75.0 | 52.6 | 26.7 | -25.9   | -46.6   |

| Numeracy Rating / Index | 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg |
|-------------------------|------|------|------|------|------|---------|---------|
|-------------------------|------|------|------|------|------|---------|---------|

SC Ready student performance is classified into four categories and in 2023, ELA and Math were administered to students in grades 3-8. Science was administered in grades 4 and 6 only. Social Studies was not administered. Percent by readiness levels are given below.

| Performance Level    | 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg |
|----------------------|------|------|------|------|------|---------|---------|
| English              |      |      |      |      |      |         |         |
| Does Not Meet        | 24.7 | NA   | 37.2 | 32.8 | 26.5 | -6.3    | 1.8     |
| Approaches           | 42.5 | NA   | 32.6 | 36.2 | 24.5 | -11.7   | -18.0   |
| Meets                | 21.9 | NA   | 16.3 | 25.9 | 38.8 | 12.9    | 16.9    |
| Exceeds              | 11.0 | NA   | 14.0 | 5.2  | 10.2 | 5.0     | -0.8    |
| Math                 |      |      |      |      |      |         |         |
| Does Not Meet        | 26.4 | NA   | 41.9 | 31.0 | 30.6 | -0.4    | 4.2     |
| Approaches           | 37.5 | NA   | 34.9 | 36.2 | 32.7 | -3.5    | -4.8    |
| Meets                | 26.4 | NA   | 11.6 | 24.1 | 26.5 | 2.4     | 0.1     |
| Exceeds              | 9.7  | NA   | 11.6 | 8.6  | 10.2 | 1.6     | 0.5     |
| Science <sup>1</sup> |      |      |      |      |      |         |         |
| Does Not Meet        | 29.2 | NA   | 30.8 | 31.3 | 45.0 | .       | .       |
| Approaches           | 20.8 | NA   | 30.8 | 50.0 | 35.0 | .       | .       |
| Meets                | 37.5 | NA   | 38.5 | 18.8 | 20.0 | .       | .       |
| Exceeds              | 12.5 | NA   | 0.0  | 0.0  | 0.0  | .       | .       |

<sup>1</sup>Science 2YR and 5YR change calculations are not available as test changed from SC PASS to SC Ready

## School Report Card

| Measure | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------|------|------|------|------|------|
|---------|------|------|------|------|------|

|                           |      |    |    |      |      |       |       |
|---------------------------|------|----|----|------|------|-------|-------|
| Oral Counting             | 80.0 | NA | NA | 36.8 | 46.7 | 9.9   | -33.3 |
| Number Naming             | 66.7 | NA | NA | 26.3 | 26.7 | 0.4   | -40.0 |
| Quantity Comparison       | 80.0 | NA | NA | 10.5 | 40.0 | 29.5  | -40.0 |
| 1-to-1 Correspondence Ct. | 80.0 | NA | NA | 73.7 | 60.0 | -13.7 | -20.0 |

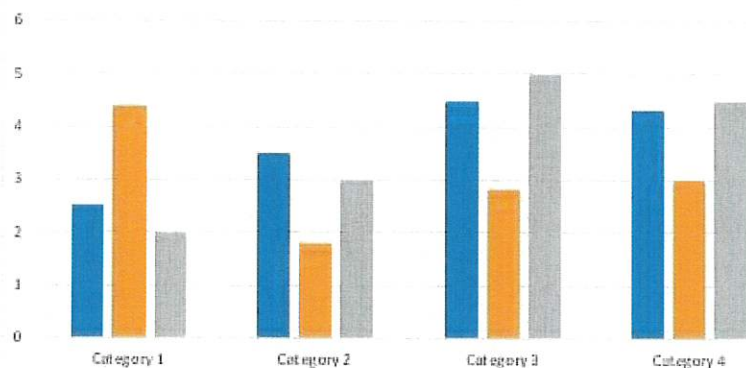
|                |      |    |    |      |         |
|----------------|------|----|----|------|---------|
| Overall Rating | Good | NA | NA | Good | Average |
|----------------|------|----|----|------|---------|

## Fall Pre-K My Igdis Assessment 2023

| Picture Naming |      |           |      |      |  | Rhyming   |      |           |      |      |  | Sound Identification |      |           |      |      |  | Which One Doesn't Belong? |      |           |      |      |  |
|----------------|------|-----------|------|------|--|-----------|------|-----------|------|------|--|----------------------|------|-----------|------|------|--|---------------------------|------|-----------|------|------|--|
| Fall 2022      |      | Fall 2023 |      | Perc |  | Fall 2022 |      | Fall 2023 |      | Perc |  | Fall 2022            |      | Fall 2023 |      | Perc |  | Fall 2022                 |      | Fall 2023 |      | Perc |  |
| Num            | Perc | Num       | Perc | Diff |  | Num       | Perc | Num       | Perc | Diff |  | Num                  | Perc | Num       | Perc | Diff |  | Num                       | Perc | Num       | Perc | Diff |  |
| 13             | 7.7  | 16        | 18.8 | 11.1 |  | 4         | 0.0  | 16        | 0.0  | 0.0  |  | 10                   | 20.0 | 16        | 31.3 | 11.3 |  | 9                         | 33.3 | 16        | 50.0 | 16.7 |  |

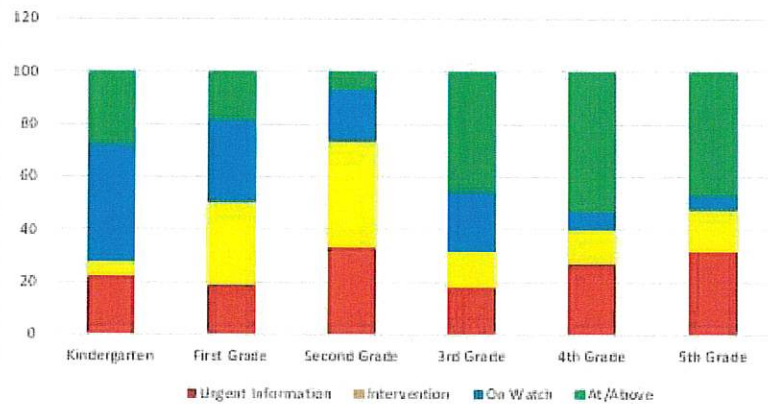
In 2023, more students entering pre kindergarten was more proficient in the areas of Items that do not belong (50%) and Sound Identification (31.3%) . There were know students who demonstrated an understanding of Rhyming words while 18% of the students showed and understanding of picture naming

Kindergarten Readiness KRA Report 2023



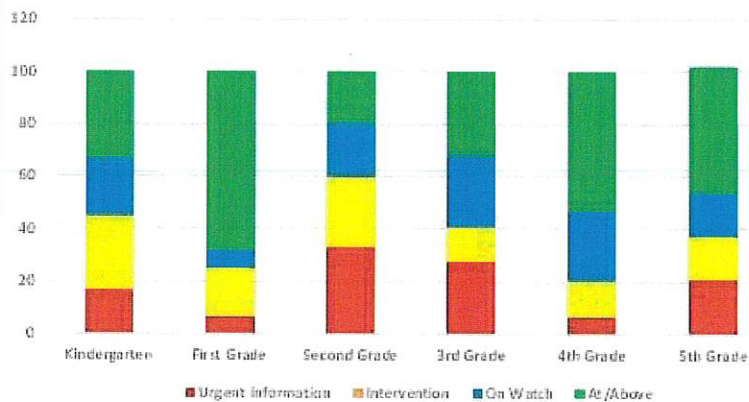
From the 2021-2022 school year to the 2022-2023 school year, there was a 10.3 percent increase of students in the Emerging category and a 32.8 percent decrease of students in the Demonstrating category.

Early Literacy and STAR Reading Winter 2023



The highest percentage of students requiring urgent intervention in reading are in 2nd Grade (33.6%) and 5th (34.1%) grade. The highest percentage of students at or above grade level are in fourth (45.4%) and fifth (46.2%) grade.

STAR Math Assessment Winter 2022-2023



The highest percentage of students requiring urgent intervention in math are second (33.3%) and 3rd (27.3%) grade. The highest percentage of students at or above grade level are in fourth (53.3%) and third (47.8%) grade.

## 2022 SC Ready Standard Performance

### Grade 3

| Literary Text |      |       |                     |      |       |                                |      |       | Informational Text |      |       |                     |      |       |                                |      |       |
|---------------|------|-------|---------------------|------|-------|--------------------------------|------|-------|--------------------|------|-------|---------------------|------|-------|--------------------------------|------|-------|
| Total         |      |       | Meaning and Context |      |       | Language, Craft, and Structure |      |       | Total              |      |       | Meaning and Context |      |       | Language, Craft, and Structure |      |       |
| %1            | %2   | %3    | %1                  | %2   | %3    | %1                             | %2   | %3    | %1                 | %2   | %3    | %1                  | %2   | %3    | %1                             | %2   | %3    |
| 33.3          | 33.3 | 33.3  | 41.7                | 33.3 | 25.0  | 33.3                           | 41.7 | 25.0  | 58.3               | 25.0 | 16.7  | 58.3                | 33.3 | 8.3   | 41.7                           | 41.7 | 16.7  |
| 0.0           | 0.0  | 100.0 | 0.0                 | 0.0  | 100.0 | 0.0                            | 0.0  | 100.0 | 0.0                | 0.0  | 100.0 | 0.0                 | 0.0  | 100.0 | 0.0                            | 0.0  | 100.0 |

### Grade 4

| Literary Text |      |       |                     |       |      |                                |       |      | Informational Text |      |       |                     |      |       |                                |      |       |
|---------------|------|-------|---------------------|-------|------|--------------------------------|-------|------|--------------------|------|-------|---------------------|------|-------|--------------------------------|------|-------|
| Total         |      |       | Meaning and Context |       |      | Language, Craft, and Structure |       |      | Total              |      |       | Meaning and Context |      |       | Language, Craft, and Structure |      |       |
| %1            | %2   | %3    | %1                  | %2    | %3   | %1                             | %2    | %3   | %1                 | %2   | %3    | %1                  | %2   | %3    | %1                             | %2   | %3    |
| 52.9          | 29.4 | 17.6  | 47.1                | 35.3  | 17.6 | 58.8                           | 29.4  | 11.8 | 47.1               | 17.6 | 35.3  | 47.1                | 41.2 | 11.8  | 58.8                           | 23.5 | 17.6  |
| 100.0         | 0.0  | 0.0   | 100.0               | 0.0   | 0.0  | 100.0                          | 0.0   | 0.0  | 100.0              | 0.0  | 0.0   | 100.0               | 0.0  | 0.0   | 100.0                          | 0.0  | 0.0   |
| 50.0          | 50.0 | 0.0   | 50.0                | 50.0  | 0.0  | 50.0                           | 50.0  | 0.0  | 50.0               | 0.0  | 50.0  | 50.0                | 0.0  | 50.0  | 50.0                           | 50.0 | 0.0   |
| 0.0           | 0.0  | 100.0 | 0.0                 | 100.0 | 0.0  | 0.0                            | 100.0 | 0.0  | 0.0                | 0.0  | 100.0 | 0.0                 | 0.0  | 100.0 | 0.0                            | 0.0  | 100.0 |

### Grade 5

| Literary Text |      |       |                     |      |       |                                |      |      | Informational Text |      |       |                     |      |      |                                |      |       |
|---------------|------|-------|---------------------|------|-------|--------------------------------|------|------|--------------------|------|-------|---------------------|------|------|--------------------------------|------|-------|
| Total         |      |       | Meaning and Context |      |       | Language, Craft, and Structure |      |      | Total              |      |       | Meaning and Context |      |      | Language, Craft, and Structure |      |       |
| %1            | %2   | %3    | %1                  | %2   | %3    | %1                             | %2   | %3   | %1                 | %2   | %3    | %1                  | %2   | %3   | %1                             | %2   | %3    |
| 11.8          | 41.2 | 47.1  | 11.8                | 41.2 | 47.1  | 11.8                           | 64.7 | 23.5 | 11.8               | 35.3 | 52.9  | 11.8                | 64.7 | 23.5 | 23.5                           | 41.2 | 35.3  |
| 0.0           | 0.0  | 100.0 | 0.0                 | 0.0  | 100.0 | 0.0                            | 50.0 | 50.0 | 0.0                | 0.0  | 100.0 | 0.0                 | 50.0 | 50.0 | 0.0                            | 0.0  | 100.0 |

In total, third grade students performed higher in Literary text than informational text, while fourth and fifth grade students performed higher in informational text than literary text.

### Grade 3

| Number Sense and Base Ten |      |       | Number Sense - Fractions |      |       | Algebraic Thinking and Operations |      |       | Geometry |      |       | Measurement and Data Analysis |      |       |
|---------------------------|------|-------|--------------------------|------|-------|-----------------------------------|------|-------|----------|------|-------|-------------------------------|------|-------|
| %1                        | %2   | %3    | %1                       | %2   | %3    | %1                                | %2   | %3    | %1       | %2   | %3    | %1                            | %2   | %3    |
| 41.7                      | 33.3 | 25.0  | 66.7                     | 25.0 | 8.3   | 41.7                              | 33.3 | 25.0  | 41.7     | 33.3 | 25.0  | 50.0                          | 33.3 | 16.7  |
| 0.0                       | 0.0  | 100.0 | 0.0                      | 0.0  | 100.0 | 0.0                               | 0.0  | 100.0 | 0.0      | 0.0  | 100.0 | 0.0                           | 0.0  | 100.0 |

### Grade 4

| Number Sense and Base Ten |      |      | Number Sense and Operations - Fractions |      |      | Algebraic Thinking and Operations |      |      | Geometry |      |      | Measurement and Data Analysis |      |     |
|---------------------------|------|------|-----------------------------------------|------|------|-----------------------------------|------|------|----------|------|------|-------------------------------|------|-----|
| %1                        | %2   | %3   | %1                                      | %2   | %3   | %1                                | %2   | %3   | %1       | %2   | %3   | %1                            | %2   | %3  |
| 58.8                      | 17.6 | 23.5 | 88.2                                    | 5.9  | 5.9  | 52.9                              | 41.2 | 5.9  | 52.9     | 35.3 | 11.8 | 76.5                          | 23.5 | 0.0 |
| 100.0                     | 0.0  | 0.0  | 100.0                                   | 0.0  | 0.0  | 100.0                             | 0.0  | 0.0  | 100.0    | 0.0  | 0.0  | 100.0                         | 0.0  | 0.0 |
| 100.0                     | 0.0  | 0.0  | 50.0                                    | 50.0 | 0.0  | 100.0                             | 0.0  | 0.0  | 50.0     | 50.0 | 0.0  | 50.0                          | 50.0 | 0.0 |
| 50.0                      | 0.0  | 50.0 | 75.0                                    | 0.0  | 25.0 | 0.0                               | 75.0 | 25.0 | 25.0     | 25.0 | 50.0 | 50.0                          | 50.0 | 0.0 |

### Grade 5

| Number Sense and Base Ten |      |      | Number Sense and Operations - Fractions |      |      | Algebraic Thinking and Operations |      |      | Geometry |      |      | Measurement and Data Analysis |      |      |
|---------------------------|------|------|-----------------------------------------|------|------|-----------------------------------|------|------|----------|------|------|-------------------------------|------|------|
| %1                        | %2   | %3   | %1                                      | %2   | %3   | %1                                | %2   | %3   | %1       | %2   | %3   | %1                            | %2   | %3   |
| 29.4                      | 35.3 | 35.3 | 52.9                                    | 41.2 | 5.9  | 29.4                              | 41.2 | 29.4 | 17.6     | 41.2 | 41.2 | 29.4                          | 52.9 | 17.6 |
| 0.0                       | 20.0 | 80.0 | 0.0                                     | 80.0 | 20.0 | 0.0                               | 40.0 | 60.0 | 0.0      | 40.0 | 60.0 | 0.0                           | 40.0 | 60.0 |

Third grade's higher performing area was Algebraic Thinking & Operations and their lowest was Measurement and Data Analysis. Fourth grade's higher performing area was Number Sense and Base Ten Lowest was Measurement and Data Analysis. Fifth grade's higher performing area was Number sense and Operations and their lowest was Measurement and data analysis.

## Executive Summary of Needs Assessment Data

### 4001 - Richland County School District One (4001) Public District - FY 2025 - Gadsden Elementary (4001036) 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)

- Based on the results of data from 4K, 5K, 1<sup>st</sup>, and 2<sup>nd</sup> grade assessments, we are looking closely at the preparation level of our early childhood students to address the noted deficiencies in the area of reading.
- Data shows that more students are entering first and second grade with the lack of foundational skills, such as; phonics, phonemic awareness, and vocabulary fluency; therefore, we are focusing on additional support for this subgroup to increase student achievement.

###### \* Elementary/Middle (3-8)

- Based on data, there is a need to focus on literacy and reading strategies, interventions, and professional development to improve reading and writing across the curriculum. Building stamina in the areas of reading and writing is also a focus of the school for students to be able to perform consistently on longer district and state assessments.
- Data (district benchmark and state testing) shows students in the elementary grades are struggling with the math standards that involve fractions. Our students are lacking the conceptual knowledge of number sense and base ten system to deepen their understanding of skills. Teachers are focusing on professional development and professional learning communities that focus on building number sense.
- Our science curriculum provides the opportunity for students to develop the skills of wondering, questioning, investigating, and communicating as the means for making sense of the world. Because the majority of our students are scoring below grade level expectations, our focus is to increase student achievement by implementing STEAM into our curriculum, which provides opportunity for hands on, real –world experiences.

###### \* High School (9-12)

N/A

##### \* Teacher/Administrator Quality

- Quality professional development opportunities will address students' and school needs in order to enhance professional growth and student achievement based on data and classroom observations. Visible Learning will also be a focus of all professional development as it is a school and district initiative. All staff members strengths will be valued and shared; while their needs for improvement will be addressed, thus positively impacting student achievement.

\* School Climate

- In order to embrace and create a respectful culture, teachers and students are expected to explore and communicate their needs and expectations for student success. These expectations are addressed across all grade levels as our school's "Student Dispositions" and address the areas of communication, cooperation, inquisitiveness, and perseverance.
- To build relationships and communities within our school, students will participate in an advocacy program that allows them to explore their interests in a small group environment run by a school staff member that becomes an advocate for the students in the group.

Other (such as school priorities)

N/A

\* Gifted and Talented

- Two percent of students in third through fifth grade qualify as gifted and talented.
- Twenty eight percent of students in third through fifth grade qualify and participate in the school's Advanced Academic Program.

**4001 - Richland County School District One (4001) Public District - FY 2025 - Gadsden Elementary (4001036) Public School - School Renewal Plan - Rev 0**

**Plan Items )**

**1 Student Achievement\***

**Performance Goal:**

The percentage of students in grades 3, 4, and 5 who scored met and/or exceeding on SC Ready Mathematics will increase to 75% in 2028-2029

**PM** 1.1 By 2024, students scoring met and exceeding on the Mathematics SC READY assessment will increase from 36.7% in 2023 to 41.0%.

**Analysis of Actual vs. Projected Data:**

In 2023 the percentage of students scoring met or exceeding on the Mathematics SC READY assessment was 30.6%. This was a slight increase of 3.9% over the past two years and an increase of 3.1% over the past five years.

**S** 1.1.1 Classroom Observations, True North Logic, Sign in Sheets, Agendas, AVID Notebook Check, Lesson Plans, PLC Logs, Student Assessments/Work Samples, Mastery Connect, PLC Notes

**Evidence-Based Research:**

Gayle, B.M., Preiss, R. W., & Allen, M. (2006). How effective are teacher-initiated classroom questions in enhancing student learning? Olson, T., & Wisher, R.A. (2002). The effectiveness of web-based instruction: An initial inquiry. Bangert-Drowns, R. L. (1992). Meta-analysis of the effects of inquiry-based instruction on critical thinking.

**AS** 1.1.1.1 Professional Development

**Action Step:**

Math Strategies Professional Development (i.e. effective use of manipulatives, incorporating number sense, and problem solving) a. Professional Development for teachers b. In class modeling for teachers c. Classroom Observations

**Person Responsible:**

Shevawn Rivers

**Estimated Begin Date:**

8/8/2024

**Estimated Completion Date:**

6/6/2025

**AS** 1.1.1.2 Professional Reading

**Action Step:**

Professional Reading a. Visible Learning for Mathematics, Grades K-12: What Works Best to Optimize Student Learning, By Douglas B. Fisher, John Hattie, Linda M. Gojak, Nancy Frey, Sara Delano Moore, and William Mellman b. Number Talks, By Sherry Parrish

**Person Responsible:**

Classroom Teachers, Literacy Coach, CRT, Administration  
Estimated Begin Date:  
8/8/2024  
Estimated Completion Date:  
6/6/2025

**AS** 1.1.1.3 Technology in Math Instruction

Action Step:

Incorporate the use of technology in math instruction a. Mastery Connect b. Dreambox c. Math Fact Fluency d. iReady

Person Responsible:

Classroom Teachers, Literacy Coach, CRT, Administration

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

2 Student Achievement\*

Performance Goal:

The percentage of students in grades 3, 4, and 5 who scored met and/or exceeds on SC Ready English Language Arts will increase to 67% by 2028-2029

**PM** 2.1 By 2024-25, students scoring meets and exceeds on the English / Language Arts SC READY assessment will increase to 50%

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 47% Projected Data 24-25: 50% Actual Data:

**S** 2.1.1 Classroom Observations, True North Logic, Sign in Sheets, Agendas, AVID Notebook Check, Lesson Plans, PLC Logs, Student Assessments/Work Samples, Mastery Connect, PLC Notes

Evidence-Based Research:

Gayle, B.M., Preiss, R. W., & allen, M. (2006). How effective are teacher-initiated classroom questions in enhancing student learning? Olson, T., & Wisher, R.A. (2002). The effectiveness of web-based instruction: An initial inquiry.

**AS** 2.1.1.1 Professional Development

Action Step:

Professional Development a. AVID Standards and Strategies b. Lesson Planning with Visible Learning c. High Yield Strategies

Person Responsible:

Reading Coach, CRT, District PD

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

| Funding Application | Grant          | Notes | Amount     |
|---------------------|----------------|-------|------------|
| Title I Part A      | Title I Part A |       | \$2,879.00 |

**AS** 2.1.1.2 Effective Questioning

Action Step:

Teachers will focus on effective use of questioning to ensure they reach DOK 2 and DOK 3 leveled questions a. Use of Revised Bloom's Taxonomy and/or Costas Level of Thinking

Person Responsible:

Classroom Teachers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

**AS** 2.1.1.3 PLCs

Action Step:

Teachers will meet weekly in Professional Learning Communities to analyze student data, student work samples, teacher best practices, and teacher made assessments for the purpose of increasing students achievement.

Person Responsible:

Classroom Teachers, Literacy Coach, CRT, Administration

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

**AS** 2.1.1.4 Integration

Action Step:

Integrate reading strategies and research skills across the curriculum. a. Project Based Learning b. Reading and Writing Workshop

Person Responsible:

Classroom Teachers, Literacy Coach, CRT, Administration

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

### 3 Student Achievement\*

#### Performance Goal:

The percentage of students in grade 4 who scored met and/or exceeding on SC Ready science will increase to 40% in 2028-2029.

**PM** 3.1 By 2024, students scoring met and exceeding on the Science SC Pass assessment will increase from 20.0% in 2022 to 30.0%.

#### Analysis of Actual vs. Projected Data:

In 2023 the percentage of students scoring met or exceeding on the Science SC Pass assessment was 20.0%. This was an increase of 2.01% from the previous year and an decrease of 6.1% over the past four years.

**S** 3.1.1 Science A-Z Reports, Classroom Observation, Lesson Plans, PLC Sign-in sheets, PLC Notes, Presentation Agendas, Science Projects

#### Evidence-Based Research:

Gayle, B.M., Preiss, R. W., & allen, M. (2006). How effective are teacher-initiated classroom questions in enhancing student learning? Olson, T., & Wisher, R.A. (2002). The effectiveness of web-based instruction: An initial inquiry. Bangert-Drowns, R. L. (1992). Meta-analysis of the effects of inquiry-based instruction on critical thinking.

#### **AS** 3.1.1.1 Project Based Learning

##### Action Step:

Students will complete at least one project based learning activity each semester.

##### Person Responsible:

Classroom Teachers, CRT, Administartion

##### Estimated Begin Date:

8/8/2024

##### Estimated Completion Date:

6/6/2025

#### **AS** 3.1.1.2 Technology

##### Action Step:

Implement technology enhanced lessons a. Science A-Z b. Discovery Streaming Plus

##### Person Responsible:

Classroom Teachers, CRT, Administartion

##### Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

#### 4 Teacher/Administrator Quality\*

##### Performance Goal:

By Spring 2029, Gadsden Elementary School staff will participate in a minimum of 50 professional development hours, designed to further implement Visible Learning with fidelity to improve teacher / student clarity and student achievement.

**PM** 4.1 By 2024, the staff will participate in 10 hours of professional development hours designed to further implement Visible Learning with fidelity to improve teacher / student clarity and student achievement.

##### Analysis of Actual vs. Projected Data:

The staff attends weekly Professional Learning Opportunities (PLO) during the school year. During the 2023-2024 school year, a minimum of ten hours of the weekly PLO meetings will be dedicated to continue the school's implementation of Visible Learning.

**S** 4.1.1 Meeting Agendas, Sign in Sheet, Evaluation Forms, Observations, Discussion Notes/Logs/Presentation, Anchor Charts, Curriculum Corner Resource List, Lesson Plans, Student Work Samples, Literacy Rich Environment Checklist

##### Evidence-Based Research:

Timperley, H., Wilson, A., Barrar, H., & Fung, I. Y. Y. (2007). Teacher professional learning and development: Best evidence synthesis iteration.

##### **AS** 4.1.1.1 Professional development

##### Action Step:

Attend/Participate in Professional development geared toward Visible Learning and Teacher / Student Clarity

##### Person Responsible:

Classroom Teachers, Literacy Coach, CRT, Administration

##### Estimated Begin Date:

8/7/2023

##### Estimated Completion Date:

5/31/2024

##### **AS** 4.1.1.2 Book Study

##### Action Step:

Teachers will participate in a book study that will focus on strategies to increase student achievement through visual learning, or active engagement.

##### Person Responsible:

Classroom Teachers, Literacy Coach, CRT, Administartion  
 Estimated Begin Date:  
 8/8/2024  
 Estimated Completion Date:  
 6/6/2025

| Funding Application | Grant          | Notes | Amount   |
|---------------------|----------------|-------|----------|
| Title I Part A      | Title I Part A |       | \$679.19 |

#### 5 Teacher/Administrator Quality\*

##### Performance Goal:

By 2029, Teacher retention rate will increase to 83%.

**PM** 5.1 By 2024-2025, teacher retention rate will increase to 68%.

##### Analysis of Actual vs. Projected Data:

Baseline 2023 Data: 63% Projected Data: 68% Actual Data:

##### **S** 5.1.1 SC Report Card teacher retention rate percentage

##### Evidence-Based Research:

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

##### **AS** 5.1.1.1 Provide opportunities for Support and Professional Development

##### Action Step:

Structured Structured school wide PLCs centered around collective data and building teacher capacity, Provide coaching support cycles to assist teachers with pedagogical practices. Provide incentive for teacher attendance and student performance

##### Person Responsible:

Shevawn Rivers

##### Estimated Begin Date:

8/8/2024

##### Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes | Amount |
|---------------------|-------|-------|--------|
|---------------------|-------|-------|--------|

**Additional Targeted Support and Improvement (ATSI)**

Additional Targeted Support and Improvement (ATSI)

\$0.00

**6 School Climate\***

**Performance Goal:**

The percentage of students satisfied with the social and physical environment on student surveys will meet or exceed 90% by 2029.

**PM** 6.1 By 2024, the percentage of students satisfied with the social and physical environment will maintain 90% or higher.

**Analysis of Actual vs. Projected Data:**

In the 2023-2024 school year 95.7% of students indicated that they were satisfied with the learning environment.

**S** 6.1.1 Performance schedules/Agendas, Pictures, Observation, Citizenship Awards, Student feedback, Phone Log, Documentation/Notes, Attendance for PBIS Celebrations, PLC Logs, True North Logic Logs, Sign in sheets, Guidance Class Schedule

**Evidence-Based Research:**

Schiefele, U., Krapp, A., & Winteler, A (1992). Interest as a predictor of academic achievement: A meta-analysis of research.

**AS** 6.1.1.1 Student Leadership

**Action Step:**

Increase student lead- activities a. Morning News Show b. Success Day Program c. Literacy Night d. School programs

**Person Responsible:**

Classroom Teachers, Literacy Coach, CRT, Administartion

**Estimated Begin Date:**

8/8/2024

**Estimated Completion Date:**

6/6/2025

**AS** 6.1.1.2 Student Centric Focus

**Action Step:**

Create and promote a relaxed and welcoming experience in the classroom daily a. Morning Meetings b. Positive Feedback c. Student-Centered Activities d. Greeting students at the door

**Person Responsible:**

Classroom Teachers, Literacy Coach, CRT, Administartion

**Estimated Begin Date:**

8/8/2024

Estimated Completion Date:

6/6/2025

**AS** 6.1.1.3 Student / Teacher Relationships

Action Step:

Building Relationship/Community with Students Professional Development (STEAM and Visible Learning) Advocacy Clubs Morning Meetings

Person Responsible:

Classroom Teachers, Literacy Coach, CRT, Administration, School Counselor

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - Gadsden Elementary (4001036) 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 | ▼ | <b>Academic Assistance, PreK-3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|       |   | 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 | ▼ | <b>Academic Assistance, Grades 4-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|       |   | 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 | ▼ | <b>Parent Involvement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|       |   | 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 | ▼ | <b>Staff Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|       |   | 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 | ▼ | <b>Technology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|       |   | The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| * Yes | ▼ | <b>Innovation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|       |   | The school funds innovative activities to improve student learning and accelerate the performance of all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| * Yes | ▼ | <b>Collaboration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|       |   | 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 | ▼ | <b>Developmental Screening</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|       |   | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| * No ▼  | <b>Half-Day Child Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         | 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 ▼ | <b>Developmentally Appropriate Curriculum for PreK-3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|         | 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 ▼ | <b>Parenting and Family Literacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | 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 ▼ | <b>Recruitment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|         | 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 ▼ | <b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|         | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |