History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Elementary (4001040) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
10/28/2024 2:39:36 PM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
10/23/2024 11:50:45 AM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
10/23/2024 11:50:40 AM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
10/23/2024 11:50:35 AM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
9/3/2024 10:32:03 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
4/29/2024 3:20:39 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/29/2024 3:20:35 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/29/2024 2:01:09 PM	Audrey White-Garner	Status changed to 'School Renewal Plan Completed'.	S
4/26/2024 12:47:32 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/19/2024 4:06:48 PM	Audrey White-Garner	Status changed to 'School Renewal Plan Completed'.	S
4/16/2024 1:20:19 PM	Audrey White-Garner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Elementary (4001040) 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**

TSI

School Plan Contact Information

*** Name**

Audrey White-Garner

*** Phone**

803-783-5541

*** Email**

audrey.white-garner@richlandone.org

*** Principal's Name**

Audrey White-Garner

*** Board of Trustees Chairperson's Name**

Aaron Bishop

*** Date of Plan Approval by the Board**

04/23/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Elementary (4001040) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Audrey White-Garner

Teacher

Name	*	Angela Eadon

Parent/Guardian

Name	*	Kedra Mays Baker

Community Member

Name	*	Hazel Adams

School Level Administrators

Name	*	Lemanuel Chandler

School Read to Succeed Literacy Leadership Team Lead

Name	*	Lusungu Sibande-Simwinji

School Read to Succeed Literacy Leadership Team Member

Name	*	Erica Mitchell

School Improvement Council Member(s)

Name	*	Aurelle Gregory

School Gifted and Talented Coordinator

Name	* Lori Smoak

School Federal Programs Coordinator

Name	* April Wells

Other Stakeholders

Position	Name
Parent	Aurelle Gregory
Parent & Family Engagement Specialist	Sharon Harris

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

We are Hopkins Elementary, a subsidiary of Richland School District One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

In collaboration with an engaged community, Hopkins Elementary is committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging, and diverse learning environment that will develop productive citizens for a changing world.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Elementary (4001040) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA0MA

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

Hopkins Elementary School is a rural Title One school in Richland School District One. The economic description of Hopkins' students represents a low socio-economic community with many single-family dwellings. Hopkins Elementary serves approximately two hundred fifty-eight students in grades three-prekindergarten through grade five (three-kindergarten- fifteen, pre-kindergarten-nineteen, kindergarten- thirty-eight, first- thirty-two, second- forty-five, third grade- thirty-nine, fourth grade- thirty-nine and fifth grade- thirty-one). The demographic make-up includes 80% African American (two hundred seven), 7% Caucasian (nineteen students), 6% two or more races (fifteen students), and 7% Hispanic (seventeen students). The percentage of students served through our special services programs is 18% of our entire student population. This percentage includes forty-six students. This number consists of the following services: speech and language-only services (six students), deaf and hard of hearing (two students), visual impairment (one student), resource (thirty-four students), and multi-categorical self-contained programs (four students).

All students are instructed using the South Carolina College and Career-Ready Standards for all content areas. Hopkins Elementary provides core content instruction in English Language Arts (one hundred fifty minutes) and Mathematics (ninety minutes). This time includes a thirty-minute intervention/enrichment block for English Language Arts and a separate thirty-minute intervention/enrichment block, for Mathematics. During the intervention/enrichment block, students are provided additional support as outlined by the universal screener, STAR. The teachers and interventionists use the Fountas & Pinnell Guided Reading Program, the Leveled Literacy Intervention Program (LLI), Reading A to Z, MyLexia Core 5, Renaissance Freckle, Reading PathBlazer, and Reading Recovery to provide intervention and enrichment. Special Services and Advanced Academic Placement (AAP) classes are offered for students based on academic needs. Special services are provided in a pull-out and push-in model based on student needs. The AAP classes are offered as a pull-out during each grade-level enrichment block. The AAP classes are provided to students in grades 1-5.

Hopkins Elementary is equipped for 21st-century learning with wireless internet capabilities throughout the school. All students have access to digital resources, including one-to-one devices. The devices are utilized in various ways, including but not limited to conducting research, assessments, and assignments through Mastery Connect, remediation, and practice with Dreambox, MyLexia Core 5, PathBlazer, Renaissance Freckle, and Reading A to Z.

Hopkins Elementary's mission aligns with Richland School District One's mission of "being a leader in transforming lives through education by empowering all students to achieve their potential and dreams. We are committed to excellence at Hopkins Elementary as we engage, educate, and empower our students daily.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Elementary (4001040) 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)

MyIGDIS

The Individual Growth and Development Indicators of Early Literacy (MyIGDIS) is a South Carolina state assessment given to all prekindergarten students to track their literacy and math progress throughout the school year. The fall data for the 2023-2024 school year indicates that only 26.3% were strong in Picture Naming, 10% in Rhyming, 42.9% in Sound Identification, and 30% in Which One Doesn't Belong for Early Literacy. Regarding Early Numeracy, 36.8% were strong in Oral Counting, 21.1% in Number Naming, 42.1% in Quantity Comparison, and 57.9% in 1-to-1 Correspondence. Currently, students are being assessed using MyIGDIS to determine progress throughout this school year. Data will be analyzed further once testing has concluded.

KRA

The Kindergarten Readiness Assessment (KRA) is a developmentally appropriate instrument that measures a child's school readiness across multiple domains. Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being are the four domains. The KRA provides a snapshot of students' abilities at the beginning of the school year. According to the 2023 data, only 55.6% of our students demonstrate kindergarten readiness, 1.0 less than the starting kindergarten class from the 2022-2023 school year.

* Elementary/Middle (3-8)

SC READY

The South Carolina College-and-Career-Ready Assessments (SC READY) program is a statewide assessment in English Language Arts (ELA) and Mathematics administered to students in grades 3–8 as required by the Education Accountability Act.

A review of our 2022-2023 data indicates that 46.7% of the students in grades three through five scored meet or exceed in English Language Arts. Regarding Mathematics, 47.7% of the students scored meet or exceed.

Below, you will see the percentage of students that scored does not meet (DNM), approaches (A), met (M), and exemplary (E) and the changes of the past 5 years. The report indicates that Hopkins Elementary continues to make growth overall each year. Additionally, you will see subgroup data based on gender, race, and disability status. According to the data, the male and female students seem to perform at similar proficiency levels, with a slight difference of 1.9% in English Language Arts and 0.8% in Mathematics, with female students scoring higher.

Data by grade level:

— Hopkins Elementary: All Students —

		ELA						Math					
Grade	Year	Num	%DN	%A	%M	%E	%ME	Num	%DN	%A	%M	%E	%ME
All	2018	141	43.3	29.1	22.7	5.0	27.7	141	45.4	29.1	19.1	6.4	25.5
All	2019	143	39.2	31.5	22.4	7.0	29.4	144	46.5	30.6	17.4	5.6	22.9
All	2021	119	47.9	27.7	20.2	4.2	24.4	120	48.3	22.5	24.2	5.0	29.2
All	2022	118	33.1	39.8	16.1	11.0	27.1	118	36.1	23.7	23.7	14.4	38.1
All	2023	109	22.9	29.4	33.9	13.8	47.7	109	24.8	27.5	24.8	22.9	47.7
All	2-Yr Chg	-9	-10.2	-10.4	17.8	2.8	20.6	-9	-13.3	3.8	1.1	8.5	9.6
All	5-Yr Chg	-32	-20.4	0.3	11.2	8.8	20.0	-32	-20.8	-1.8	6.7	16.5	22.2
3	2018	44	31.8	36.4	29.5	2.3	31.8	44	34.1	36.4	18.2	11.4	29.5
3	2019	46	34.8	41.3	23.9	0.0	23.9	47	38.3	27.7	25.5	8.5	34.0
3	2021	30	40.0	30.0	26.7	3.3	30.0	30	46.7	23.3	16.7	13.3	30.0
3	2022	33	36.4	33.3	21.2	9.1	30.3	33	27.3	24.2	24.2	24.2	48.5
3	2023	41	19.5	24.4	41.5	14.6	56.1	41	17.1	17.1	26.8	39.0	65.9
3	2-Yr Chg	8	-16.9	-8.9	20.3	5.6	25.8	8	-10.2	-7.1	2.6	14.8	17.4
3	5-Yr Chg	-3	-12.3	-12.0	12.0	12.3	24.3	-3	-17.0	-19.3	8.6	27.6	36.4
4	2018	45	48.9	24.4	17.8	8.9	26.7	45	51.1	28.9	13.3	6.7	20.0
4	2019	49	38.8	24.5	20.4	16.3	36.7	49	46.9	32.7	16.3	4.1	20.4
4	2021	50	62.0	12.0	16.0	8.0	26.0	50	46.0	24.0	30.0	0.0	30.0
4	2022	34	32.4	41.2	8.8	17.6	26.5	34	52.9	17.6	17.6	11.8	29.4
4	2023	32	31.3	37.5	25.0	6.3	31.3	32	43.8	28.1	21.9	6.3	28.1
4	2-Yr Chg	-2	-1.1	-3.7	16.2	-11.3	4.6	-2	-9.1	10.8	4.3	-5.5	-1.3
4	5-Yr Chg	-13	-17.6	13.1	7.2	-2.6	4.6	-13	-7.3	-0.8	8.0	-0.4	8.1
5	2018	52	48.1	26.9	21.2	3.8	25.0	52	50.0	23.1	25.0	1.9	26.9
5	2019	48	43.8	29.2	22.9	4.2	27.1	48	54.2	31.3	10.4	4.2	14.6
5	2021	39	35.9	46.2	17.9	0.0	17.9	40	52.5	20.0	22.5	5.0	27.5
5	2022	51	31.4	43.1	17.6	7.8	25.5	51	35.3	27.5	27.5	9.8	37.3
5	2023	36	19.4	27.8	33.3	19.4	52.8	36	16.7	38.9	25.0	19.4	44.4
5	2-Yr Chg	-15	-12.0	-15.3	15.7	11.6	27.3	-15	-18.6	11.4	-2.5	9.6	7.1
5	5-Yr Chg	-16	-28.7	0.9	12.1	15.6	27.8	-16	-33.3	15.8	0.0	17.5	17.5

SC PASS

The SC PASS assessment is administered to grade four (Science) students. A review of this data includes 32.4% of students scored meets or exceeds.

Renaissance Enterprise (STAR)

Star Assessments are short assessments that provide teachers with personalized learning data for each student. Star tests are computer-adaptive, which means they adjust the difficulty of each student's answer. This assessment is administered to students each fall, winter, and spring. It includes STAR Early Literacy, STAR Reading, and STAR Math for students in grades kindergarten through 5.

STAR Reading results indicate that 33.9% of the Hopkins Elementary population needs intervention. This number accounts for 74 students in grades kindergarten through 5.

STAR Math results indicate that 22.6% of the Hopkins Elementary population needs intervention. This number accounts for 49 students in grades kindergarten through 5.

* High School (9-12)

n/a

* Teacher/Administrator Quality

Quality, competency-based professional development must be designed in order to increase capacity for the instructional staff at Hopkins Elementary. Hopkins Elementary participates in Visible Learning Impact Cycles focused on specific areas of need in the school's professional practice.

During the teacher clarity cycle evidence of growth was seen in clarity for teachers and students with a greater number of students having clarity around what they were learning and how they would know if they have learned it.

Hopkins Elementary Student Clarity

	November 2019	October 2021	January 2023	February 2024
What are you learning?	27%	54%	70%	93%
How will you know you've learned it?	19%	41%	50%	81%
How do you use success criteria to help you in your learning?	0%	16%	30%	60%
What does it mean to be a good learner?	27%	29%	60%	80%

* School Climate

According to the school report card 100% of teachers and 94.3% of the students are satisfied with the learning, social and physical environment of Hopkins Elementary.

	Teachers	Students
Number of surveys returned	28	107
Percent satisfied with learning environment	100.0%	94.3%
Percent satisfied with social and physical environment	100.0%	94.3%
Percent satisfied with school-home relations	100.0%	97.1%

Other (such as school priorities)

* Gifted and Talented

Eighty-nine percent of students served in the gifted and talented program are performing at or above grade level as measured by the universal screener in Reading and ninety-three percent in Mathematics.

Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Elementary (4001040) Public School - School Renewal Plan - Rev 0

Plan Items

1 Student Achievement*

Performance Goal:

By 2029, 65% of students in grades 3-5 will score meets and exceeds on the SC READY ELA and Mathematics assessments.

PM 1.1 By Spring 2025, 50% of students in grades 3-5 will score meets or exceeds as measured by the SCREADY ELA assessment. By Spring 2025, 51% of students in grades 3-5 will score meets or exceeds as measured by the SCREADY Mathematics assessment.

Analysis of Actual vs. Projected Data:

Hopkins Elementary has continued to make growth each year as measured by SCREADY ELA and Math assessments. During the 2023 SCREADY ELA assessment 46.6% of students scored meets or exceeds and 47.6% scored meets or exceeds on the SCREADY Math assessment.

S 1.1.1 Master Schedule that reflects a 30 minute intervention block Progress Monitoring Data Lesson Plans Assessment Schedule to show use of the system Observation Schedule & Feedback Professional Learning Opportunities

Evidence-Based Research:

Alignment between instructional practices and assessment ensures there is consistency between what is taught and measured in the classroom which is ultimately what state standardized assessments seek to reinforce. Instructional frameworks designed to balance student needs and levels of support must reflect a direct and focused connection to state learning standards. This alignment comes with teachers' understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Fisher, 2019). There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. "It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012). We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). For high-quality instruction and assessment to take place, effective teachers who are willing to improve and revise practices must be present. The work of Bill Sanders has been pivotal in reasserting the importance of teacher effectiveness on student learning. Over a multi-year period, he discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade (Tucker & Stronge, 2005). Faubert, B. (2012). A literature review of school practices to overcome school failure, OECD Education Working Papers, No. 68. Paris: OECD Publishing. Fisher, Douglas. (2019). Effective Use of the Gradual Release of Responsibility Model The Gradual Release of Responsibility Model. Tucker, Pamela & H. Stronge, James. (2005). Linking Teacher Evaluation and Student Learning. Association for Supervision and Curriculum Development.

AS 1.1.1.1 Intervention Block

Action Step:

Continue the implementation of a kindergarten through fifth grade school-wide 30 minute intervention block to address reading and math deficiencies as well as provide enrichment opportunities.

Person Responsible:

Administration, Certified Teachers, Reading Coach, (CRT), and Paraprofessionals

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	This action step is funded by Title One.	$10,000.00

AS 1.1.1.2 Comprehensive Assessment System

Action Step:

Use a comprehensive assessment system that identifies and addresses specific needs to direct instructional and intervention implementation.

Person Responsible:

Administration, Reading Coach, Curriculum Resource Teacher (CRT), and Certified Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	There is no cost for this action step.	$0.00

AS 1.1.1.3 Instructional Framework

Action Step:

Strengthen core instruction by ensuring the instructional framework is followed daily.

Person Responsible:

Administration, Reading Coach and Curriculum Reading Teacher (CRT)

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	There is no cost for this action step.	$0.00

AS 1.1.1.4 Professional Learning Communities

Action Step:

Provide ongoing professional learning communities focused on analysis of summative and formative assessment results to determine next steps.

Person Responsible:

Administration, Certified Teachers, Reading Coach and Curriculum Reading Teacher (CRT)

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	There is no cost for this action step.	$0.00

AS 1.1.1.5 Professional Learning Opportunities

Action Step:

Provide ongoing professional learning opportunities focused on Visible Learning and its impact on student achievement

Person Responsible:

Administration, Reading Coach and Curriculum Reading Teacher (CRT)

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	This action step is funded by Title One.	$6,500.00

2 Student Achievement*

Performance Goal:

By 2029, 50% of students in grade 4 will score meets or exceeds on the SC READY Science assessment.

PM 2.1 By Spring 2025, 30% of students will score meets or exceeds on the SC READY Science Assessment.

Analysis of Actual vs. Projected Data:

During the 2023 SC READY Science assessment 25.8% of students scored meets or exceeds.

S 2.1.1 Professional Learning Opportunity schedule, agendas, sign-in sheets and meeting minutes. Pictures of Visible Learning (posted learning intentions, posted success criteria) Observation Schedule & Feedback Lesson Plans that reflect the planning of the instructional framework Completed Data Forms

Evidence-Based Research:

The passage of the No Child Left Behind Act in 2002 focused on high-stakes tests measuring student performance in literacy and math. With this policy, there is no mention of social studies (Fitchett & Heafner, 2010). The pressure to improve test scores led to a narrowing of the curriculum and a drastic reduction of instructional time formally allotted for elementary social studies (Leming, Ellington, & Schug, 2006). The same is true for science. The National Science Teachers Association created a Position Statement for Elementary Science Education. According to the NSTA, "In many schools and districts, elementary science instruction often takes a back seat to math and reading and receives little time in the school day." Additionally, many elementary educators do not receive an adequate amount of professional learning to gain the confidence needed to teach social studies and science. The data above accentuates the need to invest more time and efforts into improving the quality of social studies and science teacher preparation and the learning experiences that we provide for our children. There are several studies and research findings to support the need for social studies and science to be given equal priority as the other core subjects, so schools should strive for a least 60 minutes of instruction a day (NSTA, 2019). Furthermore, the researchers suggest that students need to be engaged in activities to promote problem-solving and critical thinking as they make connections to their community, country, and the world (McCrae-Jones, 2017). Also, this integration of learning experiences allows students to explore social studies and science concepts, make sense of the world around them, and engage in collaborative practices. Lastly, daily high-quality social studies and science instruction supports the goals listed in the Profile of the South Carolina Graduate and our College and Career Ready Standards. Fitchett, P. & Heafner, T. (2010) A national perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. Theory and Research in Social Education, 38(1), 114 - 130. National Science Teachers Association (2018). NSTA Position Statement: Elementary Science Education. McCrae-Jones, W. "Using Inquiry-Based Instructional Strategies to Increase Student Achievement in 3rd Grade." (2017). Electronic Theses and Dissertations. Retrieved from: https://search.proquest.com/docview/1929976056

AS 2.1.1.1 Professional Learning Opportunities

Action Step:

Provide ongoing professional learning opportunities focused on Visible Learning and its impact on student achievement

Person Responsible:

Administration and Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	This action step is funded by Title One.	$15,000.00

AS 2.1.1.2 Instructional Framework

Action Step:

Strengthen core instruction by ensuring the instructional framework is used with fidelity.

Person Responsible:

Administration and Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	There is no cost for this action step.	$0.00

AS 2.1.1.3 Professional Learning Communities

Action Step:

Provide ongoing professional learning communities focused on analysis of summative and formative assessment results to determine next steps.

Person Responsible:

Administration and Curriculum Resource Teacher

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Other	Other	There is no cost for this action step.	$0.00

AS 2.1.1.4 Inquiry Based Instruction

Action Step:

Provide Professional Learning Opportunities on Inquiry Based Instruction

Person Responsible:

Administration and Curriculum Resource Teacher

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title II Part A	Title II Part A	This action step is funded by Title II.	$5,500.00

3 Teacher/Administrator Quality*

Performance Goal:

By 2029, 100% of the instructional (certified teachers and instructional assistants) staff will participate in the Visible Learning Impact Cycle focused on feedback.

PM 3.1 By 2025, 100% of the certified staff will participate in the Visible Learning Impact Cycle focused on feedback.

Analysis of Actual vs. Projected Data:

Hopkins Elementary was introduced to Visible Learning during the 2018-2019 school year. From this work Hopkins Elementary has made growth each year. Currently all staff have been introduced to the Visible Learning work and participated in at least one Impact Cycle focused on teacher clarity. The next Impact Cycle in this work will focus on feedback.

S 3.1.1 Agenda and sign-in sheets Reflections of new learning from staff Impact Cycle Schedule, agenda and sign-in sheets Staff Meeting Schedule, agendas and sign-in sheets - Professional Learning Community schedule, agendas, sign-in sheets and meeting minutes

Evidence-Based Research:

Research supports that Collective Teacher Efficacy is the number one influence related to student achievement as outlined at in John Hattie's latest published list of 195 effects in The Applicability of Visible Learning to Higher Education (2015) Through this process the entire staff works in collaboration to support student achievement. He defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." The message of together we can accomplish more when done so collectively shines through all offer factors commonly used with education. His findings were later confirmed by Goddard, Hoy, and Hoy (2000). In their studies, they could demonstrate that between-school differences of collective teacher efficacy were more important in explaining student achievement than socioeconomic status. Moreover, Hoy, Sweetland, and Smith (2002) found that the strength of CTE helps the positive effects of individual teacher efficacy and vice versa. A stronger collective teacher efficacy seems to encourage individual teachers to make a more effective use of the skills they already have.

AS 3.1.1.1 Onboarding for new staff members

Action Step:

Provide an overview to introduce new staff to Visible Learning and its impact on student achievement

Person Responsible:

Administration

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	This action step is funded by Title One.	$2,200.00

AS 3.1.1.2 Observations

Action Step:

The school's leadership team will conduct observations to determine the types and impact of feedback

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	This action step is funded by Title One.	$13,000.00

AS 3.1.1.3 Visible Learning Protocols

Action Step:

Use of Visible Learning protocols during professional learning communities that focus on the achievement of all students by using research based strategies.

Person Responsible:

Administration, Reading Coach, CRT and Certified Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	There is no cost for this action step.	$0.00

AS 3.1.1.4 Professional Learning Opportunities for Paraprofessionals

Action Step:

Provide ongoing professional learning opportunities for paraprofessional that focus on the achievement of all students by using research based strategies.

Person Responsible:

Administration, Reading Coach and Curriculum Resource Teacher (CRT)

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	There is no cost for this action step.	$0.00

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, Hopkins Elementary will reduce the teacher turnover rate to 10%.

PM 4.1 By 2025, Hopkins Elementary will reduce the teacher turnover rate by 3%.

Analysis of Actual vs. Projected Data:

The current turnover rate for Hopkins Elementary is 76%. The goal is to reduce the turnover for the 2025 school year to 79%.

S 4.1.1 Recruit and retain a quality professional in all positions to ensure every student receives personalized opportunities for success.

Evidence-Based Research:

Lopez, Angela, et al. Reducing Teacher Turnover by Utilizing a National List of Reasons for Teacher Dissatisfaction or How to Keep Teachers from Declaring "Dear Folks, I Quit." 2010.

AS 4.1.1.1 Recruit quality professionals in all positions.

Action Step:

The administration and teachers of Hopkins Elementary will work in collaboration with Richland School District One to recruit quality professionals for all positions by participating in recruitment efforts.

Person Responsible:
Administration
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/8/2029

AS 4.1.1.2 Retain quality professionals in all positions.
Action Step:
Hopkins Elementary will work to retain quality professionals by monitoring staff resiliency and satisfaction and implementing professional development based on identified needs.
Person Responsible:
Administration
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/8/2029

AS 4.1.1.3 Hopkins Elementary will continue the partnerships with local high school and colleges/universities to recruit potential candidates for employment.
Action Step:
Teacher Cadet Program @ Lower Richland High School Professional Development and Recruitment from local colleges/universities to recruit candidates that may or may have alternative path to certification.
Person Responsible:
Administration
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/8/2029

5 School Climate*
Performance Goal:
By 2029, 100% of the Hopkins Elementary students will have an school-based advocate.

PM 5.1 By 2025, 100% of the Hopkins Elementary students will have an school-based advocate.
Analysis of Actual vs. Projected Data:

According to Richland School District One's strategic plan 100% of all students must be assigned a school-based advocate. Hopkins Elementary has adopted the Ron Clark House System. This system has allowed all students to be assigned a HOUSE (Team). Within each team the students are assigned a school-based advocate. Students are afforded the opportunity to meet with their school-based advocate at least once each month. The advocacy sessions allow the advocate and student(s) to focus on academic, behavior and social emotional goals. Additionally, students are assigned different tiers of support based on discipline behavior. Tier 1 meets once a month. Tier 2 meets weekly and tier 3 meets daily.

S 5.1.1 Bi weekly/Monthly HOUSE Meeting Schedule Advocacy Group Rosters HOUSE Leaders (Staff & Students) HOUSE Meeting Agendas Pictures Informal Observations

Evidence-Based Research:

Royea, Amber J., and Dolores J. Appl. "Every Voice Matters: The Importance of Advocacy." Early Childhood Education Journal, vol. 37, no. 2, 29 July 2009, pp. 89-91, https://doi.org/10.1007/s10643-009-0335-y. "An On-Site Advocate for Every Student." Edutopia, www.edutopia.org/article/site-advocate-every-student

AS 5.1.1.1 Analyze Discipline Data

Action Step:

Review and monitor student discipline data

Person Responsible:

Administration

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.2 HOUSE/Team assignments

Action Step:

Assign each child a HOUSE/Team (Altruismo, Amistad, Isibindi, and Reveur) and tier based on discipline data

Person Responsible:

Administration

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 5.1.1.3 Create activities to build student/adult relationships

Action Step:

Advocacy groups will meet monthly during HOUSE meetings. During this time each advocate and student group to work together to build relationships to strengthen students academic, behavior and social emotional well-being.

Person Responsible:

HOUSE Leaders

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	HOUSE App and Monthly Meetings	$3,000.00

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Elementary (4001040) 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	**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.

* No	**Half-Day Child Development**
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.