

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Logan Elementary (4001045) 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**

David Copeland Jr.

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*** Principal's Name**

David Copeland Jr.

*** 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 - Logan Elementary (4001045) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

* David Copeland Jr.

Teacher

Name

* Ashlee McCarthy

Parent/Guardian

Name

* Lauren Noesner

Community Member

Name

* John Black

School Level Administrators

Name

* Latisha Lowery

School Read to Succeed Literacy Leadership Team Lead

Name

* Matherine Dixon

School Read to Succeed Literacy Leadership Team Member

Name

* Allison Kingsley

School Improvement Council Member(s)

Name

* Stephanie Casana

School Gifted and Talented Coordinator

Name

* Alexis Guinyard Shuler

School Federal Programs Coordinator

Name

* N/A Not Title I

Other Stakeholders

Position

Name

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

With the foundation of excellence in instruction, Logan Elementary School is transforming lives through education and empowering all students to achieve their potential and dreams.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Logan Elementary (4001045) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA0NQ>

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

STAR Reading and Math Proficiency

ELA Star Performance

Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds
Third	38.3% (18)	34% (16)	21.3% (10)	21% (10)	19.1% (9)	17% (8)	21.3% (10)	28% (13)
Fourth	30% (15)	27% (13)	24% (12)	29% (14)	18% (9)	18% (9)	28% (14)	27% (13)
Fifth	35.3% (18)	32% (16)	25.5% (13)	26% (13)	21.6% (11)	26% (13)	17.6% (9)	16% (8)
TOTAL	34.50%	31%	23.60%	25.30%	19.60%	20.30%	22.30%	23.70%

Math Performance

Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds
Third	33.3% (16)	28% (13)	18.8% (9)	19% (9)	27.1% (13)	34% (16)	20.8% (10)	19% (9)
Fourth	38% (19)	37% (18)	24% (12)	31% (15)	8% (4)	20% (10)	30% (15)	12% (6)
Fifth	33.3% (17)	20% (10)	21.6% (11)	32% (16)	25.5% (13)	32% (16)	19.6% (10)	16% (8)
TOTAL	34.9% (52)	22.3% (41)	21.5% (32)	27.3% (40)	20.2% (30)	28.7% (42)	23.5% (35)	15.7% (23)

Summative Assessments Data: SC Ready

DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	2019	2020	2021	2022	2023	2Yr Chg	5Yr Chg
45-Day Avg. Daily Membership	253	250	236	210	193	-17	-60
Teacher Attendance	94.6	95.3	93.5	95.2	95.5	0.3	0.9
Student Attendance (Chronically/Absent)	11.2	5.4	11.5	19.4	19.3	-0.1	8.1
Percent Ethnicity - Black	76.9	76.1	71.0	69.3	69.3	0.0	-7.6
Percent Ethnicity - White	18.6	18.7	21.4	24.4	22.8	-1.6	4.2
Percent Ethnicity - Other	4.5	5.2	7.6	6.3	7.9	1.6	3.4
Percent Poverty Index	77.6	79.3	75.9	73.2	70.4	-2.8	-7.2
Percent Special Education	18.6	19.1	14.3	18.0	12.7	-5.3	-5.9
Percent Limited English Proficient	0.0	0.0	1.3	0.9	1.0	0.1	1.0
Suspension Rate	6.0	2.9	0.8	5.1	8.2	3.1	2.2

SCHOOL REPORT CARD

Average

Report Cards provide information about long performance, teacher qualifications, student safety, awards, and other information. For each year, ratings are measured on a 5-point scale of Unsatisfactory, Below Average, Average, Good, and Excellent.

KRA

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

Performance Level	2018	2019	2020	2021	2022	2Yr Chg	5Yr Chg
Emerging	17.3	26.0	35.0	24.2	18.8	-5.4	1.5
Approaching	50.0	32.0	32.5	24.2	34.4	10.2	-15.6
Demonstrating	32.7	42.0	32.5	51.5	46.9	-4.6	14.2

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.

IGDI Rating / Index	2019	2020	2021	2022	2023	2Yr Chg	5Yr Chg
Alphabetization	65.7	NA	78.9	76.2	80.6	4.4	14.9
Picture Naming	54.3	NA	63.2	47.6	58.1	10.5	3.8
Rhyming	68.6	NA	63.2	55.0	48.4	-6.6	-20.2
Sound Identification	45.7	NA	52.6	57.1	58.1	1.0	12.4
Which One Doesn't Belong	57.1	NA	68.4	60.0	54.8	-5.2	-2.3
Numeracy Rating / Index	2019	2020	2021	2022	2023	2Yr Chg	5Yr Chg
Oral Counting	77.1	NA	NA	85.7	90.3	4.6	13.2
Number Naming	28.6	NA	NA	57.1	54.8	-2.3	26.2
Quantity Comparison	57.1	NA	NA	71.4	77.4	6.0	20.3
1-4-to-1 Correspondence C.	82.9	NA	NA	90.5	83.9	-6.6	1.0

SCREADY

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 Students was not administered. Percent by readiness levels are given below.

Performance Level	2019	2020	2021	2022	2023	2Yr Chg	5Yr Chg
Does Not Meet	40.4	NA	40.3	31.7	27.4	-4.3	-13.0
Approaches	33.7	NA	22.4	16.8	20.0	3.2	-3.7
Meets	17.5	NA	10.4	23.8	18.9	-4.9	1.4
Exceeds	18.4	NA	17.9	27.7	33.7	6.0	15.3
Does Not Meet	42.1	NA	31.3	33.7	32.6	-1.1	-8.5
Approaches	35.1	NA	29.9	28.7	26.3	-2.4	-8.8
Meets	14.9	NA	28.4	21.8	27.4	5.6	12.5
Exceeds	7.9	NA	10.4	15.8	13.7	-2.1	5.8
Does Not Meet	43.2	NA	29.4	31.6	27.3	-3.9	-15.9
Approaches	21.6	NA	23.5	26.3	18.2	-8.1	-25.1
Meets	29.7	NA	23.5	23.7	33.3	9.6	23.6
Exceeds	5.4	NA	23.5	18.4	21.2	2.8	15.3

*Science 2Yr and 5Yr change calculations are not available as test changed from SC PASS to SC Ready

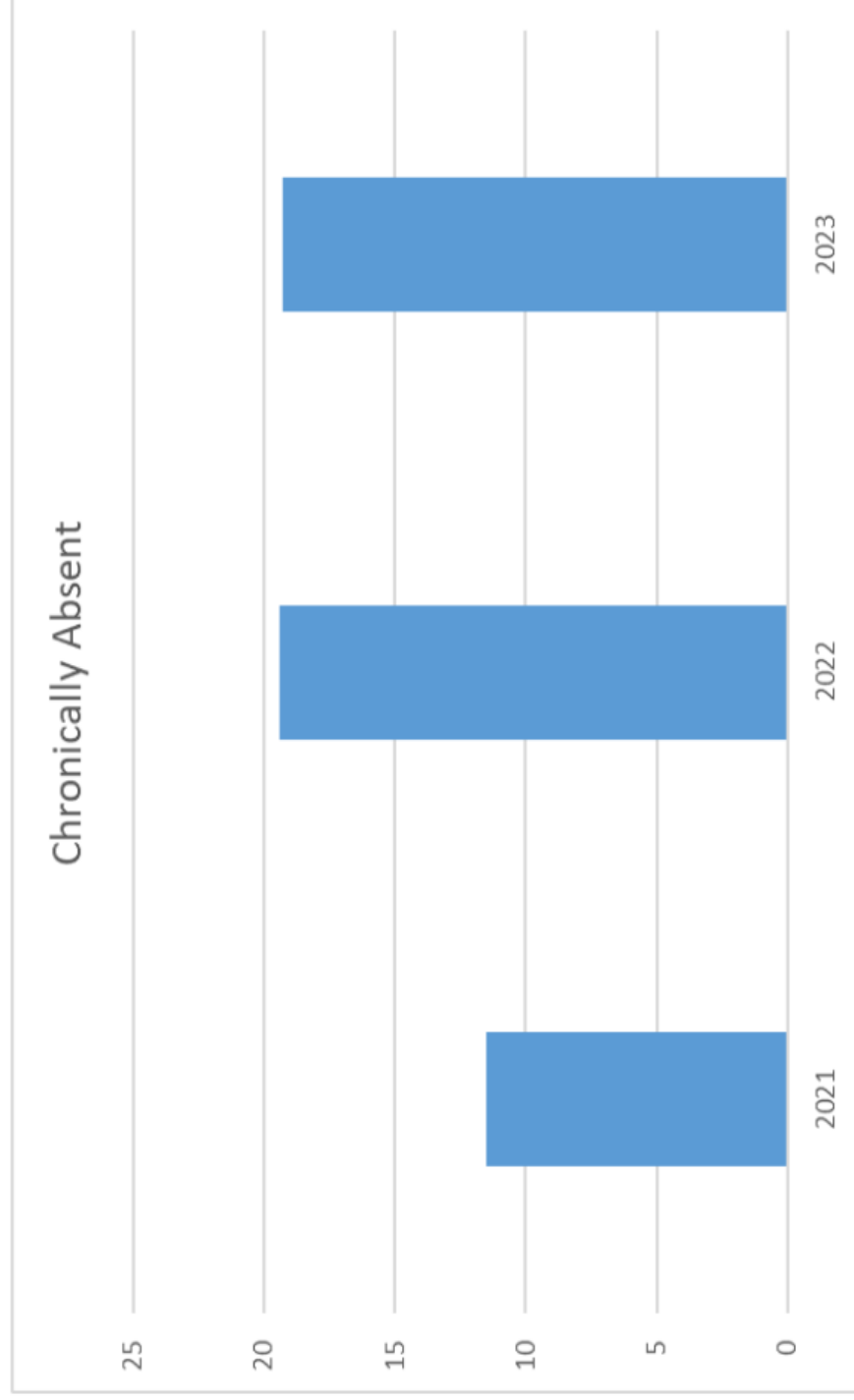
School Report Card

Measure	2019	2020	2021	2022	2023	Average
Overall Rating	Average	NA	NA	Average	Average	Average

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	23	84	6
Percent satisfied with learning environment	87.0%	98.8%	100.0%
Percent satisfied with social and physical environment	81.8%	91.6%	83.3%
Percent satisfied with school-home relations	82.6%	96.4%	100.0%

Chronic Absenteeism Data:



Executive Summary of Needs Assessment Data

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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)

Results of our K-2 literacy and math assessments show evidence of a need to focus intensively on standards-based instruction, targeted intervention, and literacy integration across all content areas. These results also indicate a need for high quality, job-embedded professional learning that focuses on making learning visible, assessment development, the workshop model in reading and writing, and reading interventions in grades K-2. Based on our Kindergarten Readiness Assessment 78% percent of our student's demonstrated readiness. While our KRA is much higher now than it was in the past, it's important that we continue to grow these students with our Universal Screening with STAR. According to STAR only 40.3% of our students are proficient with a growth typical growth percentage of 48.4%

* Elementary/Middle (3-8)

The number of students in grade 3 (17) who were initially identified for and eventually required summer school intervention to avoid third grade retention reflects the need to strengthen foundational skills.

Based on SC Ready Assessments, 52.6 percent of students scored met or exemplary in Reading. The results demonstrate a need to focus on standard-based instruction, targeted intervention, arts integration opportunities, and literacy across all content areas. According to math, 41% of our students scored met or exemplary based on SC Ready. The data indicates that we must have intense focus on professional development to support our students in the area of numeracy.

According to SC Ready 54.5 percent of our students scored met or exemplary on SC Ready. We will continue to support students in our Science Lab to encourage hands-on experience. Additionally, teachers will be supported with professional development with an intense focus on 4th grade content and standards.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Quality, competency-based professional development must be designed in order to increase growth based on student achievement and observations. A competency-based approach to professional development will increase the likelihood that employees' strengths will be maximized and all weaknesses will be addressed, thus positively impacting student achievement. Based on our last years report card, 82 percent of the staff was retained. Our goal is to retain our very best teachers while continuously maintaining high expectations for all.

* School Climate

Data reveals that addressing the cleanliness of the school and the culture of education needs to be at the height of concern. Previously we scored a below average in 2022 and 2023 based on the school report card.

Based on the climate survey 87% of teachers, 98.8% of students and 100% of parents were satisfied with the learning environment. 81.8% of teachers, 91.6% of students and 83.3% of parents were satisfied with social and physical environment. 82.6% of teachers, 96.4% of students and 100% of parents were satisfied with school - home relations.

Overall, we look forward to increasing our social and physical environment based on the climate surveys. We will utilize our Faculty Advisory Committee, SIC and School Committees to help support us in these efforts.

Other (such as school priorities)

Logan Elementary has received funding from the following grants: Arts in Basic Curriculum, Distinguished Arts Program, Richland One Superintendents Fund, and Blue Cross Blue Shield of SC. With the accumulation of these grants, it is a need that we develop the arts-integrated classroom experiences for Logan students.

* Gifted and Talented

We have 14 Logan students identified as Gifted & Talented. Differentiation, inclusive practices, problem solving opportunities, arts-integrated opportunities, and enrichment must be provided to all students, especially students in grades K-2 to make sure all students have opportunities to be identified as Gifted & Talented.

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Plan Items

1 Student Achievement*

Performance Goal:

By 2029, 56% of students in grades 3-5 will score meet or exemplary on the SC READY Math assessments.

PM 1.1 By 2024-2025, 44% of students in grades 3-5 will score meets or exceeds on SC READY math assessment.

Analysis of Actual vs. Projected Data:

2023 Baseline Data: 41% Projected Data 2024-25: 43% Actual Data: Projected Data: 25-26 44% Actual Data: Project Data: 26-27 47% Actual Data: Projected Data: 27-28 50% Actual Data: Projected Data: 28-29 53% Actual Data:

S 1.1.1 SC READY math scores.
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 & Hearner, 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. & Hearner, 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 1.1.1.1 Common Assessments

Action Step:

Utilize common formative assessments in Mastery Connect and provide professional development on creating standards-aligned teacher assessments to plan and guide instruction.

Person Responsible:

School Leadership

Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

AS 1.1.1.2 Professional Learning

Action Step:

Develop and implement a competency-based professional learning model that focuses on research-based best practices, as well as content-specific mastery essential in supporting student success.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.3 Strengthen Core Instruction

Action Step:

Strengthen core instruction and intervention using Richland One curriculum guides and support documents, aligning standardized and differentiated curriculum that supports the instructional expectations and frameworks for all content areas.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 1.1.1.4 Professional Development

Action Step:

Develop a professional development plan to build teacher capacity to meet the needs of all students (specifically in numeracy)

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

2 Student Achievement*

Performance Goal:

By 2029, 64.6% of Logan students in grades 3-5 will score met or exemplary on the SC Ready ELA

PM 2.1 By 2029, 64.6% of Logan students in grades 3-5 will score met or exemplary on the SC Ready ELA

Analysis of Actual vs. Projected Data:

2023 Baseline Data: Projected Data 2024-25: 52.6 Actual Data: Projected Data: 25-26 55.6% Actual Data: Project Data: 26-27 58.6% Actual Data: Projected Data: 27-28 61.1% Actual Data: Projected Data: 28-29 64.6% Actual Data:

S 2.1.1 Student performance on SC Ready

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 2.1.1.1 Instruction

Action Step:

Strengthen core instruction and intervention using Orton Gillingham curriculum guides and support documents, aligning standardized and differentiated curriculum that supports the instructional expectations and frameworks for all content areas.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.2 Assessment

Action Step:

Utilize common formative assessments in Mastery Connect and provide professional development on creating standards-aligned teacher assessments to plan and guide instruction.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.3 Professional Development

Action Step:

Refine Professional Learning Communities (PLCs) to ensure individualized teacher professional learning to build teacher capacity in data analysis, decision-making, and problem-solving.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

3 Student Achievement*

Performance Goal:

By 2029, 69.5% of students in 4th grade will score meets or exceeds on the SC READY science assessment.

PM 3.1 By 2024-2025, the percentage of students in 4th grade will score 57.5% meets or exceeds on SC READY science assessment

Analysis of Actual vs. Projected Data:

2023 Baseline Data: 54.5% 24-25 Projected Data: 57.5% Actual Data: 25-26 Projected Data: 60.5% Actual Data:

S 3.1.1 SC READY scores

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 3.1.1.1 Science Lab

Action Step:

Continue with the School Foundation partnership to provide science lab services with a certified instructor.

Person Responsible:

David Copeland

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.2 Field Trips

Action Step:

Provide students access to field trips and STEAM experiences that provide hands on opportunities in science

Person Responsible:

David Copeland

Estimated Begin Date:

8/9/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.3 Core Instruction

Action Step:

Strengthen core instruction and intervention using Richland One curriculum guides and support documents, aligning standardized and differentiated curriculum that supports the instructional expectations and frameworks for all content areas.

Person Responsible:

David Copeland

Estimated Begin Date:

8/9/2024

Estimated Completion Date:

6/8/2029

AS 3.1.1.4 Formative Assessment

Action Step:

Utilize common formative assessments in Mastery Connect and provide professional development on creating standards-aligned teacher assessments to plan and guide instruction.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, Teacher retention rate will increase to 89%.

PM 4.1 By 2024-2025 school year Logan will retain 85.6 percent of teachers.

Analysis of Actual vs. Projected Data:

2023 Baseline Data: 82.6% Projected Data 2024-25: 85.6% Actual Data: Projected Data: 25-26 86.6% Actual Data: Project Data: 26-27 87.6% Actual Data: Projected Data: 27-28 88.6% Actual Data: Projected Data: 28-29 89.6% Actual Data:

S 4.1.1 School Report Card

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 4.1.1.1 Teacher Retention

Action Step:

New teachers will report monthly with Administration for a pulse check.

Person Responsible:

Leadership Team

Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

AS 4.1.1.2 Professional Development

Action Step:
Provide professional development and support to leaders and employees to increase employee resiliency.
Person Responsible:
Leadership Team
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

AS 4.1.1.3 Teacher Highlights

Action Step:
Establish monthly teacher spotlights to recognize positive work and behaviors
Person Responsible:
Leadership Team
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

AS 4.1.1.4 Pulse Checks

Action Step:
Quarterly pulse check meetings with new teachers to address any needs or concerns.
Person Responsible:
Leadership Team
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

5 School Climate*

Performance Goal:

By 2029, the student's perception of Social-Physical Environment will increase from 4.73 to 9.50

PM 5.1 By 2022, the percent of unexcused absences will be reduced from 48% to 33.6%.

Analysis of Actual vs. Projected Data:

Average unexcused absences for 2015-2019 = 48% per year. 2018 - Unexcused absences 1,131 = 47% 2019 - Unexcused absences 667 = 34% 2020 - Due to Covid- most learning took place remotely 2021 - Last year learning was done remotely and face to face. Therefore the data may not indicate the most accurate information.

S 5.1.1 Higher average daily attendance percentage.

Evidence-Based Research:

Freiberg, H. (1993). A school that fosters resilience in inner-city youth. *The Journal of Negro Education*, 62(3), 364. Schwartz, W. (1995). School dropouts: New information about an old problem. Washington, DC: Office of Educational Research and Development. EDO-OD-96-5. Pianta, R. C. & Stuhlman, M. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

AS 5.1.1.1 Attendance Monitoring

Action Step:

Convene bi-weekly Attendance Intervention Plan meetings utilizing the most up-to-date attendance data in order to address attendance concerns and develop AIPs with parents.

Person Responsible:

School Leadership

Estimated Begin Date:

9/1/2019

Estimated Completion Date:

5/15/2024

AS 5.1.1.2 Procedures for requesting excuses.

Action Step:

Develop a procedure for distributing requests for excuses in a timely manner.

Person Responsible:

School Leadership

Estimated Begin Date:

9/1/2019

Estimated Completion Date:

5/15/2024

AS 5.1.1.3 Attendance Celebrations

Action Step:

Hold monthly attendance celebrations giving incentives to students who have no unexcused absences.

Person Responsible:

School Leadership

Estimated Begin Date:

9/30/2019

Estimated Completion Date:

5/31/2024

6 District Priority

Performance Goal:

Attendance: By 2029, Logan's chronic absenteeism rate will be below the state level of %19.3

PM

6.1 Attendance: By 2025, Logan's chronic absenteeism rate will be below the state level of 17%

Analysis of Actual vs. Projected Data:

2023 Baseline Data: 19.3% Projected Data 2024-25: 17% Actual Data: Projected Data: 25-26 15% Actual Data: Project Data: 26-27 13% Actual Data: Projected Data: 27-28 12% Actual Data: Projected Data: 28-29 11% Actual Data:

S 6.1.1 School Report Card

Evidence-Based Research:

Ed Weekly " Chronic Absenteeism could be the biggest problem facing schools right now. <https://www.edweek.org/leadership/opinion-chronic-absenteeism-could-be-the-biggest-problem-facing-schools-right-now/2024/02#:~:text=In%202019%2C%20about%2015%20percent,of%20students%20were%20chronically%20absent>

AS 6.1.1.1 Social Emotional Learning

Action Step:

Utilize PreK-12 curriculum with lessons that include transformative SEL (Social Emotional Learning) development while supporting students' mental well-being and achievement.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 6.1.1.2 Multi-tiered Systems

Action Step:

A high quality, fidelity- driven, multi-tiered systems of support will be maintained at the school to provide students with specific academic, behavioral, and social/emotional support to increase opportunities for student success

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 6.1.1.3 Weekly Meetings

Action Step:

Meet weekly with the Attendance Team to progress monitor truant students and discuss strategies to support families.

Person Responsible:

Attendance Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 6.1.1.4 Parent Touch Points

Action Step:

The grade levels with the highest number of absences have been kindergarten and first grade (4K isn't included in the rate). We activities that involves ongoing parent touchpoints for those grade levels (beyond the weekly truancy calls)

Person Responsible:

Attendance Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

7 Other

Performance Goal:

By 2029, Logan Elementary teachers will plan and implement at least 30 arts-integrated classroom engagement per year producing authentic student-generated work reflecting a minimum of 2 of the fine art forms (dance, drama, music, visual art, and media art & design).

PM 7.1 By 2025, Logan Elementary teachers will plan and implement at least 1 arts-integrated classroom engagement per month producing authentic student-generated work reflecting a fine art forms based on curriculum mapping of the art forms(dance, drama, music, visual art, and media art & design).

Analysis of Actual vs. Projected Data:

Projected Data 2024-25: 7 Actual Data: Projected Data: 25-26 12 Actual Data: Project Data: 26-27 20 Actual Data: Projected Data: 27-28 25 Actual Data: Projected Data: 28-29 30 Actual Data:

S 7.1.1 Increase in displays/programs of student-generated work

Evidence-Based Research:

A. Helene Robinson (2013) Arts Integration and the Success of Disadvantaged Students: A Research Evaluation, Arts Education Policy Review, 114:4, 191-204, DOI: 10.1080/10632913.2013.826050 Liane Brouillette (2012) Supporting the Language Development of Limited English Proficient Students through Arts Integration in the Primary Grades, Arts Education Policy Review, 113:2, 68-74, DOI: 10.1080/10632913.2012.656494 Harloff, Deborah Fagan, "The Impact of Integrated Arts Instruction on Student Achievement of Fourth Grade Urban Students in English Language Arts and Mathematics" (2011). Education Doctoral. Paper 59.

AS 7.1.1.1 Artist-in-residence

Action Step:

Hire a part-time dance and theatre teacher to work with teachers and students focusing on planning and implementing arts-integrated projects.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 7.1.1.2 Professional Learning

Action Step:

Utilize the Arts in the Basic Curriculum Commission and Arts Now to plan ongoing professional development opportunities for staff with a focus on arts integration.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 7.1.1.3 Showcases

Action Step:

Schedule no less than two arts-integration showcases each year allowing classrooms to demonstrate, promote, and share the products of their arts-integrated engagements.

Person Responsible:

School Leadership

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - Logan Elementary (4001045) Public School - School Renewal Plan - Rev 0

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

* Yes <input type="checkbox"/>	<p>Academic Assistance, PreK-3</p> <p>The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
* Yes <input type="checkbox"/>	<p>Academic Assistance, Grades 4-12</p> <p>The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
* Yes <input type="checkbox"/>	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.</p>
* Yes <input type="checkbox"/>	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
* Yes <input type="checkbox"/>	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
* Yes <input type="checkbox"/>	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
* Yes <input type="checkbox"/>	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.</p>
* Yes <input type="checkbox"/>	<p>Developmental Screening</p> <p>The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.</p>
* No <input type="checkbox"/>	<p>Half-Day Child Development</p>

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