

## History Log

**4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0**

[View All Status/Comments](#)

| Date                     | User                           | Status (S) / Comment (C)                             | S / C |
|--------------------------|--------------------------------|------------------------------------------------------|-------|
| 4/3/2025<br>9:37:30 AM   | Claudia<br>Brooks-<br>McCallum | Status changed to 'School Renewal Plan Started'.     | S     |
| 2/13/2025<br>12:15:19 PM | GEMS<br>Administrator          | Status changed to 'School Renewal Plan Not Started'. | S     |

## School Renewal Plan Information

**4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) 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

Claudia Brooks-McCallum

#### \* Phone

803-731-8906

#### \* Email

claudia.brooks-mccal@richlandone.org

#### \* Principal's Name

Claudia Brooks-McCallum

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

Robert Lamanick

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

04/29/2025 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

**Stakeholder Names**

**Principal**

|      |                           |
|------|---------------------------|
| Name | * Claudia Brooks-McCallum |
|------|---------------------------|

**Teacher**

|      |                      |
|------|----------------------|
| Name | * DaWanda Richardson |
|------|----------------------|

**Parent/Guardian**

|      |                    |
|------|--------------------|
| Name | * Alisha Charleman |
|------|--------------------|

**Community Member**

|      |                |
|------|----------------|
| Name | * Janine White |
|------|----------------|

**School Level Administrators**

|      |                |
|------|----------------|
| Name | * Joseph Brown |
|------|----------------|

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

|      |                |
|------|----------------|
| Name | * Daniel Reyes |
|------|----------------|

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

|      |                |
|------|----------------|
| Name | * Stacy Howard |
|------|----------------|

**School Improvement Council Member(s)**

|      |                |
|------|----------------|
| Name | * Kyree Thomas |
|------|----------------|

**School Gifted and Talented Coordinator**

|      |              |
|------|--------------|
| Name | * Kier Lewis |
|------|--------------|

#### School Federal Programs Coordinator

|      |                 |
|------|-----------------|
| Name | * Alexis Greene |
|------|-----------------|

#### Other Stakeholders

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

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

#### VISION

Richland School District One, in collaboration with an engaged community, 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.

#### MISSION

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

#### CORE VALUES

*The district's core values are:*

- Collaboration – We believe everyone has a role to play in promoting student success, so we will embrace the diversity of our stakeholders by building an inclusive community to accomplish our goals.
- Equity – We are fair and just in providing opportunities for success for all.
- Excellence – We provide excellent educational experiences that ensure expanded opportunities for learners and prosperity for our community.
- Safety – We provide a culture and environment of emotional, intellectual, cyber and physical safety.
- Courage – We make bold decisions and take informed and thoughtful actions to meet present and future challenges.
- Compassion – We respect all people by offering care and compassion with integrity.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA1OQ>

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

**William S. Sandel Elementary**

**Comprehensive Needs Assessment  
2024-2025 for FY26 Title I Plan**

Please check all applicable school designations below:

X Title I

?Priority

?Comprehensive School and Improvement (CSI)

?Additional Targeted Support and Improvement (ATSI)

?Targeted Support and Improvement Consistently Underperforming Subgroups (TSI)

?Underperforming

Comprehensive Needs Assessment Committee Members:

- Claudia Brooks-McCallum, Principal, MTSS Chair
- Joseph Brown, Assistant Principal
- Pamela Cato, CRT
- Alexis Greene, Math Interventionist, Title One Contact
- Daniel Reyes, Literacy Coach
- Stacy Howard, Reading Interventionist
- Mildred Huff, Bookkeeper
- Janine White, Communities in Schools Site Coordinator
- Wally Kizer, Community Member
- Alisha Charleman, Parent Representative
- Felecia McLaughlin, Parent Representative
  
- Kimberly Simon, School Counselor
- Beverly Carter, Parent Engagement Specialist
- Erika Wells, Social Worker
- Madelaine Daisy Keese, Art Teacher
- Rachel Reed, Librarian

School Profile

William S. Sandel Elementary school is a neighborhood school, located in the center of about 7 apartment complexes, in the heart of the Broad River Road area of Columbia, SC. Sandel services 520 students and we take pride in helping all students develop world-class skills and life career characteristics for the Profile of the South Carolina Graduate. In keeping with Richland School District One, Sandel Elementary School will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education. We will constantly be reminded that: "We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams." One Vision-One Mission-One Common Purpose. Sandel Elementary School leaders, faculty, and students can often be caught saying "Sandel Elementary, where great things happen on the river."

Of the 520 students serviced at Sandel Elementary 100% of our students eat free lunch. The school's current population of Multi Language Learners (MLL) is 76 students. Our MLL population encompasses various countries, ranging from students in grades Pre-K through 5. Our families are from various areas including Afghanistan, Honduras, Thailand, Tanzania, Rwanda, Malaysia, Guatemala, and the Republic of the Congo.

William S. Sandel Elementary School services 42 students with disabilities. Students receive resource and speech services. The student population that receives resource services is 20 students, and 42 students receive speech services. For other student information, we currently have 11 students that are state identified as Gifted and Talented. Sandel believes that students being present is essential for learning to take place. We have 29 Attendance Intervention Plans (AIPs) and 1 family petitioned to the court based on their number of absences. We currently have no students in foster care, and 45 students that fall under McKenney Veto.

The daily school operations are manned by the school's secretary, database specialist and school receptionist. Other support staff includes 16 paraprofessionals and an in-school suspension supervisor. There are 3 IAs in Grade Pre-K, 3 IAs in Kindergarten, 4 IAs in First Grade, and 6 Special Education IAs. We are also fortunate to have on staff a Parent & Family Engagement Specialist and a Social Worker. The custodial staff consists of 3 full-time employees. The cafeteria staff includes 5 food servers and one cashier. William S. Sandel Elementary School has 45.5 certified teachers including 2 administrators and of the 45.5 certified staff members 2 are National Board certified.

William S. Sandel Elementary, home of the Sandel Eagles, is located at the heart of the Broad River Road area in Columbia, SC. William S. Sandel Elementary is a community centered school that services a total of 520 students. Our feeder schools are Saint Andrews Middle School and Columbia High School.

The data tables below represent the number of students in each grade level, their ethnicities, and gender.

| Grade Level | Total In Grade | Asian | Black or African American | Hispanic/Latino | Two or More Races | White |
|-------------|----------------|-------|---------------------------|-----------------|-------------------|-------|
| -2          | 12             |       | 11                        | 1               |                   |       |
| -1          | 35             | 1     | 30                        | 3               | 1                 |       |
| 0           | 75             | 4     | 54                        | 10              | 5                 | 2     |
| 1           | 95             | 2     | 75                        | 12              | 4                 | 2     |
| 2           | 69             | 3     | 50                        | 10              | 2                 | 4     |
| 3           | 81             | 2     | 66                        | 9               | 2                 | 2     |
| 4           | 79             | 5     | 59                        | 10              | 1                 | 4     |
| 5           | 74             | 1     | 55                        | 9               | 6                 | 3     |
| Total       | 520            | 18    | 400                       | 64              | 21                | 17    |

| Grade Level | Total In Grade | Female | Male |
|-------------|----------------|--------|------|
| -2          | 12             | 5      | 7    |
| -1          | 35             | 16     | 19   |
| 0           | 75             | 38     | 37   |
| 1           | 95             | 42     | 53   |
| 2           | 69             | 38     | 31   |
| 3           | 81             | 44     | 37   |
| 4           | 79             | 41     | 38   |
| 5           | 74             | 34     | 40   |
| Total       | 520            | 258    | 262  |

The data table below represents our current certified staff for FY2025, including gender and ethnicity.

| Grade Level            | Number of Teachers | Gender    | Ethnicity                                  | Content        |
|------------------------|--------------------|-----------|--------------------------------------------|----------------|
| 3k/4k Pre-Kindergarten | 3                  | 3 Females | 3 African Americans                        | Self-Contained |
| Kindergarten           | 4                  | 4 Females | 2 White<br>1 African American<br>1Filipino | Self-Contained |
| First                  | 4                  | 4 Females | 4 African Americans                        | Self-Contained |
| Second                 | 3                  | 3 Females | 3 African Americans                        | Self-Contained |
| Third                  | 4                  | 4 Females | 4 African Americans                        | Self-Contained |
|                        |                    |           |                                            |                |

|                  |     |                      |                                                                    |                                                                                                                                                                               |
|------------------|-----|----------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fourth           | 3   | 2 Males<br>1 Female  | 2 White<br>1 African American                                      | 1 Self-Contained<br>2 Departmentalized                                                                                                                                        |
| Fifth            | 3   | 3 Females            | 3 African Americans                                                | Self-Contained                                                                                                                                                                |
| Related Arts     | 5.5 | 3 Females<br>3 Males | 3 White<br>1 African American<br>1 Filipino American<br>1 Hispanic | 2 Physical Education (½ day male)<br>1 Art Teacher<br>1 Music Teacher<br>1 Media Specialist<br>1 Spanish Teacher                                                              |
| MLL              | 1.5 | 2 Females            | 2 African Americans                                                | 2 MLL Teachers (½ day female)                                                                                                                                                 |
| Special Services | 5   | 4 Females<br>1 Male  | 2 African Americans<br>2 Filipino<br>1 White                       | 3 Self-Contained<br>1 Speech<br>1 Resource                                                                                                                                    |
| Other            | 8   | 6 Females<br>2 Males | 7 African American<br>1 Hispanic                                   | 1 Principal<br>1 Assistant Principal<br>1 Curriculum Resource Teacher<br>1 Reading Coach<br>1 School Counselor<br>1 Reading Interventionist<br>1 Math Interventionist 1 Nurse |

Academics

SC READY Reading Data

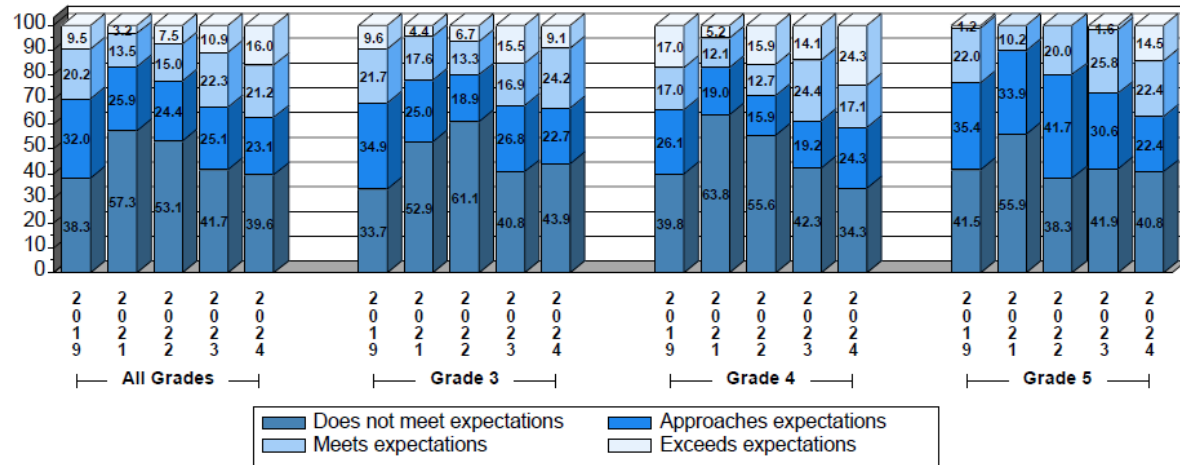
## 2024 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - August 21, 2024

### ~~ Sandel: English/Language Arts ~~



#### SC READY ELA Spring 2024

| Grade/ Subgroup | Does Not Meet |      | Approaches |      | Meets |      | Exceeds |      |
|-----------------|---------------|------|------------|------|-------|------|---------|------|
|                 | #             | %    | #          | %    | #     | %    | #       | %    |
| 3 (66)          | 29            | 43.9 | 15         | 22.7 | 16    | 24.2 | 6       | 9.1  |
| 4 (70)          | 24            | 34.3 | 17         | 24.3 | 12    | 17.1 | 17      | 24.3 |
| 5 (76)          | 31            | 40.8 | 17         | 22.4 | 17    | 22.4 | 11      | 14.5 |
| AA Males (94)   | 41            | 43.6 | 26         | 27.7 | 15    | 16   | 12      | 12.8 |
| AA Females (75) | 20            | 26.7 | 17         | 22.7 | 24    | 32   | 14      | 18.7 |
| Sped. (15)      | 12            | 80   | 2          | 13.3 | 1     | 6.7  | 0       | 0    |

|           |    |      |   |     |    |      |    |      |
|-----------|----|------|---|-----|----|------|----|------|
| MLLs (24) | 20 | 83.3 | 0 | 0   | 3  | 12.5 | 1  | 4.2  |
| AAP (42)  | 2  | 4.8  | 1 | 2.4 | 16 | 38.1 | 23 | 54.8 |

# STAR Reading Data

| STAR Early Literacy/Reading Winter Results |              |                     |      |              |      |          |      |                    |      |
|--------------------------------------------|--------------|---------------------|------|--------------|------|----------|------|--------------------|------|
|                                            | Total Tested | Urgent Intervention |      | Intervention |      | On Watch |      | At/Above Benchmark |      |
|                                            | Num          | Num                 | Perc | Num          | Perc | Num      | Perc | Num                | Perc |
| All Students                               | 444          | 85                  | 19.1 | 80           | 18   | 68       | 15.3 | 211                | 47.5 |
| Grades 3-5                                 | 223          | 50                  | 22.4 | 35           | 15.7 | 43       | 19.3 | 95                 | 42.6 |
| Grade K                                    | 71           | 7                   | 9.9  | 15           | 21.1 | 11       | 15.5 | 38                 | 53.5 |
| Grade 1                                    | 87           | 12                  | 13.8 | 13           | 14.9 | 8        | 9.2  | 54                 | 62.1 |
| Grade 2                                    | 63           | 16                  | 25.4 | 17           | 27   | 6        | 9.5  | 24                 | 38.1 |
| Grade 3                                    | 78           | 16                  | 20.5 | 16           | 20.5 | 15       | 19.2 | 31                 | 39.7 |
| Grade 4                                    | 77           | 18                  | 23.4 | 13           | 16.9 | 13       | 16.9 | 33                 | 42.9 |
| Grade 5                                    | 68           | 16                  | 23.5 | 6            | 8.8  | 15       | 22.1 | 31                 | 45.6 |
| AA Males                                   | 159          | 32                  | 20.1 | 36           | 22.6 | 22       | 13.8 | 69                 | 43.4 |
| AA Females                                 | 177          | 14                  | 7.9  | 30           | 16.9 | 32       | 18.1 | 101                | 57.1 |
| MLL                                        | 69           | 37                  | 53.6 | 8            | 11.6 | 8        | 11.6 | 16                 | 23.2 |
| SPED                                       | 38           | 24                  | 63.2 | 4            | 10.5 | 3        | 7.9  | 7                  | 18.4 |
| AAP                                        | 39           | 1                   | 2.6  | 2            | 5.1  | 1        | 2.6  | 35                 | 89.7 |



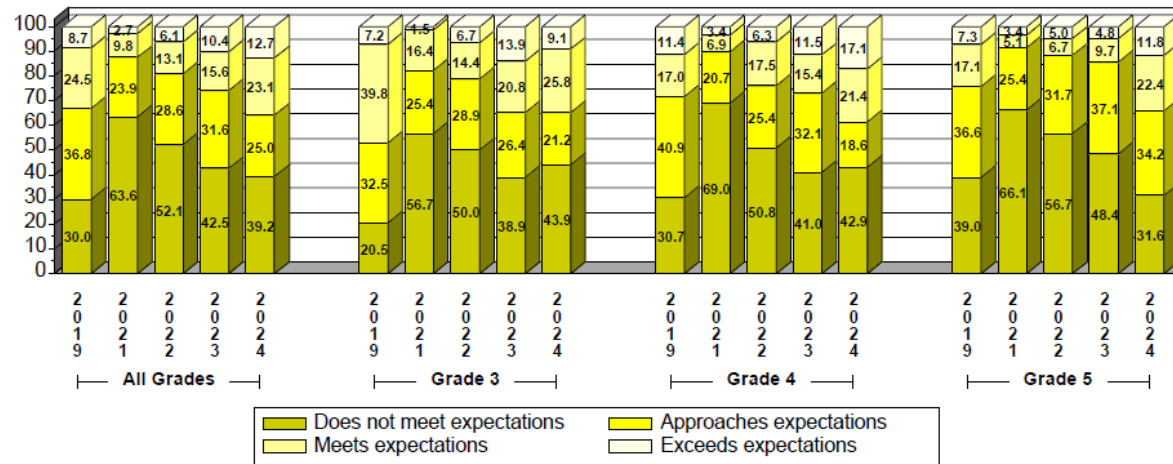
## 2024 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - August 21, 2024

~~ Sandel: Math ~~



### SC READY MATH Spring 2024

| Grade/ Subgroup | Does Not Meet |      | Approaches |      | Meets |      | Exceeds |      |
|-----------------|---------------|------|------------|------|-------|------|---------|------|
|                 | #             | %    | #          | %    | #     | %    | #       | %    |
| 3 (66)          | 29            | 43.9 | 14         | 21.2 | 17    | 25.8 | 6       | 9.1  |
| 4 (70)          | 30            | 42.9 | 13         | 18.6 | 15    | 21.4 | 12      | 17.1 |
| 5 (76)          | 24            | 31.6 | 26         | 34.2 | 17    | 22.4 | 9       | 11.8 |
| AA Males (94)   | 37            | 39.4 | 27         | 28.7 | 20    | 21.3 | 10      | 10.6 |
| AA Females (75) | 26            | 34.7 | 16         | 21.3 | 22    | 29.3 | 11      | 14.7 |
| Sped. (15)      | 14            | 93.3 | 0          | 0    | 0     | 0    | 1       | 6.7  |
|                 |               |      |            |      |       |      |         |      |

|           |    |      |   |      |    |      |    |      |
|-----------|----|------|---|------|----|------|----|------|
| MLLs (24) | 17 | 70.8 | 3 | 12.5 | 4  | 16.7 | 0  | 0    |
| AAP (42)  | 2  | 4.8  | 3 | 7.1  | 17 | 40.5 | 20 | 47.6 |

#### STAR Math Data

| STAR Math Winter Results |              |                     |      |              |      |          |      |                    |      |
|--------------------------|--------------|---------------------|------|--------------|------|----------|------|--------------------|------|
|                          | Total Tested | Urgent Intervention |      | Intervention |      | On Watch |      | At/Above Benchmark |      |
|                          | Num          | Num                 | Perc | Num          | Perc | Num      | Perc | Num                | Perc |
| All Students             | 436          | 84                  | 19.3 | 69           | 15.8 | 64       | 14.7 | 219                | 50.2 |
| Grades 3-5               | 220          | 44                  | 20   | 44           | 20   | 30       | 13.6 | 102                | 46.4 |
| Grade K                  | 68           | 11                  | 16.2 | 9            | 13.2 | 16       | 23.5 | 32                 | 47.1 |
| Grade 1                  | 85           | 11                  | 12.9 | 11           | 12.9 | 5        | 5.9  | 58                 | 68.2 |
| Grade 2                  | 63           | 18                  | 28.6 | 5            | 7.9  | 13       | 20.6 | 27                 | 42.9 |
| Grade 3                  | 77           | 15                  | 19.5 | 14           | 18.2 | 10       | 13   | 38                 | 49.4 |
| Grade 4                  | 76           | 14                  | 18.4 | 17           | 22.4 | 10       | 13.2 | 35                 | 46.1 |
| Grade 5                  | 67           | 15                  | 22.4 | 13           | 19.4 | 10       | 14.9 | 29                 | 43.3 |
| AA Males                 | 155          | 31                  | 20   | 22           | 14.2 | 20       | 12.9 | 82                 | 52.9 |
| AA Females               | 175          | 23                  | 13.1 | 31           | 17.7 | 31       | 17.7 | 90                 | 51.4 |
| MLL                      | 67           | 25                  | 37.3 | 9            | 13.4 | 10       | 14.9 | 23                 | 34.3 |
| SPED                     | 37           | 20                  | 54.1 | 4            | 10.8 | 7        | 18.9 | 6                  | 16.2 |
| AAP                      | 39           | 0                   | 0    | 2            | 5.1  | 3        | 7.7  | 34                 | 87.2 |

According to SC Ready Math data, 3rd-5th grade shows that additional support is needed. Though the data shows that 35.87% of students in grades 3-5 scored in the Meets or Exceeds category, 39.47% of students scored in the Does Not Meet category. The greatest decrease was in 5th grade where 48.4% of students scored Does Not Meet in 2023 however in 2024, only 31.6% scored in the Does Not Meet category. This is a net gain/loss of 16.8%. In terms of differences between African American males and African American females, the difference was not as significant as the Reading data however the African American females continue to outpace the African American

males. The Special Education students continue to score significantly higher in the Does Not Meet category, but the Multi Language Learners scored better in Math than in Reading. Sandel's staff members have been able to work additional hours after school to collaborate and lesson plan, specifically for Math. With this intentional planning time, we have seen an increase in the number of students who are scoring in the Meets/Exceeds category

Unlike SC Ready which only assesses grades 3-5, STAR Math assesses all of the students in grades K-5. The STAR Math Winter data reflects that our students are continuing to progress and to make academic strides. Students in the First grade showed significant achievement in the At/Above Benchmark category. Multi Language Learners scored better in Math than in Reading and had almost an equal amount of students in the Urgent Intervention category and the At/Above Benchmark category.

There continues to be a need for additional professional development when considering the Concrete-Representational-Abstract framework for teachers to engage students in their conceptual understanding of math concepts. Purchasing math manipulatives and supplies is important to teach the Concrete and Representational components of math. Paid additional planning hours are also a need to ensure teachers have adequate time to plan for effective math instruction.

Kindergarten Assessment

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 | 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg |
|-------------------|------|------|------|------|------|---------|---------|
| Emerging          | 39.1 | 36.1 | 37   | 44.6 | 44.7 | 0.1     | 5.6     |
| Approaching       | 46.4 | 42.2 | 39.7 | 32.4 | 39.5 | 7.1     | -6.9    |
| Demonstrating     | 14.5 | 21.7 | 23.3 | 23   | 15.8 | -7.2    | 1.3     |

| Fall 2024 Kindergarten Readiness Assessment |          |      |             |      |               |      |  |
|---------------------------------------------|----------|------|-------------|------|---------------|------|--|
| Students Tested                             | Emerging |      | Approaching |      | Demonstrating |      |  |
|                                             | #        | %    | #           | %    | #             | %    |  |
| 64                                          | 23       | 35.9 | 23          | 35.9 | 18            | 28.1 |  |

PreK Assessment

MyIGDIs: Individual Growth & Development Indicators (IGDIs) - early childhood assessments and school-readiness screening tools for literacy and numeracy.

## Fall 2024 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - November 14, 2024

~~ Sandel ~~

| Picture Naming  |                 |                              | Rhyming         |                 |                              | Sound Identification |                 |                              | Which One Doesn't Belong? |                 |                              |
|-----------------|-----------------|------------------------------|-----------------|-----------------|------------------------------|----------------------|-----------------|------------------------------|---------------------------|-----------------|------------------------------|
| Students Tested | Strong Progress | At-Risk or Moderate Progress | Students Tested | Strong Progress | At-Risk or Moderate Progress | Students Tested      | Strong Progress | At-Risk or Moderate Progress | Students Tested           | Strong Progress | At-Risk or Moderate Progress |
| Num             | Perc            | Perc                         | Num             | Perc            | Perc                         | Num                  | Perc            | Perc                         | Num                       | Perc            | Perc                         |
| 35              | 14.3            | 85.7                         | 30              | 6.7             | 93.3                         | 35                   | 14.3            | 85.7                         | 31                        | 3.2             | 96.8                         |
| 19              | 5.3             | 94.7                         | 19              | 10.5            | 89.5                         | 19                   | 15.8            | 84.2                         | 19                        | 5.3             | 94.7                         |
| 16              | 25.0            | 75.0                         | 11              | 0.0             | 100.0                        | 16                   | 12.5            | 87.5                         | 12                        | 0.0             | 100.0                        |

## Fall 2024 Pre-Kindergarten MyIGDIs Early Numeracy Teacher Report

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - November 14, 2024

~~ Sandel ~~

| Oral Counting   |                 |                              | Number Naming   |                 |                              | Quantity Comparison |                 |                              | 1-to-1 Correspondence Counting |                 |                              |
|-----------------|-----------------|------------------------------|-----------------|-----------------|------------------------------|---------------------|-----------------|------------------------------|--------------------------------|-----------------|------------------------------|
| Students Tested | Strong Progress | At-Risk or Moderate Progress | Students Tested | Strong Progress | At-Risk or Moderate Progress | Students Tested     | Strong Progress | At-Risk or Moderate Progress | Students Tested                | Strong Progress | At-Risk or Moderate Progress |
| Num             | Perc            | Perc                         | Num             | Perc            | Perc                         | Num                 | Perc            | Perc                         | Num                            | Perc            | Perc                         |
| 35              | 17.1            | 82.9                         | 35              | 5.7             | 94.3                         | 35                  | 22.9            | 77.1                         | 35                             | 25.7            | 74.3                         |
| 19              | 10.5            | 89.5                         | 19              | 0.0             | 100.0                        | 19                  | 15.8            | 84.2                         | 19                             | 10.5            | 89.5                         |
| 16              | 25.0            | 75.0                         | 16              | 12.5            | 87.5                         | 16                  | 31.3            | 68.8                         | 16                             | 43.8            | 56.3                         |

### Attendance

The school attendance team meets every Thursday to discuss attendance and tardy related issues. Attendance data is shared with parents and communities during school-wide events. The chart below shows the data as of March 11, 2025.

The attendance team identifies students who have been chronically tardy and/or chronically absent. When a student has missed 5 days or 3 consecutive days, the parent is contacted with hopes of clearing absences. If absences are not cleared with medical excuses or parent notes, another attempt is made to contact the family to alert them of the possibility of an AIP. Once a student has 10 or more unexcused absences, the student is placed on an AIP. Parents can send medical excuses and notes to clear the unexcused absences. It is the team's goal to work together with the families and support them to decrease the number of absences and the need for AIPs. Support is provided for families from our support team which includes our Parent Family Engagement Specialist, Social Worker, School Counselor, and our Communities in Schools of South Carolina (CISSC) representative. The school's attendance team meets weekly to identify students early with absences to reduce the number of AIPs. As shown in the table, Sandel currently has 29 students with an AIP. The Attendance Team has conducted meetings for parents who are in violation of AIPs as well as parents who are already in violation of Truancy Court Orders to serve as interventions to address ongoing attendance issues.

The attendance team along with Communities in Schools of South Carolina (CISSC) provides small incentives for students who arrive on time on various dates throughout the school year. The school MTSS Team works with the Attendance Team identifies those students who have been chronically tardy and/or chronically absent. Students who have missed 3 days, the parent is contacted with hopes of clearing absences. If absences are not cleared with medical excuses, or parent notes, the family is contacted and made aware of the possibility of an AIP. Once a student has 10 or more unexcused absences, the student is placed on an AIP. Parents can send medical excuses and notes to clear the unexcused absences. It is the team's goal to work with the families and support them to reduce the number of absences and the need for AIPs. Support for families comes from our PFES, Social Worker, School Counselor, and our Communities in Schools of South Carolina (CISSC) representative.

The school's attendance team meets weekly with the hopes of identifying students early prior to many absences to reduce the number of AIPs. As the table shows, Sandel currently has (29) students with an AIP. Also, the attendance team has conducted meetings for parents who are in violation of AIPs or as well as parents who are already in violation of Truancy Court Orders to serve as interventions to address ongoing attendance issues. The Attendance Team also partnered with Communities in Schools of South Carolina (CISSC) to provide small incentives for students arriving at school on time on various dates throughout the school year. Communities in Schools of South Carolina (CISSC) also recognize and give incentives monthly to classes with perfect attendance. During grade level PTO meetings, the principal presented grade level data to parents pertaining to tardiness, truancy, as it relates to learning loss, and the impact on the school's academic testing reports. We recognize that elementary students are not in control of their absences or tardiness, so the school shares information and data with parents during school-wide events and PTO meetings. The attendance team also sent home student absent forms with a QR code home with parents weekly, the forms included their child's name and the dates of their unexcused absences. The student absence form gives the parents the opportunity to write parent notes or attach medical excuses when returning the form or by scanning the QR code to help reduce the need for an AIP. This aids the team to make direct contact with parents about unexcused absences.

The MTSS Team and attendance team collaborated to identify students at risk during MTSS meetings for teachers. The team created an individualized plan that includes interventions such as parent communication, Attendance Intervention Plans (AIP), referrals to Communities in Schools of South Carolina (CISSC) and Social Work referrals. There is still a need to increase student incentives, recognition for daily attendance, rewards, and parent awareness for the next school term. The Attendance Team will continue to emphasize the importance of school arrival time with parents. We have many students who arrive late to school. Our school goal is to continue to monitor tardiness and strategize to implement effective practices to promote school attendance and punctuality every day. It is our belief that the strategies above assisted in a decrease in chronic absentees. There is a need to continue student incentives and sharing information during parenting sessions and school -wide events.

| Grade          | Grade Population | Chronic Absentees | Petitions | OSS | ISS | RESET | Hearing Board | AIPS |
|----------------|------------------|-------------------|-----------|-----|-----|-------|---------------|------|
| Pre K          | 35               |                   | 0         | 23  |     | 0     | 0             |      |
| K              | 75               | 27.7              | 0         | 6   |     | 1     | 0             | 4    |
| 1              | 95               | 32.7              | 1         | 26  |     | 0     | 0             | 7    |
| 2              | 69               | 22.4              | 1         | 15  |     | 0     | 0             | 4    |
| 3              | 81               | 24.5              | 0         | 3   |     | 0     | 0             | 3    |
| 4              | 79               | 30.7              | 0         | 41  |     | 0     | 0             | 7    |
| 5              | 74               | 23.7              | 2         | 63  |     | 0     | 3             | 4    |
| Total students | 508              |                   | 4         | 177 |     | 1     |               | 29   |

William S. Sandel Elementary embodies Richland One's vision, which is to transform lives through education, empowering students to achieve their potential and dreams. Sandel Elementary exudes positivity, as we proclaim each day that "great things are happening on the river!" Avid, The Ron Clark Academy's house system and Innovative teaching methods, as well as Visible Learning are pedagogical frameworks being utilized in conjunction at Sandel Elementary.

#### AVID

Advancement via Individualized Determination(AVID) framework is a district wide initiative that Sandel has embraced over the past five years with a recent school-wide vertical articulation of the basic organizational principles spanning all grade levels. The AVID site team set several goals for the year hoping to increase visibility and implementation of the framework beyond the W.I.C.O.R. binder. Avid ties in with the Visible Learning initiatives in that both work to have students verbalize his or her learning, becoming self-assessment capable learners, and focus on bridging the student achievement gap. Given the behavioral and achievement data from the previous year there is a continued need for intentional integration of our three frameworks. Students continue to lack organizational skills, study skills, and reflective learning. AVID focuses on organizational skills and strategies for creating habits that align with our learning disciplines encouraging the development of lifelong learners. Sandel historically has been consistent in growing students, meeting them where they are, making great strides in academic development. However, even with continued growth the academic achievement results in tested grades is below expectations. Therefore, in order to bridge the achievement gap there is a need for continued AVID support through professional development and student utilization workshops.

#### Visible Learning

Sandel Elementary has upheld the slogan adopted last year, "Keep It Visible", as a true proclamation of what occurs within our building. Part of Kathy Lassiter's approach to education includes schools adopting learning dispositions. To fully embrace the Visible Learning program, as outlined in professional development opportunities across the district, at Sandel, and at the Visible Learning conference attended by Sandel ambassadors in San Diego last summer, the school chose three dispositions to embody our school culture. Those dispositions include collaboration, perseverance, and responsibility. Staff and students are sure to collaborate, persevere, and be responsible, so that growth and achievement are our results. These three dispositions can be heard and seen throughout our campus. Posters showcasing these learning dispositions in text, as well as in American Sign Language, can be found in the hallways, cafeterias, and most high traffic areas in the building. The Morning News Show, hosted by staff members, closes with the phrase: "A good learner at Sandel: collaborates, perseveres, and is responsible".

#### Ron Clark Academy

To enhance the climate and culture at Sandel, students and staff are still implementing strategies learned from Ron Clark professional development opportunities. The Ron Clark Academy's (RCA) approach to education works in conjunction with Visible Learning and AVID, overlapping in focus. Students are greeted early mornings with lively music, and students have continued to engage with peers in interest clubs and House meetings. These strides of student engagement are needed to provide a sense of belonging and create a safe, positive place for teaching and learning.

RCA also focuses on creating a supportive school community and rigorous academic culture through the house system. Chants, as with AVID, are used to celebrate student success for his or her group (house), overcoming

Please check all applicable school designations below:

X Title I

? Priority

?Comprehensive School and Improvement (CSI)

?Additional Targeted Support and Improvement (ATSI)

?Targeted Support and Improvement Consistently Underperforming Subgroups (TSI)

Comprehensive Needs Assessment Committee Members:

- Claudia Brooks-McCallum, Principal
- Pamela Cato, CRT, Title One Inventory Coordinator
- Alexis Greene, Math Interventionist, 4th grade teacher, Title One Contact
- Daniel Reyes, Literacy Coach
- Montressa Ryan, Reading Interventionist
- Dawanda Richardson, Reading Interventionist, MTSS Chair
- Mildred Huff, Bookkeeper
- Janine White, Communities in Schools Site Coordinator
- Aquilla McAlister, Parent Representative
- Alisha Charleman, Parent Representative
- Kimberly Simon, School Counselor
- Margo Smalls, Parent Engagement Specialist
- Madelaine Daisy Keese, Art Teacher
- Jeannine Scott, Social Worker
- Kathrine Mack, Database Specialist

School Profile

The school profile section should contain the following information:

- Students by grade level, race/ethnicity, poverty percentage, English learners, students with disabilities, homeless, at-risk, chronically absent, gifted and talented, dropouts, graduation rates, college/career-ready
- Number of teachers, education levels of teachers, student teacher ratios

William S. Sandel Elementary school services a total of 488 students.

The data table below represents the number of students in each grade level, including their ethnicities.

| Grade Level | Total in Grade | Asian | Black or African American | Hispanic/Latino | American Indian or Alaska Native | Two or More Races | Native Hawaiian or Other Pacific Islander | White | Unclassified |
|-------------|----------------|-------|---------------------------|-----------------|----------------------------------|-------------------|-------------------------------------------|-------|--------------|
| -2          | 14             | 0     | 14                        | 0               | 0                                | 0                 | 0                                         | 0     | 0            |
| -1          | 33             | 0     | 28                        | 2               | 0                                | 2                 | 0                                         | 1     | 0            |
| 0           | 77             | 1     | 70                        | 3               | 0                                | 1                 | 0                                         | 2     | 0            |
| 1           | 77             | 2     | 65                        | 7               | 0                                | 0                 | 0                                         | 3     | 0            |
| 2           | 62             | 2     | 54                        | 4               | 0                                | 1                 | 0                                         | 1     | 0            |
| 3           | 75             | 0     | 61                        | 3               | 0                                | 9                 | 0                                         | 2     | 0            |
| 4           | 84             | 2     | 76                        | 1               | 0                                | 2                 | 0                                         | 3     | 0            |
| 5           | 66             | 0     | 59                        | 4               | 0                                | 2                 | 0                                         | 1     | 0            |
| Total       | 488            | 7     | 427                       | 24              | 0                                | 17                | 0                                         | 13    | 0            |

Narrative for School Profile (Students):

Of the 488 students serviced at Sandel Elementary, 82.31% qualify for free or reduced priced meals.

The school's current population of English language learners is 26 students. Our English language learners population encompasses various countries and range from students in grades Pre-K through 5.

William S. Sandel elementary school services 23 students with disabilities. Students receive resource and speech services. The student population that receives resources is 18 students, and 35 students receive speech.

For other student information, we currently have 3 students that are state identified as Gifted and Talented.

Sandel believes that students being present is essential for learning to take place. We currently have 73 AIPs and 9 families who have been petitioned to the court based on their number of absences.

We currently have no students in foster care, and 24 students that fall under McKenney Veto.

The data table below represents our current certified staff for FY2023, including gender and ethnicity.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

| Grade Level          | Number of Teachers | Gender               | Ethnicity                                                          | Content                                                                                                               |
|----------------------|--------------------|----------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 3k/ Pre-Kindergarten | 3                  | 3 Females            | 2 African Americans<br>1 White                                     | Self-Contained                                                                                                        |
| Kindergarten         | 3                  | 3 Females            | 3 African Americans                                                | Self-Contained                                                                                                        |
| First                | 4                  | 4 Females            | 2 African Americans<br>1 Filipino                                  | Self-Contained                                                                                                        |
| Second               | 3                  | 3 Females            | 3 African Americans                                                | Self-Contained                                                                                                        |
| Third                | 3                  | 3 Females            | 3 African Americans                                                | Self-Contained                                                                                                        |
| Fourth               | 4                  | 3 Females<br>1 Male  | 4 African Americans                                                | Self-Contained                                                                                                        |
| Fifth                | 3                  | 3 Males              | 2 White<br>1 Filipino                                              | Self-Contained                                                                                                        |
| Related Arts         | 5.5                | 3 Males<br>3 Females | 1 African American<br>1 Filipino American<br>1 Hispanic<br>3 White | 2 Physical Education<br>(1 male ½ day)<br>1 Music Teacher<br>1 Spanish Teacher<br>1 Art Teacher<br>1 Media Specialist |

|                  |    |                      |                                              |                                                                                                                                                                                                                           |
|------------------|----|----------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |    |                      |                                              |                                                                                                                                                                                                                           |
| ESOL             | 1  | 1 Female             | 1 African American                           | 1 ESOL                                                                                                                                                                                                                    |
| Special Services | 5  | 5 Females            | 2 African Americans<br>1 White<br>2 Filipino | 3 Self-Contained<br>1 Speech<br>1 Resource                                                                                                                                                                                |
| Other            | 11 | 9 Females<br>2 Males | 9 African Americans<br>1 Hispanic<br>1 White | 1 Principal<br>1 Assistant Principal<br>1 Curriculum Resource Teacher<br>1 Reading Coach<br>1 School Counselor<br>3 Reading Interventionists<br>1 Math Interventionist<br>1 AAP (ELA and Math in grades 3 – 5)<br>1 Nurse |

The daily school operations are manned by the school's secretary, database specialist and school receptionist. Other support staff includes 18 paraprofessionals and an in-school suspension supervisor. There are 3 IAs in Grade Pre-K, 3 IAs in Kindergarten, 1 IA in Second grade, 1 in First grade, 3 IAs in Third grade, and 6 Special Education IAs. We are also fortunate to have on staff a Parent & Family Engagement Specialist and a full-time Social Worker. The custodial staff consists of 2 full-time employees. The cafeteria staff includes 2 food servers and one cashier. William S. Sandel Elementary School has 45.5 certified teachers including 2 administrators and of the 45.5 certified staff members 3 are National Board certified.

#### Academics

The academics section should contain the following information:

- SC READY, SC PASS, KRA, STAR, MyIGDIS, ACT, WIN, Graduation Rate, District Benchmarks results, EOC, etc. Data included here should be broken down by subgroup. Subgroups include the following: grade levels, gender, race, students with disabilities, multi-lingual learners (if applicable), etc. Include data charts and written narratives to identify strengths and weaknesses among the data.

SC READY Reading Data

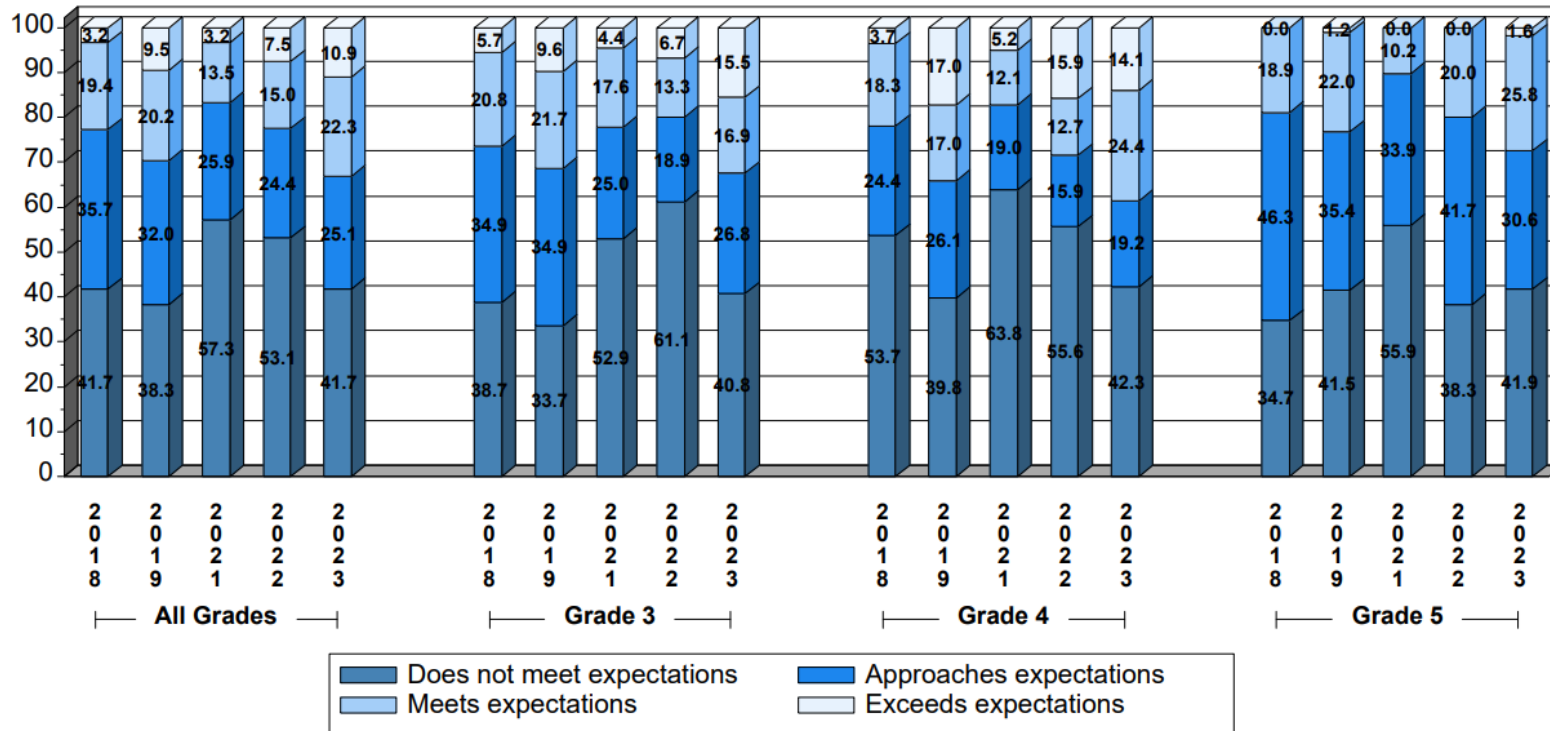
# 2023 SC READY Five-Year Summary Graphs

## Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

### ~~ Sandel: English/Language Arts ~~



Note 1: Due to COVID-19, SC READY was not administered in 2020. This report excludes 2020 so that 5 years of test administration are shown for comparison.

Note 2: Per SCDE, districts and schools should use caution in interpretation of assessment results for the 2020-2021 school year due to testing conditions as a result of the pandemic. Results should not be interpreted in the same way as results from other school years. While the administration of this test is state mandated, some families did not feel comfortable bringing their child in for testing. When participation rates are low, the summary results may not be representative of the district or school populations.

Note 3: Students in grades 4 and 6 began taking the SC READY Science assessment in 2023. A comparison of SC READY Science scores will be added in the future as multiple years of data are available.

ejsm, R:\Research\SC READY\2022-2023\sas programs\scready\_2023\_subgroup\_report.sas

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary ELA in grades 3 and 4. Over 50% of students in each of these testing grades scored "Does Not Meet." In grade 5, 38.3% scored "Does Not Meet." The school has invested in CRP, Saturday Academy, and intensive small group reading intervention in hopes the students score higher in Spring 2023.

| SC Ready Reading |               |      |            |      |       |      |         |      |  |
|------------------|---------------|------|------------|------|-------|------|---------|------|--|
| Grade/ Subgroup  | Does Not Meet |      | Approaches |      | Meets |      | Exceeds |      |  |
|                  | #             | %    | #          | %    | #     | %    | #       | %    |  |
| 3 (90)           | 55            | 61.1 | 17         | 18.9 | 12    | 13.3 | 6       | 6.7  |  |
| 4 (63)           | 35            | 55.6 | 10         | 15.9 | 8     | 12.7 | 10      | 15.9 |  |
| 5 (60)           | 23            | 38.3 | 25         | 41.7 | 12    | 20.0 | 0       | 0    |  |
| AA Males (104)   | 60            | 57.7 | 28         | 26.9 | 10    | 9.6  | 6       | 5.8  |  |
| AA Females (83)  | 42            | 50.6 | 19         | 22.9 | 18    | 21.7 | 4       | 4.8  |  |
|                  | 16            | 88.9 | 1          | 5.6  | 1     | 5.6  | 0       | 0    |  |

|           |  |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|--|
| SPED (18) |  |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|--|

According to the SC Ready Reading data, 3rd-5th grade shows that additional support is needed. Over 50% of students in grades 3 and 4 scored “Does Not Meet”, and 38.3% in 5th grade. The data also shows that less African American females scored “Does Not Meet” than African American males, and more African American females scored “Meets” than African American males. Our goal is to close reading gaps by implementing reading nooks throughout the school and engaging students in enjoyable reading experiences.

STAR Reading Data

| <div> <div>STAR Early Literacy/ Reading Winter Results</div> <div>Number and percentage of students in each group</div> </div> |                     |      |              |      |          |      |                     |      |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------|------|--------------|------|----------|------|---------------------|------|
| Grade/ Subgroup                                                                                                                | Urgent Intervention |      | Intervention |      | On Watch |      | At/ Above Benchmark |      |
|                                                                                                                                | #                   | %    | #            | %    | #        | %    | #                   | %    |
| K                                                                                                                              | 14                  | 18.9 | 4            | 5.4  | 9        | 12.2 | 47                  | 63.5 |
| 1                                                                                                                              | 7                   | 9.7  | 22           | 30.6 | 11       | 15.3 | 32                  | 44.4 |
| 2                                                                                                                              | 16                  | 25.8 | 10           | 16.1 | 7        | 11.3 | 29                  | 45.8 |
|                                                                                                                                |                     |      |              |      |          |      |                     |      |

|            |    |      |    |      |    |      |    |      |
|------------|----|------|----|------|----|------|----|------|
| 3          | 18 | 28.6 | 7  | 11.1 | 12 | 19   | 26 | 41.3 |
| 4          | 27 | 33.8 | 12 | 15   | 13 | 16.3 | 28 | 35   |
| 5          | 15 | 30   | 12 | 24   | 8  | 16   | 15 | 30   |
| AA Males   | 52 | 27.7 | 31 | 16.5 | 23 | 12.2 | 82 | 43.6 |
| AA Females | 33 | 19.8 | 29 | 17.4 | 32 | 19.2 | 73 | 43.7 |
| MLL        | 6  | 30   | 1  | 5    | 3  | 15   | 10 | 50   |
| SPED       | 16 | 64   | 4  | 16   | 4  | 16   | 1  | 4    |
| AAP        | 0  | 0    | 0  | 0    | 3  | 8.3  | 33 | 91.7 |

The above reading data reflects that our students are continuing to progress to meet their SGP and to make academic achievements, however there is a decrease from kindergarten to second grade by almost 20%. Sixty-three percent of grade K students scored at or above benchmark and 44% of grade 1 students scored at or above benchmark on the winter assessment. As we transition to the upper grades, the percentage of students scoring at or above the district benchmark decreases. Only 41% of grade 3 students scored at or above showing the need to continue to support grade 3 students (how?). Currently, Sandel has 38 students on the grade 3 priority list. These students may be retained if they do not meet the minimum score on SCREADY Reading. The literacy coach provides weekly PLO sessions and guided planning sessions to promote teacher capacity with ELA.

According to data over the past 2 years, we noticed that students are not proficient readers when leaving grades kindergarten, first, and second. Sandel's goal is to have all first graders taking Star Reading by the winter testing window. According to the 2023 winter data, we have 66 kindergarteners, 43 first graders, and 20 second graders taking Star Early Literacy. According to the 2022 winter data we had 41 kindergarteners, 20 first graders, and 46 second graders. Therefore, we are planning to have instructional assistants in grades first and second.

The data table also breakdowns the largest subgroups of African American males and females, ESOL, resource, and AAP students. The SPED subgroup continues to show little to no growth in reading. ESOL students are making gains with reading. The local identified AAP student group is making huge gains with reading with over 91% scoring at/above benchmark.

SC READY Math Data

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary math in grades 3 through 5. Over 50% of students in each of these testing grades scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small math groups in hopes the students score higher in Spring 2023.

|                 |               |    |            |      |       |      |         |     |  |
|-----------------|---------------|----|------------|------|-------|------|---------|-----|--|
| SC Ready Math   |               |    |            |      |       |      |         |     |  |
| Grade/ Subgroup | Does Not Meet |    | Approaches |      | Meets |      | Exceeds |     |  |
|                 | #             | %  | #          | %    | #     | %    | #       | %   |  |
|                 | 45            | 50 | 26         | 28.9 | 13    | 14.4 | 6       | 6.7 |  |

|                 |    |      |    |      |    |      |   |     |
|-----------------|----|------|----|------|----|------|---|-----|
| 3 (90)          |    |      |    |      |    |      |   |     |
| 4 (63)          | 32 | 50.8 | 16 | 25.4 | 11 | 17.5 | 4 | 6.3 |
| 5 (60)          | 34 | 56.7 | 19 | 31.7 | 4  | 6.7  | 3 | 5   |
| AA Males (104)  | 52 | 50   | 32 | 30.8 | 14 | 13.5 | 6 | 5.8 |
| AA Females (83) | 49 | 59   | 21 | 25.3 | 10 | 12   | 3 | 3.6 |
| SPED (18)       | 16 | 88.9 | 1  | 5.6  | 1  | 5.6  | 0 | 0   |

According to SC Ready Math Data, fifty percent or more of students in grades 3 through 5 scored "Does Not Meet". The data also shows that more African- American males scored higher in "Approaches" than African-American females. This contributes to the need for additional professional development and real-life applications of the concept's students are learning in school.

STAR Math Data

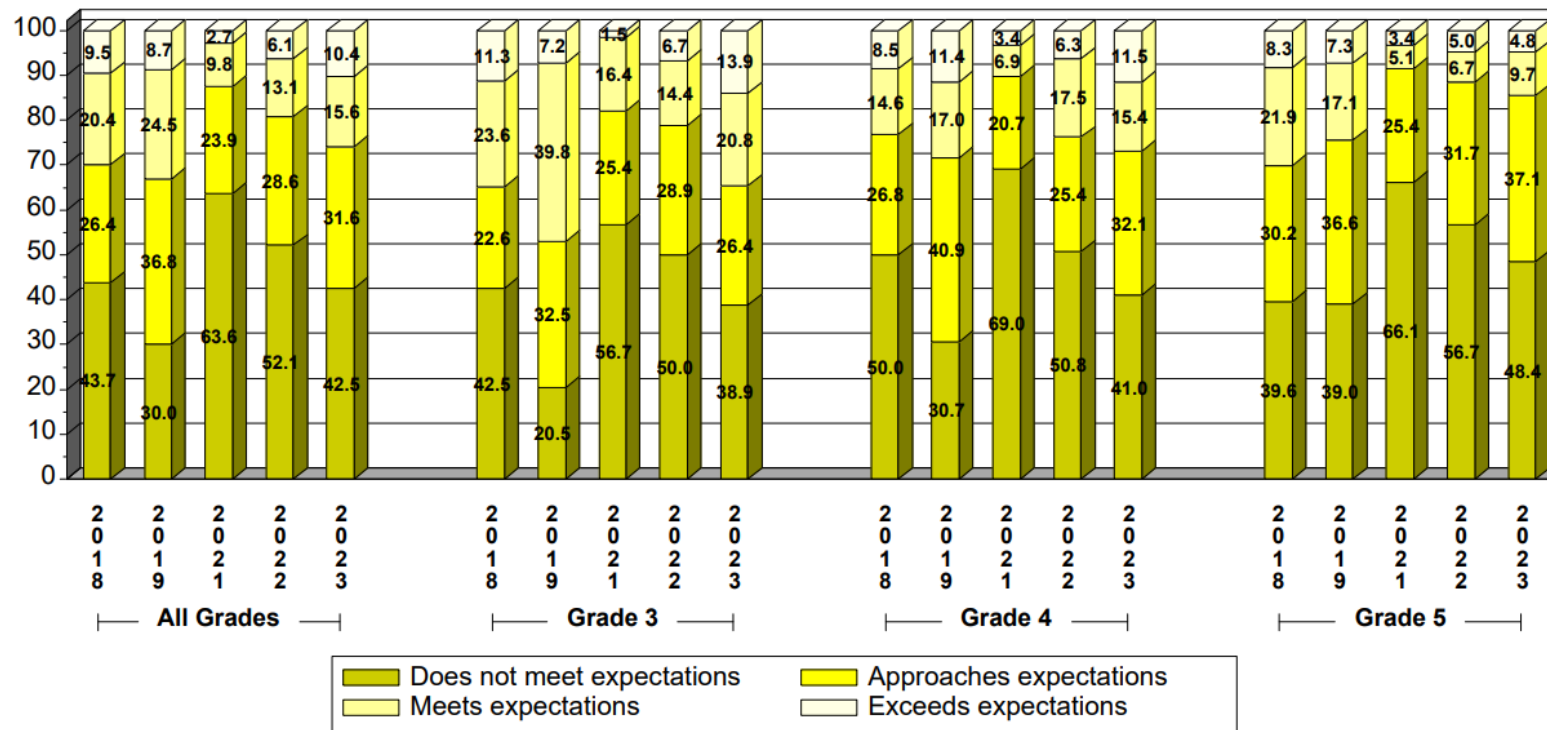
# 2023 SC READY Five-Year Summary Graphs

## Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

### ~~ Sandel: Math ~~



Note 1: Due to COVID-19, SC READY was not administered in 2020. This report excludes 2020 so that 5 years of test administration are shown for comparison.

Note 2: Per SCDE, districts and schools should use caution in interpretation of assessment results for the 2020-2021 school year due to testing conditions as a result of the pandemic. Results should not be interpreted in the same way as results from other school years. While the administration of this test is state mandated, some families did not feel comfortable bringing their child in for testing. When participation rates are low, the summary results may not be representative of the district or school populations.

Note 3: Students in grades 4 and 6 began taking the SC READY Science assessment in 2023. A comparison of SC READY Science scores will be added in the future as multiple years of data are available.

ejsm, R:\Research\SC READY\2022-2023\sas programs\scready\_2023\_subgroup\_report.sas

STAR Math Winter Results

Number and percentage of students in each group

| Grade/ Subgroup | Urgent Intervention |      | Intervention |      | On Watch |      | At/ Above Benchmark |      |
|-----------------|---------------------|------|--------------|------|----------|------|---------------------|------|
|                 | #                   | %    | #            | %    | #        | %    | #                   | %    |
| K               | N/A                 | N/A  | N/A          | N/A  | N/A      | N/A  | N/A                 | N/A  |
| 1               | 3                   | 4.2  | 7            | 9.7  | 13       | 18.1 | 49                  | 68.1 |
| 2               | 12                  | 19.4 | 8            | 12.9 | 9        | 14.5 | 33                  | 53.2 |
| 3               | 14                  | 20.9 | 10           | 14.9 | 9        | 13.4 | 34                  | 50.7 |
| 4               | 23                  | 28.8 | 13           | 16.3 | 12       | 15   | 32                  | 40   |
| 5               | 12                  | 24.5 | 12           | 24.5 | 7        | 14.3 | 18                  | 36.7 |

|            |    |      |    |      |    |      |    |      |
|------------|----|------|----|------|----|------|----|------|
| AA Males   | 28 | 17.8 | 22 | 14   | 24 | 15.3 | 83 | 52.9 |
| AA Females | 30 | 23.3 | 22 | 17.1 | 16 | 12.4 | 61 | 47.3 |
| MLL        | 4  | 22.2 | 4  | 22.2 | 2  | 11.1 | 8  | 44.4 |
| SPED       | 13 | 56.5 | 4  | 17.4 | 4  | 17.4 | 2  | 8.7  |
| AAP        | 0  | 0    | 0  | 0    | 3  | 8.3  | 33 | 91.7 |

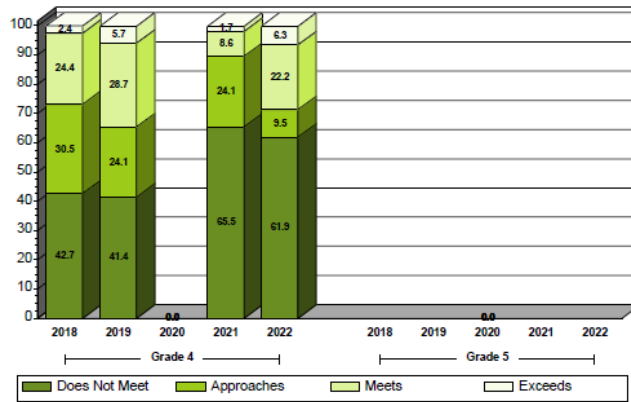
The district goal in STAR math is that 75% of the students meet their SGP, Sandel has 60% of students meeting their goal. Sandel currently has 50.3% of students meeting at/above district benchmark level. According to the STAR math data, from first grade to fifth grade the percentage of students at/above benchmark decreases. Twenty-five percent of students in grades 3 – 5 are scoring in the urgent intervention category. The data shows that only 23.5% of students in grades 3-5 are projected to pass the state test. Therefore, there is a need for additional professional development in math. Also, the plan is to ensure that the math interventionist can do the assigned job next year. This year, they have been responsible for a homeroom classroom due to teacher vacancies. Professional development and guided planning also takes place in math just as it does in reading. The school is continuing to promote the Richland 1 Big 3 of manipulatives, number sense and problem solving.

SC PASS Data:

## 2022 PASS SCDE Release Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade  
Excludes Students who Tested with Non-Standard Accommodations (Modifications)  
Richland School District One, Office of Accountability, Assessment, Research and Evaluation - August 17, 2022

~~ Sandel: Science ~~



Kindergarten KRA Data:

Narrative:

Within the first 45 days (about 1 and a half months) of school, kindergarten students are screened using the assessment tool Kindergarten Readiness Assessment (KRA). KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains such as social foundations, language/literacy, mathematics, and physical well-being. Only 23% of the 74 kindergarten students who took KRA, scored "demonstrating readiness." Of these students who scored "demonstrating," only 13 attended pre-kindergarten at Sandel. 32% scored "approaching" and 44% scored as "emerging" to kindergarten. Often, we see many PK students leave Sandel, therefore, the kindergarten teachers do not benefit from the PK teachers' hard work and dedication.

Pre-Kindergarten MYIGDIS:

ACTIVE CLASSROOMS

| Name           | Active Students |
|----------------|-----------------|
| Hicks Charesse | 19              |
| Sims Marilyn   | 19              |

Prev

1

Next

SCHOOL SCREENING RESULTS

Early Literacy: Picture Naming

|        |    |   |   |    |    |
|--------|----|---|---|----|----|
| Fall   | 0  | 3 | 7 | 17 | 11 |
| Winter | 38 |   |   |    |    |
| Spring | 38 |   |   |    |    |
| Summer | 38 |   |   |    |    |

Early Literacy: Rhyming

|        |    |    |    |   |   |
|--------|----|----|----|---|---|
| Fall   | 0  | 16 | 15 | 7 | 0 |
| Winter | 38 |    |    |   |   |
| Spring | 38 |    |    |   |   |
| Summer | 38 |    |    |   |   |

Early Literacy: Sound ID

|        |    |    |    |   |   |
|--------|----|----|----|---|---|
| Fall   | 0  | 13 | 14 | 8 | 3 |
| Winter | 38 |    |    |   |   |
| Spring | 38 |    |    |   |   |
| Summer | 38 |    |    |   |   |

Early Literacy: WOOD

|        |    |   |    |   |   |
|--------|----|---|----|---|---|
| Fall   | 0  | 8 | 20 | 6 | 4 |
| Winter | 38 |   |    |   |   |
| Spring | 38 |   |    |   |   |
| Summer | 38 |   |    |   |   |

Early Numeracy: Oral Counting

|        |    |   |   |    |   |
|--------|----|---|---|----|---|
| Fall   | 0  | 3 | 6 | 24 | 5 |
| Winter | 38 |   |   |    |   |
| Spring | 38 |   |   |    |   |
| Summer | 38 |   |   |    |   |

Early Numeracy: Quantity Comparison

|        |    |   |    |    |   |
|--------|----|---|----|----|---|
| Fall   | 0  | 2 | 25 | 11 | 0 |
| Winter | 38 |   |    |    |   |
| Spring | 38 |   |    |    |   |
| Summer | 38 |   |    |    |   |

Early Numeracy: Number Naming

|        |    |   |   |    |   |
|--------|----|---|---|----|---|
| Fall   | 0  | 4 | 0 | 29 | 5 |
| Winter | 38 |   |   |    |   |
| Spring | 38 |   |   |    |   |
| Summer | 38 |   |   |    |   |

Early Numeracy: 1-to-1 Correspondence Counting

|        |    |   |   |    |   |
|--------|----|---|---|----|---|
| Fall   | 0  | 3 | 4 | 23 | 8 |
| Winter | 38 |   |   |    |   |
| Spring | 38 |   |   |    |   |
| Summer | 38 |   |   |    |   |

## myIGDIs Literacy Domains

| Measure                   | Learning Domain                |
|---------------------------|--------------------------------|
| Picture Naming            | Oral language                  |
| Rhyming and Alliteration  | Phonological (sound) awareness |
| Sound ID                  | Alphabet knowledge             |
| Which One Doesn't Belong? | Comprehension                  |

Administer in this order with Alliteration being last.

1. Picture Naming
2. Rhyming
3. Sound ID
4. WODB
5. Alliteration (No Alliteration in the Fall!)

Do not administer all domains in one setting.

RENAISSANCE

©Copyright 2021 Renaissance Learning Inc. All rights reserved.

### Narrative:

Within the first 45 days (about 1 and a half months) of school pre-kindergarten students are screened using the assessment tool myIGDIs (Individual Growth Development Indicators). The assessment assesses Early Language, Literacy, and Numeracy in September. Each color band represents the number of students who scored in that range. The red color band represents at risk progress, orange represents moderate progress, green represents strong progress, and gray represents discontinued test because students fail to pass 1 or 2 of the sample questions. According to the data in the literacy screening results, 16 out of 38 students test was discontinued for rhyming, 13 out of 38 students test was discontinued for sound identification, 8 out of 38 students test was discontinued for WODB, and 3 out of 38 students test was discontinued for picture naming. According to data in the numeracy screening results, 3 out of 38 students test was discontinued in oral counting, 2 out of 38 students test was discontinued in quantity and comparison, 4 out 38 students test was discontinued in number naming, and 3 out of 38 students test was discontinued in 1:1 correspondence counting.

Our school goal is to have our pre-kindergarten students ready for kindergarten and score "demonstrating" on the KRA assessment within the first 45 days (about 1 and a half months) of school. Therefore, pre-kindergarten teachers will progress monitor students with CFA's and PGA (pre-kindergarten growth assessment) in the winter that is aligned with KRA. Also, students will be assessed in spring using the assessment tool myIGDIs. The teachers receive weekly R1 professional development to establish both literacy and math routines that will prepare their pre-kindergarten students for kindergarten.

In 2022-2023 Richland One implemented a 3-year-old program. The programs provide developmentally appropriate teaching and learning opportunities for social, emotional, and academic awareness and growth.

Sandel has a 3-year-old program which consists of 14 students with a certified teacher and an instructional assistant.

Include academic data for all other tests applicable to your school.

Data must be broken down by subgroup with a corresponding written narrative.

### Attendance

Students must attend school to succeed. Teachers and Instructional Assistants must also be present for students to learn. Teacher's attendance rate for 2023 is 93.2% as of the end of March and the previous year it was 92.9%.

Below is information from the Richland County School District One Office of Accountability Assessment Research and Evaluation reflects current numbers of Attendance Intervention Plans (AIPs) by grade level, the number of days missed for both in-school suspensions and out-of-school suspensions, the number of students who have participated in the Richland One RESET program and the students who have been brought to the Hearing Board this school

year. Also, shown on the table is district data for our school that reflects the average percentage of chronic absentees by grade level. The most noted from district reports is that Sandel has 139 students who are considered as "chronic absentees" which is over 28.7% of our student population, which is down from 176 students from the previous school year and over 30%.

Overall Sandel Attendance Data as of April 2023

| Grade | Grade Population | Chronic Absentees | AIPs | Petitions | OSS | ISS | RESET | Hearing Board |
|-------|------------------|-------------------|------|-----------|-----|-----|-------|---------------|
| Pre-K | 47               | 2                 | 0    | 0         | 1   | 0   | 0     | 0             |
| 0     | 78               | 20                | 8    | 1         | 3   | 3   | 1     | 0             |
| 1     | 77               | 27                | 14   | 3         | 3   | 3   | 0     | 0             |
| 2     | 62               | 23                | 7    | 1         | 2   | 3   | 1     | 0             |
| 3     | 74               | 20                | 9    | 1         | 13  | 8   | 1     | 2             |
| 4     | 84               | 22                | 16   | 3         | 11  | 3   | 0     | 0             |
| 5     | 66               | 19                | 11   | 0         | 8   | 6   | 1     | 4             |
|       |                  |                   |      |           |     |     |       |               |

|       |     |     |    |   |    |    |   |   |
|-------|-----|-----|----|---|----|----|---|---|
|       | N/A | 6   | 5  | 0 | 0  | 0  | 0 | 0 |
| SPED  |     |     |    |   |    |    |   |   |
| Total | 488 | 139 | 70 | 9 | 41 | 26 | 4 | 6 |

2022-2023 Chronic Student Absenteeism by Demographics

|       | Chronic Absentees |      | Percent Chronic Absentees by grade |      |      |      |      |      |                  | Percent chronic absentees by Race/Ethnicity/Gender |       |    |          |    |       |   |      |          |  |
|-------|-------------------|------|------------------------------------|------|------|------|------|------|------------------|----------------------------------------------------|-------|----|----------|----|-------|---|------|----------|--|
| Total | #                 | %    | K                                  | 1    | 2    | 3    | 4    | 5    | African American |                                                    | White |    | Hispanic |    | other |   | Sped | Not Sped |  |
|       |                   |      |                                    |      |      |      |      |      | M                | F                                                  | M     | F  | M        | F  | M     | F |      |          |  |
| 487   | 121               | 24.8 | 34.5                               | 24.4 | 24.3 | 23.8 | 19.8 | 22.1 | 24.2             | 26.4                                               | 14.3  | 40 | 18.8     | 30 | 28.6  | 0 | 34.7 | 23.7     |  |

The school MTSS Team works with the Attendance Team to identify those students who have been chronically tardy and/or chronically absent. Once a student has missed at minimum 5 days, the parent is contacted with hopes of clearing absences. In turn, if absences are not cleared with medical excuses, additional contact is made with the family and in that communication, there is the possibility of an AIP. However, once a student has 10 or more unexcused absences, the student is placed on an AIP. Parents are able to send medical excuses and parent notes to clear the unexcused absences. It is the team's goal to work with the families and support them to reduce the number of absences and the need for AIPs. Support for families comes from our PFES, full-time Social Worker, School Counselor and our Community in Schools (CIS) representative.

The school's attendance team meets biweekly with the hopes of catching students early prior to many absences to reduce the number of AIPs. As the table shows, Sandel currently has 73 students with an AIP. The school invests in two monthly attendance meetings so that parents hear the importance of school attendance and students will have the opportunity to learn grade level standards. In these meetings, the team learns of any family hardships that may need to be addressed to help the family.

The attendance team also partnered with Community In Schools South Carolina (CISSC) to provide small incentives for students arriving at school on time on various dates throughout the school year. During grade level PTO meetings, the principal and social worker presented grade level data to parents pertaining to tardiness, truancy, as it relates to learning loss, and the impact on the school's academic testing reports. We recognize that elementary students are not in control of their absences or tardiness, so the school shares information and data with parents. However, it has been noted that the parents and students participating in those events are not the target audience for such conversations. We are looking to engage parents across the school population with this information in future events. The attendance team also met with grade level teams weekly to identify students who did not submit medical excuses or parent notes for unexcused absences. This helped the team to make direct contact with parents about unexcused absences. The MTSS Team and Attendance Team collaborated to identify high risk students during MTSS meetings for teachers. The team created an individualized plan that includes interventions such as parent communication, Attendance Intervention Plans (AIP), referrals to Communities In Schools of South Carolina (CISSC) and Social Work referrals. There is still a need to increase student incentives, recognition for daily attendance, rewards and parent awareness for the next school term.

Moving forward, the MTSS Team and Attendance Team will emphasize the importance of school arrival time with parents. We have many students who arrive late to school. Being only 15 minutes late each day of the school week equates to over one hour of missed instruction a week. Our school goal is to continue to monitor tardiness and strategize to implement effective evidence-based practices to promote school attendance and being on time each day. There is not a district policy on school tardiness which makes it difficult for the school to implement a school wide tardy policy.

Culture & Climate

In keeping with Richland School District One, Sandel Elementary School will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education. We will constantly be reminded that: "We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams." One Vision-One Mission-One Common Purpose. Sandel Elementary School leaders, faculty, and students can often be caught saying "Sandel Elementary, where great things happen on the river."

This year, Sandel has embraced the Richland One credo 'Team One, One Team', constantly reminding each other to work as one towards a common goal. It takes every single human in the building to achieve student growth and performance. In order for students to reach the SGP district goal and perform at the highest level on the State Assessment, students must want to attend school. After attending the Ron Clark Academy Professional Development, teachers and administrators decided to implement practices to improve the overall culture of Sandel Elementary School. Some of these practices include: playing upbeat music as children enter the building both at the car rider and bus rider entrance, high fiving one another in the hallway, teacher outings outside of school hours initiatives, early implementation of duty-free lunch for teachers.

In response to the 2.6% of teachers and 21.9% of students of whom do not feel safe before and after school, 2.6% of teachers and 18.5% of students of whom do not feel safe during the school day, and 2.6% of teachers and 19% of students whom do not feel safe in transport two and from school, Sandel would like to implement a comprehensive rigorous community programming. Next year, to scaffold the creation of school community infrastructure across grade levels and staff, we want to implement a house system from the Ron Clark Academy. Strong sense of community creates ownership of an environment: keeping it clean, holding his and her peers accountable for behavior, supporting one another through challenges and triumphs. Implementing a house system within elementary schools increases student academic achievement and decreases suspension rates (Clenton-Martin, 2021).

<https://rcahousesystem.com/>

Community buy-ins

Needs- teacher retention (what percentage of retention?), staff participation in school activities-community by in, parent involvement, students feeling safe before and after school hours and during the school day

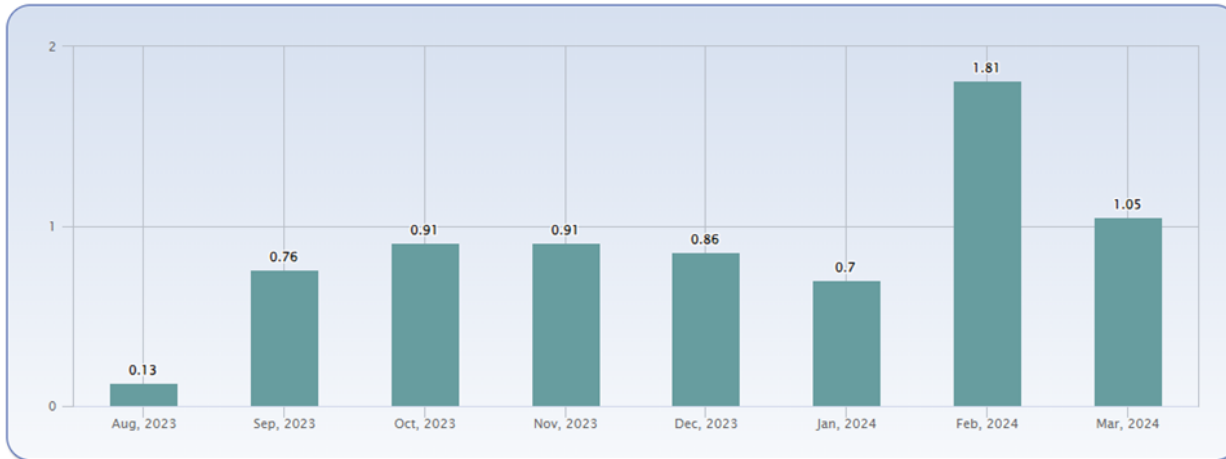
Clubs

Parent/family engagement- family paint-a-long night

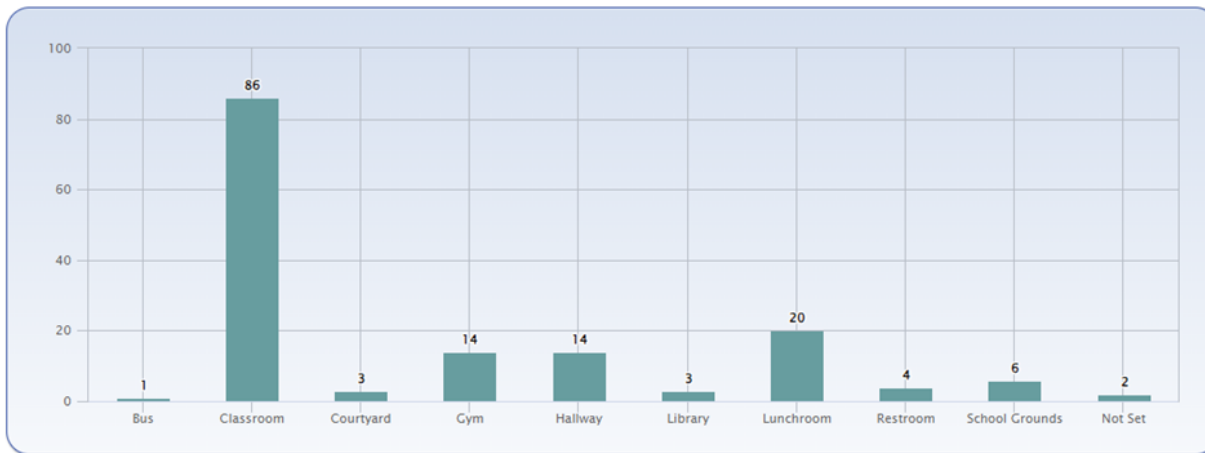
School-Wide Discipline Data

The data below indicates the school-wide discipline actions for this school year

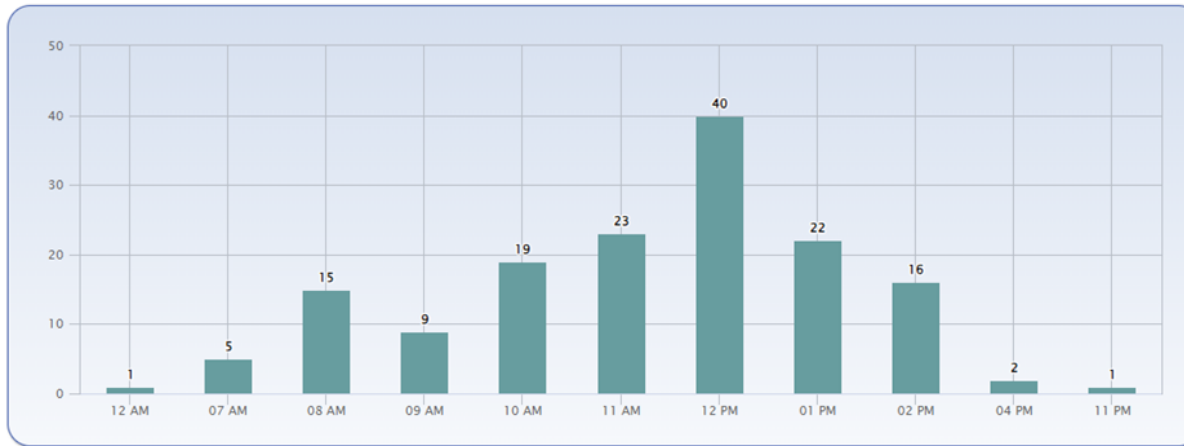
Office Referrals Per Day Per Month



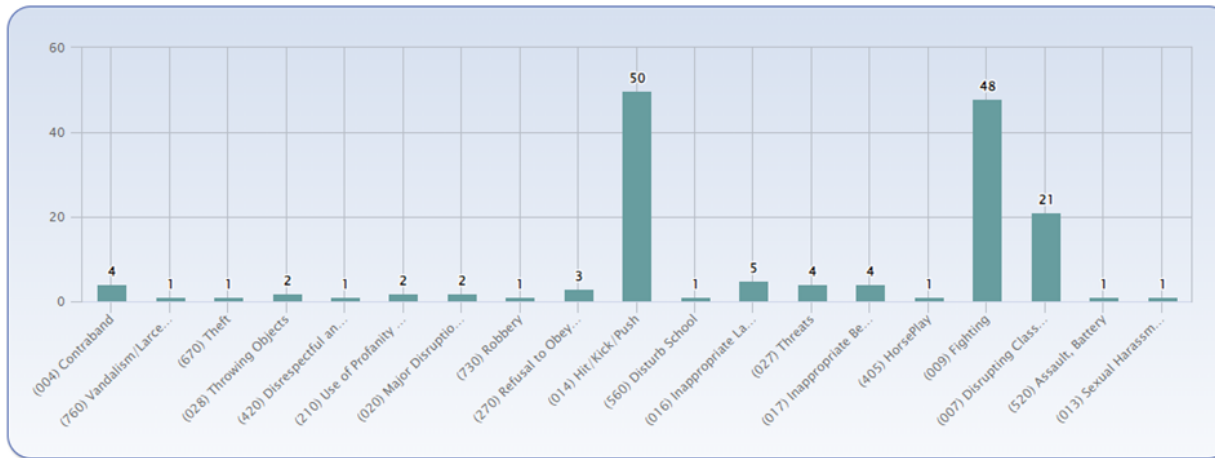
Office Referrals by Location



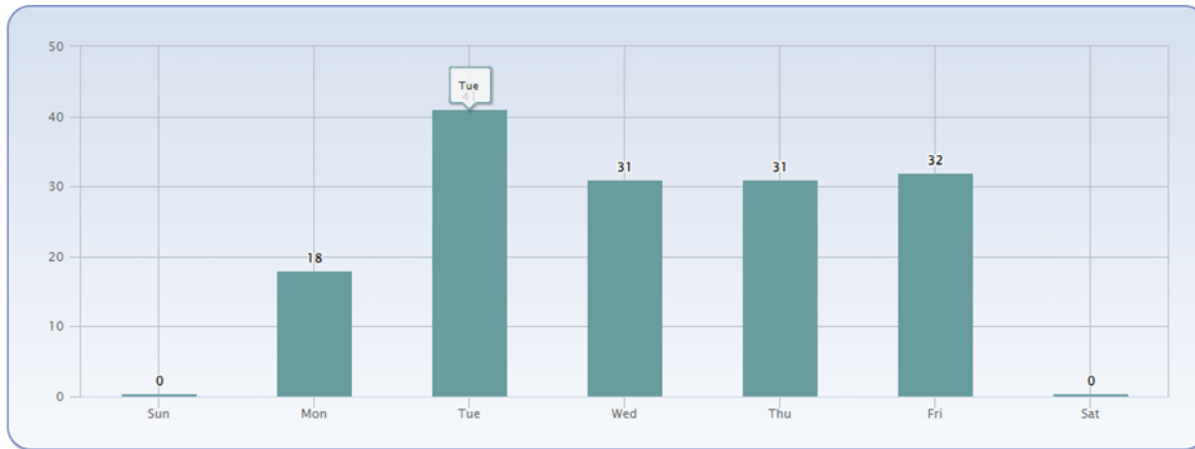
Office Referrals by Time Occurrence



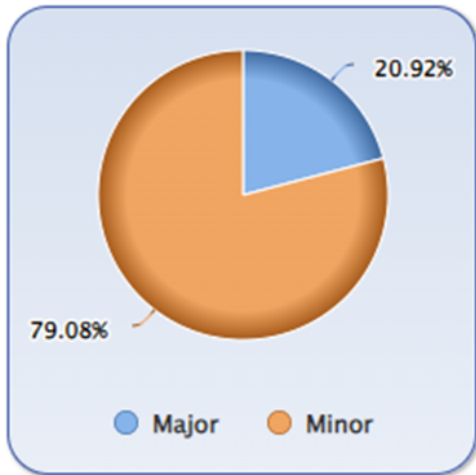
Office Referrals by Student Behaviors



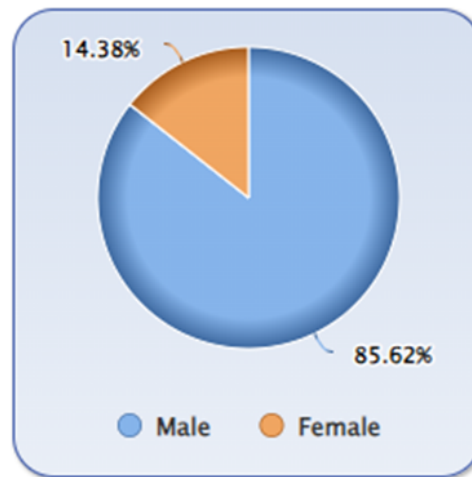
Office Referrals by Day of Week



Office Referrals by Student Behavior Significance



Office Referrals by Gender



Top 10 Office Referral Student Behaviors

| # | Student Behaviors   | No. of Ref. |
|---|---------------------|-------------|
| 1 | (014) Hit/Kick/Push | 50          |

|    |                                                            |    |
|----|------------------------------------------------------------|----|
| 2  | (009) Fighting                                             | 48 |
| 3  | (007) Disrupting Class/ Activity Or Making Excessive Noise | 21 |
| 4  | (016) Inappropriate Language                               | 5  |
| 5  | (004) Contraband                                           | 4  |
| 6  | (027) Threats                                              | 4  |
| 7  | (017) Inappropriate Behavior                               | 4  |
| 8  | (270) Refusal to Obey/Defiant                              | 3  |
| 9  | (028) Throwing Objects                                     | 2  |
| 10 | (210) Use of Profanity or Gestures                         | 2  |

### Office Referrals by Ethnicity

| Ethnicity    | No. of Ref. | %          |
|--------------|-------------|------------|
| B            | 137         | 89.54      |
| M            | 10          | 6.54       |
| H            | 3           | 1.96       |
| W            | 3           | 1.96       |
| <b>Total</b> | <b>153</b>  | <b>100</b> |

Stakeholder Survey Data : Include SCDE REPORT CARD CLIMATE SURVEY RESULTS

Students

Teachers

Parents

I have added the survey data below. What does the data tell you? What are strengths and weaknesses according to the data? What is the need based on the data? Look closely at the number of parents who actually completed the survey. (B. Barwick)

The 2022 SCDE Report Card Rating for School Climate was Below Average. According to the 2022 School Climate Survey, only 84.2% of teachers were satisfied with their current working conditions.

The 2022 School Climate Survey Results pertaining to perception of safety for teachers and student show the following:

97.4% of teachers feel safe at Sandel before and after school hours.

78.1% of students feel safe at Sandel before and after school hours.

97.4% of teachers feel safe at Sandel during the school day.

81.5% of students feel safe at Sandel during the school day.

97.4% of teachers feel safe going to or coming from Sandel.

81% of students feel safe going to or coming from Sandel.

Results of the Teacher, Student, and Parent Opinion Surveys consisted of responses from 38 teachers, 184 students, and only 3 parents. The survey results are below:

92.1% of teachers were satisfied with the learning environment.

80.4% of students were satisfied with the learning environment.

66.7% of parents were satisfied with the learning environment.

81.6% of teachers were satisfied with the social and physical environment of the school.

77.5% of students were satisfied with the social and physical environment of the school.

66.7% of parents were satisfied with the social and physical environment of the school.

86.1 (% of students were satisfied with school-home relations.

100% of parents were satisfied with school-home relations.

Through continued collaboration with Communities In Schools of South Carolina, and other community stakeholders, William S. Sandel continues to implement evidence-based interventions and activities to

- Other data related to social-emotional learning and supports, student services, and programs offered at the school, etc.

#### Parent, Family & Community Engagement

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

William S. Sandel Elementary has active parent leadership committees. The Parent Advisory Council and NNPS Action Team for Partnerships meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

In addition to parent education sessions, there are many other efforts that help the school engage families and the community. The Parent and Family Engagement Specialist continuously meets one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and School Counselors to ensure families are supported and informed.

| Activity Date | Time            | Type (Virtual/In Person/WTG) | Audience                         | # of Attendees | Topic                                        | Main Speaker                                              | Average Evaluation |
|---------------|-----------------|------------------------------|----------------------------------|----------------|----------------------------------------------|-----------------------------------------------------------|--------------------|
| 8.26.22       | 8am & 2pm       | In Person                    | Second Grade Parents             | 27             | Water Safety Parent Meeting                  | PFES                                                      | 4                  |
| 8.29.22       | 7:30            | In Person                    | Pre Kindergarten Parents         | 37             | Pre-K Parent Session                         | PFES/Social Worker/Literacy Interventionist/PreK Teachers | 3                  |
| 9.9.23        | 8:30am          | In Person                    | School wide                      | ?              | Grandparent's Day                            | Special Grandparent                                       | 4                  |
| 9.27.22       | 6pm             | In Person                    | School wide/Second Grade Parents | 32             | Open House/Water Safety Parent Meeting       | Principal/PFES                                            | 4                  |
| 9.27.22       | 5:30pm - 6:30pm | In Person                    | School wide                      | ?              | Title One Parent Meeting                     | Principal/PFES                                            | 4                  |
| 11.3.22       | 5pm -6pm        | In Person                    | Fourth Grade Parents             | 42             | PTO/4th Grade Performance/Attendance Data    | Principal/PFES/Social Worker                              | 4                  |
| 12.15.22      | 5pm - 6pm       | In Person                    | Second Grade Parents             | ?              | PTO/2nd & 5th Grade Performance/We Both Read | Principal/PFES                                            | 4                  |
| 1.19.23       | 5pm-6:30pm      | In Person                    | Third Grade Parents              | 44             | Parent University - 3rd Grade                | 3rd Grade Teachers/PFES                                   | 4                  |
| 3.14.23       | 1pm             | In Person                    | Kindergarten Parents             | 11             | Parent Cafe - Kindergarten                   | PFES/ Social Worker/K Lead Teacher                        | 4                  |
|               |                 |                              |                                  | 32.16666667    |                                              |                                                           | 3.88               |

|           |            |           |                     |    |                                       |                           |   |
|-----------|------------|-----------|---------------------|----|---------------------------------------|---------------------------|---|
| 2/1-22/23 | 3pm-4:30pm | In-person | School-wide Parents | 11 | Positive Parenting Program (Triple P) | CISSC/Absolute Total Care | 4 |
|           |            |           |                     |    |                                       |                           |   |

|         |            |           |                                                              |    |                           |       |   |
|---------|------------|-----------|--------------------------------------------------------------|----|---------------------------|-------|---|
| 3/30/22 | 5pm-7:30pm | In-person | School-wide Parents, Students, Staff, and Community Partners | 60 | Family Literacy and Bingo | CISSC | 5 |
|         |            |           |                                                              |    |                           |       |   |

#### ANALYSIS:

The average number of attendees to parent and family engagement education sessions was 32%. The data shows that when events are held in person, students participate/perform, and a meal is provided we have better parent participation.

Student attendance has been a major concern and priority throughout the district post COVID. Therefore, in addition to the parent meetings, grade level parenting sessions were held to address chronic absenteeism, South Carolina State Truancy Law, providing data showing the academic decline in all subject matters when days are missed, and student/family community resources.

Workshop-on-the-go activities that proved beneficial during COVID are still provided to parents. During these activities, parents are given information pertaining to the topic(s) and at-home kits with activities that will allow for further family engagement.

In the upcoming year, parents will be surveyed to ask what topics and subject matters best interest them and what time of day would best suit their family's schedule to have parent meetings/sessions.

Communities In Schools of South Carolina (CISSC)-Midlands Region, a midlands resource, continues to provide community volunteers throughout the year. During the 2022-2023 school year, CISSC recruited more than 20 volunteers. These volunteers provide case management, academic assistance, behavior interventions, tutoring, mentoring and seek resources from the community. The number of volunteers provided by CISSC continues to grow each year. CIS has also been instrumental with assisting William S. Sandel parents to become approved district volunteers.

#### SURVEY RESULTS:

Survey results show parents strongly agreed that they were satisfied with the information provided to them via the parent meetings and sessions. Several parents commented on the evaluations that, the sessions were informative, useful tips and strategies were given to help their child retain what they are being taught, great ideas were provided to help improve reading and math skills and parents felt supported by school staff.

#### BARRIERS SECTION

Although the school repeatedly encourages and assists in parent, family, and community engagement, it is often difficult to provide events and activities at times that are convenient for all. The data shows greater attendance at evening events and events that are tied to student performances. Parent engagement has increased post COVID, but there is still a great need for parents to be more involved not only when students are highlighting a skill but in the day-to-day activities of their student's academic career.

With Sandel being state identified as a Below Average performing school as it pertains to school testing performance and over half of the school's population suffering from poverty, it has been evident that all the barriers that are consistent with those adversities play a significant role in attendance, academic achievement, social emotional skills, and parent engagement. Trying to engage and involve the families that are high priority has been one of the greatest challenges as well.

#### Professional Capacity

W. S. Sandel Elementary School currently has 50 certified staff members including 3 who are National Board Certified. Of the 50 staff members, 24 of the teachers have more than 10 years of experience in education. Eight of the school's teachers have between 5- and 10-years of experience in education and 6 teachers have under 5 years teaching experience. Sandel has been fortunate to have staff who have been committed to servicing students for over 15 years. Over 85% of the staff at Sandel have worked in a Title One school or have had experience teaching children of poverty. Teacher turnover has impacted schools across the country and Sandel in 2022 had a 10% turnover to include, 1 Retiree, 1 Relocation due to military spouse service, 2 internal transfers, 1 promotion to district level, 1 contract release during the school year and 2 to another local school district.

Teacher attendance is essential to the quality of work students will produce within a school year. According to the Richland School District One, Office of Accountability, Assessment, Research and Evaluation the teacher attendance rate through February 2023 was 92.9 percent. This is three tenths of a point lower than the teacher attendance rate in 2022 which was 93.2. Sandel's teacher attendance rate took a slight decrease but not significant

enough to make considerable recommendations.

The school takes the Richland One Teaching & Learning Department lead in building teacher capacity. Currently, teachers are engaged in Fountas & Pinnell literacy training, Visible Learning professional learning and building math content knowledge. Teachers continue to build clarity in their teaching and implement best practices with fidelity. Sandel Elementary School is not one to shy away from trying new approaches to making our professional environment fluid. Our school embraces the idea of flexibility and monitors and adjusts to meet the learning needs of both the students and teachers.

This school year, grade levels have been active in unpacking standards to ensure they are planning and implementing lessons to their grade level standards by participating in guided planning sessions with the reading coach and CRT. Sessions also focus on content rigor and level of questioning. Academic data shows there is a need for intentional guided planning to continue.

Sandel provides mentors for new teachers to the profession. The school also provides ongoing PLO sessions for new teachers to participate in as needed. Topics include classroom discipline, working with parents, interpreting data, to name a few.

Moving forward, Sandel would like to continue ongoing teacher observations to promote grade level articulation and vertical articulation. This will build teacher capacity across the grade levels and help teachers build their toolbox of teaching strategies. The school would also like to have ongoing PLOs to help new teachers with support with using instructional materials, math manipulatives and other training opportunities to provide more effective instruction.

Sandel will also provide professional opportunities to teachers so they may attend state and national conferences to build their capacity. Some of these conferences include Ron Clark Academy, SCATA, PSLA, and AVID to name a few. In addition, in efforts to retain staff and build capacity, there is a need to offer team building experiences for staff to build relationships, trust, and opportunities to strengthen their ability to rely on each other's areas of expertise.

Other (Based on school's needs)

William S. Sandel understands the potential lasting effects that Covid as had on our students and families in addition to the everyday traumas of life. We have implemented interventions and strategies to address the social emotional learning needs of students in an effort to positively impact the chronic absentee rate. Host quarterly conference style events for students to address social emotional and academic needs of learners. External speakers to include children's authors and motivational speakers. Topics to be covered include: online safety, environment safety, emotionally coming out of a pandemic, academic strategies to use at home, etc. Expenses to also include instructional materials: journals, academic resources and social emotional fidget items to support need The House system, four houses one family, when implemented consistently, and in its entirety, has shown to transform school culture and academic performance. If we want our students to willingly persevere through academic struggles in order to bridge the achievement gap, then we as a school community need to provide the infrastructure of support that makes students feel safe enough to fail in front of his or her peers.

We were able to move into a deeper implementation of the house system this year, ie. sorting new students as well as incoming third graders, meeting three times as a house, house spirit days, setting up the RCA house app, and hosting house lunches. Students really enjoyed meeting in houses and a sense of comradery developed. However, the house activities were not regular, and thus by the next activity some of the community had to be rebuilt. If we hope to decrease the behavioral infractions among our student populations, particularly in fifth grade, students need to start holding each other accountable. If students feel like misbehaving, write ups, will negatively impact his or her house, then they are more likely to make a better choice. In order for, us to foster that type of bond there is a continued need for professional development opportunities in the mentorship department, as well as needing to create opportunities

Student Services-Guidance

The School Counselors uses the 7 Mindsets curriculum that helps students to develop a growth mindset and understand the meaning behind each mindset. A few lessons objectives are listed below:

Lesson Objectives

Students will adjust and respond with a plan of action when facing obstacles.

Students will create a plan and set goals that will help them attain their big dreams.

Students will modify negative thoughts and substitute them for positive thoughts when obstacles arise.

Students will show connections between personal interests and passions.

Students will practice standing up for their values or something they believe in.

SEL lessons are taught biweekly. The guidance counselor has six classes that receive SEL lessons weekly due to our Double Block schedule. By the end of the year, the guidance counselor would have completed about 320 SEL lessons.

Stakeholder Survey Data:

Results of Teacher, Student, and Parent Opinion Surveys

|                                                        | <u>Teachers</u> | <u>Students</u> | <u>Parents</u> |
|--------------------------------------------------------|-----------------|-----------------|----------------|
| Number of surveys returned                             | 37              | 204             | 1              |
| Percent satisfied with learning environment            | 97.3%           | 90.6%           | Data N/A       |
| Percent satisfied with social and physical environment | 100%            | 91.6%           | Data N/A       |
| Percent satisfied with school-home relations           | 91.9%           | 90.8%           | Data N/A       |

Additional Information

|                                                                         | Our School | Change from Last Year |
|-------------------------------------------------------------------------|------------|-----------------------|
| Percent of students served by gifted and talented program               | 2.8        | Up from 2.3           |
| Percent of students retained                                            | 1.1        | Up from 0.0           |
| Principal's/Superintendent's/Director's years at school/district        | 9          | Up from 8             |
| <b>Chronic Absenteeism Rate</b> (Note: Data are from prior school year) | 22.5       | Down from 32.4        |

The 2023-2024 SCDE Report Card rating for school climate was average, with a score of 48. Out of 10 total points Sandel earned 7.39 for the overall school climate. Parent data is limited due to the 1 parent survey completed. In the future, Sandel would like to offer opportunities at school events for parents to create and or activate accounts needed for parents to complete the School Climate Opinion surveys, as it seems the survey interface is a barrier to completion.

Students: 204 surveys were returned

Perception of Social-Physical Environment: 5.55/10

Perceptions of Safety: 6.39/10

90.6% of students were satisfied with learning environment

91.6% of students were satisfied with the social and physical environment, which is up from last year of 88%

90.8% of students were satisfied with school-home relations

2.8% of students served by gifted and talented program, which is up from 2.3

Teachers: 37 surveys returned

Perceptions of Instructional Focus: 8.34/10

Perceptions of Working Conditions: 8.69/10

Perceptions of Safety: 7.99/10

97.3% of teachers were satisfied with learning environment

100% of teachers satisfied with social and physical environment

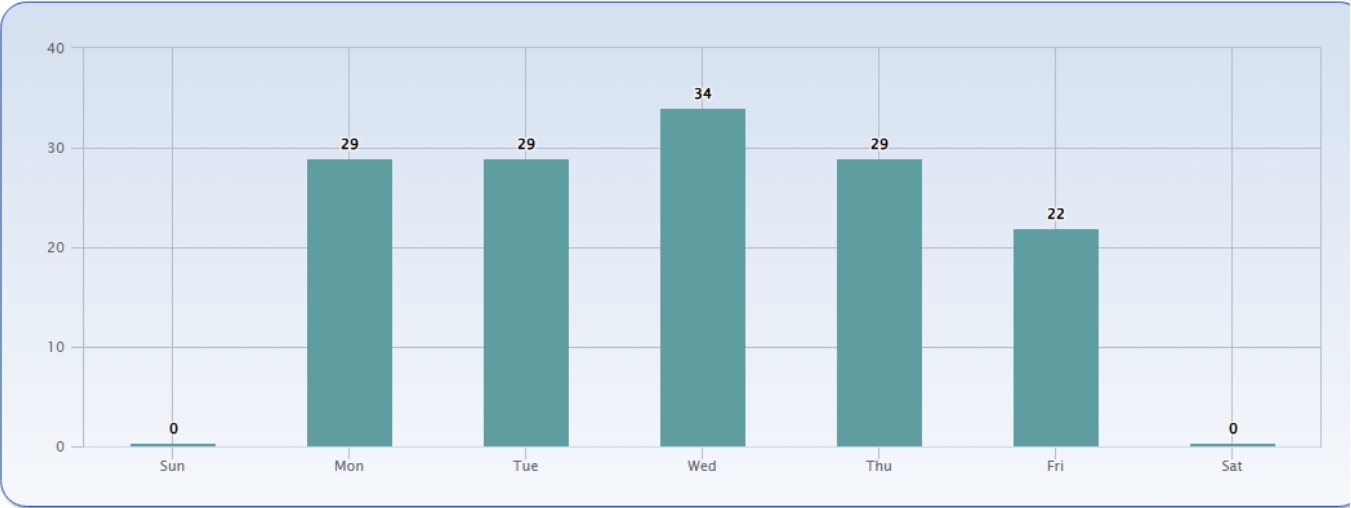
91.9% of teachers were satisfied with school-home relations

Parents: 1 survey returned

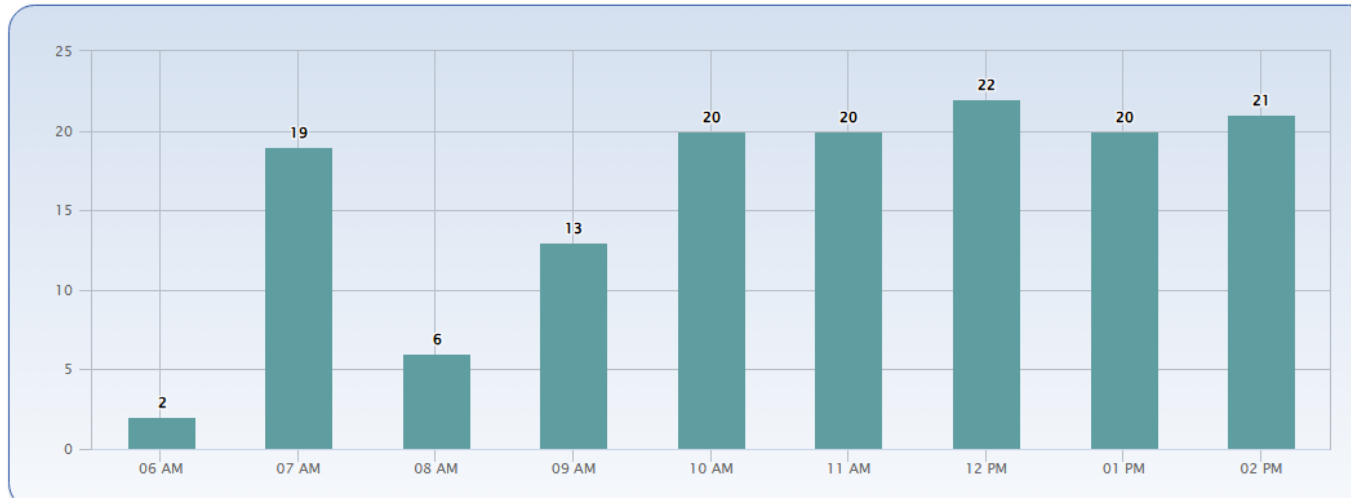
The data below indicates the school-wide discipline actions for this school year.

86.6% of our office referrals are from male students, and only 13.3% are from female students. Our number of office referrals has experienced a slight decrease from 153 last year to 127 this year. This data shows that there is still a need for programs and resources put into place for our male students. The data shows that most of the referrals are for fighting and the infractions are happening in the classroom. There is a need for community building among students and professional development opportunities for classroom management best practices for teachers.

Number of Office Referrals by Day of Week



Number of Office Referrals by Time Occurrence



### Number of Office Referrals by Incident Location

| Incident Location | No. of Ref. | %          |
|-------------------|-------------|------------|
| Classroom         | 85          | 59.44      |
| Hallway           | 20          | 13.99      |
| Bus               | 18          | 12.59      |
| School Grounds    | 7           | 4.9        |
| Lunchroom         | 6           | 4.2        |
| Not Set           | 2           | 1.4        |
| Restroom          | 2           | 1.4        |
| Courtyard         | 1           | 0.7        |
| Gym               | 1           | 0.7        |
| Library           | 1           | 0.7        |
| <b>Total</b>      | <b>143</b>  | <b>100</b> |

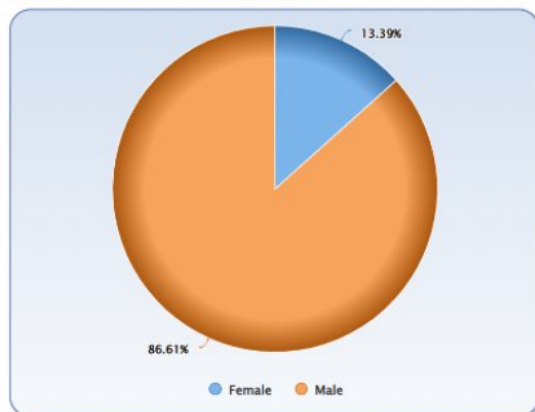
### Number of Office Referrals by Behavior Type (Top 10)

| Behavior                                                          | No. of Ref. |
|-------------------------------------------------------------------|-------------|
| (009) Fighting                                                    | 30          |
| (007) Disrupting Class/ Activity <u>Or</u> Making Excessive Noise | 24          |
| (014) Hit/Kick/Push                                               | 22          |
| (340) Bus Violation /Disruption                                   | 13          |
| (003) Bite/Pinch/Spit                                             | 9           |
| (651) Bullying                                                    | 5           |
| (020) Major Disruption of the Educational Environment             | 4           |
| (013) Sexual Harassment/ Misconduct                               | 4           |
| (027) Threats                                                     | 4           |

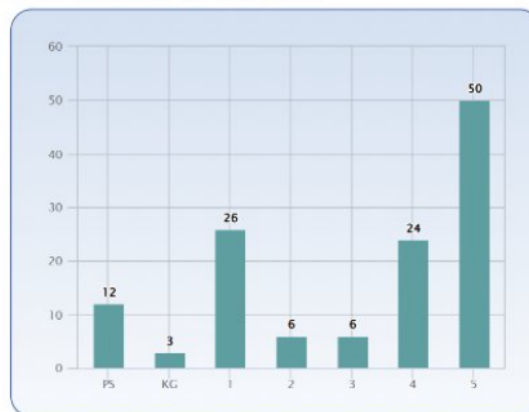
## Analysis of Office Referral Records for School Year 2024 - 2025

| Grade        | Office Referrals Recorded |               | Behavior Significance |              |            |              | Gender     |              |           |              |          |          | Interventions |              |           |              |
|--------------|---------------------------|---------------|-----------------------|--------------|------------|--------------|------------|--------------|-----------|--------------|----------|----------|---------------|--------------|-----------|--------------|
|              |                           |               | Major                 |              | Minor      |              | Male       |              | Female    |              | Not Set  |          | Yes           |              | No        |              |
|              | #                         | %             | #                     | %            | #          | %            | #          | %            | #         | %            | #        | %        | #             | %            | #         | %            |
| PS           | 12                        | 9.45          | 2                     | 1.57         | 10         | 7.87         | 11         | 8.66         | 1         | 0.79         | -        | -        | 3             | 2.36         | 9         | 7.09         |
| KG           | 3                         | 2.36          | -                     | -            | 3          | 2.36         | 2          | 1.57         | 1         | 0.79         | -        | -        | 1             | 0.79         | 2         | 1.57         |
| 1            | 26                        | 20.47         | 4                     | 3.15         | 22         | 17.32        | 24         | 18.90        | 2         | 1.57         | -        | -        | 1             | 0.79         | 25        | 19.69        |
| 2            | 6                         | 4.72          | 2                     | 1.57         | 4          | 3.15         | 5          | 3.94         | 1         | 0.79         | -        | -        | 1             | 0.79         | 5         | 3.94         |
| 3            | 6                         | 4.72          | 2                     | 1.57         | 4          | 3.15         | 6          | 4.72         | -         | -            | -        | -        | -             | -            | 6         | 4.72         |
| 4            | 24                        | 18.90         | 4                     | 3.15         | 20         | 15.75        | 20         | 15.75        | 4         | 3.15         | -        | -        | 8             | 6.30         | 16        | 12.60        |
| 5            | 50                        | 39.37         | 4                     | 3.15         | 46         | 36.22        | 42         | 33.07        | 8         | 6.30         | -        | -        | 18            | 14.17        | 32        | 25.20        |
| <b>Total</b> | <b>127</b>                | <b>100.00</b> | <b>18</b>             | <b>14.17</b> | <b>109</b> | <b>85.83</b> | <b>110</b> | <b>86.61</b> | <b>17</b> | <b>13.39</b> | <b>-</b> | <b>-</b> | <b>32</b>     | <b>25.20</b> | <b>95</b> | <b>74.80</b> |

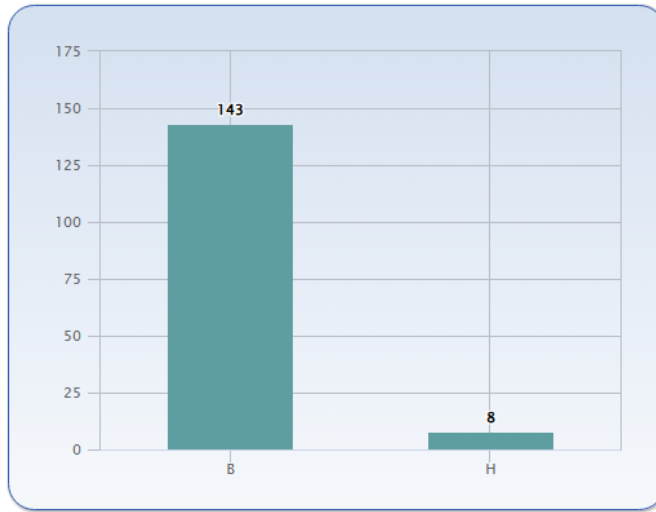
Number of Office Referrals by Student's Gender



Number of Office Referrals by Student's Grade



Number of Classroom Actions by Ethnicity



#### Parent, Family & Community Engagement

School Family and Community Engagement Specialists in education are a critical component for what we need to do to increase career possibilities, college opportunities, and the readiness skills that are required to navigate through life. We want all our students to be successful as they compete with other students across the world. Many school districts have launched parent and family engagement programs as part of their school reform, which is vital and key to promoting good citizenship.

Richland School District 1 has implemented a cluster model approach to parenting and family engagement. This model was introduced and practiced by Joyce Epstein's framework for 7 types of involvement curriculum. Based on the data received, this program has been effective in having the school, the parent(s), school staff, and community partners align by working closely to achieve the school's identified mission.

William S. Sandel has specific and interactive leadership communities that assist the Parent Advisory Council and action team of National Network Partnership Schools (NNPS) to create new activities and strategies that will address the concerns, suggestions, and needs of the school.

Our education sessions are designed to assist the school, engage families, and community continuously by meeting one-on-one with parents to assist them with needs as identified by the school or by the parent's request. As a district, additional resources such as social workers, guidance counselors, and other agencies are assigned to each school to help with achieving the goals and mission of the school. The Parent and Family Engagement Specialist assist with ensuring effective communication is provided to all parties involved, we assist by providing input that will make every family knowledgeable, and every student successful.

| Activity date | Time          | Type<br>(Virtual/In person/WTG) | Audience                                                    | #of Attendees     | Topic          | Speaker                               | Refreshments served Yes/No | Total amount Spent on Activity | Average Evaluations | # of Surveys |
|---------------|---------------|---------------------------------|-------------------------------------------------------------|-------------------|----------------|---------------------------------------|----------------------------|--------------------------------|---------------------|--------------|
| 9/6/24        | 8:30-9:30am   | In person                       | Grandparents Day Event                                      | 164               |                | Celebrating our seniors/ special walk | yes                        | \$891.00                       |                     |              |
| 9/17/24       | 8:30-10:00 am | In person                       | Open house/welcoming students/families about what to expect | 59                | Back to school | Principal Mrs. McCallum               | no                         | \$0                            | 4.8                 | 17           |
| 9/24/24       | 900am-11am    | In person                       | Hispanic Week                                               | students/teachers |                | Guest speaker                         | no                         | \$0                            | N/A                 | N/A          |

|               |                |                            |                                                     |                               |                                       |                                                       |     |          |     |     |
|---------------|----------------|----------------------------|-----------------------------------------------------|-------------------------------|---------------------------------------|-------------------------------------------------------|-----|----------|-----|-----|
| 10/10/24      | 8:30am-11:00am | In person                  | Pink Out<br>Students and staff                      | School wide event             |                                       | Nina Staley                                           | no  | \$0      | N/A | N/A |
| 10/16/24      | 5:30pm-6:30pm  | In person                  | SIC Meeting                                         | 7<br>2 parents/5 school staff | What is SIC                           | Principal McCallum                                    | no  | \$0      | N/A | N/A |
| 10/22/24      | 6:00pm-7:00pm  | In person                  | Third grade/<br>PTO/curriculum night (Math/Reading) | 32 parents                    | Math and reading<br>tips for families | Principal McCallum/Teacher/3rd<br>grade team B.Carter | no  | \$0      | 4.8 | 16  |
| 10/30/24      | 9 am-10:30am   | In person                  | Math o Treat                                        |                               | School                                | (CIS) J.White                                         | no  | \$0      | N/A | N/A |
| 10/30/24      | 5:30pm-6:45pm  | In person                  | Games/food and fun                                  |                               | Math skills                           | PTO/                                                  | no  | \$0      | N/A | N/A |
| 11/11/24      | 9:00am-10:30am | In person                  | Veterans Day                                        | 25 military honorees          |                                       | Sgt.Major M. Parker guest<br>speaker                  | yes | \$229.50 |     |     |
| 11/15/24      | 8:30am-9:30am  | In person                  | Donuts for Dad/ How to support their<br>children    | 117                           | Books given out and<br>reading tips   | AP. J Brown<br>E.Sessions                             | yes | \$413.10 | 4.9 | 49  |
| 11/19/24      | 5:30pm-6:30pm  | In person                  | SIC New Member Request                              | 7                             | Possible school                       | Election                                              | no  | \$0      | N/A | N/A |
| 11/21/24      | 5:30pm-6:30pm  | In person                  | 4th grade Curriculum Night/PTO                      |                               | Reviewing<br>scores/attendance        | Principal McCallum/4th grade<br>team                  | no  | \$0      |     |     |
| 11/22/24      | 10-11:45       | In person                  | Thanksgiving Lunch /with Families                   |                               |                                       |                                                       | no  | \$0      | N/A | N/A |
| 11/22/24      | 8:30-11:00 am  | In person                  | Spelling Bee 3-5 grades                             | 3rd-5th grades                | Spelling                              |                                                       | no  | \$0      | N/A | N/A |
| 12/2-12/13/24 | 9:00-11am      | Drew<br>wellness<br>center | Swimming safety tips                                | 2nd graders                   |                                       | 2nd grade team                                        | No  | \$0      | N/A | N/A |
| 12/17/24      | 5:30-6:30pm    | In person                  | 2nd grade Christmas Carol/PTO                       | 2nd grade                     | 55                                    | Principal McCallum/2nd grade<br>team                  | No  | \$0      |     |     |
| 12/18/24      | 5:30-6:30pm    | In person                  | SIC Mgt meeting on recruiting new<br>members        |                               | 7                                     | Mgt Team/old and new business                         | No  | \$0      | N/A | N/A |
| 1/8/25        | TBA            | In person                  | Attendance Refresher Workshop                       | Rescheduled due to weather    |                                       |                                                       |     |          |     |     |
| 1/21/25       | 5:30-6:30 pm   | In person                  | 5th grade                                           | What do the test scores mean  | 63                                    | Principal McCallum/5th grade<br>team/ B.Carter        | No  | \$0      | N/A | N/A |

|         |              |                      |                                  |                                                     |     |                                                        |     |           |     |     |
|---------|--------------|----------------------|----------------------------------|-----------------------------------------------------|-----|--------------------------------------------------------|-----|-----------|-----|-----|
|         |              |                      | team<br>Parent University        |                                                     |     |                                                        |     |           |     |     |
| 1/29/25 | 3:30-4:30pm  | In person            | Health/Wellness Tips for parents | Received Nani books on wellness                     | 8   | Deniece Chi<br>Bilingual Program Coordinator<br>NAMI** | yes | \$189.00  |     |     |
| 2/19/25 | 3:30-4:30 pm | In person            | Financial Literacy               | Helpful information on credit scores/programs       | 15  | Security Bank<br>Kathi J. Snipes                       | yes | \$229.50  |     |     |
| 2/25/25 | 5:30-6:30 pm | In person            | 1st grade Apollo Night           | 1st grade team                                      | 63  | Principal McCallum                                     | No  | \$0       | 4.8 | 2   |
| 3/7/25  | 8:30-10 am   | In person            | Muffins for Moms                 | Financial wellness for Families                     | 132 | Dr. M. Hancock                                         | Yes | \$413.10  | 4.8 | 2   |
| 3/12/25 | 3:30-4:30 pm | In person            | Parent Cafe                      | Test Prep How to prepare your children.             | 11  | Mr. K. Lewis                                           | No  | \$0       | 5.0 | 3   |
| 3/18/25 | 5:30-6:30 pm | In person            | 3k,prek-k                        | Happy healthy Me                                    | 60  | Principal McCallum<br>B.Carter attendance              | No  | \$0       | 4.5 | 1   |
| 3/22/25 | 11: -1pm     | In person            | Community Fair Event             | Partnering with community...                        |     | Principal McCallum/J.White CIS/<br>B.Carter Title 1    | yes | \$1205.58 | N/A | N/A |
| 3/22/25 | 9-11:30am    | In person            | Saturday Academy                 | Celebration the end of the program with parents     | 12  | A.Greene                                               |     |           |     |     |
| 4/25/25 | 8:30-11:00am | School wide/families | Test Pep Rally at Columbia High  | To get every student excited about upcoming testing |     | All staff                                              | No  | \$0       |     |     |

Executive Summary of Needs Assessment Data

**4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) 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)

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary ELA in grades 3 and 4. Over 50% of students in each of these testing grades scored "Does Not Meet." In grade 5, 38.3% scored "Does Not Meet." The school has invested in CRP, Saturday Academy, and intensive small group reading intervention in hopes the students score higher in Spring 2023.

SC Ready Reading

| Grade/ Subgroup | Does Not Meet |      | Approaches |      | Meets |      | Exceeds |      |
|-----------------|---------------|------|------------|------|-------|------|---------|------|
|                 | #             | %    | #          | %    | #     | %    | #       | %    |
| 3 (90)          | 55            | 61.1 | 17         | 18.9 | 12    | 13.3 | 6       | 6.7  |
| 4 (63)          | 35            | 55.6 | 10         | 15.9 | 8     | 12.7 | 10      | 15.9 |
| 5 (60)          | 23            | 38.3 | 25         | 41.7 | 12    | 20.0 | 0       | 0    |
| AA Males (104)  | 60            | 57.7 | 28         | 26.9 | 10    | 9.6  | 6       | 5.8  |
| AA Females (83) | 42            | 50.6 | 19         | 22.9 | 18    | 21.7 | 4       | 4.8  |
|                 |               |      |            |      |       |      |         |      |

|           |    |      |   |     |   |     |   |   |
|-----------|----|------|---|-----|---|-----|---|---|
| SPED (18) | 16 | 88.9 | 1 | 5.6 | 1 | 5.6 | 0 | 0 |
|-----------|----|------|---|-----|---|-----|---|---|

According to the SC Ready Reading data, 3rd-5th grade shows that additional support is needed. Over 50% of students in grades 3 and 4 scored “Does Not Meet”, and 38.3% in 5th grade. The data also shows that less African American females scored “Does Not Meet” than African American males, and more African American females scored “Meets” than African American males. Our goal is to close reading gaps by implementing reading nooks throughout the school and engaging students in enjoyable reading experiences.

#### STAR Reading Data

| STAR Early Literacy/ Reading Winter Results<br>Number and percentage of students in each group |                     |  |              |  |          |  |                     |  |
|------------------------------------------------------------------------------------------------|---------------------|--|--------------|--|----------|--|---------------------|--|
| Grade/ Subgroup                                                                                | Urgent Intervention |  | Intervention |  | On Watch |  | At/ Above Benchmark |  |
|                                                                                                |                     |  |              |  |          |  |                     |  |

|   | #  | %    | #  | %    | #  | %    | #  | %    |  |
|---|----|------|----|------|----|------|----|------|--|
| K | 14 | 18.9 | 4  | 5.4  | 9  | 12.2 | 47 | 63.5 |  |
| 1 | 7  | 9.7  | 22 | 30.6 | 11 | 15.3 | 32 | 44.4 |  |
| 2 | 16 | 25.8 | 10 | 16.1 | 7  | 11.3 | 29 | 45.8 |  |
| 3 | 18 | 28.6 | 7  | 11.1 | 12 | 19   | 26 | 41.3 |  |
| 4 | 27 | 33.8 | 12 | 15   | 13 | 16.3 | 28 | 35   |  |
|   | 15 | 30   | 12 | 24   | 8  | 16   | 15 | 30   |  |

|            |    |      |    |      |    |      |    |      |
|------------|----|------|----|------|----|------|----|------|
| 5          |    |      |    |      |    |      |    |      |
| AA Males   | 52 | 27.7 | 31 | 16.5 | 23 | 12.2 | 82 | 43.6 |
| AA Females | 33 | 19.8 | 29 | 17.4 | 32 | 19.2 | 73 | 43.7 |
| MLL        | 6  | 30   | 1  | 5    | 3  | 15   | 10 | 50   |
| SPED       | 16 | 64   | 4  | 16   | 4  | 16   | 1  | 4    |
| AAP        | 0  | 0    | 0  | 0    | 3  | 8.3  | 33 | 91.7 |

The above reading data reflects that our students are continuing to progress to meet their SGP and to make academic achievements, however there is a decrease from kindergarten to second grade by almost 20%. Sixty-three percent of grade K students scored at or above benchmark and 44% of grade 1 students scored at or above benchmark on the winter assessment. As we transition to the upper grades, the percentage of students scoring at or above the district benchmark decreases. Only 41% of grade 3 students scored at or above showing the need to continue to support grade 3 students (how?).

Currently, Sandel has 38 students on the grade 3 priority list. These students may be retained if they do not meet the minimum score on SCREADY Reading. The literacy coach provides weekly PLO sessions and guided planning sessions to promote teacher capacity with ELA.

According to data over the past 2 years, we noticed that students are not proficient readers when leaving grades kindergarten, first, and second. Sandel’s goal is to have all first graders taking Star Reading by the winter testing window. According to the 2023 winter data, we have 66 kindergarteners, 43 first graders, and 20 second graders taking Star Early Literacy. According to the 2022 winter data we had 41 kindergarteners, 20 first graders, and 46 second graders. Therefore, we are planning to have instructional assistants in grades first and second.

The data table also breakdowns the largest subgroups of African American males and females, ESOL, resource, and AAP students. The SPED subgroup continues to show little to no growth in reading. ESOL students are making gains with reading. The local identified AAP student group is making huge gains with reading with over 91% scoring at/above benchmark.

Data by grade level:

|                 |               |   |            |   |       |   |         |   |
|-----------------|---------------|---|------------|---|-------|---|---------|---|
| SC Ready Math   |               |   |            |   |       |   |         |   |
| Grade/ Subgroup | Does Not Meet |   | Approaches |   | Meets |   | Exceeds |   |
|                 | #             | % | #          | % | #     | % | #       | % |
|                 |               |   |            |   |       |   |         |   |

|                    |    |      |    |      |    |      |   |     |
|--------------------|----|------|----|------|----|------|---|-----|
| 3 (90)             | 45 | 50   | 26 | 28.9 | 13 | 14.4 | 6 | 6.7 |
| 4 (63)             | 32 | 50.8 | 16 | 25.4 | 11 | 17.5 | 4 | 6.3 |
| 5 (60)             | 34 | 56.7 | 19 | 31.7 | 4  | 6.7  | 3 | 5   |
| AA Males (104)     | 52 | 50   | 32 | 30.8 | 14 | 13.5 | 6 | 5.8 |
| AA Females<br>(83) | 49 | 59   | 21 | 25.3 | 10 | 12   | 3 | 3.6 |
| SPED (18)          | 16 | 88.9 | 1  | 5.6  | 1  | 5.6  | 0 | 0   |

According to SC Ready Math Data, fifty percent or more of students in grades 3 through 5 scored “Does Not Meet”. The data also shows that more African-American males scored higher in “Approaches” than African-American females. This contributes to the need for additional professional development and real-life applications of the concept’s students are learning in school.

STAR Math Data

| STAR Math Winter Results<br>Number and percentage of students in each group |                     |     |              |     |          |     |                     |     |
|-----------------------------------------------------------------------------|---------------------|-----|--------------|-----|----------|-----|---------------------|-----|
| Grade/ Subgroup                                                             | Urgent Intervention |     | Intervention |     | On Watch |     | At/ Above Benchmark |     |
|                                                                             | #                   | %   | #            | %   | #        | %   | #                   | %   |
| K                                                                           | N/A                 | N/A | N/A          | N/A | N/A      | N/A | N/A                 | N/A |

|          |    |      |    |      |    |      |    |      |
|----------|----|------|----|------|----|------|----|------|
|          |    |      |    |      |    |      |    |      |
| 1        | 3  | 4.2  | 7  | 9.7  | 13 | 18.1 | 49 | 68.1 |
| 2        | 12 | 19.4 | 8  | 12.9 | 9  | 14.5 | 33 | 53.2 |
| 3        | 14 | 20.9 | 10 | 14.9 | 9  | 13.4 | 34 | 50.7 |
| 4        | 23 | 28.8 | 13 | 16.3 | 12 | 15   | 32 | 40   |
| 5        | 12 | 24.5 | 12 | 24.5 | 7  | 14.3 | 18 | 36.7 |
| AA Males | 28 | 17.8 | 22 | 14   | 24 | 15.3 | 83 | 52.9 |
|          |    |      |    |      |    |      |    |      |

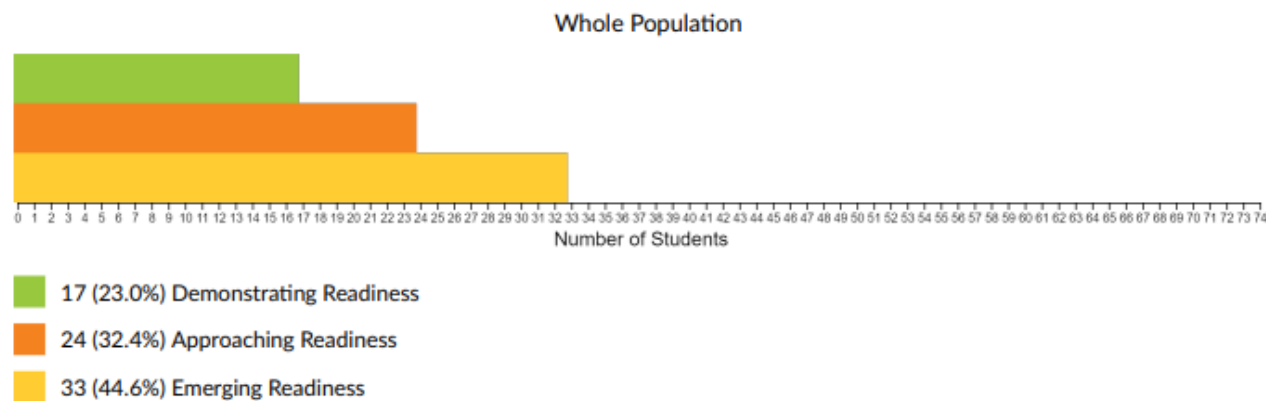
|            |    |      |    |      |    |      |    |      |
|------------|----|------|----|------|----|------|----|------|
| AA Females | 30 | 23.3 | 22 | 17.1 | 16 | 12.4 | 61 | 47.3 |
| MLL        | 4  | 22.2 | 4  | 22.2 | 2  | 11.1 | 8  | 44.4 |
| SPED       | 13 | 56.5 | 4  | 17.4 | 4  | 17.4 | 2  | 8.7  |
| AAP        | 0  | 0    | 0  | 0    | 3  | 8.3  | 33 | 91.7 |

The district goal in STAR math is that 75% of the students meet their SGP, Sandel has 60% of students meeting their goal. Sandel currently has 50.3% of students meeting at/above district benchmark level. According to the STAR math data, from first grade to fifth grade the percentage of students at/above benchmark decreases. Twenty-five percent of students in grades 3 – 5 are scoring in the urgent intervention category. The data shows that only 23.5% of students in grades 3-5 are projected to pass the state test. Therefore, there is a need for additional professional development in math. Also, the plan is to ensure that the math interventionist can do the assigned job next year. This year, they have been responsible for a homeroom classroom due to teacher vacancies. Professional development and guided planning also takes place in math just as it does in reading. The school is continuing to promote the Richland 1 Big 3 of manipulatives, number sense and problem solving.

Kindergarten KRA Data:

## 2022 Kindergarten Readiness Assessment (Bar Graph)

End date: 04/04/2023



### Narrative:

Within the first 45 days (about 1 and a half months) of school, kindergarten students are screened using the assessment tool Kindergarten Readiness Assessment (KRA). KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains such as social foundations, language/literacy, mathematics, and physical well-being. Only 23% of the 74 kindergarten students who took KRA, scored "demonstrating readiness." Of these students who scored "demonstrating," only 13 attended pre-kindergarten at Sandel. 32% scored "approaching" and 44% scored as "emerging" to kindergarten. Often, we see many PK students leave Sandel, therefore, the kindergarten teachers do not benefit from the PK teachers' hard work and dedication.

### Pre-Kindergarten MYIGDIS:

ACTIVE CLASSROOMS

Name

Active Students

Hicks Charesse

19

Sims Marilyn

19

Prev

1

Next

SCHOOL SCREENING RESULTS

Early Literacy: Picture Naming

Fall

0

3

7

17

11

Winter

38

0

0

0

0

Spring

38

0

0

0

0

Summer

38

0

0

0

0

Early Literacy: Rhyming

Fall

0

16

15

7

0

Winter

38

0

0

0

0

Spring

38

0

0

0

0

Summer

38

0

0

0

0

Early Literacy: Sound ID

Fall

0

13

14

8

3

Winter

38

0

0

0

0

Spring

38

0

0

0

0

Summer

38

0

0

0

0

Early Literacy: WODB

Fall

0

8

20

6

4

Winter

38

0

0

0

0

Spring

38

0

0

0

0

Summer

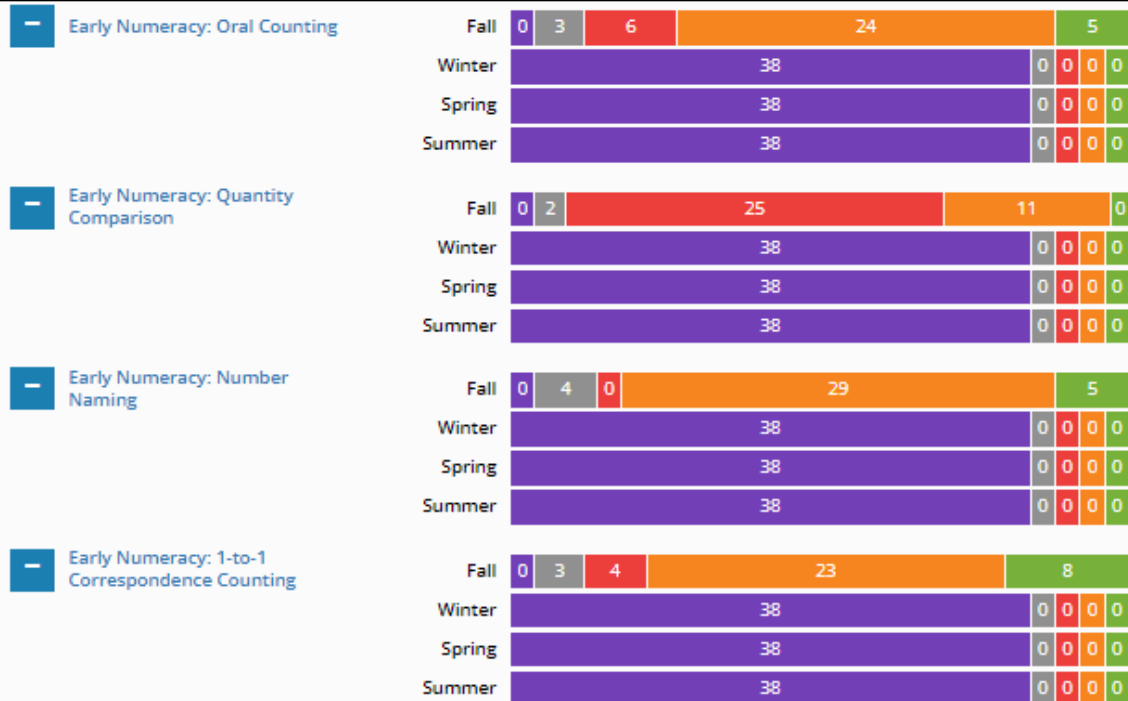
38

0

0

0

0



## myIGDIs Literacy Domains

| Measure                   | Learning Domain                |
|---------------------------|--------------------------------|
| Picture Naming            | Oral language                  |
| Rhyming and Alliteration  | Phonological (sound) awareness |
| Sound ID                  | Alphabet knowledge             |
| Which One Doesn't Belong? | Comprehension                  |

Administer in this order with Alliteration being last.

1. Picture Naming
2. Rhyming
3. Sound ID
4. WODB
5. Alliteration (No Alliteration in the Fall!)

Do not administer all domains in one setting.

RENAISSANCE

©Copyright 2021 Renaissance Learning Inc. All rights reserved.

### Narrative:

Within the first 45 days (about 1 and a half months) of school pre-kindergarten students are screened using the assessment tool myIGDIs (Individual Growth Development Indicators). The assessment assesses Early Language, Literacy, and Numeracy in September. Each color band represents the number of students who scored in that range. The red color band represents at risk progress, orange represents moderate progress, green represents strong progress, and gray represents discontinued test because students fail to pass 1 or 2 of the sample questions. According to the data in the literacy screening results, 16 out of 38 students test was discontinued for rhyming, 13 out of 38 students test was discontinued for sound identification, 8 out of 38 students test was discontinued for WODB, and 3 out of 38 students test was discontinued for picture naming. According to data in the numeracy screening results, 3 out of 38 students test was discontinued in oral counting, 2 out of 38 students test was discontinued in quantity and comparison, 4 out 38 students test was discontinued in number naming, and 3 out of 38 students test was discontinued in 1:1 correspondence counting.

Our school goal is to have our pre-kindergarten students ready for kindergarten and score “demonstrating” on the KRA assessment within the first 45 days (about 1 and a half months) of school. Therefore, pre-kindergarten teachers will progress monitor students with CFA's and PGA (pre-kindergarten growth assessment) in the winter that is aligned with KRA. Also, students will be assessed in spring using the assessment tool myIGDIs. The teachers receive weekly R1 professional development to establish both literacy and math routines that will prepare their pre-kindergarten students for kindergarten.

In 2022-2023 Richland One implemented a 3-year-old program. The programs provide developmentally appropriate teaching and learning opportunities for social, emotional, and academic awareness and growth.

Sandel has a 3-year-old program which consists of 14 students with a certified teacher and an instructional assistant.

\* Elementary/Middle (3-8)

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary ELA in grades 3 and 4. Over 50% of students in each of these testing grades scored “Does Not Meet.” In grade 5, 38.3% scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small group reading intervention in hopes the students score higher in Spring 2023.



| Grade/ Subgroup | Does Not Meet |      | Approaches |      | Meets |      | Exceeds |      |
|-----------------|---------------|------|------------|------|-------|------|---------|------|
|                 | #             | %    | #          | %    | #     | %    | #       | %    |
| 3 (90)          | 55            | 61.1 | 17         | 18.9 | 12    | 13.3 | 6       | 6.7  |
| 4 (63)          | 35            | 55.6 | 10         | 15.9 | 8     | 12.7 | 10      | 15.9 |
| 5 (60)          | 23            | 38.3 | 25         | 41.7 | 12    | 20.0 | 0       | 0    |
| AA Males (104)  | 60            | 57.7 | 28         | 26.9 | 10    | 9.6  | 6       | 5.8  |
| AA Females (83) | 42            | 50.6 | 19         | 22.9 | 18    | 21.7 | 4       | 4.8  |
|                 |               |      |            |      |       |      |         |      |

|           |    |      |   |     |   |     |   |   |
|-----------|----|------|---|-----|---|-----|---|---|
| SPED (18) | 16 | 88.9 | 1 | 5.6 | 1 | 5.6 | 0 | 0 |
|-----------|----|------|---|-----|---|-----|---|---|

According to the SC Ready Reading data, 3rd-5th grade shows that additional support is needed. Over 50% of students in grades 3 and 4 scored “Does Not Meet”, and 38.3% in 5th grade. The data also shows that less African American females scored “Does Not Meet” than African American males, and more African American females scored “Meets” than African American males. Our goal is to close reading gaps by implementing reading nooks throughout the school and engaging students in enjoyable reading experiences.

STAR Reading Data

|                                                                                                |                     |  |              |  |          |  |                     |  |
|------------------------------------------------------------------------------------------------|---------------------|--|--------------|--|----------|--|---------------------|--|
| STAR Early Literacy/ Reading Winter Results<br>Number and percentage of students in each group |                     |  |              |  |          |  |                     |  |
| Grade/ Subgroup                                                                                | Urgent Intervention |  | Intervention |  | On Watch |  | At/ Above Benchmark |  |
|                                                                                                |                     |  |              |  |          |  |                     |  |

|   | #  | %    | #  | %    | #  | %    | #  | %    |
|---|----|------|----|------|----|------|----|------|
| K | 14 | 18.9 | 4  | 5.4  | 9  | 12.2 | 47 | 63.5 |
| 1 | 7  | 9.7  | 22 | 30.6 | 11 | 15.3 | 32 | 44.4 |
| 2 | 16 | 25.8 | 10 | 16.1 | 7  | 11.3 | 29 | 45.8 |
| 3 | 18 | 28.6 | 7  | 11.1 | 12 | 19   | 26 | 41.3 |
| 4 | 27 | 33.8 | 12 | 15   | 13 | 16.3 | 28 | 35   |
|   | 15 | 30   | 12 | 24   | 8  | 16   | 15 | 30   |

|            |    |      |    |      |    |      |    |      |
|------------|----|------|----|------|----|------|----|------|
| 5          |    |      |    |      |    |      |    |      |
| AA Males   | 52 | 27.7 | 31 | 16.5 | 23 | 12.2 | 82 | 43.6 |
| AA Females | 33 | 19.8 | 29 | 17.4 | 32 | 19.2 | 73 | 43.7 |
| MLL        | 6  | 30   | 1  | 5    | 3  | 15   | 10 | 50   |
| SPED       | 16 | 64   | 4  | 16   | 4  | 16   | 1  | 4    |
| AAP        | 0  | 0    | 0  | 0    | 3  | 8.3  | 33 | 91.7 |

The above reading data reflects that our students are continuing to progress to meet their SGP and to make academic achievements, however there is a decrease from kindergarten to second grade by almost 20%. Sixty-three percent of grade K students scored at or above benchmark and 44% of grade 1 students scored at or above benchmark on the winter assessment. As we transition to the upper grades, the percentage of students scoring at or above the district benchmark decreases. Only 41% of grade 3 students scored at or above showing the need to continue to support grade 3 students (how?).

Currently, Sandel has 38 students on the grade 3 priority list. These students may be retained if they do not meet the minimum score on SCREADY Reading. The literacy coach provides weekly PLO sessions and guided planning sessions to promote teacher capacity with ELA.

According to data over the past 2 years, we noticed that students are not proficient readers when leaving grades kindergarten, first, and second. Sandel's goal is to have all first graders taking Star Reading by the winter testing window. According to the 2023 winter data, we have 66 kindergarteners, 43 first graders, and 20 second graders taking Star Early Literacy. According to the 2022 winter data we had 41 kindergarteners, 20 first graders, and 46 second graders. Therefore, we are planning to have instructional assistants in grades first and second.

The data table also breakdowns the largest subgroups of African American males and females, ESOL, resource, and AAP students. The SPED subgroup continues to show little to no growth in reading. ESOL students are making gains with reading. The local identified AAP student group is making huge gains with reading with over 91% scoring at/above benchmark.

SC READY Math Data

Data by grade level:

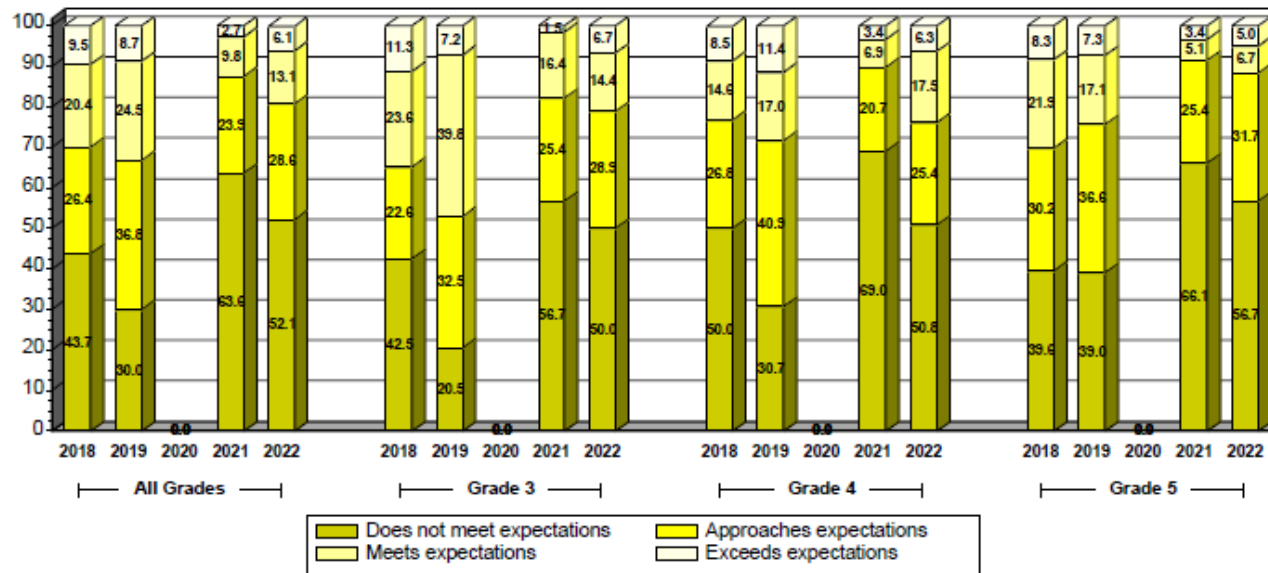
## 2022 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - August 30, 2022

~~ Sandel: Math ~~



The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary math in grades 3 through 5. Over 50% of students in each of these testing grades scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small math groups in hopes the students score higher in Spring 2023.

SC Ready Math

| Grade/ Subgroup | Does Not Meet |      | Approaches |      | Meets |      | Exceeds |     |
|-----------------|---------------|------|------------|------|-------|------|---------|-----|
|                 | #             | %    | #          | %    | #     | %    | #       | %   |
| 3 (90)          | 45            | 50   | 26         | 28.9 | 13    | 14.4 | 6       | 6.7 |
| 4 (63)          | 32            | 50.8 | 16         | 25.4 | 11    | 17.5 | 4       | 6.3 |
| 5 (60)          | 34            | 56.7 | 19         | 31.7 | 4     | 6.7  | 3       | 5   |
| AA Males (104)  | 52            | 50   | 32         | 30.8 | 14    | 13.5 | 6       | 5.8 |

|                    |    |      |    |      |    |     |   |     |
|--------------------|----|------|----|------|----|-----|---|-----|
| AA Females<br>(83) | 49 | 59   | 21 | 25.3 | 10 | 12  | 3 | 3.6 |
| SPED (18)          | 16 | 88.9 | 1  | 5.6  | 1  | 5.6 | 0 | 0   |

According to SC Ready Math Data, fifty percent or more of students in grades 3 through 5 scored “Does Not Meet”. The data also shows that more African-American males scored higher in “Approaches” than African-American females. This contributes to the need for additional professional development and real-life applications of the concept's students are learning in school.

#### STAR Math Data

|                                                                             |  |  |  |  |
|-----------------------------------------------------------------------------|--|--|--|--|
| STAR Math Winter Results<br>Number and percentage of students in each group |  |  |  |  |
|                                                                             |  |  |  |  |

| Grade/ Subgroup | Urgent Intervention |      | Intervention |      | On Watch |      | At/ Above Benchmark |      |
|-----------------|---------------------|------|--------------|------|----------|------|---------------------|------|
|                 | #                   | %    | #            | %    | #        | %    | #                   | %    |
| K               | N/A                 | N/A  | N/A          | N/A  | N/A      | N/A  | N/A                 | N/A  |
| 1               | 3                   | 4.2  | 7            | 9.7  | 13       | 18.1 | 49                  | 68.1 |
| 2               | 12                  | 19.4 | 8            | 12.9 | 9        | 14.5 | 33                  | 53.2 |
| 3               | 14                  | 20.9 | 10           | 14.9 | 9        | 13.4 | 34                  | 50.7 |
|                 |                     |      |              |      |          |      |                     |      |

|            |    |      |    |      |    |      |    |      |
|------------|----|------|----|------|----|------|----|------|
| 4          | 23 | 28.8 | 13 | 16.3 | 12 | 15   | 32 | 40   |
| 5          | 12 | 24.5 | 12 | 24.5 | 7  | 14.3 | 18 | 36.7 |
| AA Males   | 28 | 17.8 | 22 | 14   | 24 | 15.3 | 83 | 52.9 |
| AA Females | 30 | 23.3 | 22 | 17.1 | 16 | 12.4 | 61 | 47.3 |
| MLL        | 4  | 22.2 | 4  | 22.2 | 2  | 11.1 | 8  | 44.4 |
| SPED       | 13 | 56.5 | 4  | 17.4 | 4  | 17.4 | 2  | 8.7  |
|            | 0  | 0    | 0  | 0    | 3  | 8.3  | 33 | 91.7 |

The district goal in STAR math is that 75% of the students meet their SGP, Sandel has 60% of students meeting their goal. Sandel currently has 50.3% of students meeting at/above district benchmark level. According to the STAR math data, from first grade to fifth grade the percentage of students at/above benchmark decreases. Twenty-five percent of students in grades 3 – 5 are scoring in the urgent intervention category. The data shows that only 23.5% of students in grades 3-5 are projected to pass the state test. Therefore, there is a need for additional professional development in math. Also, the plan is to ensure that the math interventionist can do the assigned job next year. This year, they have been responsible for a homeroom classroom due to teacher vacancies. Professional development and guided planning also takes place in math just as it does in reading. The school is continuing to promote the Richland 1 Big 3 of manipulatives, number sense and problem solving.

SC PASS Data:

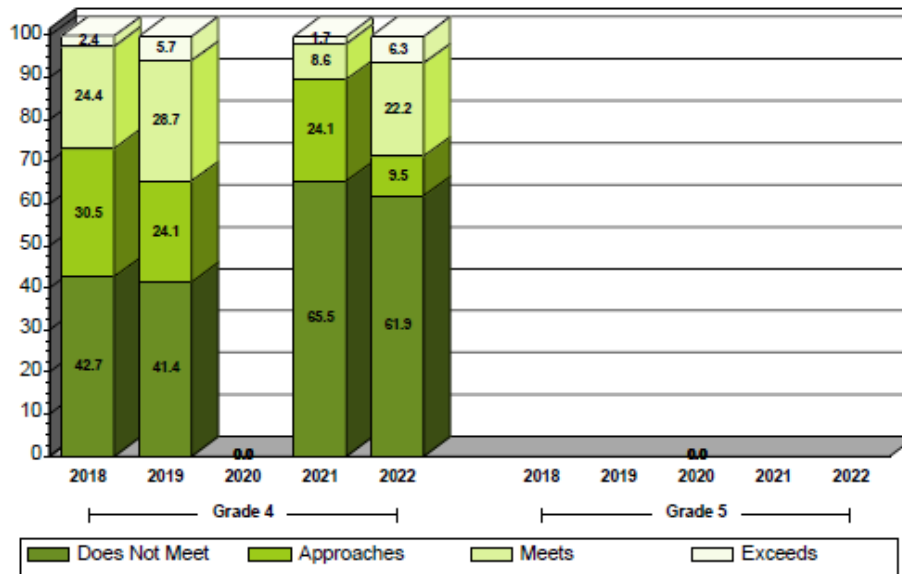
## 2022 PASS SCDE Release Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - August 17, 2022

~~ Sandel: Science ~~



\* High School (9-12)

N/A

\* Teacher/Administrator Quality

### Professional Capacity

W. S. Sandel Elementary School currently has 50 certified staff members including 3 who are National Board Certified. Of the 50 staff members, 24 of the teachers have more than 10 years of experience in education. Eight of the school's teachers have between 5- and 10-years of experience in education and 6 teachers have under 5 years teaching experience. Sandel has been fortunate to have staff who have been committed to servicing students for over 15 years. Over 85% of the staff at Sandel have worked in a Title One school or have had experience teaching children of poverty. Teacher turnover has impacted schools across the country and Sandel in 2022 had a 10% turnover to include, 1 Retiree, 1 Relocation due to military spouse service, 2 internal transfers, 1 promotion to district level, 1 contract release during the school year and 2 to another local school district.

Teacher attendance is essential to the quality of work students will produce within a school year. According to the Richland School District One, Office of Accountability, Assessment, Research and Evaluation the teacher attendance rate through February 2023 was 92.9 percent. This is three tenths of a point

lower than the teacher attendance rate in 2022 which was 93.2. Sandel's teacher attendance rate took a slight decrease but not significant enough to make considerable recommendations.

The school takes the Richland One Teaching & Learning Department lead in building teacher capacity. Currently, teachers are engaged in Fountas & Pinnell literacy training, Visible Learning professional learning and building math content knowledge. Teachers continue to build clarity in their teaching and implement best practices with fidelity. Sandel Elementary School is not one to shy away from trying new approaches to making our professional environment fluid. Our school embraces the idea of flexibility and monitors and adjusts to meet the learning needs of both the students and teachers.

This school year, grade levels have been active in unpacking standards to ensure they are planning and implementing lessons to their grade level standards by participating in guided planning sessions with the reading coach and CRT. Sessions also focus on content rigor and level of questioning. Academic data shows there is a need for intentional guided planning to continue.

Sandel provides mentors for new teachers to the profession. The school also provides ongoing PLO sessions for new teachers to participate in as needed. Topics include classroom discipline, working with parents, interpreting data, to name a few.

Moving forward, Sandel would like to continue ongoing teacher observations to promote grade level articulation and vertical articulation. This will build teacher capacity across the grade levels and help teachers build their toolbox of teaching strategies. The school would also like to have ongoing PLOs to help new teachers with support with using instructional materials, math manipulatives and other training opportunities to provide more effective instruction.

Sandel will also provide professional opportunities to teachers so they may attend state and national conferences to build their capacity. Some of these conferences include Ron Clark Academy, SCATA, PSLA, and AVID to name a few. In addition, in efforts to retain staff and build capacity, there is a need to offer team building experiences for staff to build relationships, trust, and opportunities to strengthen their ability to rely on each other's areas of expertise.

#### \* School Climate

##### Culture & Climate

In keeping with Richland School District One, Sandel Elementary School will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education. We will constantly be reminded that: 'We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.' One Vision-One Mission-One Common Purpose. Sandel Elementary School leaders, faculty, and students can often be caught saying "Sandel Elementary, where great things happen on the river."

This year, Sandel has embraced the Richland One credo 'Team One, One Team', constantly reminding each other to work as one towards a common goal. It takes every single human in the building to achieve student growth and performance. In order for students to reach the SGP district goal and perform at the highest level on the State Assessment, students must want to attend school. After attending the Ron Clark Academy Professional Development, teachers and administrators decided to implement practices to improve the overall culture of Sandel Elementary School. Some of these practices include: playing upbeat music as children enter the building both at the car rider and bus rider entrance, high fiving one another in the hallway, teacher outings outside of school hours initiatives, early implementation of duty-free lunch for teachers.

In response to the 2.6% of teachers and 21.9% of students of whom do not feel safe before and after school, 2.6% of teachers and 18.5% of students of whom do not feel safe during the school day, and 2.6% of teachers and 19% of students whom do not feel safe in transport two and from school, Sandel would like to implement a comprehensive rigorous community programming. Next year, to scaffold the creation of school community infrastructure across grade levels and staff, we want to implement a house system from the Ron Clark Academy. Strong sense of community creates ownership of an environment: keeping it clean, holding his and her peers accountable for behavior, supporting one another through challenges and triumphs. Implementing a house system within elementary schools increases student academic achievement and decreases suspension rates (Clenton-Martin, 2021).

<https://rcahousesystem.com/>

Community buy-ins

Needs- teacher retention (what percentage of retention?), staff participation in school activities-community by in, parent involvement, students feeling safe before and after school hours and during the school day

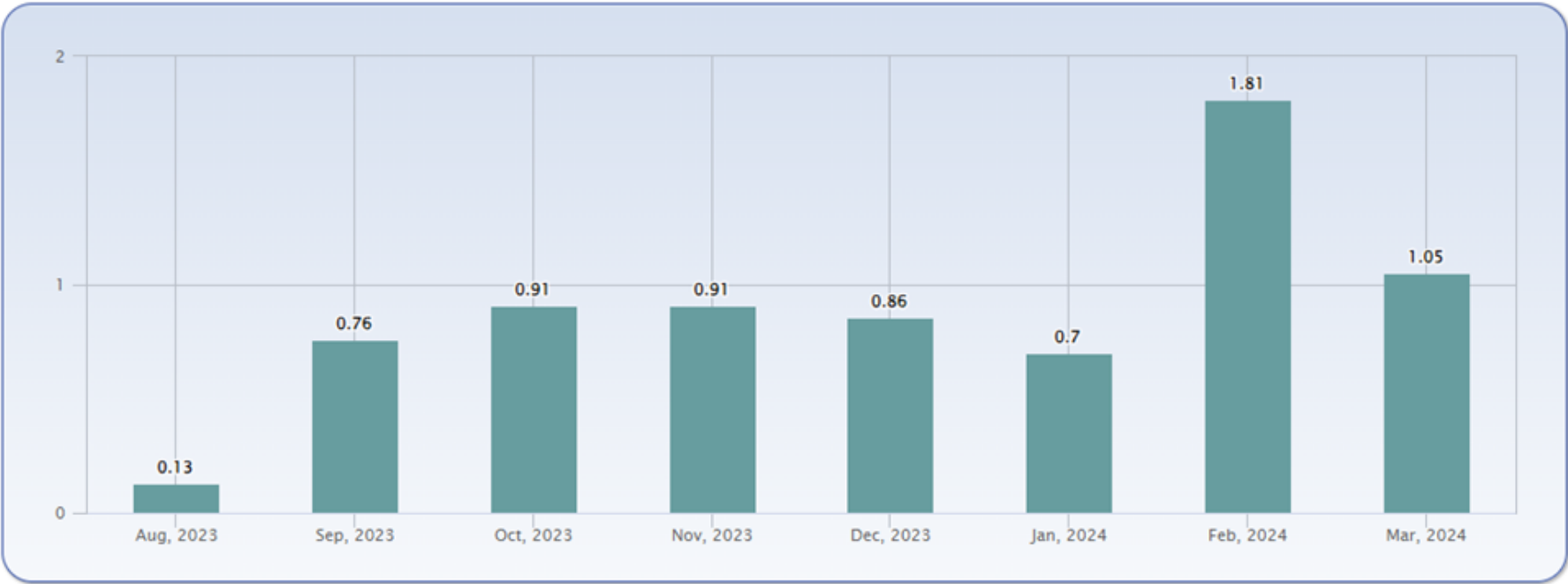
Clubs

Parent/family engagement- family paint-a-long night

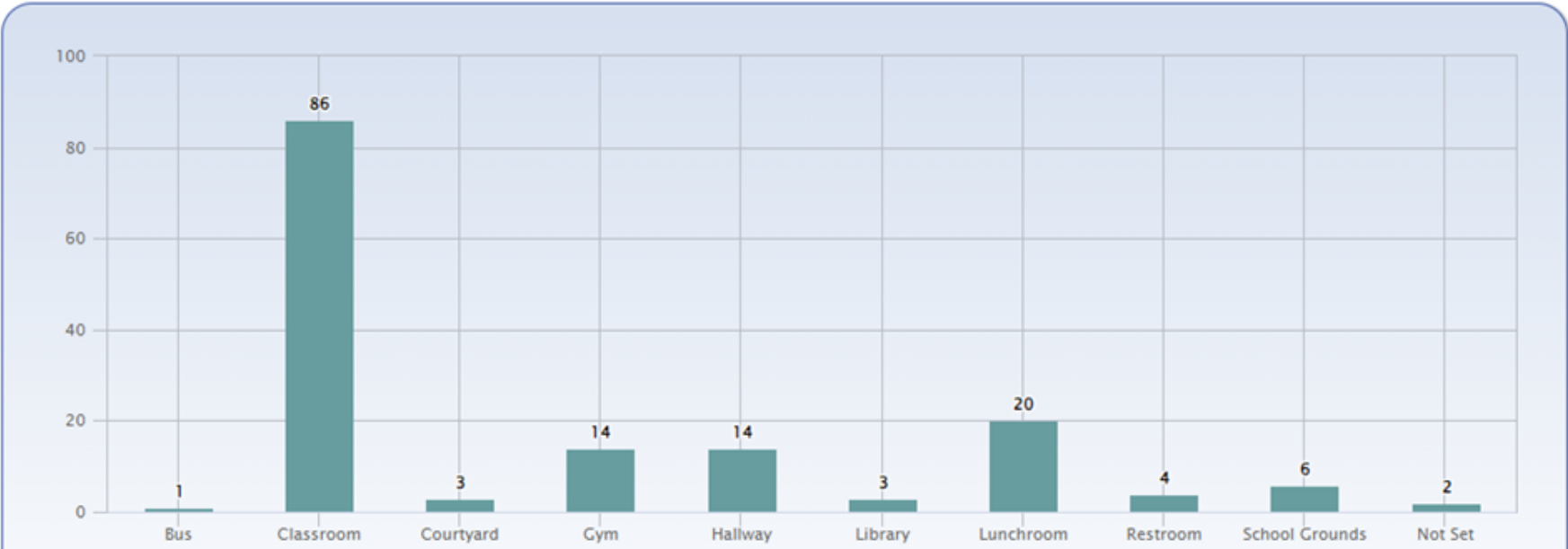
School-Wide Discipline Data

The data below indicates the school-wide discipline actions for this school year

Office Referrals Per Day Per Month

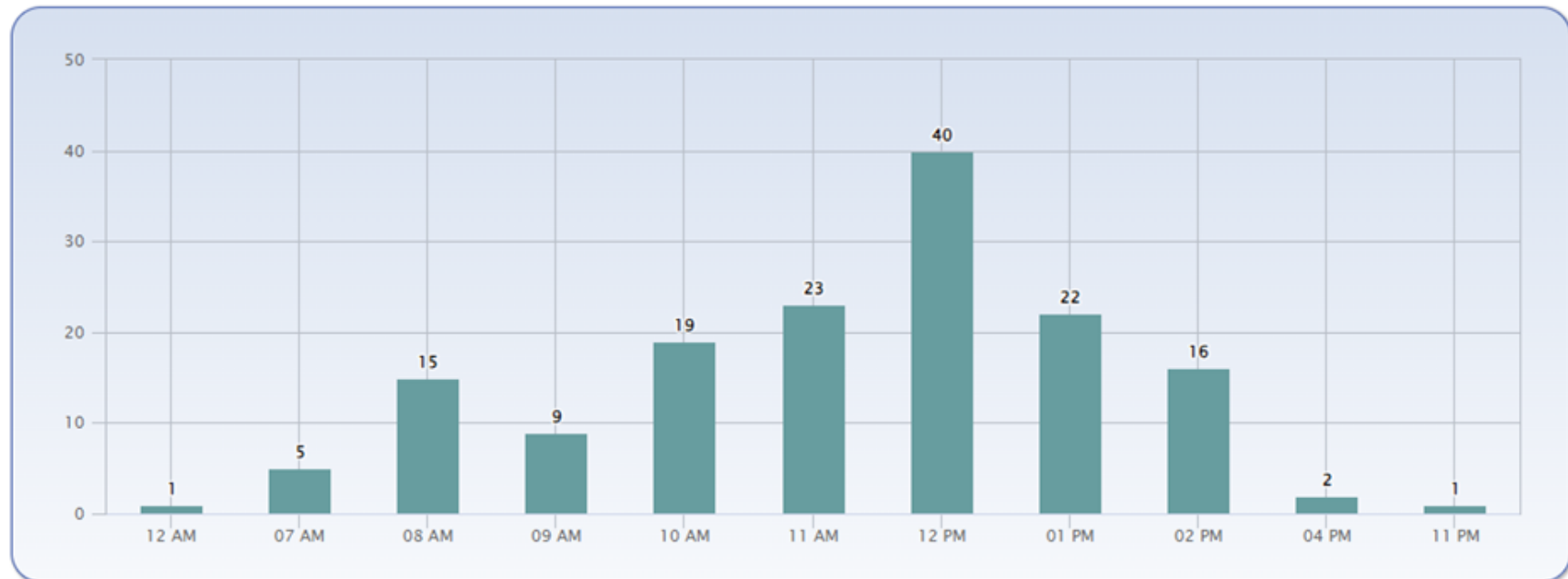


Office Referrals by Location

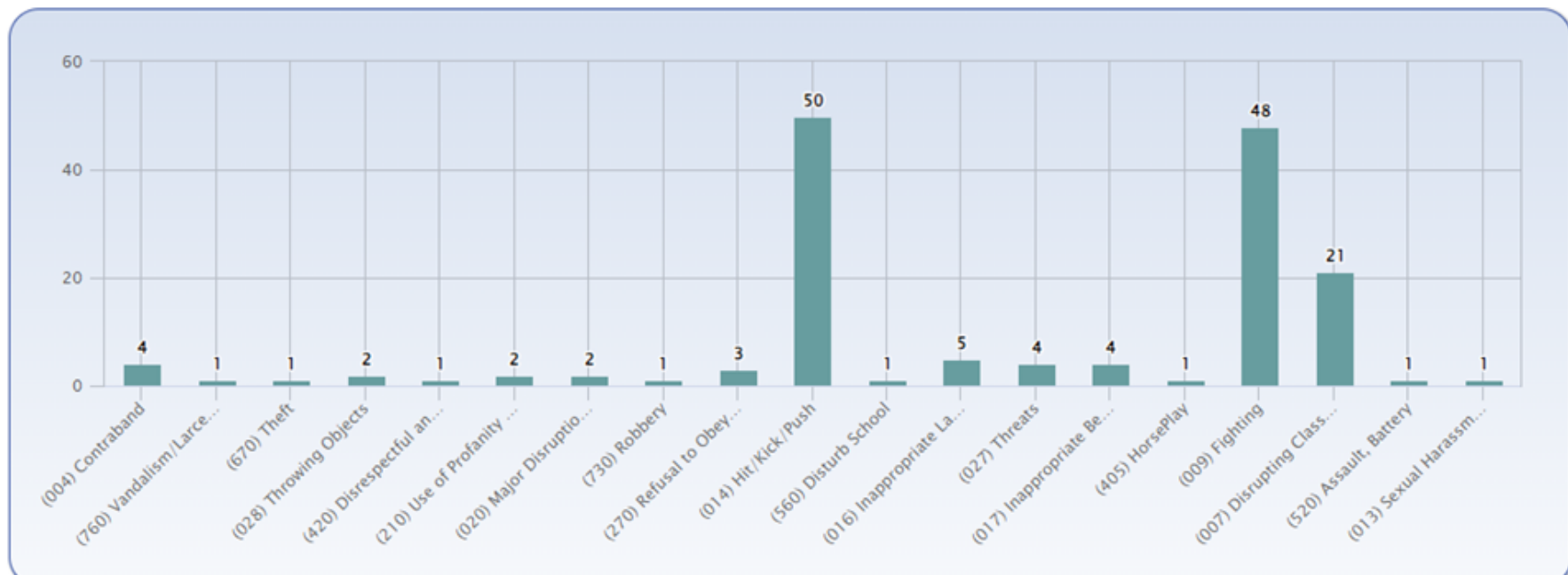




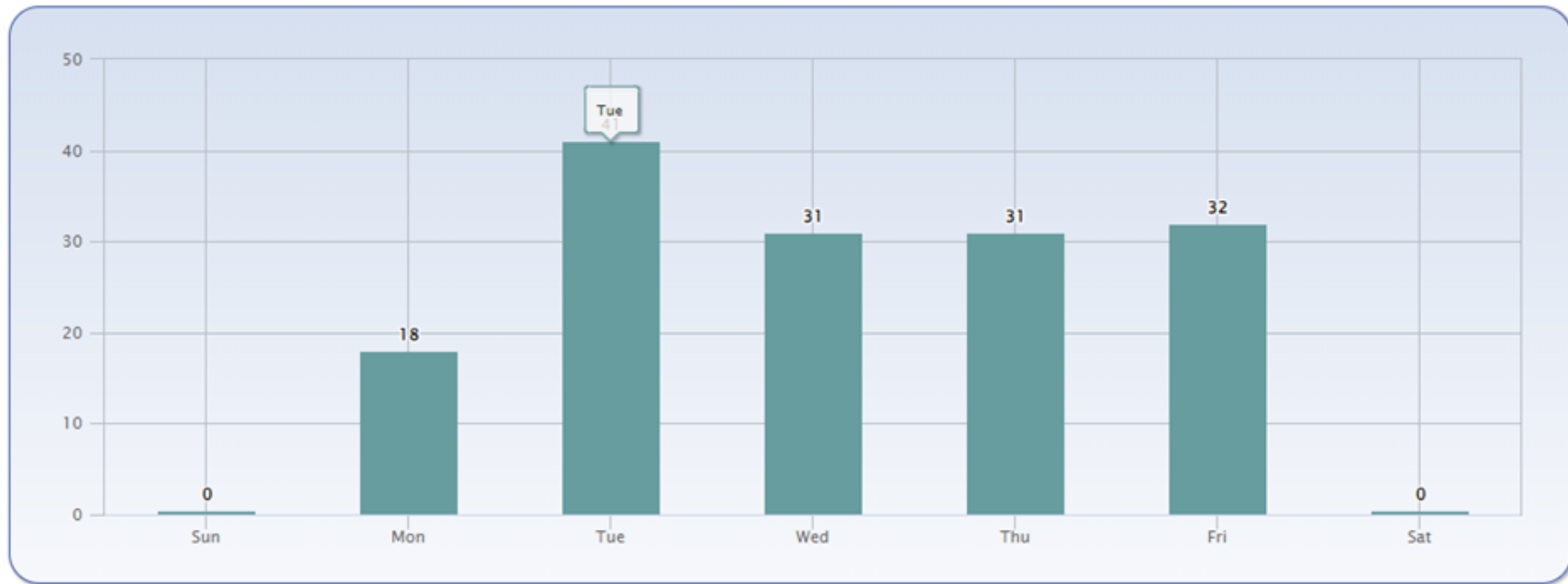
### Office Referrals by Time Occurrence



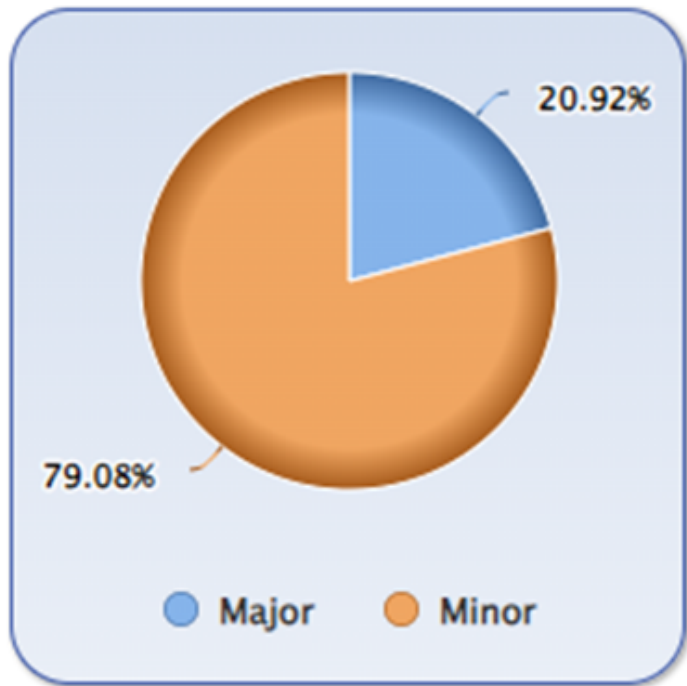
### Office Referrals by Student Behaviors



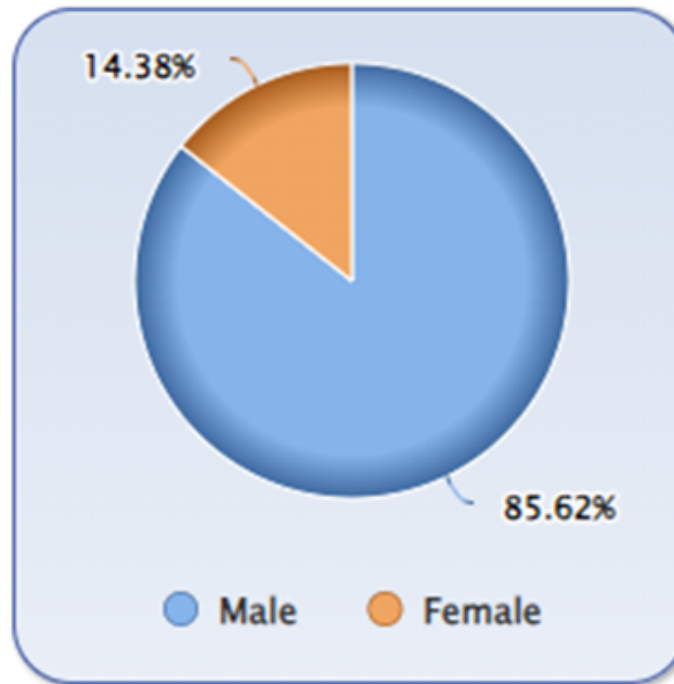
## Office Referrals by Day of Week



## Office Referrals by Student Behavior Significance



## Office Referrals by Gender



### Top 10 Office Referral Student Behaviors

| # | Student Behaviors                                          | No. of Ref. |
|---|------------------------------------------------------------|-------------|
| 1 | (014) Hit/Kick/Push                                        | 50          |
| 2 | (009) Fighting                                             | 48          |
| 3 | (007) Disrupting Class/ Activity Or Making Excessive Noise | 21          |

|    |                                    |   |
|----|------------------------------------|---|
| 4  | (016) Inappropriate Language       | 5 |
| 5  | (004) Contraband                   | 4 |
| 6  | (027) Threats                      | 4 |
| 7  | (017) Inappropriate Behavior       | 4 |
| 8  | (270) Refusal to Obey/Defiant      | 3 |
| 9  | (028) Throwing Objects             | 2 |
| 10 | (210) Use of Profanity or Gestures | 2 |

## Office Referrals by Ethnicity

| Ethnicity    | No. of Ref. | %          |
|--------------|-------------|------------|
| B            | 137         | 89.54      |
| M            | 10          | 6.54       |
| H            | 3           | 1.96       |
| W            | 3           | 1.96       |
| <b>Total</b> | <b>153</b>  | <b>100</b> |

Stakeholder Survey Data : Include SCDE REPORT CARD CLIMATE SURVEY RESULTS

Students

Teachers

Parents

I have added the survey data below. What does the data tell you? What are strengths and weaknesses according to the data? What is the need based on the data? Look closely at the number of parents who actually completed the survey. (B. Barwick)

The 2022 SCDE Report Card Rating for School Climate was Below Average. According to the 2022 School Climate Survey, only 84.2% of teachers were satisfied with their current working conditions.

The 2022 School Climate Survey Results pertaining to perception of safety for teachers and student show the following:

97.4% of teachers feel safe at Sandel before and after school hours.

78.1% of students feel safe at Sandel before and after school hours.

97.4% of teachers feel safe at Sandel during the school day.

81.5% of students feel safe at Sandel during the school day.

97.4% of teachers feel safe going to or coming from Sandel.

81% of students feel safe going to or coming from Sandel.

Results of the Teacher, Student, and Parent Opinion Surveys consisted of responses from 38 teachers, 184 students, and only 3 parents. The survey results are below:

92.1% of teachers were satisfied with the learning environment.

80.4% of students were satisfied with the learning environment.

66.7% of parents were satisfied with the learning environment.

81.6% of teachers were satisfied with the social and physical environment of the school.

77.5% of students were satisfied with the social and physical environment of the school.

66.7% of parents were satisfied with the social and physical environment of the school.

86.1 (% of students were satisfied with school-home relations.

100% of parents were satisfied with school-home relations.

Through continued collaboration with Communities In Schools of South Carolina, and other community stakeholders, William S. Sandel continues to implement evidence-based interventions and activities to improve the school climate and culture.

Other (such as school priorities)

William S. Sandel understands the potential lasting effects that Covid as had on our students and families in addition to the everyday traumas of life. We have implemented interventions and strategies to address the social emotional learning needs of students in an effort to positively impact the chronic absentee rate. Host quarterly conference style events for students to address social emotional and academic needs of learners. External speakers to include children's authors and motivational speakers. Topics to be covered include: online safety, environment safety, emotionally coming out of a pandemic, academic strategies to use at home, etc. Expenses to also include instructional materials: journals, academic resources and social emotional fidget items to support needs.

\* Gifted and Talented

William S. Sandel has a gifted and talented program for grades 3-5 students. Sandel Elementary employs 1 Gifted and Talented teacher who services state and local identified students. The program supports students with high quality instruction through a rigorous curriculum focusing on English Language arts and mathematics.

**4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0**

**Plan Items )**

**1 Student Achievement\***

Performance Goal:

By 2029, 40% of students in grade 4 will score "Meets" or "Exceeds" on SC READY science assessment.

**PM** 1.1 By 2025, 75% of students in grade 4 will score or "Meets Expectations" or "Exceeds Expectations" as measured by the SC READY Science assessment.

Analysis of Actual vs. Projected Data:

Actual 2023 data:

**S** 1.1.1 Student performance on SC READY Science assessment.

Evidence-Based Research:

A Framework for K-12 Science Education; Practices, Cross Cutting Concepts and Core Ideas from the National Research Council 2012.

**AS** 1.1.1.1 Analyze Data

Action Step:

Administer grade level CFAs and then analyze data to guide instruction.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

| Funding Application | Grant | Notes                                      | Amount |
|---------------------|-------|--------------------------------------------|--------|
| Other               | Other | District level funding for Mastery Connect | \$0.00 |

**AS** 1.1.1.2 Integrate Technology

Action Step:

Integrate technology resources during the science block that actively engages students in the learning process.

Person Responsible:

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

| Funding Application | Grant | Notes                                        | Amount |
|---------------------|-------|----------------------------------------------|--------|
| Other               | Other | District level funding for digital resources | \$0.00 |

**AS** 1.1.1.3 Professional Learning Opportunities

Action Step:

Provide ongoing systemic support to teachers on best practices, teaching strategies & methods that promotes student achievement.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes          | Amount |
|---------------------|-------|----------------|--------|
| Other               | Other | Year-long PLOs | \$0.00 |

**2 Teacher/Administrator Quality\***

Performance Goal:

By 2029, 100% of teachers and paraprofessionals will attend 15 school/district professional development opportunities related to their academic content as measured by the sign in sheets, reflective summaries and/or True North Logic surveys.

**PM** 2.1 Meet annual target goals.

Analysis of Actual vs. Projected Data:

Actual Data 2018 PLO: 3 Projected Data 2023 PLO: 15

**S** 2.1.1 PLO sign-in sheets and reflective summaries.

Evidence-Based Research:

Harrison, D (1980) Meta-Analysis of Selected Studies of Staff Development. Unpublished phd, University of Florida, Florida.

**AS** 2.1.1.1 Professional Learning Community

Action Step:

Continue to implement PLCs to enhance team building, collaboration, and team planning.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes          | Amount |
|---------------------|-------|----------------|--------|
| Other               | Other | Year-long PLOs | \$0.00 |

**AS** 2.1.1.2 Personalized Professional Development

Action Step:

Continue to provide professional development in needed areas as identified by school data.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes                                            | Amount |
|---------------------|-------|--------------------------------------------------|--------|
| Other               | Other | Year-long professional development opportunities | \$0.00 |

**AS** 2.1.1.3 Reflective Summaries

Action Step:

Implement opportunities for post-professional development collaboration.

Person Responsible:

Leadership Team

Estimated Begin Date:

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

### 3 Student Achievement\*

#### Performance Goal:

By 2029, 40% of students in grades 3-5 will score "Meets Expectations" or "Exceeds Expectations" as measured by the SCREADY Math assessment.

**PM** 3.1 By 2024-2025, 32% of students in grades 3- 5 will score "Meets Expectations" or "Exceeds Expectations" as measured by the SCREADY Math Assessment.

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

Baseline 2023 Data: 27.3% Projected Data: 32% Actual Data:

#### **S** 3.1.1 Student performance on SC READY Math.

##### Evidence-Based Research:

Student Centered Learning. John Van Dewalle. 3rd ed. 2018.

#### **AS** 3.1.1.1 Analyze Data

##### Action Step:

Administer grade level CFAs and then analyze data to guide instruction.

##### Person Responsible:

Curriculum Resource Teacher

##### Estimated Begin Date:

8/8/2024

##### Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes                                      | Amount |
|---------------------|-------|--------------------------------------------|--------|
| Other               | Other | District level funding for Mastery Connect | \$0.00 |

#### **AS** 3.1.1.2 Integrate Technology

##### Action Step:

Integrate technology resources during the math instructional block that actively engages students in the learning process.

##### Person Responsible:

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

| Funding Application | Grant | Notes                                       | Amount |
|---------------------|-------|---------------------------------------------|--------|
| Other               | Other | District level funding for digital reources | \$0.00 |

**AS** 3.1.1.3 Professional Learning Opportunities

Action Step:

Provide ongoing systemic support to teachers on best practices, teaching strategies & methods that promotes student achievement.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes          | Amount |
|---------------------|-------|----------------|--------|
| Other               | Other | Year-long PLOs | \$0.00 |

**4** Student Achievement\*

Performance Goal:

By 2029, 57% of students in grades 3-5 will score "Meets Expectations" or "Exceeds Expectations" as measured by the SC READY ELA assessment.

**PM** 4.1 By 2024-2025, 42% of students in grades 3-5 will score "Approaching" or "Meets Expectations" or "Exceeds Expectations" as measured by the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 37.1 Projected Data 24-25: 42% Actual Data:

**S** 4.1.1 Student performance on SCREADY Reading assessment.

Evidence-Based Research:

Bell, K., and Dolainski, S. 2012. "What Is Evidence-Based Reading Instruction and How Do You Know It When You Seelt?" U.S. Department of Education, Office of Vocational and Adult Education, Adult Education Great Cities Summit. Washington, DC. Institute of Education Sciences. 2010. "Improving Reading Comprehension in Kindergarten through 3rd Grade." National Council of Teachers of English. 2013. "Comprehensive Literacy: A Policy Research Brief."

**AS 4.1.1.1 Analyze Data**

Action Step:

Administer grade level CFAs and then analyze data to guide instruction.

Person Responsible:

Reading Coach

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes                                      | Amount |
|---------------------|-------|--------------------------------------------|--------|
| Other               | Other | District level funding for Mastery Connect | \$0.00 |

**AS 4.1.1.2 Integrate Technology**

Action Step:

Integrate technology resources during the English Language Arts block that actively engages students in the learning process.

Person Responsible:

ELA Facilitator

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes                                       | Amount |
|---------------------|-------|---------------------------------------------|--------|
| Other               | Other | District level funding for digital reources | \$0.00 |

**AS 4.1.1.3 Professional Learning Opportunities**

Action Step:

Provide ongoing systemic support to teachers on best practices, teaching strategies & methods that promotes student achievement.

Person Responsible:

Reading Coach

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes          | Amount |
|---------------------|-------|----------------|--------|
| Other               | Other | Year-long PLOs | \$0.00 |

## 5 School Climate

Performance Goal:

By 2029, parent perception of the school's climate survey will increase by 25%.

**PM** 5.1 By 2024-2025, parent perception of the school's learning environment will increase to 90%.

Analysis of Actual vs. Projected Data:

Baseline Data: N/A Projected Data 2024-2025: 90% Actual Data:

**S** 5.1.1 Survey results from the SDE parent survey.

Evidence-Based Research:

Clinton, J., Hattie, J. A. C., and Dixon, R. (2007). Evaluation of the Flaxmere Project; When Families Learn the Language of School. Wellington, New Zealand; Ministry of Education, New Zealand.

**AS** 5.1.1.1 Parent & Family Engagement Opportunities

Action Step:

Provide year-long schoolwide activities that promotes family and learning engagment.

Person Responsible:

Parent Engagement Specialist

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

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

|       |       |                                 |        |
|-------|-------|---------------------------------|--------|
| Other | Other | Family engagement opportunities | \$0.00 |
|-------|-------|---------------------------------|--------|

**AS** 5.1.1.2 Monthly communication

Action Step:

Provide monthly communication calendars to parents, use of AutoDialer for school announcements and utilize Class Dojo for day to day parent communications.

Person Responsible:

School Staff

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes                                              | Amount |
|---------------------|-------|----------------------------------------------------|--------|
| Other               | Other | Parenting communications daily, weekly and monthly | \$0.00 |

**AS** 5.1.1.3 Parenting Center

Action Step:

Provide a parenting center with current resources.

Person Responsible:

Parent Engagement Specialist

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes                                   | Amount |
|---------------------|-------|-----------------------------------------|--------|
| Other               | Other | Year-long parenting center availability | \$0.00 |

6 Teacher/Administrator Quality\*

Performance Goal:

By 2029, school leadership team will increase certified staff retention rate to 85%.

**PM** 6.1 By 2024-2025, Staff retention will increase to 78%

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 75% Projected 24-25 Data: 78% Actual Data:

**S** 6.1.1 School Mentoring Assignment List, Meeting Schedule & Meeting Agendas and Student Learning Objectives (SLO)

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** 6.1.1.1 Mentoring & Onboarding

Action Step:

Provide mentoring and onboarding support for new teachers.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes          | Amount |
|---------------------|-------|----------------|--------|
| Other               | Other | Mentoring List | \$0.00 |

**AS** 6.1.1.2 School-wide PLCs

Action Step:

Continue the implementation of school-wide PLCs.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes         | Amount |
|---------------------|-------|---------------|--------|
| Other               | Other | PLC Schedules | \$0.00 |

**AS** 6.1.1.3 Professional Offerings

Action Step:

Provide information to support and assist certified staff in staying abreast of current professional offerings.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

| Funding Application | Grant | Notes         | Amount |
|---------------------|-------|---------------|--------|
| Other               | Other | PLC Schedules | \$0.00 |

Assurances

4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

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

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| * <input type="text" value="Yes"/> ▼ | <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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| * <input type="text" value="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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| * <input type="text" value="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. |
| * <input type="text" value="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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| * <input type="text" value="Yes"/> ▼ | <b>Technology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                      | The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| * <input type="text" value="Yes"/> ▼ | <b>Innovation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                      | The school funds innovative activities to improve student learning and accelerate the performance of all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| * <input type="text" value="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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| * <input type="text" value="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><br>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><br>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><br>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><br>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><br>The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Waiver

**4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0**

☐ **Not Applicable**

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

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

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

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

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

| Optional Documents       |                   |                                                                                                                              |
|--------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|
| Type                     | Document Template | Document/Link                                                                                                                |
| Additional Documentation | N/A               |  <a href="#">Additional Documentation</a> |

## Checklist

4001 - Richland County School District One (4001) Public District - FY 2026 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

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

- |                                                                                                                                                                                         |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|  <b>1. Plan Information and stakeholders</b>                                                            | Not Reviewed ▼ |
| 1.01 Information is complete and appropriate.                                                                                                                                           |                |
|  <b>2. Needs Assessment</b>                                                                             | Not Reviewed ▼ |
| 2.01 Needs assessment link is correct                                                                                                                                                   |                |
| 2.02 Needs assessment is clear, thorough and appropriate.                                                                                                                               |                |
|  <b>3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps</b> | Not Reviewed ▼ |
| 3.01 All required goal areas have been addressed.                                                                                                                                       |                |
| 3.02 Goal statements are complete and appropriate.                                                                                                                                      |                |
| 3.03 Goals have all required parts completed.                                                                                                                                           |                |
| 3.04 Action steps are complete and appropriate.                                                                                                                                         |                |
|  <b>4. Read to Succeed</b>                                                                              | Not Reviewed ▼ |
| 4.01 Responses are complete, thorough and appropriate.                                                                                                                                  |                |
|  <b>5. Assurances</b>                                                                                   | Not Reviewed ▼ |
| 5.01 Responses are complete, thorough and appropriate                                                                                                                                   |                |
|  <b>6. Related Documents</b>                                                                          | Not Reviewed ▼ |
| 6.01 If applicable, uploaded documents are correct and appropriate.                                                                                                                     |                |