

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
10/3/2024 10:57:34 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
9/12/2024 2:39:24 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
9/12/2024 2:39:18 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
9/12/2024 2:39:13 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
8/21/2024 9:26:16 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Returned by SCDE District Plan Contact'.	S
4/25/2024 11:19:31 AM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/25/2024 11:19:27 AM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/22/2024 5:39:19 PM	Janet Campbell	Status changed to 'School Renewal Plan Completed'.	S
4/22/2024 10:45:30 AM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/18/2024 5:09:21 PM	Janet Campbell	Status changed to 'School Renewal Plan Completed'.	S
4/17/2024 4:23:17 PM	Janet Campbell	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:15 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

* Plan Submission

- ☐ School does not utilize Cognia
- ☒ School utilizes Cognia

* Phase of Plan

- ☒ Initial 5-year plan
- ☐ Update 1
- ☐ Update 2
- ☐ Update 3
- ☐ Update 4
- ☐ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

TSI ▼

School Plan Contact Information

* Name

Janet Campbell

* Phone

8037385530

* Email

janet.campbell@richlandone.org

* Principal's Name

Janet Campbell

* Board of Trustees Chairperson's Name

Aaron Bishop

* Date of Plan Approval by the Board

04/23/2024



Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

*

Dr. Janet Campbell

Teacher

Name

*

La'Tasha Gantt

Parent/Guardian

Name

*

Ella Luthi

Community Member

Name

*

Laura Hughes

School Level Administrators

Name

*

Thomas Cayruth

School Read to Succeed Literacy Leadership Team Lead

Name

*

Shakeena Clark

School Read to Succeed Literacy Leadership Team Member

Name

*

Lucy Turner

School Improvement Council Member(s)

Name

*

Ella Luthi

Name

*

Courtney Shanahan

Name	*	Shawnta Furtick
------	---	-----------------

School Gifted and Talented Coordinator		
Name	*	Julia Kaczor

School Federal Programs Coordinator		
Name	*	Sandra Lindsay-Brown

Other Stakeholders		
Position		Name

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

Burnside's Vision is to be "Intentional with Every Child, Every Day" working together with parents, staff and stakeholders in providing a culturally responsive atmosphere while being responsible for the academic learning, safety and emotional growth of our students.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) 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=eT0yMDIzLnQ9RSZzaWQ9NDawMTayNw>

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

ELA

ELA Star Performance										
Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds	2024 GOAL	
Third	38.3% (18)	34% (16)	21.3% (10)	21% (10)	19.1% (9)	17% (8)	21.3% (10)	28% (13)	52%	
Fourth	30% (15)	27% (13)	24% (12)	29% (14)	18% (9)	18% (9)	28% (14)	27% (13)	56%	
Fifth	35.3% (18)	32% (16)	25.5% (13)	26% (13)	21.6% (11)	26% (13)	17.6% (9)	16% (8)	45%	
TOTAL	34.50%	31%	23.60%	25.30%	19.60%	20.30%	22.30%	23.70%	51%	

Reading Proficiency

Grade Level	Fall Urgent Intervention	Winter Urgent Intervention	Fall Intervention	Winter Intervention	Fall On Watch	Winter On Watch	Fall At/Above	Winter At/Above
Kindergarten	14% (6)	4.5% (2)	27.9% (12)	6.8% (3)	4.7% (2)	6.8% (3)	53.5% (23)	81.8% (36)
First	27.1% (13)	4.7% (2)	6.3% (3)	14% (6)	22.9% (11)	11.6% (5)	43.8% (21)	69.8% (30)
Second	32% (16)	20% (9)	12% (6)	15.6% (7)	18% (9)	6.7% (3)	38% (19)	57.8% (26)
Third	27.7% (13)	25.5% (12)	17% (8)	10.6% (5)	17% (8)	17% (8)	38.3% (18)	46.8% (22)
Fourth	18% (9)	16.7% (8)	14% (7)	12.5% (6)	22% (11)	22.9% (11)	46% (23)	47.9% (23)
Fifth	27.5% (14)	26% (13)	21.6% (11)	22% (11)	11.8% (6)	10% (5)	39.2% (20)	42% (21)

Math

Math Proficiency									
Grade Level	Fall Urgent Intervention	Winter Urgent Intervention	Fall Intervention	Winter Intervention	Fall On Watch	Winter On Watch	Fall At/Above	Winter At/Above	
Kindergarten		9% (4)		9% (4)		16% (7)		67% (30)	
First	4.3% (2)	7% (3)	12.8% (6)	5% (2)	14.9% (7)	16% (7)	68.1% (32)	72% (31)	
Second	8% (4)	11% (5)	16% (8)	21% (10)	16% (8)	17% (8)	60% (30)	51% (24)	
Third	27.1% (13)	17% (8)	6.3% (3)	13% (6)	14.6% (7)	17% (8)	52.1% (25)	53% (25)	
Fourth	20% (10)	20% (10)	16% (8)	16% (8)	6% (3)	18% (9)	58% (29)	45% (22)	
Fifth	13.7% (7)	12% (6)	23.5% (12)	18% (9)	11.8% (6)	12% (6)	51% (26)	58% (29)	

Math Performance									
Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds	2024 GOAL	
33.3% (16)	28% (13)	18.8% (9)	19% (9)	27.1% (13)	34% (16)	20.8% (10)	19% (9)	55%	
38% (19)	37% (18)	24% (12)	31% (15)	8% (4)	20% (10)	30% (15)	12% (6)	50%	
33.3% (17)	20% (10)	21.6% (11)	32% (16)	25.5% (13)	32% (16)	19.6% (10)	16% (8)	52%	
34.9% (52)	22.3% (41)	21.5% (32)	27.3% (40)	20.2% (30)	28.7% (42)	23.5% (35)	15.7% (23)	52.00%	

SCREADY - ELA DATA 2023

- 43.3% of Students - Meets & Exceeds
- 8.9% Increase from the previous year

SCREADY - Math DATA 2023

- 36.6% of Students - Meets & Exceeds
- 10.1% Increase from the previous year

KRA - 2023 Report

- 16.3% - Emerging
- 37.2% - Approaching
- 46.5% - Demonstrating

2023-2024 - Chronic Absenteeism

20% of students

K - 27.3%

First - 30.6%

Second - 10%

Third - 12.2%

Fourth - 20%

Fifth - 20.8%

BAS FALL DATA - 2023

School	Number of Students	Does Not Meet Expectation		Approaches Expectation		Meets Expectation		Exceeds Expectation	
		Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
<u>FIRST</u> Burnside	46	17	37.0%	10	21.7%	3	6.5%	16	34.8%
<u>SECOND</u> Burnside	49	19	38.8%	10	20.4%	5	10.2%	15	30.6%
<u>THIRD</u> Burnside	46	17	37.0%	3	6.5%	2	4.3%	24	52.2%
<u>FOURTH</u> Burnside	49	13	26.5%	2	4.1%	0	0.0%	34	69.4%
<u>FIFTH</u> Burnside	48	12	25.0%	7	14.6%	1	2.1%	28	58.3%

BAS WINTER DATA - 2024

School	Number of Students	Does Not Meet Expectation		Approaches Expectation		Meets Expectation		Exceeds Expectation	
		Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
<u>KINDERGARTEN</u>									
Burnside	43	7	16.3%	17	39.5%	7	16.3%	12	27.9%
<u>FIRST</u>									
Burnside	42	20	47.6%	3	7.1%	4	9.5%	15	35.7%
<u>SECOND</u>									
Burnside	44	15	34.1%	3	6.8%	6	13.6%	20	45.5%
<u>THIRD</u>									
Burnside	48	14	29.2%	2	4.2%	3	6.3%	29	60.4%
<u>FOURTH</u>									

Burnside	49	16	32.7%	2	4.1%	2	4.1%	29	59.2%
FIFTH									
Burnside	48	13	27.1%	5	10.4%	1	2.1%	29	60.4%

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) 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)

BAS FALL 2023

School	Number of Students	Does Not Meet Expectation		Approaches Expectation		Meets Expectation		Exceeds Expectation	
		Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
<u>FIRST</u>									
Burnside	46	17	37.0%	10	21.7%	3	6.5%	16	34.8%
<u>SECOND</u>									
Burnside	49	19	38.8%	10	20.4%	5	10.2%	15	30.6%

BAS WINTER 2024

School	Number of Students	Does Not Meet Expectation		Approaches Expectation		Meets Expectation		Exceeds Expectation	
		Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
<u>KINDERGARTEN</u>									
Burnside	43	7	16.3%	17	39.5%	7	16.3%	12	27.9%
<u>FIRST</u>									
Burnside	42	20	47.6%	3	7.1%	4	9.5%	15	35.7%
<u>SECOND</u>									
Burnside	44	15	34.1%	3	6.8%	6	13.6%	20	45.5%

MYGDIS - 2023 - PERCENTAGE OF STUDENTS MAKING STRONG PROGRESS

School	Picture Naming						Rhyming						Sound Identification					
	Fall 2022		Spring 2023		Perc		Fall 2022		Spring 2023		Perc		Fall 2022		Spring 2023		Perc	
	Num	Perc	Num	Perc	Diff	Perc	Num	Perc	Num	Perc	Diff	Perc	Num	Perc	Num	Perc	Diff	Perc

Burnside	39	17.9	36	30.6	12.7	39	2.6	31	51.6	49.0	39	7.7	36	38.9	31.2
----------	----	------	----	------	------	----	-----	----	------	------	----	-----	----	------	------

School	Which One Doesn't Belong?						Alliteration					
	Fall 2022		Spring 2023		Perc		Fall 2022		Spring 2023		Perc	
	Num	Perc	Num	Perc	Diff	Perc	Num	Perc	Num	Perc	Diff	Perc

Burnside	39	15.4	33	60.6	45.2	0	N	36	52.8	N
----------	----	------	----	------	------	---	---	----	------	---

* Elementary/Middle (3-8)

ELA

	ELA Star Performance								
Grade Level	Fall DNM	Winter DNM	Fall Approaches	Winter Approaches	Fall Meets	Winter Meets	Fall Exceeds	Winter Exceeds	2024 GOAL
Third	38.3% (18)	34% (16)	21.3% (10)	21% (10)	19.1% (9)	17% (8)	21.3% (10)	28% (13)	52%
Fourth	30% (15)	27% (13)	24% (12)	29% (14)	18% (9)	18% (9)	28% (14)	27% (13)	56%
Fifth	35.3% (18)	32% (16)	25.5% (13)	26% (13)	21.6% (11)	26% (13)	17.6% (9)	16% (8)	45%
TOTAL	34.50%	31%	23.60%	25.30%	19.60%	20.30%	22.30%	23.70%	51%

MATH

Grade Level	Fall Urgent Intervention	Winter Urgent Intervention	Fall Intervention	Winter Intervention	Fall On Watch	Winter On Watch	Fall At/Above	Winter At/Above
Third	27.1% (13)	17% (8)	6.3% (3)	13% (6)	14.6% (7)	17% (8)	52.1% (25)	53% (25)
Fourth	20% (10)	20% (10)	16% (8)	16% (8)	6% (3)	18% (9)	58% (29)	45% (22)
Fifth	13.7% (7)	12% (6)	23.5% (12)	18% (9)	11.8% (6)	12% (6)	51% (26)	58% (29)

* High School (9-12)

N/A

* Teacher/Administrator Quality

By 2029, Annie Burnside will reduce the percent of teacher turnover by 15%.

By 2029, Annie Burnside will increase the teacher Attendance Report by 2%.

* School Climate

Annie Burnside will increase communication between the administration and staff. The culture and climate will increase by 10%.

Other (such as school priorities)

Students with special needs will increase their ELA & math scores in STAR, SCReady, IReady and any other informative and formative assessments. The goal by 2025 is for Burnside to get off the ATSI destination.

* Gifted and Talented

N/A

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 80% of students in grades 3-5 will score meet/exceeds on the SC READY English Language Arts and Math assessments.

PM 1.1 By 2029, 80% of students in grades 3-5 will score meet/exceeds on the SC READY English Language Arts and Math assessments.

Analysis of Actual vs. Projected Data:

SCReady Data from 2023 indicated (ELA - 43.4%; Math- 36.6%) performing at Meet & Exceeds in ELA & Math. Based on this data above we predict that in the 2029 testing students will meet the 80% goal. The strategies within Richland one Strategic plan will continue to be followed to reach our goal.

S 1.1.1 Professional Learning Community Agenda/Minutes Lesson Plans Data Notebooks Professional Learning Community Agenda/Minutes Lesson Plans Formative Assessments Leadership Notebooks Data Walls Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans

Evidence-Based Research:

Pressley, M. Comprehension Instruction: Research-Based Best Practices 11-27 (Guilford Press, 2002). Hattie, John. (2008). Visible Learning. Abingdon, Oxon: Routledge.

AS 1.1.1.1 Analyze student data

Action Step:

1. Leadership team analyze student data from assessments to discuss trends and determine appropriate instructional strategies/interventions for all grade levels. 2. Meeting with teachers individually to disaggregate data for instruction.

Person Responsible:

Janet Campbell

Estimated Begin Date:

7/24/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.2 Culturally Relevant Pedagogy

Action Step:

1. Work with consultant to increase culturally relevant pedagogy with teachers. 2. Increase the relationship building and culturally sensitive strategies and activities to use during instruction to improve academic rigor for all grade levels.

Person Responsible:
Leadership Team
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
5/31/2029

AS 1.1.1.3 Utilize Data
Action Step:
Use data to create and track individual student academic goals to target areas of weakness in ELA and Math in all grade levels.
Person Responsible:
Leadership Team
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
5/31/2029

AS 1.1.1.4 Visible Learner Disposition
Action Step:
1. Introduce and reinforce Burnside learner dispositions to build student efficacy and their belief in their capabilities to achieve a goal or an outcome. 2. Engage students in ELA & Math learning experiences that will develop critical thinking, problem-solving and collaborative abilities.
Person Responsible:
Leadership Team/Teachers
Estimated Begin Date:
7/31/2024
Estimated Completion Date:
5/31/2029

AS 1.1.1.5 Small Group Instruction
Action Step:
1. Reading Coach and Interventionist model and assist with guiding teachers with best practices and strategies in small groups for literacy gains. 2. Examine and implement effective literacy practices and instructional methods in all grade levels.
Person Responsible:
Reading Coach/Interventionist/Teachers
Estimated Begin Date:
7/31/2024

Estimated Completion Date:

5/31/2029

S 1.1.2 By 2029, 70% of students with a learning disability score at the 50th Student Growth Percentile on the STAR Assessment in ELA & Math. If students with learning disabilities demonstrate steady improvement, we will be able to disembark from the ATSI destination.

Evidence-Based Research:

Stetson & Associates, 50 Instructional Strategies to build Student Engagement & Participation, Professional Learning Community Agenda/Minutes, Lesson Plans, Data Notebooks, Professional Learning Community Agenda/Minutes, Formative Assessments, Leadership Notebooks, Data Walls, Professional Development Sign-In Sheets, Student and Parent Surveys, Family Engagement Activities

AS 1.1.2.1 The ATSI Plan

Action Step:

The school's ATSI team will develop a comprehensive plan to academically, socially and emotionally support students with learning disabilities. Monthly meetings will be held by the team to update the district support team on the plan's progress. The team will assess how well they are doing at executing the plan on a quarterly basis.

Person Responsible:

Janet Campbell

Estimated Begin Date:

7/31/2023

Estimated Completion Date:

5/31/2025

2 Student Achievement Science

Performance Goal:

By 2029, 70% of students in grades 3-5 will score meet & exceeds on the SCReady Science assessment.

PM 2.1 By 2025, 70% of students in grades 3-5 will score meet/exceeds on the SCReady on the Science assessment.

Analysis of Actual vs. Projected Data:

In the year of 2023 (3rd-5th Grade) score 22.9% in approaches; and 25% in meets and exceeds. The year of 2024 students will not take the SCReady in Science for a valid score. The strategies within Richland one Strategic plan will continue to be followed to reach our goal.

S 2.1.1 Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans Lesson Plans Planning Team Minutes

Evidence-Based Research:

Tröhler, D., Meyer, H. D., Labaree, D. F. & Hutt, E. L. Accountability: antecedents, power, and processes. Teach. Coll. Rec. 116, 1-12 (2014).
Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY, US: Routledge/Taylor & Francis Group.

AS 2.1.1.1 Analyze Data

Action Step:

1. Analyze data to determine instructional practices that would increase the rigor during instruction.

Person Responsible:

Leadership Team

Estimated Begin Date:

7/20/2024

Estimated Completion Date:

5/31/2029

AS 2.1.1.2 Utilize Data

Action Step:

Analyze and utilize data gathered from quarterly Science assessments to drive instruction. Teachers will provide lesson plans to show the increased rigor to instruct science.

Person Responsible:

Leadership Team/Teachers

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

AS 2.1.1.3 Partnership with District Science Consultant

Action Step:

Consistently work with District Science Consultant to assist with providing teachers engaging and innovative strategies to instruct science for students with experiences and opportunities that reinforce learning.

Person Responsible:

Teachers

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

3 Teacher/Administrator Quality*

Performance Goal:

By 2029, Annie Burnside will reduce the percent of teacher turnover by 15%. By 2029, Annie Burnside will increase the teacher Attendance Report by 2%.

PM 3.1 By 2024-2025, Annie Burnside will reduce the percent of turnover by 4%.

Analysis of Actual vs. Projected Data:

The percentage of turnover has decreased (80%), and that rate will continue to decrease based on the highly qualified teacher vacancies being filled. The Richland One's Strategic Plan will continued to be followed.

S 3.1.1 Observation Notes Conference Notes Sign-in Sheets Planning Team Meeting Notes

Evidence-Based Research:

Goldhaber, Dan. "In schools, teacher quality matters most: today's research reinforces Coleman's findings." Education Next, vol. 16, no. 2, 2016, p. 56+. Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge.

AS 3.1.1.1 Feedback

Action Step:

Provide teacher with consistent support that includes timely feedback from observations and instructional strategies.

Person Responsible:

Instructional & Administrative Team

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

AS 3.1.1.2 Professional Development Opportunities (PLO)

Action Step:

Provide intentional professional development opportunities to teachers to support teachers and staff based on the level of where they are instructionally.

Person Responsible:

Administrator

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

6/6/2029

AS 3.1.1.3 Build Culture of Community

Action Step:

1. Provide a culture of community where teachers can collaborate, interact, and build relationships with each other and administration.
2. Meet with staff via grade levels, individually and collectively to do SEL lessons, ask opinions for buy-ins and increase participation of committees to build a comprehensive community.
3. Build Capacity of strengths and talents of staff.

	Person Responsible: Administrator Estimated Begin Date: 7/12/2021 Estimated Completion Date: 6/6/2022	
4 School Climate*	Performance Goal: By 2029, Annie Burnside will increase communication between the administration and staff. The culture and climate will increase by 10%.	
	PM 4.1 By 2025, Annie Burnside's teacher school climate will reflect 10% increase from the previous climate survey. Analysis of Actual vs. Projected Data: The teachers will yearly complete the school climate survey sharing their thoughts about about their climate of the school. Currently teachers are scoring at the 80%or above.	
	S 4.1.1 Student Surveys Meeting Agenda and Minutes Sign In Sheets Evidence-Based Research: Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge. Astor, R. A., Benbenishty, R. (2018). Bullying, school violence, and climate in evolving contexts: Culture, organization and time. New York, NY: Oxford University Press. Konold, T., Cornell, D., Jia, Y., & Malone, M. (2018). School Climate, Student Engagement, and Academic Achievement: A Latent Variable, Multilevel Multi-Informant Examination. AERA Open. https://doi.org/10.1177/2332858418815661	
	AS 4.1.1.1 Visible learner dispositions Action Step: All stakeholders will facilitate the communication and implementation of the development of John Hattie visible learner dispositions. These dispositions will be embedded within the school climate. The school dispositions are Resilience, Perseverance, & Growth Mindset. Person Responsible: Leadership Team/Principal Estimated Begin Date: 7/31/2024 Estimated Completion Date: 5/31/2029	
	AS 4.1.1.2 Student Focus Groups Action Step:	

Develop a plan to receive recommendations from the student body as what it is to be a good learner at Burnside.

Person Responsible:

Janet Campbell

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

AS 4.1.1.3 Parents and students Surveys

Action Step:

Parents and students will be given surveys throughout the year to gauge their thoughts on the school climate. The goal is to increase the positive school climate.

Person Responsible:

Janet Campbell

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

5 Student Achievement*

Performance Goal:

By 2029, 80% of students in K-5 will score at the 50% SGP on the Spring STAR Administration.

PM 5.1 By 2025, 60% of students in K-5 will score At or Above on the Fountas & Pinnell Benchmark Assessment.

Analysis of Actual vs. Projected Data:

The percentage of students in K-2 will continue to follow Richland One's Strategic Plan. Based on this data above we predict that in the 2024 testing cycles we will score 50%. The strategies within Richland one Strategic plan will continue to be followed to reach our goal. 2024 Winter Actual Meet & Exceeds Data - 56.8% Projected Data - 60%

S 5.1.1 Professional Learning Community Agenda/Minutes Professional Development Sign-In Sheets Lesson Plans Leadership Notebooks Data Walls

Evidence-Based Research:

[Irene C. Fountas and Gay Su Pinnell]. (2010). Fountas & Pinnell benchmark assessment system 1. Grades K-2, levels A-N. Portsmouth, NH :Heinemann, Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2001). Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, N.H: Heinemann.

AS 5.1.1.1 Analyze Data

Action Step:

Analyze student data gathered from assessments to discuss trends and determine appropriate instructional strategies/interventions.

Person Responsible:

Teachers

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

AS 5.1.1.2 Questioning

Action Step:

Increase the quality of questioning techniques used during instruction to improve academic rigor.

Person Responsible:

Teachers

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

AS 5.1.1.3 Create Smart Goals

Action Step:

Use data to create and track individual student academic goals to target areas of weakness in ELA

Person Responsible:

Teachers/Students/Staff

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

5/31/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		\$700.00

AS 5.1.1.4 Math Learning

Action Step:

Engage students in math learning experiences that will develop critical thinking, problem-solving and collaborative abilities.

Person Responsible:

Teachers

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

7/31/2029

Assurances	
4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) Public School - School Renewal Plan - Rev 0	
Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
* Yes ☐	Academic Assistance, PreK-3 The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ☐	Academic Assistance, Grades 4-12 The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ☐	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes ☐	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes ☐	Technology The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes ☐	Innovation The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes ☐	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes ☐	Developmental Screening The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

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

Waiver

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) 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 Waiver 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	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) Public School - School Renewal Plan - Rev 0

Type	Optional Documents Document Template	Document/Link
------	---	---------------

Additional Documentation	N/A	
--------------------------	-----	--

Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - Annie Burnside Elementary (4001027) Public School - School Renewal Plan - Rev 0

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

☐ **1. Plan Information and stakeholders**
1.01 Information is complete and appropriate. Approved ▼ Pat Ciccantelli 8/21/2024 9:24:39 AM

☐ **2. Needs Assessment**
2.01 Needs assessment link is correct
2.02 Needs assessment is clear, thorough and appropriate. Approved ▼ Pat Ciccantelli 10/3/2024 10:50:34 AM

☐ **3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps**
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. Approved ▼ Pat Ciccantelli 8/21/2024 9:26:11 AM

☐ **4. Read to Succeed**
4.01 Responses are complete, thorough and appropriate. Not Applicable ▼ Pat Ciccantelli 8/21/2024 9:26:11 AM

☐ **5. Assurances**
5.01 Responses are complete, thorough and appropriate Approved ▼ Pat Ciccantelli 8/21/2024 9:26:11 AM

☐ **6. Related Documents**
6.01 If applicable, uploaded documents are correct and appropriate. Not Applicable ▼ Pat Ciccantelli 8/21/2024 9:26:11 AM