

History Log

4001 - Richland County School District One (4001) Public District - FY 2026 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0

[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
4/28/2025 1:30:48 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/28/2025 1:30:41 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/28/2025 1:30:34 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
4/24/2025 1:23:45 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/3/2025 1:49:56 PM	Timothy Blackwell	Status changed to 'School Renewal Plan Completed'.	S
4/3/2025 1:09:12 PM	Timothy Blackwell	Status changed to 'School Renewal Plan Started'.	S
2/13/2025 12:15:13 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 2026 - Arden Elementary (4001020) 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

Dr. Timothy J. Blackwell

* Phone

803-735-3400

* Email

timothy.blackwell@richlandone.org

* Principal's Name

Dr. Timothy J. Blackwell

* Board of Trustees Chairperson's Name

Robert Lominack

* Date of Plan Approval by the Board

04/04/2025

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2026 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0

Stakeholder Names	
Principal	
Name	* Dr. Timothy J. Blackwell
Teacher	
Name	* Andrew Carnes
Parent/Guardian	
Name	* Barbara Tiller
Community Member	
Name	* Wilhelminia Mathias
School Level Administrators	
Name	* Shameka Stephney
School Read to Succeed Literacy Leadership Team Lead	
Name	* Montressa Ryan
School Read to Succeed Literacy Leadership Team Member	
Name	* Montressa Ryan
Name	* Barbara Tiller
Name	* Kim Kelly
Name	* Tiasia Powell

Name	*	Iva Lawson
Name	*	Anita Roberts
Name	*	Caroline Jenkins
Name	*	Channel Frazier
Name	*	Clara Cristancho
Name	*	Ruth Savinda

School Improvement Council Member(s)

Name	*	Caroline Jenkins
Name	*	Charlette Legette
Name	*	Lauren Brooks-Sumpter
Name	*	Ruth Savinda
Name	*	Barbara Tiller
Name	*	Felicia Glover
Name	*	Irene Mack
Name	*	Diane Gillie
Name	*	Wilhelminia Mathias
Name	*	Darnell Peterson
Name	*	Clara Cristancho
Name	*	Kenneth Irby

School Gifted and Talented Coordinator

Name	*	Barbara Tiller
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School Federal Programs Coordinator

Name	*	Lauren Brooks-Sumpter
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Other Stakeholders

Position	Name
In-School Suspension Supervisor	Anson Stroman
Social Worker	Denise Kinloch
Guidance Counselor	Tiffani Roberts
Database Specialist	Jacqueline Covington

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

Mission

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

Vision

Arden Elementary School, 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.

Core Beliefs and Values

1. Each child's learning is the priority of the school.
2. Each child learns best when school, home and community collaborate to create success.
3. Each child has the right to a safe and secure environment that will promote learning and a sense of self-worth.
4. Each child is a unique individual who has the potential to learn when taught in a variety of ways.
5. Each child will be provided with challenging opportunities to learn across the curriculum and become technologically proficient.

Core Priorities

1. Be enthusiastic about your work.
2. Work collaboratively with colleagues.
3. Use data to direct instruction.
4. Show care and concern for students.

5. Create a climate conducive to learning.

Needs Assessment Data
4001 - Richland County School District One (4001) Public District - FY 2026 - Arden Elementary (4001020) 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=eT0yMDI0JnQ9RSZzaWQ9NDAwMTAyMA
Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.
<div>Arden Elementary School Comprehensive Needs Assessment 2024-2025</div>

Please check all applicable school designations below:

☒ 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:

- Dr. Timothy Blackwell, Principal
- Shameka Stephney, Assistant Principal
- Barbara Tiller, Curriculum Resource Teacher and Title One Contact
- Wilhelminia Mathias, Community Member
- Kenneth Irby, Community Member
- Caroline Jenkins, Classroom Teacher
- Ruth Savinda, Media Specialist/Librarian
- Montressa Ryan, Literacy Coach

School Profile

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Arden Elementary is a Title One school in the Eau Claire Community in Richland County School District One. Arden Elementary serves 226 students in grades Pre-K-5th. The school has one pre-kindergarten class that serves 17 students. The two kindergarten classes serve 44 students. There are two first grade classes that serve 25 students with half of them

being multi-language learners. Our two second grade classes serve 34 students. There are two teachers in third grade that serve 42 students. There are two teachers in fourth grade and fifth grades. Fourth grade serves 32 students, and fifth grade serves 35 students. Arden serves one combo class of students with learning disabilities. There are 10 students receiving special education services. In our Advanced Academic Program, we have 21 students served for math instruction in grades 3-5 and 16 for literacy instruction in grades 3-5. One of the students served in the Academic Advanced Program is state identified. Subgroups at Arden include: 66% (African American), 28% (Hispanic), 0.03% (Two or More Races) and 0.01% Caucasian/White. Our student population includes students from lower middle to low-income families. 100% of our students eat free meals because of the Community Eligibility Provision (CEP) program. This is the seventh year of the grant whereby students are served two nutritious meals, and if they are enrolled in the Comprehensive Remediation Program (CRP) or the afternoon program Barron Academy, they are provided three meals. The school's population is highly transient. The main challenge of the staff is to meet the needs of all subgroups, particularly our Multilingual Learner (MLL) population. As a Title One school, we receive federal funds for instructional resources, including technology, additional staff, and professional development in identified support areas.

Arden Elementary has 47 staff members. Of the 47 staff members, 23 staff members are certified. About 62.5% of Arden's teachers hold advanced degrees. For the 2024-2025 school year, the student-teacher ratio has varied across grade levels but has been consistent when compared to previous school years. In a typical school year, the student-teacher ratio is 18:1 except for grades kindergarten and 3rd which have a higher student teacher ratio because of an increase in enrollment throughout the 2024-2025 school year.

Academics

SC READY 5-Year Data Review

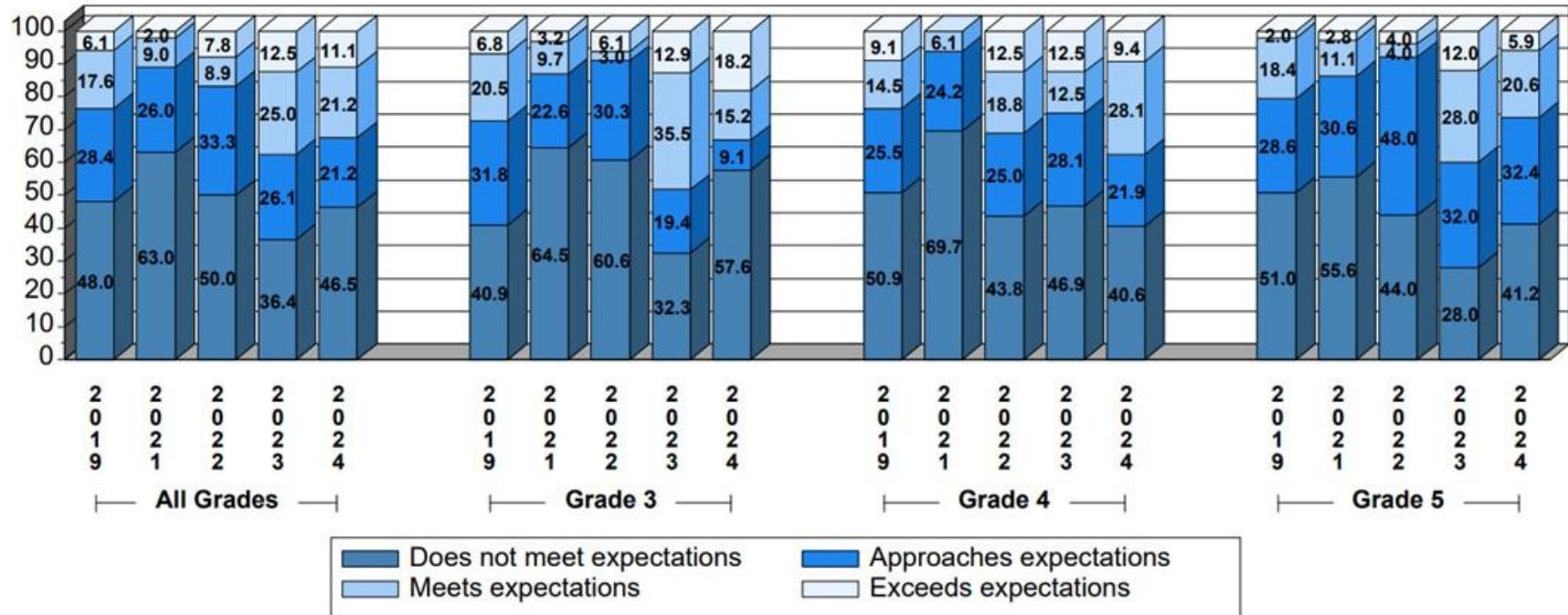
2024 SC READY Five-Year Summary Graphs

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

~~ Arden: English/Language Arts ~~



ELA (English Language Arts)

During spring 2024, 3rd-5th grade students took the SC READY assessment in ELA. Our results show that 48% of students received a score of does not meet expectations, 28.4% of students received a score of approaching expectations, 17.6% of students received a score of meets expectations, and 6.1% of students received a score of exceeds expectations.

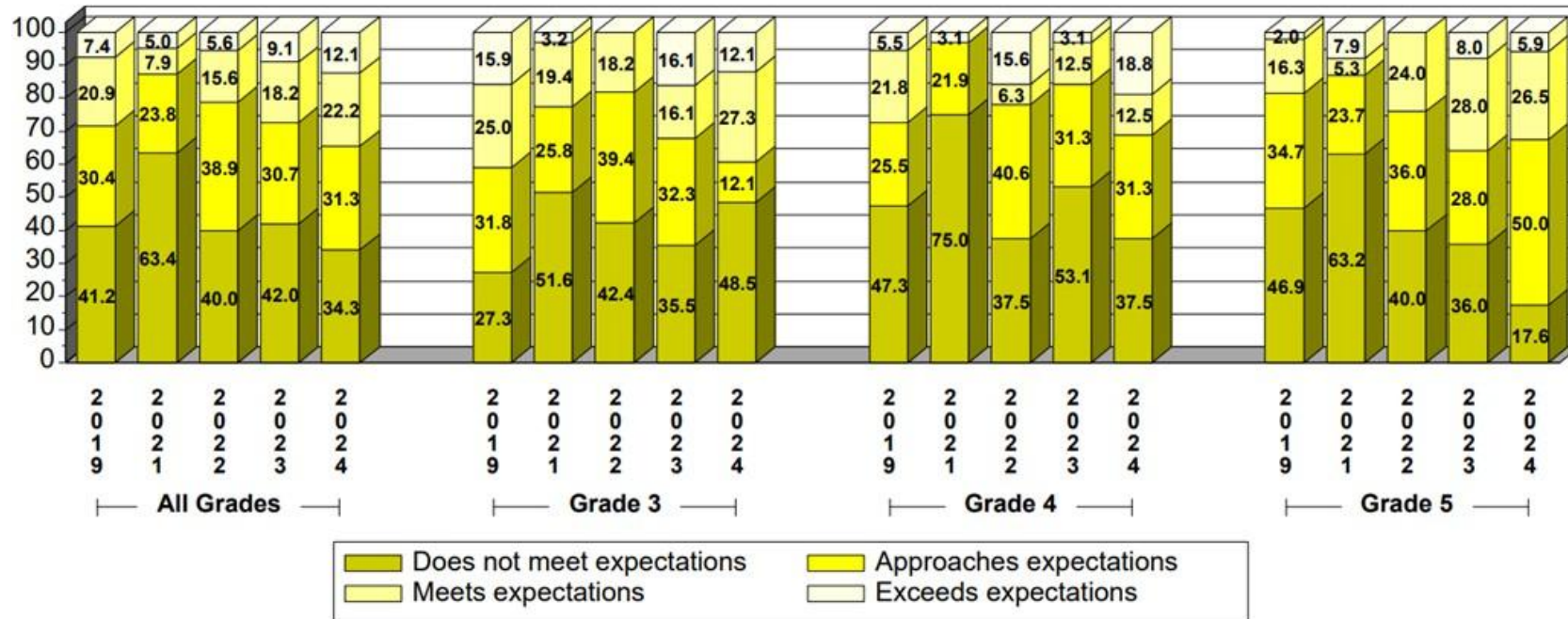
2024 SC READY Five-Year Summary Graphs

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

~~ Arden: Math ~~



Math

During spring 2024, 3rd-5th grade students took the SC READY assessment in Math. Our results show that 34.3% of students received a score of does not meet expectations, 31.3% of students received a score of approaching expectations, 22.2% of students received a score of meets expectations, and 12.1% of students received a score of exceeds expectations.

Breakdown by Grade Level

Grade	Year	ELA						Math					
		Num	%DN	%A	%M	%E	%ME	Num	%DN	%A	%M	%E	%ME
All	2019	148	48.0	28.4	17.6	6.1	23.6	148	41.2	30.4	20.9	7.4	28.4
All	2021	100	63.0	26.0	9.0	2.0	11.0	101	63.4	23.8	7.9	5.0	12.9
All	2022	90	50.0	33.3	8.9	7.8	16.7	90	40.0	38.9	15.6	5.6	21.1
All	2023	88	36.4	26.1	25.0	12.5	37.5	88	42.0	30.7	18.2	9.1	27.3
All	2024	99	46.5	21.2	21.2	11.1	32.3	99	34.3	31.3	22.2	12.1	34.3
All	2-Yr Chg	11	10.1	-4.9	-3.8	-1.4	-5.2	11	-7.7	0.6	4.0	3.0	7.0
All	5-Yr Chg	-49	-1.5	-7.2	3.6	5.0	8.7	-49	-6.9	0.9	1.3	4.7	5.9

Grade 3

ELA: 3rd grades results show that 57.6% of students did not meet the grade level expectations, 9.1% of students were approaching grade level expectations, 15.2% of students met grade level expectations, and 18.2% of students exceeded grade level expectations.

Math: 3rd grades results show that 48.5% of students did not meet the grade level expectations 12.1% of students were approaching grade level expectations, 27.3% of students met grade level expectations, and 12.1% of students exceeded grade level expectations.

3	2019	44	40.9	31.8	20.5	6.8	27.3	44	27.3	31.8	25.0	15.9	40.9
3	2021	31	64.5	22.6	9.7	3.2	12.9	31	51.6	25.8	19.4	3.2	22.6
3	2022	33	60.6	30.3	3.0	6.1	9.1	33	42.4	39.4	18.2	0.0	18.2
3	2023	31	32.3	19.4	35.5	12.9	48.4	31	35.5	32.3	16.1	16.1	32.3
3	2024	33	57.6	9.1	15.2	18.2	33.3	33	48.5	12.1	27.3	12.1	39.4
3	2-Yr Chg	2	25.3	-10.3	-20.3	5.3	-15.1	2	13.0	-20.2	11.2	-4.0	7.1
3	5-Yr Chg	-11	16.7	-22.7	-5.3	11.4	6.0	-11	21.2	-19.7	2.3	-3.8	-1.5

Grade 4

ELA: 4th grade results show that 40.6% of students did not meet expectations, 21.9% of students were approaching grade level expectations, 28.1% of students met grade level expectations, and 9.4% of students exceeded grade level expectations.

Math: 4th grade results show that 37.5% of students did not meet expectations, 31.3% of students were approaching grade level expectations, 12.5% of students met grade level expectations, and 18.8% of students exceeded grade level expectations.

4	2019	55	50.9	25.5	14.5	9.1	23.6	55	47.3	25.5	21.8	5.5	27.3
4	2021	33	69.7	24.2	6.1	0.0	6.1	32	75.0	21.9	0.0	3.1	3.1
4	2022	32	43.8	25.0	18.8	12.5	31.3	32	37.5	40.6	6.3	15.6	21.9
4	2023	32	46.9	28.1	12.5	12.5	25.0	32	53.1	31.3	12.5	3.1	15.6
4	2024	32	40.6	21.9	28.1	9.4	37.5	32	37.5	31.3	12.5	18.8	31.3
4	2-Yr Chg	0	-6.3	-6.2	15.6	-3.1	12.5	0	-15.6	0.0	0.0	15.7	15.7
4	5-Yr Chg	-23	-10.3	-3.6	13.6	0.3	13.9	-23	-9.8	5.8	-9.3	13.3	4.0

Grade 5

ELA: 5th grade results show that 41.2% of students did not meet grade level expectations, 32.4% of students were approaching grade level expectations, 20.6% of students met grade level expectations and 5.9% of students exceeded grade level expectations.

Math: 5th grade results show that 17.5% of students did not meet grade level expectations, 50% of students were approaching grade level expectations, 26.5% of students met grade level expectations and 5.9% of students exceeded grade level expectations.

5	2019	49	51.0	28.6	18.4	2.0	20.4	49	46.9	34.7	16.3	2.0	18.4
5	2021	36	55.6	30.6	11.1	2.8	13.9	38	63.2	23.7	5.3	7.9	13.2
5	2022	25	44.0	48.0	4.0	4.0	8.0	25	40.0	36.0	24.0	0.0	24.0
5	2023	25	28.0	32.0	28.0	12.0	40.0	25	36.0	28.0	28.0	8.0	36.0
5	2024	34	41.2	32.4	20.6	5.9	26.5	34	17.6	50.0	26.5	5.9	32.4
5	2-Yr Chg	9	13.2	0.4	-7.4	-6.1	-13.5	9	-18.4	22.0	-1.5	-2.1	-3.6
5	5-Yr Chg	-15	-9.8	3.8	2.2	3.9	6.1	-15	-29.3	15.3	10.2	3.9	14.0

Demographic Breakdown:

For males in ELA, 37% receive a score of Does Not Meet. 24.5% received a score of approaching. 19.9% received a score of meets. For exceeds, 18.7%.

For males in Math, 44.1% receive a score of Does Not Meet. 25.2% received a score of approaching. 14.7% received a score of meets. For exceeds, 15.9%.

For females in ELA, 25.2% receive a score of Does Not Meet. 26.0% received a score of approaching. 23.3% received a score of meets. For exceeds, 25.6%.

For females in Math, 40.6% receive a score of Does Not Meet. 28% received a score of approaching. 16.2% received a score of meets. For exceeds, 15.1%.

Students who are Black: in ELA, 37.1% receive a score of Does Not Meet. 29.3% received a score of approaching. 21.7% received a score of meets. For exceeds, 11.9%.

Students who are Black: in Math, 51.4% receive a score of Does Not Meet. 28.9% received a score of approaching. 13% received a score of meets. For exceeds, 6.7%.

Students who are Hispanic: in ELA, 38.3% receive a score of Does Not Meet. 23.6% received a score of approaching. 20.1% received a score of meets. For exceeds, 18%.

Students who are Hispanic: in Math, 44.9% receive a score of Does Not Meet. 27% received a score of approaching. 16.6% received a score of meets. For exceeds, 11.5%.

Students with Disabilities: In ELA, 71.3% of students classified as disabled received a score of Does Not Meet on SC Ready ELA. 18.7% of disabled students received a score of approaching. 6.3% of disabled students received a score of meets and 3.8% received a score of exceeds expectations. In Math, 75.6% of students classified as disabled received a

score of Does Not Meet on SC Ready Math and 15.6% received a score of approaching expectations. 5.2% of disabled students received a score of meets and 3.6% of disabled students received a score of exceeds.

Students take STAR Reading or Early Literacy three times a year. STAR is used as the district’s screening tool. Students in grades third through fifth take STAR Reading. Students in grades kindergarten through second take STAR Early Literacy unless the score 852 for their scaled score then, they take STAR Reading. There are 17 second graders that take STAR Reading and 6 first graders that take STAR Reading and 2 kindergartners that take STAR Reading.



⌵ ↗ 📱 EXPLORE # ⌵ ↗ 📱 EXPLORE

73 of the 123 students assessed are at or above the minimum district benchmark proficiency level for STAR Reading. 27 of the 75 students assessed are at or above the minimum district benchmark proficiency level in Early Literacy. These results are based on the spring assessment.

On STAR Reading, 69 of 113 students scored at or above typical growth (35th current SGP) from Fall to the given test period. This is down 7% from Fall to Spring 2023-2024.

On STAR Early Literacy, 30 of 68 students scored at or above typical growth (35th current SGP) from Fall to the given test period. This is down 2% from Fall to Spring 2023-2024.

Star Math

Star Math Current Student Growth Percentile (SGP) ⓘ

Fall to Spring 2024-2025

50.7%

75 of 148 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is down 22% from Fall to Spring 2023-2024



EXPLORE

Students in grades first through fifth take STAR Math three times a year. Students in Kindergarten take STAR Math during the winter and spring assessment.

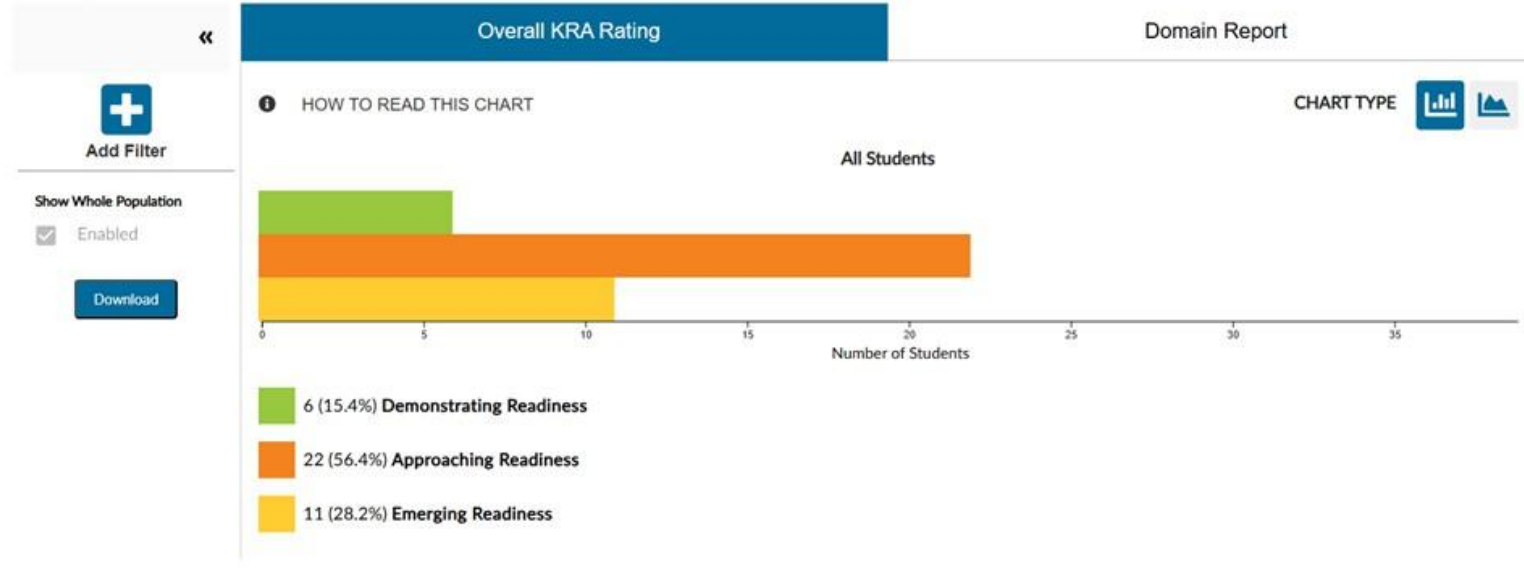
75 of 148 students scored at or above typical growth (35th current SGP) from Fall to the given test period on STAR Math. This is down 22% from Fall to Spring 2023-2024.

On STAR Math, 71 of 160 students estimated to score at or above proficiency benchmark on the Math state test.

KINDERGARTEN READINESS ASSESSMENT (KRA)

Kindergarten Readiness Assessment 2024

End Date: 11/09/2024



The Kindergarten Readiness Assessment is a developmentally appropriate assessment that measures a child's readiness across multiple domains. The KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being (SC Department of Education, 2019). According to the results, this assessment indicates that at the beginning of the school year, 15.4% (6 students out of 39) of Arden Kindergarteners were Demonstrating Readiness for Kindergarten. This brief snapshot indicates that early identification and intervention are critical to the success of our Kindergarteners.

Fall 2024 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

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

~~ Arden ~~

		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
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Arden	Arden	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0
Arden	Sengene Baldie	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	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

~~ Arden ~~

		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
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Arden	Arden	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0
Arden	Sengene Baldie	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0

MyIGDIS

MyIGDIS is a web-based management and reporting system that allows teachers to monitor student growth in literacy and numeracy. A review of the MyIGDIS Fall 2024 data shows that Pre-Kindergarten students who participated during the school year are either at-risk or making moderate progress in literacy and numeracy. Students did not show strong progress any of the literacy and numeracy domains. Again, 100% of the students are either at-risk or showing moderate progress in all domains.

Attendance

2023-2024 Chronic Student Absenteeism by Grade, Race/Ethnicity, and Gender Report 4/10/2024

School	Total Students	Chronic Absentees		Percent Chronic Absentees by Grade	Percent Chronic Absentees by Race/Ethnicity and Gender
		Number	Percent		
Arden	234	64	27.4%	K – 32.3% 1 – 36.6% 2 – 26.5% 3 – 25.6% 4 – 18.9%	African American Males – 31.2% African American Females – 23.5% White Males – N/A White Females – 0% Hispanic Males – 28.1%

				5 – 24.3%	Hispanic Females – 31.4% Other Males – N/A Other Females – N/A
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Tardies

Grade	Tardies
Pre-K	364
Kindergarten	412
First Grade	535
Second Grade	444
Third Grade	285
Fourth Grade	386
Fifth Grade	552

To address the high attendance rates for our students, the school-based attendance teams have implemented the following strategies:

- Weekly reminders to provide written excuses.
- Conducting parent meetings to discuss attendance for students not eligible for AIP due to age.
- Attendance incentives to individuals (kickball, March Madness event, Beat the Bell etc.)
- Quarterly Parent University: “Attendance Matters”

Culture & Climate

Mission Statement:

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

Vision Statement:

Arden Elementary School, 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.

2024 School Teacher/Student Survey Results:

At the end of the 2024 school year, students in grades 3-5 were administered the Student Perception/Opinion Survey for school report card purposes. 83 students participated in the survey. Out of the 81 students, about 92% of the students were satisfied with the learning environment, social/physical environment and home-school relationships. It is also important to note that within the domains listed on the chart, Arden student perception results were higher in all domains when compared to the district and state averages for the 2023 and 2024 school years.

In comparison to the teacher survey data, there were a total of 27 teachers participating in the survey. Out of the 24 teachers, about 95% of the teachers were satisfied with the learning, social and physical learning environment. It is also important to note that within the domains listed on the chart, Arden teacher perception results were higher than the district and state in all three of the four of the domains. Teacher perceptions of safety domain were slightly lower when compared with the state average. This information continues to be a pattern from year to year. The results in the chart include a more descriptive analysis of the rated items by the teachers and students that identifies their opinions and perceptions for the learning environment within the class or school building for students and teachers.

Factors of School Climate

Teacher Perceptions of Instructional Focus



Overall Perceptions of School Climate



Teacher Perceptions of Working Conditions

School (8.70 / 10)



District (7.09 / 10)



State (7.53 / 10)



Teacher Perceptions of Safety

School (7.04 / 10)



District (7.35 / 10)



State (8.31 / 10)



Student Perceptions of Safety

School (7.55 / 10)



District (5.60 / 10)



State (6.46 / 10)



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Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	27	83	Data N/A
Percent satisfied with learning environment	100%	90.2%	Data N/A
Percent satisfied with social and physical environment	96.3%	94%	Data N/A
Percent satisfied with school-home relations	88.9%	92.6%	Data N/A

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Discipline Data

- Total # of Referrals: 23
- Grade Level Referrals: PK: (1) K (4) 1st (1) 2nd (4) 3rd (2) 4th (3) 5th (8)
- ISS: 5/OSS: 9
- Building Better Beagles Program: Star Student and Point System
- Girls of Excellence Mentoring Program
- ELITE Boys Mentoring Program

- PBIS
- Quarterly grade level townhall meetings
- Arden Elementary Clubs/Advocacy Program

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.

Arden Elementary School has active parent leadership committees. The **Parent Engagement Committee**, which includes the **School Improvement Council** and **Parent Advisory Committee**, meet regularly to assess the effectiveness of the school's parent and family engagement efforts, strategize, and develop new activities to address the school's needs.

In addition to parent education sessions there are many other efforts that assist the school with engaging families and the community. The Parent and Family Engagement Specialist continuously meet 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 Guidance Counselors to ensure families are supported and informed.

9.19.24	5:30 PM	In Person	All Families	Not Provided	District Safety Forum	R1 Staff/CPD/RCSD	No	\$0	Not Provided
9.26.24	5:30 PM	In Person	All Families	10	Parent Committee Meeting -SIC/PAC	Principal/PFES	No	\$0	5
10.16.24	6:30 PM	In Person	All Families	Not Provided	Eau Claire Cluster Non-Violence Rally	Eau Claire Cluster Staff	No	\$0	Not Provided
10.24.24	5:30 PM	In Person	All Families		Curriculum Night	Arden Staff	Yes	Donated	4.9
10.25.24		WTG	All Families	206	Parent/Teacher Conference	PFES	No	\$0	5
11.1.24	10:30 AM	In Person	All Families	32	Awards Day	Arden Staff	No	\$0	4.8
11.11.24	5:30 PM	In Person	All Families/Communi ty	27	Columbia College Place Community Meeting	Various	Yes	Donated	5
11.21.24		WTG	All Families	206	National Parent Involvement Day	PFES	No	\$0	5
12.18.24	6:00 PM	In Person	All Families	60	Winter Program	Arden Staff	No	\$0	3.6
1.23.25	5:30 PM	In Person	All Families	23	Literacy Night	Reading Coach		Donated	4.8
1.27.25	9:00 AM	In Person	Truant Families	1	Cup Cakes w/the Counselor	chool Counselor/PI	Yes	\$0	5
1.30.25	5:30 PM	In Person	MLL Families	12	MLL Parent Night	Arden Staff	Yes	ational Welcome C	4.9
2.8.25	9:00 AM	In Person	All Families	Not Provided	District Fitness Bowl	R1 Staff	No	\$0	Not provided
3.11.25	5:30 PM	In Person/Virtual	2nd Grade Families	4	Water Safety/Swimming Program	nd Grade Teacher	No	\$0	5
3.12.25	10:00 AM	In Person	Families/Communi	40	iley-Kennedy Community Resource Fa	Various	No	\$0	Not provided
3.27.25	5:00 PM	In Person	All Families	35	Math Bowl	CRT	Yes	\$189	
4.11.25	8:00 AM	In Person	Pre Kindergarten		Books and Breakfast	reading Coach/PFE	Yes	\$59	
4.24.25	5:00 PM	In Person	All Families		Author's Tea	reading Coach/PFE	Yes	\$105	
5.2.25	9:00 AM	In Person	Kindergarten		My Free Library	reading Coach/PFE	Yes	\$105	
				23.33333333				0.00	4.66

Analysis

-

The average attendance rate for parent and family engagement education sessions was 23%. Data indicates that parent participation is higher when events are held in the evening and combined with student performances or interactive learning opportunities. As of early March, Arden Elementary has hosted 11 evening events, including one with a virtual option, four morning events, and two "Workshops-to-Go," which were shared on the school's ClassDojo platform. These activities provided families with valuable community resource information, online academic tools, and grade-level skills and strategies to support learning at home.

Survey Results

Although formal survey data is not available, parents who attended the events provided positive verbal feedback. Many expressed their appreciation for the valuable information and resources shared, as well as the engaging and supportive atmosphere. Parents noted that the events were informative and helpful in supporting their involvement in their children's education. Their feedback highlights the importance of continuing to offer similar opportunities that provide meaningful support and practical resources for families. However, a key challenge remains in obtaining completed surveys, which limits the ability to collect structured data on parent satisfaction and the impact of these events. Encouraging greater survey participation will be a priority to ensure more comprehensive feedback that can further enhance future programming.

Barriers to Parent Involvement

Arden Elementary is a small community school where most families live within walking distance. Inclement weather and lack of transportation options has made it challenging for parents to attend events, particularly those who live farther away or have mobility issues. The time of day when events are scheduled often conflicts with parents' work schedules, limiting their availability. Furthermore, the Multilingual Learners (MLL) communities face language barriers that can hinder effective communication and engagement although translators are provided. Other priorities, such as managing household responsibilities and caring for family members, also compete for parents' time and attention, making it difficult to be actively involved in school activities. Addressing these barriers requires thoughtful planning and support from the school to create more inclusive and accessible opportunities for parent involvement.

Professional Capacity

At the end of the 2023-2024 school year, Arden Elementary had seen a slight increase in teacher turnover from the previous year. These turnovers were due to resignations, transfers within and outside of the district. At the start of 2024-2025 school year, Arden had 25 certified teachers. Six teachers (including the virtual AAP teachers) at the school are new to the school. One pre-kindergarten teacher, one first grade teacher, one second grade teacher, one fourth grade teacher and one fifth grade teacher are new to the school this year. Currently, one fifth grade position is filled by a retired certified teacher and one related arts position are filled by recently retired teachers. Currently, we have one international teacher at the school.

Teachers new to the school and first year teachers received support from district and school level personnel. First year teachers were assigned a mentor within the school and received support from the District Induction Coordinator. All teachers worked closely with school-based instructional support members throughout the school year during professional learning communities/opportunities (PLC/PLO) and guided planning times in literacy and math. Additional opportunities for professional development include but not limited to district Monday PLO meetings, grade level planning and teacher workdays throughout the school year. As aligned to district expectations, teachers participate in school-based professional developments sessions focused on Richland School District frameworks in the areas of balanced literacy, math, science, Visible Learning and other district sponsored trainings to further enhance teaching and learning practices for students.

To recruit effective teachers to our school, the principal involves the leadership/administrative team in the interview process when feasible. Arden continues to be represented at the Richland One fall and spring career fairs. To retain teachers, school-based incentives that recognize the efforts of all staff for "going the extra mile," help to improve morale and motivate all staff to make Arden a great place to work. For example, the administrative team implemented on occasions the Arden Snack Mobile, Spirit Weeks, Dress Down Days/Weeks, Exhale District and School-Based Opportunities and other small tokens of appreciation. These simple gestures let everyone know that they are valued and that others see their dedication to our school.

Teacher Attendance Rates:

2023-2024 Teacher Attendance through 2024-05

Based on Long-Term Sick, Short-Term Sick, Personal, and Special Leave for Classroom Teachers Only

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 9, 2024

			Non-Professional Development Absences						
Level	School	Days Employed	Instructional	Non-Instructional	Total	Professional Development Absences	Attendance Rate 2024	Attendance Rate 2023	Change
		1520.00	0.00	1.00	1.00	0.00	99.9		
District	* District *	322355.00	22069.00	762.00	22831.00	1520.25	92.9	93.0	-0.1
Elementary	Arden	3900.00	258.00	10.00	268.00	1.00	93.1	95.2	-2.1

Staff Attendance Rate:

The information above shows the current data as of July 9, 2024, for staff members at Arden. This data reflects only our certified teachers. Over the school year (through May 2024), we have seen a decrease (93.1%) from the previous year (95.2%) of teacher's attending school. At the current time, our data for chronically absent teachers for this year is due to external factors (i.e. FMLA, Leave of Absences, etc.) that may affect teacher attendance.

School Based PDs

To help meet the needs of students in English Language Arts, Arden has received ongoing professional development from Caroline Savage a consultant from Literacy for Learning. The professional development includes guided planning Monday PLOs and model lessons. Ms. Savage works with teachers in grades Kindergarten through fifth grade.

To support the needs of students in math, Sandra Goff Robinson of J Squared offers on site professional development, model lessons and guided planning for teachers in grades kindergarten through fifth.

Conferences:

Conference	Role of attendees	Purpose	Benefit to Richland One	How information will be shared with other staff
Example: AVID Summer Institute/Orlando, FL/June 2026	2 certified teachers 1 administrator	The purpose of this conference is to deepen understanding of AVID strategies such as WICOR (writing, inquiry, collaboration, organization and rigor).	Staff will gain knowledge about AVID strategies that will benefit students in the classroom.	The information will be shared with district and school-based staff during scheduled professional development days and scheduled professional learning communities.
NCTE/ NCTM Conference				
Visible Learning				
Title One Conference				
SCASA				
SCASL				

Other (Based on school's needs)

Are there other areas supported by your data which are not addressed in the previous sections? If so, address these areas here. If you see a need for field trips based on your academic data, please complete the table below.

--	--	--	--

Grade Level and Content Area	Title of Field Experience	Description of Program	Units of Study and Standard
Example: Third Grade Science	Riverbanks Zoo Escaping Extinction Program	In this mystery inspired class, students will have to put their geography skills and knowledge to the test to save local species from extinction.	SC State Standards: 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive.
Third grade Science	Riverbanks Zoo		
Fourth and fifth graders Science	Governor's School of Science and Mathematics	There are so many different types of engineering careers, but did you know that some engineers don't design machines or products? Some of them design processes. This lesson introduces students to the industrial engineering career path as they analyze and optimize an assembly line.	
Fifth grade ELA	Heyward Career Center	Our fifth-grade students will take a campus tour of our Career and Technology center. While there, they will explore the various job clusters and talk with current Heyward students about their experience.	<p>ELA.5.R.1.1 Conduct short research for inquiry by:</p> <p>a. generating a question(s) about a topic; and</p> <p>b. consulting a variety of print and multimedia sources.</p> <p>ELA.5.R.1.2 Determine the credibility of the source(s) consulted and use the most credible source(s).</p> <p>ELA.5.R.1.3 Determine which information is relevant to the topic.</p> <p>ELA.5.R.1.4 Logically group related findings. ELA.4.C.8.1 Participate in structured discussions and collaborations about gradeappropriate topics and texts:</p> <p>a. enter a conversation appropriately, listen actively to others, and ask</p>

			and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations	
Third grade Social Studies and Science	South Carolina Museum	(Life Cycles & Adaptations) Communities and Ecosystems Life Cycles Adaptations	3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have inherited traits that vary within a group of similar organisms.	
PreK Science	Edventure	Early Engineer program is inspired by the popular children's tales, students will dive into the world of engineering to solve different tasks facing the story's characters. Students will build bridges, craft boats, construct houses, and much more. Tiny tinkers will even try their hand at basic coding tasks to help save the day! This hands-on program builds teamwork and problem-solving skills in addition to magical structures!	Force and Motion K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different	
First Grade Science	Riverbanks Zoo	Students will put their observation and critical thinking skills to the test as they discover how wildlife adaptations help us all survive, grow and meet our needs.	SC State Standards: 1-LS1-1	
Second Grade Science and Social Studies	South Carolina State Museum	Watch as Baby Bunji, an Australian green sea turtle, as she navigates the dangers of life at sea, growing into a thriving adult along the way in Turtle...	2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history LS4.D: Biodiversity and Humans	

			There are many different kinds of living things in any area, and they exist in different places on land and in water.
Kindergarten Science	Cottle Farm	Cottle Fun Farm offers school field trips a unique, fun and educational activity that exposes children to the agriculture process.	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Arden Elementary School Snapshot

Arden | 2024 ELEMENTARY SNAPSHOT

Richland One

2024

DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	2020	2021	2022	2023	2024	2YR Chg	5YR Chg
45-Day Avg. Daily Membership	256	219	192	208	203	-5	-53
Teacher Attendance	97.2	96.7	94.9	95.2	93.1	-2.1	-4.1
Student Attendance (Chronically Absent)	9.2	46.8	31.4	37.3	35.8	-1.5	26.6
Percent Ethnicity - Black	77.3	74.9	74.4	75.6	68.6	-7	-8.7
Percent Ethnicity - White	1.2	0.5	0.5	1.5	0.5	-1	-0.7
Percent Ethnicity - Other	21.5	24.7	25.1	22.8	31	8.2	9.5
Percent Poverty Index	92.8	92.4	90.9	88.5	83.6	-4.9	-9.2
Percent Special Education	12	12.1	7.7	6.1	5.7	-0.4	-6.3
Percent Limited English Proficient	15.9	19.1	17.7	17	27.9	10.9	12
Suspension Rate	6.3	0	7.2	5.5	6.6	1.1	0.3

SCHOOL REPORT CARD

Average

Report Cards provide information about test performance, teacher qualifications, student safety, awards, parent involvement and more. Overall ratings are measured on a 5-point scale of Unsatisfactory, Below Average, Average, Good, and Excellent.

KRA

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

SCREADY

SC Ready student performance is classified into four categories and in 2023, ELA and Math were administered to students in grades 3-8.

to measure each child's school readiness across multiple domains.

Percent by readiness levels are given below.

Performance Level							
Emerging	38.1	59.4	48.8	48.5	45.5	-3	7.4
Approaching	40.5	34.4	39	42.4	36.4	-6	-4.1
Demonstrating	21.4	6.3	12.2	9.1	18.2	9.1	-3.2

Science was administered in grades 4 and 5 only. 100% of students was not administered. Percent by readiness levels are given below.

Performance Level	2020	2021	2022	2023	2024	2YR Chg	5YR Chg
English							
Does Not Meet	NA	63	50	36.4	46.5	10.1	NA
Approaches	NA	26	33.3	26.1	21.2	-4.9	NA
Meets	NA	9	8.9	25	21.2	-3.8	NA
Exceeds	NA	2	7	12.5	11.1	-1.4	NA
Math							
Does Not Meet	NA	63.4	40	42	34.3	-7.7	NA
Meets	NA	7.9	15.6	18.2	22.2	4	NA
Approaches	NA	23.8	38.9	30.7	31.3	0.6	NA
Exceeds	NA	5	5.6	9.1	12.1	3	NA
Science ¹							
Does Not Meet	NA	71	50	62.5	NA	NA	NA
Approaches	NA	22.6	25	25	NA	NA	NA
Meets	NA	6.5	21.9	12.5	NA	NA	NA
Exceeds	NA	0	3.1	0	NA	NA	NA

¹Science 2YR and 5YR change calculations are not available as test changed from SC PASS to SC Ready and SC Ready Science was not administered for 2023-24 SY.

School Report Card

Measure	2020	2021	2022	2023	2024
Overall Rating	NA	NA	Average	Below Average	Average

MyIGDIs

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

for different domains for literacy and the four domains for numeracy

Rating/ Index							
Alliteration	NA	70	76	40	40	0	NA
Picture Naming	NA	70	42.3	40	10	-30	NA
Rhyming	NA	37.5	40	30	15.8	-14.2	NA
Sound Identification	NA	30	56	5	30	25	NA
Word Recognition	NA	50	72	47.4	40	-7.4	NA

Numeracy Rating/ Index	2020	2021	2022	2023	2024	2YR Chg	5YR Chg
Oral Counting	NA	NA	59.3	10	30	20	NA
Number Naming	NA	NA	54.2	25	45	20	NA
Quantity	NA	NA	66.7	45	20	-25	NA
Comparison	NA	NA	63	30	40	10	NA
1-to-1 Correspondence Ct.	NA	NA	63	30	40	10	NA

Abbreviation Key:

NA=Not Applicable, Not Available, or Not
Administered

If you need any assistance, please contact the Office of Accountability, Assessment,
Research, and Evaluation (AARE) at 231-7450

Updated 11/19/2024

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2026 - Arden Elementary (4001020) 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)

Early Childhood/Primary (PK-2):

STAR EARLY LITERACY AND MATH PROJECTED PERFORMANCE RESULTS SUMMARY

SC READY ELA PROJECTIONS BY DISTRICT BENCHMARK

Percentage of students scoring at each level

Grade Level/ Subgroup	URGENT INTERVENTION BENCHMARK	INTERVENTION BENCHMARK	ON WATCH BENCHMARK	AT/ABOVE BENCHMARK
K	16.7%	9.5%	16.7%	57.1%
1	8.3%	37.5%	12.5%	41.7%
2	30.3%	27.3%	3.0%	39.4%

SC READY MATH PROJECTIONS BY DISTRICT BENCHMARK

Percentage of students scoring at each level

Grade Level/ Subgroup	URGENT INTERVENTION BENCHMARK	INTERVENTION BENCHMARK	ON WATCH BENCHMARK	AT/ABOVE BENCHMARK
K	7.1%	16.7%	16.7%	59.5%
1	20.0%	8.0%	20.0%	52.0%
2	21.2%	15.2%	9.1%	54.5%

Fall 2024 Pre-Kindergarten MyIGDIs Early Numeracy Teacher Report

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

~~ Arden ~~

		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
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Arden	Arden	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0
Arden	Sengene Baldie	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0

Fall 2024 Pre-Kindergarten MyIGDIs Early Literacy Teacher Report

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

~~ Arden ~~

		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
School	Teacher	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc	Num	Perc	Perc
Arden	Arden	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0
Arden	Sengene Baldie	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0	13	0.0	100.0

STAR EARLY LITERACY AND MATH:

- Data from MyIGDIS for our 4K, KRA for our 5K, and Star Early Literacy for our 5K and 2nd grade students are causing us to look closely at the preparation level of our early childhood students as well as our curriculum to address the needs of these students.
- Data from STAR Math for our 1st and 2nd grade students consistently shows that our students continue to need additional support in these areas.
- Data from our STAR projections indicates a need to look closely at why a significant drop occurs after students leave first grade.

* Elementary/Middle (3-8)

2024 SC READY Five-Year Summary By First Day of Testing (FDT) Subgroup and Grade

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

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

~~ Arden: All Students ~~

Grade	Year	ELA						Math					
		Num	%DN	%A	%M	%E	%ME	Num	%DN	%A	%M	%E	%ME
All	2019	148	48.0	28.4	17.6	6.1	23.6	148	41.2	30.4	20.9	7.4	28.4
All	2021	100	63.0	26.0	9.0	2.0	11.0	101	63.4	23.8	7.9	5.0	12.9
All	2022	90	50.0	33.3	8.9	7.8	16.7	90	40.0	38.9	15.6	5.6	21.1
All	2023	88	36.4	26.1	25.0	12.5	37.5	88	42.0	30.7	18.2	9.1	27.3
All	2024	99	46.5	21.2	21.2	11.1	32.3	99	34.3	31.3	22.2	12.1	34.3
All	2-Yr Chg	11	10.1	-4.9	-3.8	-1.4	-5.2	11	-7.7	0.6	4.0	3.0	7.0
All	5-Yr Chg	-49	-1.5	-7.2	3.6	5.0	8.7	-49	-6.9	0.9	1.3	4.7	5.9
3	2019	44	40.9	31.8	20.5	6.8	27.3	44	27.3	31.8	25.0	15.9	40.9
3	2021	31	64.5	22.6	9.7	3.2	12.9	31	51.6	25.8	19.4	3.2	22.6
3	2022	33	60.6	30.3	3.0	6.1	9.1	33	42.4	39.4	18.2	0.0	18.2
3	2023	31	32.3	19.4	35.5	12.9	48.4	31	35.5	32.3	16.1	16.1	32.3
3	2024	33	57.6	9.1	15.2	18.2	33.3	33	48.5	12.1	27.3	12.1	39.4
3	2-Yr Chg	2	25.3	-10.3	-20.3	5.3	-15.1	2	13.0	-20.2	11.2	-4.0	7.1
3	5-Yr Chg	-11	16.7	-22.7	-5.3	11.4	6.0	-11	21.2	-19.7	2.3	-3.8	-1.5
4	2019	55	50.9	25.5	14.5	9.1	23.6	55	47.3	25.5	21.8	5.5	27.3
4	2021	33	69.7	24.2	6.1	0.0	6.1	32	75.0	21.9	0.0	3.1	3.1
4	2022	32	43.8	25.0	18.8	12.5	31.3	32	37.5	40.6	6.3	15.6	21.9
4	2023	32	46.9	28.1	12.5	12.5	25.0	32	53.1	31.3	12.5	3.1	15.6
4	2024	32	40.6	21.9	28.1	9.4	37.5	32	37.5	31.3	12.5	18.8	31.3
4	2-Yr Chg	0	-6.3	-6.2	15.6	-3.1	12.5	0	-15.6	0.0	0.0	15.7	15.7
4	5-Yr Chg	-23	-10.3	-3.6	13.6	0.3	13.9	-23	-9.8	5.8	-9.3	13.3	4.0
5	2019	49	51.0	28.6	18.4	2.0	20.4	49	46.9	34.7	16.3	2.0	18.4
5	2021	36	55.6	30.6	11.1	2.8	13.9	38	63.2	23.7	5.3	7.9	13.2
5	2022	25	44.0	48.0	4.0	4.0	8.0	25	40.0	36.0	24.0	0.0	24.0
5	2023	25	28.0	32.0	28.0	12.0	40.0	25	36.0	28.0	28.0	8.0	36.0
5	2024	34	41.2	32.4	20.6	5.9	26.5	34	17.6	50.0	26.5	5.9	32.4
5	2-Yr Chg	9	13.2	0.4	-7.4	-6.1	-13.5	9	-18.4	22.0	-1.5	-2.1	-3.6
5	5-Yr Chg	-15	-9.8	3.8	2.2	3.9	6.1	-15	-29.3	15.3	10.2	3.9	14.0

- The major concerns in our school is the achievement level in ELA and writing in all grades and science for our 4th grade students. The percentage of students scoring "Does Not Meet and Approaches Expectations" was significantly high in ELA in grades 3-5. Based on our writing results for our students in grades 3-5, majority of the students received a score of "0". The percentage of student scoring in all areas for 4th grade science was not reported for the 2024 school year. However, 2024 administration did occur. Based on student performance for the this year, the area of science is consistently an area of concern for our school.

- Based on data, there is a need to focus on intensive professional development in ELA, writing and science for grade level teachers. Although improvement in math is evident, there is still a need to continue supporting this area as well.
- Data continue to show that there is a need to focus on providing explicit professional development in the area of literacy and writing across campus and within disciplines. This is due to the newly implemented standards for literacy.
- Data continues to show that there is a need to implement more hands-on, collaborative strategies to increase student conceptual understanding of mathematical concepts. This is evident in our low performance/growth as indicated by our Spring 2025 Star Results.
- Data continues to show that there is a need to focus on providing students inquiry-based tasks to develop their understanding of science concepts. This continues to be an area of concern as students are expected to meet the targets outlined in the newly adopted standards in 2023 that were implemented in 2024.
- Data continue to show that there is a need to reaffirm our commitment to literacy and reading intervention via MTSS to select and monitor appropriate interventions tools/resources for quality instruction.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Professional Capacity

At the end of the 2023-2024 school year, Arden Elementary had seen a slight increase in teacher turnover from the previous year. These turnovers were due to resignations, transfers within and outside of the district. At the start of 2024-2025 school year, Arden had 25 certified teachers. Six teachers (including the virtual AAP teachers) at the school are new to the school. One pre-kindergarten teacher, one first grade teacher, one second grade teacher, one fourth grade teacher and one fifth grade teacher are new to the school this year. Currently, one fifth grade position is filled by a retired certified teacher and one related arts position are filled by recently retired teachers. Currently, we have one international teacher at the school.

Teachers new to the school and first year teachers received support from district and school level personnel. First year teachers were assigned a mentor within the school and received support from the District Induction Coordinator. All teachers worked closely with school-based instructional support members throughout the school year during professional learning communities/opportunities (PLC/PLO) and guided planning times in literacy and math. Additional opportunities for professional development include but not limited to district Monday PLO meetings, grade level planning and teacher workdays throughout the school year. As aligned to district expectations, teachers participate in school-based professional developments sessions focused on Richland School District frameworks in the areas of balanced literacy, math, science, Visible Learning and other district sponsored trainings to further enhance teaching and learning practices for students.

To recruit effective teachers to our school, the principal involves the leadership/administrative team in the interview process when feasible. Arden continues to be represented at the Richland One fall and spring career fairs. To retain teachers, school-based incentives that recognize the efforts of all staff for "going the extra mile," help to improve morale and motivate all staff to make Arden a great place to work. For example, the administrative team implemented on occasions the Arden Snack Mobile, Spirit Weeks, Dress Down Days/Weeks, Exhale District and School-Based Opportunities and other small tokens of appreciation. These simple gestures let everyone know that they are valued and that others see their dedication to our school.

Teacher Attendance Rates:

2023-2024 Teacher Attendance through 2024-05

Based on Long-Term Sick, Short-Term Sick, Personal, and Special Leave for Classroom Teachers Only
Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 9, 2024

Level	School	Days Employed	Non-Professional Development Absences			Professional Development Absences	Attendance Rate 2024	Attendance Rate 2023	Change
			Instructional	Non-Instructional	Total				
		1520.00	0.00	1.00	1.00	0.00	99.9		
District	* District *	322355.00	22069.00	762.00	22831.00	1520.25	92.9	93.0	-0.1
Elementary	Arden	3900.00	258.00	10.00	268.00	1.00	93.1	95.2	-2.1

RATIONALE:

- Data shows that there is a need to provide effective teaching strategies through effective professional development throughout the year for all staff members.
- Data shows the need to provide/continue the implementation of school-based incentives to build morale and retain teachers.
- Data also shows that a drop in teacher attendance was due to a FMLA and other family obligations that impacted teachers attending school.

* School Climate

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	27	83	Data N/A
Percent satisfied with learning environment	100%	90.2%	Data N/A
Percent satisfied with social and physical environment	96.3%	94%	Data N/A
Percent satisfied with school-home relations	88.9%	92.6%	Data N/A

Discipline Data

- Total # of Referrals: 23
- Grade Level Referrals: PK: (1) K (4) 1st (1) 2nd (4) 3rd (2) 4th (3) 5th (8)
- ISS: 5/OSS: 9
- Building Better Beagles Program: Star Student and Point System
- Girls of Excellence Mentoring Program
- ELITE Boys Mentoring Program
- PBIS
- Quarterly grade level townhall meetings
- Arden Elementary Clubs/Advocacy Program

Data Findings

- Data shows a need to continue with the implementation of Positive Behavior Support Systems (PBIS) initiative to reinforce positive behaviors for students in K-5 grades.
- To build a safe and collaborative learning environment, data shows the need to continue providing staff development on social and emotional learning strategies and restorative practices as tools to support the learning environment. This is evident in our changing population with our students.
- Data indicates a positive correlation between the satisfaction of the learning environment, social and physical environment and home-school relations between students and those of teachers and parents.

Other (such as school priorities)

- Data shows that there is a need to focus on the achievement levels of African-American males in all grade level/subjects.
- Data shows that there is a need to align our instructional practices to support all students particularly our English As Second Language students (ESOL).
- Data shows that there is a need to continue implementing technological instructional practices to support teaching and learning for teachers and students.

Spring STAR 2024 ELA AND MATH PROJECTIONS

ELA:

Does Not Meet: 4.3%
Approaches: 13.0%
Meets: 34.8%
Exceeds: 47.8%
Meets and Exceeds: 82.6%

MATH:

Does Not Meet: 0.0%
Approaches: 8.3%
Meets: 41.7%
Exceeds: 50.0%
Meets and Exceeds: 91.7%

- Data shows that there is a need to continue implementing high level instructional practices to help support the academic achievement levels in students in grades 3-5.

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring met and exemplary on the SC Ready ELA test in grades 3-5 will increase from 37.5% to 55%.

PM 1.1 By 2025-2026, students scoring met and exceeding on the English/Language Arts SC READY assessment will increase by 5% from the baseline percent (37.5%) (2023) to 47.5%.

Analysis of Actual vs. Projected Data:

Actual Data SC READY ELA: 37.5% Projected Data 2024-2025 SC READY ELA: 42.5% Projected Data 2025-2026 SC READY ELA: 47.5%
Projected Data 2026-2027 SC READY ELA: 52.5% Projected Data 2027-2028 SC READY ELA: 57.5% Projected Data 2028-2029 SC READY ELA: 62.5%

S 1.1.1 Student Performance on SC READY ELA.

Evidence-Based Research:

Gee (1995) found that such whole language approaches in reading instruction had positive influences on reading achievement. The whole language approach to reading instruction is based on the idea that the "acquisition of reading skills depends on the context in which these skills are presented.

AS 1.1.1.1 Data-Driven Instruction

Action Step:

Use data driven resources such as formative and summative assessments to analyze test results to enhance individual and small group instruction.

Person Responsible:

CRT, Classroom Teachers, Reading Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.2 Instructional Resources

Action Step:

Utilize best practices such as leveled books for guided reading, read alouds for response to reading, writing journals and computer software (Lexia/Star) to improve student comprehension.

Person Responsible:

Classroom Teachers, Literacy Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.3 Instructional Support

Action Step:

Continue to utilize an ELA Consultant and Literacy Coach professional learning communities (PLC) to provide staff development in individual and small group instruction to ensure reading success at all grade levels.

Person Responsible:

Classroom Teachers, CRT, Reading Coach, Interventionist, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.4 Professional Development

Action Step:

Provide professional development to enhance and strengthen core instruction and intervention using standards, instructional expectations and frameworks for literacy.

Person Responsible:

Classroom Teachers, CRT, Literacy Coach, Interventionist, External Consultants

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 1.1.1.5 Instructional Activities and Events

Action Step:

Host Family Literacy Events to promote academic success in literacy and writing.

Person Responsible:

CRT, Classroom Teachers, Literacy Coach, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

2 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring met and exemplary on the SC Ready Math test in grades 3-5 will increase from 27.3% to 47.3%.

PM 2.1 By 2025-2026, students scoring met and exceeding on the SC READY Math assessment will increase by 5% from the baseline percent (27.3%) 2023 to 37.3%.

Analysis of Actual vs. Projected Data:

Actual Data SC READY Math: 27.3% Projected Data 2024-2025 SC READY ELA: 32.3% Projected Data 2025-2026 SC READY ELA: 37.3%
Projected Data 2026-2027 SC READY ELA: 42.3% Projected Data 2027-2028 SC READY ELA: 47.3% Projected Data 2028-2029 SC READY ELA: 52.3%

S 2.1.1 Student Performance on SC Ready Math

Evidence-Based Research:

The power of feedback to students learning mathematics was highlighted by Baker, Gersten, and Lee (2002). They found that the highest effects accrued when teachers provided feedback data or recommendations to students ($d=0.71$), then for peer-assisted learning ($d=0.62$), explicit teacher-led instruction ($d=0.65$), direct instruction ($d=0.65$), and concrete feedback to parents ($d=0.43$).

AS 2.1.1.1 Instructional Resources

Action Step:

Use South Carolina College and Career Standards, grade-level indicators, support documents, plus the district's math framework pacing guide and Visible Learning process/resources to plan high-quality instruction for all students.

Person Responsible:

Classroom Teachers, CRT, District Math Consultant

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 2.1.1.2 Instructional Resources

Action Step:

Use math manipulative materials and resources to enhance conceptual understand of concepts and to support mathematical reasoning in all grade levels.

Person Responsible:

Classroom Teachers, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 2.1.1.3 Data Driven Instruction

Action Step:

Use formative and summative assessments data to analyze results to support individual, small group instruction, and intervention instructional process.

Person Responsible:

Administration, Classroom Teachers, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 2.1.1.4 Professional Development

Action Step:

Provide professional development to enhance and strengthen core instruction and intervention using standards, instructional expectations and frameworks for math.

Person Responsible:

Administration, CRT, Classroom Teachers, SPED Teachers

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 2.1.1.5 Instructional Activities and Events

Action Step:

Host Family Math events to promote academic success in foundational and conceptual understanding of mathematical concepts.

Person Responsible:

Administration, Classroom Teachers, CRT, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

3 Student Achievement*

Performance Goal:

By 2029, the percentage of students scoring met and exemplary on the SC READY Science test in grades 4 will increase from 12.5% to 47.5%.

PM 3.1 By 2025-2026, students scoring met and exceeding on the Science SC PASS assessment will increase by 7% from the baseline percent (12.5%) from 2023 to 26.5%..

Analysis of Actual vs. Projected Data:

Actual Data SC READY SCIENCE: 12.5% Projected Data 2024-2025 SC READY SCIENCE: 19.5% Projected Data 2025-2026 SC READY SCIENCE: 26.5% Projected Data 2026-2027 SC READY SCIENCE: 33.5% Projected Data 2027-2028 SC READY SCIENCE: 40.5% Projected Data 2028-2029 SC READY SCIENCE: 47.5%

S 3.1.1 Student Performance on SC PASS Science

Evidence-Based Research:

Many of these newer curricula emphasized strategies and processing and this required teachers to thus use these methods rather than a didactic form of teaching. Yearny and Padilla (1983) carried out a research synthesis comparing the effectiveness of various procedures for training science teachers to use better teaching strategies. All procedures were found to have a positive effect on the behavior of science teachers, as did all strategy analysis training methods.

AS 3.1.1.1 Instructional Resources

Action Step:

Use SAVAAS science kits and other standards-based resources to provide high quality lessons for all students.

Person Responsible:

Administration, CRT, Classroom Teachers,

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.2 Data Driven Instruction

Action Step:

Use data driven resources such as formative and summative assessments to analyze test results to enhance individual and small group instruction in science.

Person Responsible:

Classroom Teachers, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.3 Instructional Support & Professional Development

Action Step:

Provide high quality professional learning opportunities (PLO) (including district and state staff development) to improve instructional strategies for high quality science instruction.

Person Responsible:

Classroom Teachers, CRT, Administration, Reading Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.4 Field Studies

Action Step:

Participate in field trips or school-based science activities that support grade-level science standards (McIntyre Airbase, Challenger Learning Center, Riverbanks Zoo, Swamp Fox, Roper Mountain Science Learning Center, Governor's School for Science and Math).

Person Responsible:

Classroom Teachers, CRT, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.5 Instructional Activities and Events

Action Step:

Host science events (including science fair/day) to promote academic success in understanding science concepts.

Person Responsible:

Classroom Teachers, CRT, Literacy Coach, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

Performance Goal:

By 2029, Arden Elementary School will have a sustainability plan in place to recruit and retain classroom teachers and instructional support personnel (including instructional assistants).

PM 4.1 By 2025-2026, Arden Elementary will reduce the percent of teacher turnover by 5%.

Analysis of Actual vs. Projected Data:

Actual Data SC Report Card Data 2022-2023: 69.6% Actual Data SC Report Card Data 2023-2024: 63.6% Projected Data 2024-2025: 68.6%
Projected Data 2025-2026: 73.6%% Projected Data 2026-2027: 78.6% Projected Data 2027-2028: 83.6% Projected Data 2028-2029: 88.6%

S 4.1.1 Culture of Collaboration

Evidence-Based Research:

A growing body of research shows that collaboration between teachers and administrators improves student outcomes. The University of Chicago's Consortium on Chicago School Research produced the most compelling research of this type (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). Five organizational features contributed to this success: 1. A coherent instructional guidance system, in which curriculum and assessment were coordinated within and across grades with meaningful teacher involvement. 2. An effective system to improve professional capacity by providing ongoing support and guidance for teachers, including opening teachers' classroom work for examination by colleagues and external consultants. 3. Strong ties among school personnel, parents, and community service providers, with an integrated support network for students. 4. A student-centered learning climate that identified and responded to problems individual students were experiencing. 5. Leadership focused on cultivating teachers, parents, and community members so that they became invested in sharing responsibility for the school's improvement.

AS 4.1.1.1 Learning Environment

Action Step:

Maintain a positive instructional environment that supports teacher growth and development as noted by Teacher Opinion Survey.

Person Responsible:

Classroom Teachers, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.2 Mentoring

Action Step:

Provide high quality mentorship opportunities for all staff members (novice and veteran).

Person Responsible:

Classroom Teachers, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.3 Peer Observations

Action Step:

Implement a lateral/ vertical peer observation system based on identified teacher needs.

Person Responsible:

CRT, Classroom Teachers, Administration, Reading Coach

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.4 Instructional Planning Book Studies

Action Step:

Increase the use of school-wide book studies for all staff members. Titles: Visible Learning: The Teacher Clarity Playbook, Leading With Intention, PLC Plus Text

Person Responsible:

Classroom Teachers, CRT, Reading Coach, Interventionist, Administration

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

5 School Climate*

Performance Goal:

By 2029, the percentage of teacher perceptions will be maintained at 95% as noted by school report card survey data (i.e. home-school relations, school learning environment and social-physical environment).

PM 5.1 By 2025-2026, teacher's satisfaction with home-school relations will increase by 3 points as surveyed by the SC School Report Card.

Analysis of Actual vs. Projected Data:

Actual Data: 91.7% Projected Data 2024-2025: 94.7% Projected Data 2025-2026: 97.7% Projected Data 2026-2027: 100% Projected Data 2027-2028: 100% Projected Data 2028-2029: 100%

S 5.1.1 Culture and Climate

Evidence-Based Research:

Home-school collaboration refers to the relationship between families and schools where parents and educators work together to promote the academic and social development of children. In line with Epstein, Krumm (1996) considers cooperation between parents and teachers as an effective measure to foster students' school success. This claim is supported by a consistent, positive and convincing body of evidence that shows that parent-teacher cooperation has an effect on social and emotional development as well as on school achievement for all students regardless of social background, age or nationality (Cox, 2005;Epstein, 1990;Henderson & Mapp, 2002;Jeynes, 2007;Kohl, Lengua, & McMahon, 2000;Kreider et al., 2007;Manz, Fantuzzo, & Power, 2004).

AS 5.1.1.1 Curriculum Events

Action Step:

Conduct Curriculum Nights with activities for content area subjects.

Person Responsible:

Classroom Teachers, CRT, Literacy Coach, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 5.1.1.2 Translation Services

Action Step:

Utilize interpreters to assist in bridging the communication gap at events and/or workshops.

Person Responsible:

Administration, ESOL Coordinator

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 5.1.1.3 Parental Involvement

Action Step:

Encourage parent involvement in various school-based events. Events: Career Day, International Day, Math/Science Day, Grandparents' Day, Book Fair, SIC/PTO, Curriculum Events, Parent Family Engagement Events, District Events, etc.

Person Responsible:

Administration, Parent Family Engagement Specialist, Literacy Coach, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 5.1.1.4 Community Engagement

Action Step:

Increase partnerships with various community organizations (i.e. faith-based partners and other community organizations).

Person Responsible:

Administration, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

PM 5.2 Reduce the chronic absenteeism rate by 3% or below the state level of 22.5%.

Analysis of Actual vs. Projected Data:

Actual Data Chronic Absenteeism Data: 26.7% Projected Data 2024-2025: 23.7% Projected Data 2025-2026L 20.7% Projected Data 2026-2027: 17.7% Projected Data 2027-2028: 14.7% Projected Data 2028-2029: 11.7%

S 5.2.1 Attendance

Evidence-Based Research:

Chronically absent students are not only missing out on school days and opportunities to learn, but they are at the greatest risk of falling behind. Chronic absenteeism has been linked to reduced student achievement, social disengagement, and feelings of alienation (Gottfried, 2014; Gottfried, 2015; Johnson, 2005). Over the long term, it is correlated to increased rates of high school dropout, adverse health outcomes and poverty in adulthood, and an increased likelihood of interacting with the criminal justice system (Schoeneberger, 2012; U.S. Department of Education, 2016).

AS 5.2.1.1 Student Recognition

Action Step:

Recognize students with perfect attendance through recognition and student incentives.

Person Responsible:

Administration, Guidance Counselor, Parent Family Engagement Specialist, Literacy Coach, CRT

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

AS 5.2.1.2 Data Driven Resources

Action Step:

Utilize the MTSS Intervention process to improve student attendance.

Person Responsible:

Administration, Guidance Counselor, Parent Family Engagement Specialist

Estimated Begin Date:

8/24/2024

Estimated Completion Date:

6/1/2029

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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.
* Yes ▼	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.

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☒ ☐ 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 <div></div>	

Related Documents		
4001 - Richland County School District One (4001) Public District - FY 2026 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0		
Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	 Additional Documentation
		 Additional Documentation

Checklist

4001 - Richland County School District One (4001) Public District - FY 2026 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

<div><div></div><div>1. Plan Information and stakeholders</div></div>	Not Reviewed ▼
1.01 Information is complete and appropriate.	
<div><div></div><div>2. Needs Assessment</div></div>	Not Reviewed ▼
2.01 Needs assessment link is correct	
2.02 Needs assessment is clear, thorough and appropriate.	
<div><div></div><div>3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps</div></div>	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.	
<div><div></div><div>4. Read to Succeed</div></div>	Not Reviewed ▼
4.01 Responses are complete, thorough and appropriate.	
<div><div></div><div>5. Assurances</div></div>	Not Reviewed ▼
5.01 Responses are complete, thorough and appropriate	
<div><div></div><div>6. Related Documents</div></div>	Not Reviewed ▼
6.01 If applicable, uploaded documents are correct and appropriate.	