

4001 - Richland County School District One (4001) Public District - FY 2027 - Arden Elementary (4001020) Public School - School Renewal Plan - Rev 0

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 2026-2027, 52.5% of students will score meets or exceeds on the English/Language Arts SC READY assessment.

Analysis of Actual vs. Projected Data:

Projected Data 2024-2025 SC READY ELA: 42.5% Actual Data 2024-2025 SC Ready: 44.7% 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%

PM 1.2 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:

Projected Data 2024-2025 SC READY ELA: 42.5% Actual Data 2024-2025 SC Ready: 44.7% 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 1.2.1 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 1.2.1.1 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 1.2.1.2 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 1.2.1.3 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 1.2.1.4 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 1.2.1.5 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: 6/1/2029
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% Actual Data 2024-2025 SC Ready: 37.1% Projected Data 2025-2026 SC READY Math: 37.3% Projected Data 2026-2027 SC READY Math: 42.3% Projected Data 2027-2028 SC READY Math: 47.3% Projected Data 2028-2029 SC READY Math: 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	PM 2.2 By 2026-2027, 42.3% of students will score meets or exceeds on the SC READY Math assessment. Analysis of Actual vs. Projected Data: Actual Data SC READY Math: 27.3% Projected Data 2024-2025 SC READY ELA: 32.3% Actual Data 2024-2025 SC Ready: 37.1% Projected Data 2025-2026 SC READY Math: 37.3% Projected Data 2026-2027 SC READY Math: 42.3% Projected Data 2027-2028 SC READY Math: 47.3% Projected Data 2028-2029 SC READY Math: 52.3%
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% Actual Data 2024-2025 SC Ready Science: 32.3% 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
	PM 3.2 By 2026-2027, 42.3% of students will score meets or exceeds on the Science SC PASS assessment. Analysis of Actual vs. Projected Data: Actual Data SC READY SCIENCE: 12.5% Projected Data 2024-2025 SC READY SCIENCE: 19.5% Actual Data 2024-2025 SC Ready Science: 32.3% Projected Data 2025-2026 SC READY SCIENCE: 37.3% Projected Data 2026-2027 SC READY SCIENCE: 42.3% Projected Data 2027-2028 SC READY SCIENCE: 47.3% Projected Data 2028-2029 SC READY SCIENCE: 52.3%
4 Teacher/Administrator Quality*	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% Actual Data SC Report Card Data 2024-2025: 64.7% 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 PM 4.2 By 2026-2027, 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% Actual Data SC Report Card Data 2024-2025: 64.7% 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%
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% Actual Data 2024-2025: 95.5% 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
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% Actual Data 2024-2025: 33.1% 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

PM 5.3 By 2026-2027, 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% Actual Data 2024-2025: 95.5% Projected Data 2025-2026: 97.7% Projected Data 2026-2027: 100% Projected Data 2027-2028: 100% Projected Data 2028-2029: 100%

PM 5.4 By 2026-2027 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% Actual Data 2024-2025: 33.1% Projected Data 2025-2026L
20.7% Projected Data 2026-2027: 17.7% Projected Data 2027-2028: 14.7% Projected Data 2028-2029: 11.7%