History Log

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
4/27/2026 2:23:48 PM	Tiffany Ligon	Status changed to 'School Renewal Plan Completed'.	S
2/20/2026 10:27:22 AM	Tiffany Ligon	Status changed to 'School Renewal Plan Started'.	S
1/27/2026 2:12:48 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 2027 - Brennen Elementary (4001025) 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**

Tiffany Ligon

*** Phone**

803-738-7204

*** Email**

tiffany.ligon@richlandone.org

*** Principal's Name**

Tiffany Ligon

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

Robert Lominack

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

04/21/2026

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Tiffany Ligon

Teacher

Name	*	Caroline McManus
Name	*	Morgan Scott
Name	*	Stephanie Moore

Parent/Guardian

Name	*	Kara Knight
Name	*	Sara Owens

Community Member

Name	*	James Ann Sheley
Name	*	McKenzie Lafleure

School Level Administrators

Name	*	Tracy Miller
Name	*	Monica Lawton

School Read to Succeed Literacy Leadership Team Lead

Name	*	Mary Caroline Manning

School Read to Succeed Literacy Leadership Team Member

Name	*	Jessica Cypress

School Improvement Council Member(s)

Name	*	Mike Harmon
Name	*	Beth Moore

School Gifted and Talented Coordinator

Name	*	Ashley Fitzgerald

School Federal Programs Coordinator

Name	*	N/A

Other Stakeholders

Position	Name

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

School Mission: To transform lives through education, empowering all students to achieve their potential and dreams.

District Key Vision and Mission Details:

- Mission Statement: To prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education.
- Vision/Core Purpose: Richland One is a leader in transforming lives through education, empowering all students to achieve their potential and dreams.
- Focus Areas: The district is committed to a safe, caring, and academically challenging environment that supports student achievement.
- R1 Vision 2030 and Beyond: Current efforts include a five-year, future-focused blueprint for transforming teaching, learning, and organizational effectiveness, emphasizing a "Rone" culture of clear, confident actions, and college/career-connected learning.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) 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=eT0yMDI1JnQ9RSZzaWQ9NDAwMTAyNQ

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

Brennen School Data Snapshot

RICHLAND ONE
ENGAGE • EDUCATE • EMPOWER

2025 ELEMENTARY SNAPSHOT | Brennen

Demographic Characteristics	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
45-Day Avg. Daily Membership	738	742	787	769	779	10	41
Teacher Attendance %	94.1	94.1	93.6	94	93.6	-0.4	-0.5
Student Attendance (Chronically Absent) %	5.9	7.7	8.4	8.4	8.4	0	2.5
Ethnicity – Black %	30.7	29.1	26.1	25.6	25.1	-0.5	-5.6
Ethnicity – White %	55.3	56.7	59.9	59.6	57.9	-1.7	2.6
Ethnicity – Other %	14.1	14.3	14	14.8	17	2.2	2.9
Poverty Index %	45.4	41.5	39.2	39	43	4	-2.4
Special Education %	12	13.3	11.7	11.9	11.3	-0.6	-0.7
Limited English Proficient %	6.4	7	7.3	6.7	7.2	0.5	0.8
Suspension Rate %	1.5	2.2	2.3	2.3	3.8	1.5	2.3

STUDENT ACADEMIC ACHIEVEMENT TRENDS

KRA

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

Performance Level	2020	2021	2022	2023	2024	2YR Chg	5YR Chg
Emerging	21.8	23.5	19.8	15	22.6	7.6	0.8
Approaching	22.7	24.5	12.2	26.2	21.7	-4.5	-1
Demonstrating	55.5	52	67.9	58.9	55.7	-3.2	0.2

MyIGDIs

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

SC READY

SC Ready student performance is classified into four categories and in 2023, ELA and Math were administered to students in grades 3-8. Science was administered in grades 4 and 6 only. Social Students was not administered. Percent by readiness levels are given below.

Performance Level	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
English							
Does Not Meet	17.3	15	9.3	11.9	9.8	-2.1	-7.5
Approaches	19.2	19.8	13.2	17	10.8	-6.2	-8.4
Meets	29.1	26.5	30.2	24	33.7	9.7	4.6
Exceeds	34.4	38.6	47.3	47.1	45.7	-1.4	11.3
Math							
Does Not Meet	18.9	15.6	10.1	14.5	12.7	-1.8	-6.2
Approaches	18.3	22	19.9	19.4	16.1	-3.3	-2.2
Meets	24.5	23.7	25.1	25.9	26.9	1	2.4
Exceeds	38.2	38.7	45	40.2	44.3	4.1	6.1

Literacy Rating / Index	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
Alliteration	89.5	NA	60	63.2	33.3	-29.9	-56.2
Picture Naming	15.8	NA	55	36.8	50	13.2	34.2
Rhyming	57.9	NA	65	57.9	50	-7.9	-7.9
Sound Identification	42.1	NA	45	36.8	27.8	-9	-14.3
Which One Doesn't Belong	73.7	NA	70	63.2	45	-18.2	-28.7

Numeracy Rating / Index	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
Oral Counting	NA	NA	55	45	40	-5	NA
Number Naming	NA	NA	80	50	40	-10	NA
Quantity Comparison	NA	NA	50	65	65	0	NA
1-to-1 Corre-spondence Ct.	NA	NA	85	75	70	-5	NA

Science[1]							
Does Not Meet	18.9	17.9	14.5	NA	20.9	NA	NA
Approaches	15.1	17.2	14.5	NA	16.3	NA	NA
Meets	28.3	26.9	32.3	NA	26.8	NA	NA
Exceeds	37.7	38.1	38.7	NA	35.9	NA	NA

[1]Science 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

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.

Measure	2021	2022	2023	2024	2025
Overall Rating	NA	Good	Excellent	Good	Excellent

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 1/14/2026

Progress Monitoring Data:

STAR Winter 2026 Reading Growth Level Report with Subgroups

Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10 Early Literacy and Reading Combined

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - December 18, 2025

~~ Brennen ~~

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	**765**	**251**	**32.8**	**182**	**23.8**	**332**	**43.4**	**514**	**67.2**
Grades 3-5	403	120	29.8	93	23.1	190	47.1	283	70.2
Grade K	109	39	35.8	29	26.6	41	37.6	70	64.2
Grade 1	130	55	42.3	26	20.0	49	37.7	75	57.7
Grade 2	123	37	30.1	34	27.6	52	42.3	86	69.9
Grade 3	139	21	15.1	37	26.6	81	58.3	118	84.9
Grade 4	122	46	37.7	25	20.5	51	41.8	76	62.3
Grade 5	142	53	37.3	31	21.8	58	40.8	89	62.7
Male	395	135	34.2	82	20.8	178	45.1	260	65.8
Female	370	116	31.4	100	27.0	154	41.6	254	68.6
White	471	128	27.2	116	24.6	227	48.2	343	72.8
African-American	139	57	41.0	31	22.3	51	36.7	82	59.0
Other Race	155	66	42.6	35	22.6	54	34.8	89	57.4
White Male	251	70	27.9	55	21.9	126	50.2	181	72.1
White Female	220	58	26.4	61	27.7	101	45.9	162	73.6
African-American Male	70	28	40.0	13	18.6	29	41.4	42	60.0
African-American Female	69	29	42.0	18	26.1	22	31.9	40	58.0
Other Race Male	74	37	50.0	14	18.9	23	31.1	37	50.0
Other Race Female	81	29	35.8	21	25.9	31	38.3	52	64.2
Multilingual	79	31	39.2	26	32.9	22	27.8	48	60.8
Not Multilingual	686	220	32.1	156	22.7	310	45.2	466	67.9
Special Education	77	34	44.2	14	18.2	29	37.7	43	55.8
Not Special Education	688	217	31.5	168	24.4	303	44.0	471	68.5
Gifted/Talented Academic (State and Local)	281	77	27.4	69	24.6	135	48.0	204	72.6
Not Gifted/Talented Academic (State and Local)	484	174	36.0	113	23.3	197	40.7	310	64.0
Pupil in Poverty	290	120	41.4	58	20.0	112	38.6	170	58.6
Not Pupil in Poverty	475	131	27.6	124	26.1	220	46.3	344	72.4
Non-Montessori	765	251	32.8	182	23.8	332	43.4	514	67.2

Math --

i-Ready Winter 2026 Math Diagnostic Summary Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 7, 2026

~~ Brennen ~~

	Overall Relative Placement											Proficiency if Students Show No Additional Growth								
	Total Tested	3+ Grade Levels Below		2 Grade Levels Below		1 Grade Level Below		Early On Grade Level		Mid or Above Grade Level		Total Tested	Level 1 (Does Not Meet)		Level 2 (Approaches)		Level 3 (Meets)		Level 4 (Exceeds)	
Subgroup	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	**775**	**23**	**3.0**	**21**	**2.7**	**328**	**42.3**	**182**	**23.5**	**221**	**28.5**	**405**	**54**	**13.3**	**98**	**24.2**	**162**	**40.0**	**91**	**22.5**
Grades 3-5	405	23	5.7	8	2.0	126	31.1	118	29.1	130	32.1	405	54	13.3	98	24.2	162	40.0	91	22.5
Grade K	113	NA	NA	NA	NA	64	56.6	14	12.4	35	31.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 1	132	NA	NA	2	1.5	77	58.3	18	13.6	35	26.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 2	125	NA	NA	11	8.8	61	48.8	32	25.6	21	16.8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 3	140	3	2.1	2	1.4	55	39.3	44	31.4	36	25.7	140	13	9.3	36	25.7	70	50.0	21	15.0
Grade 4	123	8	6.5	2	1.6	32	26.0	35	28.5	46	37.4	123	20	16.3	24	19.5	39	31.7	40	32.5
Grade 5	142	12	8.5	4	2.8	39	27.5	39	27.5	48	33.8	142	21	14.8	38	26.8	53	37.3	30	21.1
Male	403	14	3.5	10	2.5	149	37.0	101	25.1	129	32.0	215	27	12.6	44	20.5	82	38.1	62	28.8
Female	372	9	2.4	11	3.0	179	48.1	81	21.8	92	24.7	190	27	14.2	54	28.4	80	42.1	29	15.3
White	542	4	0.7	9	1.7	184	33.9	152	28.0	193	35.6	294	17	5.8	61	20.7	137	46.6	79	26.9
African-American	159	15	9.4	11	6.9	106	66.7	16	10.1	11	6.9	76	28	36.8	28	36.8	16	21.1	4	5.3
Other Race	74	4	5.4	1	1.4	38	51.4	14	18.9	17	23.0	35	9	25.7	9	25.7	9	25.7	8	22.9
White Male	280	4	1.4	6	2.1	78	27.9	82	29.3	110	39.3	156	10	6.4	25	16.0	68	43.6	53	34.0
White Female	262	0	0.0	3	1.1	106	40.5	70	26.7	83	31.7	138	7	5.1	36	26.1	69	50.0	26	18.8
African-American Male	81	7	8.6	4	4.9	51	63.0	12	14.8	7	8.6	38	11	28.9	14	36.8	10	26.3	3	7.9
African-American Female	78	8	10.3	7	9.0	55	70.5	4	5.1	4	5.1	38	17	44.7	14	36.8	6	15.8	1	2.6
Other Race Male	42	3	7.1	0	0.0	20	47.6	7	16.7	12	28.6	21	6	28.6	5	23.8	4	19.0	6	28.6
Other Race Female	32	1	3.1	1	3.1	18	56.3	7	21.9	5	15.6	14	3	21.4	4	28.6	5	35.7	2	14.3
Multilingual	83	6	7.2	6	7.2	50	60.2	9	10.8	12	14.5	42	15	35.7	19	45.2	6	14.3	2	4.8
Not Multilingual	692	17	2.5	15	2.2	278	40.2	173	25.0	209	30.2	363	39	10.7	79	21.8	156	43.0	89	24.5
Special Education	81	13	16.0	6	7.4	34	42.0	16	19.8	12	14.8	42	20	47.6	7	16.7	14	33.3	1	2.4
Not Special Education	694	10	1.4	15	2.2	294	42.4	166	23.9	209	30.1	363	34	9.4	91	25.1	148	40.8	90	24.8
Gifted/Talented Academic (State and Local)	280	0	0.0	0	0.0	45	16.1	106	37.9	129	46.1	280	2	0.7	38	13.6	149	53.2	91	32.5
Not Gifted/Talented Academic (State and Local)	495	23	4.6	21	4.2	283	57.2	76	15.4	92	18.6	125	52	41.6	60	48.0	13	10.4	0	0.0
Pupil in Poverty	295	19	6.4	15	5.1	178	60.3	40	13.6	43	14.6	156	47	30.1	53	34.0	37	23.7	19	12.2
Not Pupil in Poverty	480	4	0.8	6	1.3	150	31.3	142	29.6	178	37.1	249	7	2.8	45	18.1	125	50.2	72	28.9
Non-Montessori	775	23	3.0	21	2.7	328	42.3	182	23.5	221	28.5	405	54	13.3	98	24.2	162	40.0	91	22.5

ML Student Data:

Percent of Students in the ML Subgroup who Met Progress Toward Proficiency Target	64.2
Number of Students in the ML Subgroup who Met Progress Toward Proficiency Target	34
Number of Students in the ML Subgroup included in the Met Progress calculation	53
Number of Students in the ML Subgroup	88
Number of Students in the ML Subgroup who Achieved English Language Level Proficiency	27
Percent of Students in the ML Subgroup who Achieved English Language Level Proficiency	30.7
Number of Students taking the English language proficiency test	58

SC School Report Card Data

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	57	356	8
Percent satisfied with learning environment	100%	91.7%	Data N/A
Percent satisfied with social and physical environment	98.2%	86.9%	Data N/A
Percent satisfied with school-home relations	96.5%	94.3%	Data N/A

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	37.1	Up from 34.0
Percent of students retained	1.5	Up from 0.6
Principal's/Superintendent's/Director's years at school/district	2	Up from 1
Percent of students served by 1:1 learning	N/AV	N/A
Chronic Absenteeism Rate (Note: Data are from prior school year)	8.3	Up from 8.1
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	49	Up from 47
Percent of teachers with advanced degrees	73.5	Up from 72.3
Teacher attendance rate	93.6	Down from 94.0
Average teacher salary	$65,031	Up from $62,553
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	92.3	Up from 88.5
Percent of teachers returning from previous year - three year average	89.8	Up from 85.7
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	89.6	N/A
Student-teacher ratio in core subjects	11.2 to 1	Down from 21.4 to 1
Percent of inexperienced principals	100.0	N/A
Number of inexperienced principals	1.0	N/A
Percent of inexperienced other school leaders	0.0	N/A
Number of inexperienced other school leaders	0.0	N/A
Percent of inexperienced teachers	9.1	Down from 9.8
Number of inexperienced teachers	5	No change
Percent of out-of-field teachers	7.3	Down from 17.6
Number of out-of-field teachers	4	Down from 9

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) 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)

In order to ensure students are on grade level with their reading and math skills, data should be collected and studied to identify shortcomings in teaching and learning. Once those shortcomings have been identified by monitoring data, the Leadership Team and teachers need to work together to create actionable plans to support the teachers' needs and the students' needs to facilitate student learning to the highest level.

One specific area to study more is the 1st grade standard performance on STAR. Who are the students who are having difficulities, and what strategies can we use to support their needs? Are these students new to us in 1st grade, coming from a Preschool or parochial Kindergarten?

In 4-K, is O-G being implemented to help with letter sounds? Also, if there is a high number of ML students, are their other strategies to provide to support their language needs. These areas need attention moving forward.

KRA and MyIGDIs Data:

KRA

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

Performance Level	2020	2021	2022	2023	2024	2YR Chg	5YR Chg
Emerging	21.8	23.5	19.8	15	22.6	7.6	0.8
Approaching	22.7	24.5	12.2	26.2	21.7	-4.5	-1
Demonstrating	55.5	52	67.9	58.9	55.7	-3.2	0.2

MyIGDIs

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

Literacy Rating / Index	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
Alliteration	89.5	NA	60	63.2	33.3	-29.9	-56.2
Picture Naming	15.8	NA	55	36.8	50	13.2	34.2
Rhyming	57.9	NA	65	57.9	50	-7.9	-7.9
Sound Identification	42.1	NA	45	36.8	27.8	-9	-14.3
Which One Doesn't Belong	73.7	NA	70	63.2	45	-18.2	-28.7

Numeracy Rating / Index	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
Oral Counting	NA	NA	55	45	40	-5	NA
Number Naming	NA	NA	80	50	40	-10	NA
Quantity Comparison	NA	NA	50	65	65	0	NA
1-to-1 Corre-spondence Ct.	NA	NA	85	75	70	-5	NA

KRA Data (2025):

Fall 2025 Kindergarten Readiness Assessment (KRA) Report

This report includes any student with a performance level.

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - December 16, 2025

			Overall Performance Level						Domain Performance			
	Students Tested	Overall Mean Score	Emerging		Approaching		Demonstrating		Social Foundations	Language & Literacy	Mathematics	Physical Well-Being & Motor Development
School	Num	Mean	Num	Perc	Num	Perc	Num	Perc	Mean	Mean	Mean	Mean
Brennen	111	271.1	20	18.0	26	23.4	65	58.6	283.5	267.1	267.2	284.2

PROGRESS MONITORING DATA:

STAR (ELA) -

STAR Winter 2026 Reading Growth Level Report with Subgroups

Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10 Early Literacy and Reading Combined

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - December 18, 2025

~~ Brennen ~~

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	**765**	**251**	**32.8**	**182**	**23.8**	**332**	**43.4**	**514**	**67.2**
Grades 3-5	403	120	29.8	93	23.1	190	47.1	283	70.2
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Grade 1	130	55	42.3	26	20.0	49	37.7	75	57.7
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Grade 3	139	21	15.1	37	26.6	81	58.3	118	84.9
Grade 4	122	46	37.7	25	20.5	51	41.8	76	62.3
Grade 5	142	53	37.3	31	21.8	58	40.8	89	62.7
Male	395	135	34.2	82	20.8	178	45.1	260	65.8
Female	370	116	31.4	100	27.0	154	41.6	254	68.6
White	471	128	27.2	116	24.6	227	48.2	343	72.8
African-American	139	57	41.0	31	22.3	51	36.7	82	59.0
Other Race	155	66	42.6	35	22.6	54	34.8	89	57.4
White Male	251	70	27.9	55	21.9	126	50.2	181	72.1
White Female	220	58	26.4	61	27.7	101	45.9	162	73.6
African-American Male	70	28	40.0	13	18.6	29	41.4	42	60.0
African-American Female	69	29	42.0	18	26.1	22	31.9	40	58.0
Other Race Male	74	37	50.0	14	18.9	23	31.1	37	50.0
Other Race Female	81	29	35.8	21	25.9	31	38.3	52	64.2
Multilingual	79	31	39.2	26	32.9	22	27.8	48	60.8
Not Multilingual	686	220	32.1	156	22.7	310	45.2	466	67.9
Special Education	77	34	44.2	14	18.2	29	37.7	43	55.8
Not Special Education	688	217	31.5	168	24.4	303	44.0	471	68.5
Gifted/Talented Academic (State and Local)	281	77	27.4	69	24.6	135	48.0	204	72.6
Not Gifted/Talented Academic (State and Local)	484	174	36.0	113	23.3	197	40.7	310	64.0
Pupil in Poverty	290	120	41.4	58	20.0	112	38.6	170	58.6
Not Pupil in Poverty	475	131	27.6	124	26.1	220	46.3	344	72.4
Non-Montessori	765	251	32.8	182	23.8	332	43.4	514	67.2

i-READY (MATH) -

i-Ready Winter 2026 Math Diagnostic Summary Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 7, 2026

~~ Brennen ~~

	Overall Relative Placement											Proficiency if Students Show No Additional Growth								
	Total Tested	3+ Grade Levels Below		2 Grade Levels Below		1 Grade Level Below		Early On Grade Level		Mid or Above Grade Level		Total Tested	Level 1 (Does Not Meet)		Level 2 (Approaches)		Level 3 (Meets)		Level 4 (Exceeds)	
Subgroup	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	775	23	3.0	21	2.7	328	42.3	182	23.5	221	28.5	405	54	13.3	98	24.2	162	40.0	91	22.5
Grades 3-5	405	23	5.7	8	2.0	126	31.1	118	29.1	130	32.1	405	54	13.3	98	24.2	162	40.0	91	22.5
Grade K	113	NA	NA	NA	NA	64	56.6	14	12.4	35	31.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 1	132	NA	NA	2	1.5	77	58.3	18	13.6	35	26.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 2	125	NA	NA	11	8.8	61	48.8	32	25.6	21	16.8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 3	140	3	2.1	2	1.4	55	39.3	44	31.4	36	25.7	140	13	9.3	36	25.7	70	50.0	21	15.0
Grade 4	123	8	6.5	2	1.6	32	26.0	35	28.5	46	37.4	123	20	16.3	24	19.5	39	31.7	40	32.5
Grade 5	142	12	8.5	4	2.8	39	27.5	39	27.5	48	33.8	142	21	14.8	38	26.8	53	37.3	30	21.1
Male	403	14	3.5	10	2.5	149	37.0	101	25.1	129	32.0	215	27	12.6	44	20.5	82	38.1	62	28.8
Female	372	9	2.4	11	3.0	179	48.1	81	21.8	92	24.7	190	27	14.2	54	28.4	80	42.1	29	15.3
White	542	4	0.7	9	1.7	184	33.9	152	28.0	193	35.6	294	17	5.8	61	20.7	137	46.6	79	26.9
African-American	159	15	9.4	11	6.9	106	66.7	16	10.1	11	6.9	76	28	36.8	28	36.8	16	21.1	4	5.3
Other Race	74	4	5.4	1	1.4	38	51.4	14	18.9	17	23.0	35	9	25.7	9	25.7	9	25.7	8	22.9
White Male	280	4	1.4	6	2.1	78	27.9	82	29.3	110	39.3	156	10	6.4	25	16.0	68	43.6	53	34.0
White Female	262	0	0.0	3	1.1	106	40.5	70	26.7	83	31.7	138	7	5.1	36	26.1	69	50.0	26	18.8
African-American Male	81	7	8.6	4	4.9	51	63.0	12	14.8	7	8.6	38	11	28.9	14	36.8	10	26.3	3	7.9
African-American Female	78	8	10.3	7	9.0	55	70.5	4	5.1	4	5.1	38	17	44.7	14	36.8	6	15.8	1	2.6
Other Race Male	42	3	7.1	0	0.0	20	47.6	7	16.7	12	28.6	21	6	28.6	5	23.8	4	19.0	6	28.6
Other Race Female	32	1	3.1	1	3.1	18	56.3	7	21.9	5	15.6	14	3	21.4	4	28.6	5	35.7	2	14.3
Multilingual	83	6	7.2	6	7.2	50	60.2	9	10.8	12	14.5	42	15	35.7	19	45.2	6	14.3	2	4.8
Not Multilingual	692	17	2.5	15	2.2	278	40.2	173	25.0	209	30.2	363	39	10.7	79	21.8	156	43.0	89	24.5
Special Education	81	13	16.0	6	7.4	34	42.0	16	19.8	12	14.8	42	20	47.6	7	16.7	14	33.3	1	2.4
Not Special Education	694	10	1.4	15	2.2	294	42.4	166	23.9	209	30.1	363	34	9.4	91	25.1	148	40.8	90	24.8
Gifted/Talented Academic (State and Local)	280	0	0.0	0	0.0	45	16.1	106	37.9	129	46.1	280	2	0.7	38	13.6	149	53.2	91	32.5
Not Gifted/Talented Academic (State and Local)	495	23	4.6	21	4.2	283	57.2	76	15.4	92	18.6	125	52	41.6	60	48.0	13	10.4	0	0.0
Pupil in Poverty	295	19	6.4	15	5.1	178	60.3	40	13.6	43	14.6	156	47	30.1	53	34.0	37	23.7	19	12.2
Not Pupil in Poverty	480	4	0.8	6	1.3	150	31.3	142	29.6	178	37.1	249	7	2.8	45	18.1	125	50.2	72	28.9
Non-Montessori	775	23	3.0	21	2.7	328	42.3	182	23.5	221	28.5	405	54	13.3	98	24.2	162	40.0	91	22.5

* Elementary/Middle (3-8)

In order to reach the Strategic Plan's Performance Goals, annual SC Ready Standard Performance and SubGroups must be reviewed, along with data from progress monitoring data. An action plan should be devised including strategies to increase Tier 1, Tier 2, and Tier 3 instruction. As areas of need are identified (for both students and staff), strategies will be identified to assist both teachers and students in their mission of obtainning high levels of academic achievement.

Standards Performance Data By Grade:

2025 SC READY Standard Performance by School

Includes All Students Who Tested

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - August 12, 2025

~~ Brennen ~~

ELA	Reading Literary Text	Reading Informational	Reading (vocabulary)	Writing	Research & Evaluating

					Text			Across Genres						Ideas		
Grade	Num	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3
03	126	19.0	27.8	53.2	13.5	41.3	45.2	18.3	5.6	76.2	15.9	16.7	67.5	15.9	23.8	60.3

ELA		Reading Literary Text			Reading Informational Text			Reading (vocabulary) Across Genres			Writing			Research & Evaluating Ideas		
Grade	Num	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3
04	153	17.0	19.0	64.1	19.0	24.2	56.9	19.6	22.9	57.5	12.4	13.7	73.9	17.6	39.2	43.1

ELA		Reading Literary Text			Reading Informational Text			Reading (vocabulary) Across Genres			Writing			Research & Evaluating Ideas		
Grade	Num	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3
05	130	23.1	43.8	33.1	16.2	33.8	50.0	13.1	25.4	61.5	14.6	13.1	72.3	14.6	20.8	64.6

Math		Number Sense & Base Ten			Number Sense - Fractions			Algebraic Thinking & Operations			Geometry			Measurement & Data Analysis		
Grade	Num	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3
03	126	16.7	19.0	64.3	19.8	30.2	50.0	19.8	27.8	52.4	10.3	35.7	54.0	20.6	20.6	58.7

Math		Number Sense & Base Ten			Number Sense & Operations - Fractions			Algebraic Thinking & Operations			Geometry			Measurement & Data Analysis		
Grade	Num	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3
04	153	20.3	32.0	47.7	24.8	32.0	43.1	24.8	30.1	45.1	22.2	51.6	26.1	29.4	25.5	45.1

Math		Number Sense & Base Ten			Number Sense & Operations - Fractions			Algebraic Thinking & Operations			Geometry			Measurement & Data Analysis		
Grade	Num	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3
05	130	26.9	25.4	47.7	15.4	31.5	53.1	30.8	33.1	36.2	24.6	52.3	23.1	23.1	33.8	43.1

Science		Energy			Waves			Organisms and the Environment			Earth Processes and Features		
Grade	Num	%1	%2	%3	%1	%2	%3	%1	%2	%3	%1	%2	%3
04	153	31.4	19.6	49.0	34.6	34.6	30.7	29.4	21.6	49.0	24.8	34.6	40.5

2025 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 - November 12, 2025

~~ Brennen: All Students ~~

		ELA						Math					
Grade	Year	Num	%DN	%A	%M	%E	%ME	Num	%DN	%A	%M	%E	%ME
All	2021	323	17.3	19.2	29.1	34.4	63.5	322	18.9	18.3	24.5	38.2	62.7
All	2022	373	15.0	19.8	26.5	38.6	65.1	372	15.6	22.0	23.7	38.7	62.4
All	2023	387	9.3	13.2	30.2	47.3	77.5	387	10.1	19.9	25.1	45.0	70.0
All	2024	412	11.9	17.0	24.0	47.1	71.1	413	14.5	19.4	25.9	40.2	66.1
All	2025	409	9.8	10.8	33.7	45.7	79.5	409	12.7	16.1	26.9	44.3	71.1
All	**2-Yr Chg**	**-3**	**-2.1**	**-6.2**	**9.7**	**-1.4**	**8.4**	**-4**	**-1.8**	**-3.3**	**1.0**	**4.1**	**5.0**
All	**5-Yr Chg**	**86**	**-7.5**	**-8.4**	**4.6**	**11.3**	**16.0**	**87**	**-6.2**	**-2.2**	**2.4**	**6.1**	**8.4**
3	2021	121	21.5	17.4	31.4	29.8	61.2	121	20.7	15.7	24.8	38.8	63.6
3	2022	120	15.8	20.8	28.3	35.0	63.3	120	15.8	16.7	30.8	36.7	67.5
3	2023	120	9.2	13.3	31.7	45.8	77.5	120	4.2	13.3	29.2	53.3	82.5
3	2024	154	14.9	16.9	26.6	41.6	68.2	155	13.5	16.8	27.1	42.6	69.7
3	2025	126	8.7	11.1	27.0	53.2	80.2	126	13.5	8.7	31.0	46.8	77.8
3	**2-Yr Chg**	**-28**	**-6.2**	**-5.8**	**0.4**	**11.6**	**12.0**	**-29**	**0.0**	**-8.1**	**3.9**	**4.2**	**8.1**
3	**5-Yr Chg**	**5**	**-12.8**	**-6.3**	**-4.4**	**23.4**	**19.0**	**5**	**-7.2**	**-7.0**	**6.2**	**8.0**	**14.2**
4	2021	107	15.0	15.0	19.6	50.5	70.1	106	18.9	16.0	25.5	39.6	65.1
4	2022	135	14.8	18.5	17.8	48.9	66.7	134	15.7	21.6	17.9	44.8	62.7
4	2023	124	8.9	11.3	26.6	53.2	79.8	124	13.7	16.9	20.2	49.2	69.4
4	2024	129	10.9	14.7	19.4	55.0	74.4	129	17.1	17.1	24.0	41.9	65.9
4	2025	153	11.8	10.5	29.4	48.4	77.8	153	14.4	17.0	22.9	45.8	68.6
4	**2-Yr Chg**	**24**	**0.9**	**-4.2**	**10.0**	**-6.6**	**3.4**	**24**	**-2.7**	**-0.1**	**-1.1**	**3.9**	**2.7**
4	**5-Yr Chg**	**46**	**-3.2**	**-4.5**	**9.8**	**-2.1**	**7.7**	**47**	**-4.5**	**1.0**	**-2.6**	**6.2**	**3.5**
5	2021	95	14.7	26.3	36.8	22.1	58.9	95	16.8	24.2	23.2	35.8	58.9
5	2022	118	14.4	20.3	34.7	30.5	65.3	118	15.3	28.0	22.9	33.9	56.8
5	2023	143	9.8	14.7	32.2	43.4	75.5	143	11.9	28.0	25.9	34.3	60.1
5	2024	129	9.3	19.4	25.6	45.7	71.3	129	13.2	24.8	26.4	35.7	62.0
5	2025	130	8.5	10.8	45.4	35.4	80.8	130	10.0	22.3	27.7	40.0	67.7

5	2-Yr Chg	1	-0.8	-8.6	19.8	-10.3	9.5	1	-3.2	-2.5	1.3	4.3	5.7
5	5-Yr Chg	35	-6.2	-15.5	8.6	13.3	21.9	35	-6.8	-1.9	4.5	4.2	8.8
4	2023	0	N	N	N	N	N	0	N	N	N	N	N
4	2-Yr Chg	1	-0.8	-8.6	19.8	-10.3	9.5	1	-3.2	-2.5	1.3	4.3	5.7
4	5-Yr Chg	35	-6.2	-15.5	8.6	13.3	21.9	35	-6.8	-1.9	4.5	4.2	8.8

Note 1: Num=Number Tested; DN=does not meet expectations; A=approaches expectations; M=meets expectations; E=exceeds expectations; ME=meets and exceeds expectations; N=Not Applicable.
Note 2: Students are categorized in subgroups based on the demographics from the first day of testing (FDT) extraction when possible. District results may differ slightly from SCDE results.
Note 3: The GT (Gifted and Talented) subgroup is defined using GIFT data from the end of the school year. A student is considered "State-Identified GT" if the student was state-identified GT and received GT services in class or pull-out in at least one subject on the first day of testing. A student is considered "Locally-Identified GT" if the student was not state-identified GT and enrolled in a GT services class in at least one subject on the first day of testing. "All GT" includes both State- and Locally-Identified GT students. "Non-GT" includes students who did not receive GT services.
Note 4: Per SCDE, districts and schools should use caution in interpretation of assessment results for the 2020-2021 school year due to testing conditions as a result of the pandemic.
Note 5: Students in grades 4 and 6 began taking the SC READY Science assessment in 2023. A comparison of SC READY Science scores will be added in the future as multiple years of data are available.
Note 6: Due to the significant content changes in grades 4 and 6, science counted for participation only and no scores were reported in 2024.
Note 7: Use caution when comparing 2025 ELA and Science scores to previous years as the standards tested are not the same.

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PROGRESS MONITORING DATA:

STAR (ELA) -

STAR Winter 2026 Reading Growth Level Report with Subgroups

Based on Student Growth Percentile from Fall to Winter Administrations for Grades K-10 Early Literacy and Reading Combined

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - December 18, 2025

~~ Brennen ~~

		Growth Level							
	Total Tested Both Administrations	Low		Typical		High		Typical or High	
group	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	**765**	**251**	**32.8**	**182**	**23.8**	**332**	**43.4**	**514**	**67.2**
Grades 3-5	403	120	29.8	93	23.1	190	47.1	283	70.2
Grade K	109	39	35.8	29	26.6	41	37.6	70	64.2
Grade 1	130	55	42.3	26	20.0	49	37.7	75	57.7
Grade 2	123	37	30.1	34	27.6	52	42.3	86	69.9
Grade 3	139	21	15.1	37	26.6	81	58.3	118	84.9
Grade 4	122	46	37.7	25	20.5	51	41.8	76	62.3
Grade 5	142	53	37.3	31	21.8	58	40.8	89	62.7
Male	395	135	34.2	82	20.8	178	45.1	260	65.8
Female	370	116	31.4	100	27.0	154	41.6	254	68.6
White	471	128	27.2	116	24.6	227	48.2	343	72.8
African-American	139	57	41.0	31	22.3	51	36.7	82	59.0
Other Race	155	66	42.6	35	22.6	54	34.8	89	57.4
White Male	251	70	27.9	55	21.9	126	50.2	181	72.1
White Female	220	58	26.4	61	27.7	101	45.9	162	73.6
African-American Male	70	28	40.0	13	18.6	29	41.4	42	60.0
African-American Female	69	29	42.0	18	26.1	22	31.9	40	58.0
Other Race Male	74	37	50.0	14	18.9	23	31.1	37	50.0
Other Race Female	81	29	35.8	21	25.9	31	38.3	52	64.2
Multilingual	79	31	39.2	26	32.9	22	27.8	48	60.8
Not Multilingual	686	220	32.1	156	22.7	310	45.2	466	67.9
Special Education	77	34	44.2	14	18.2	29	37.7	43	55.8
Not Special Education	688	217	31.5	168	24.4	303	44.0	471	68.5
Gifted/Talented Academic (State and Local)	281	77	27.4	69	24.6	135	48.0	204	72.6
Not Gifted/Talented Academic (State and Local)	484	174	36.0	113	23.3	197	40.7	310	64.0
Pupil in Poverty	290	120	41.4	58	20.0	112	38.6	170	58.6
Not Pupil in Poverty	475	131	27.6	124	26.1	220	46.3	344	72.4
Non-Montessori	765	251	32.8	182	23.8	332	43.4	514	67.2

i-READY (MATH) -

i-Ready Winter 2026 Math Diagnostic Summary Report with Subgroups

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 7, 2026

~~ Brennen ~~

	Overall Relative Placement											Proficiency if Students Show No Additional Growth								
	Total Tested	3+ Grade Levels Below		2 Grade Levels Below		1 Grade Level Below		Early On Grade Level		Mid or Above Grade Level		Total Tested	Level 1 (Does Not Meet)		Level 2 (Approaches)		Level 3 (Meets)		Level 4 (Exceeds)	
Subgroup	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Perc	Num	Num	Perc	Num	Perc	Num	Perc	Num	Perc
All Students	**775**	**23**	**3.0**	**21**	**2.7**	**328**	**42.3**	**182**	**23.5**	**221**	**28.5**	**405**	**54**	**13.3**	**98**	**24.2**	**162**	**40.0**	**91**	**22.5**
Grades 3-5	405	23	5.7	8	2.0	126	31.1	118	29.1	130	32.1	405	54	13.3	98	24.2	162	40.0	91	22.5
Grade K	113	NA	NA	NA	NA	64	56.6	14	12.4	35	31.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 1	132	NA	NA	2	1.5	77	58.3	18	13.6	35	26.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 2	125	NA	NA	11	8.8	61	48.8	32	25.6	21	16.8	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 3	140	3	2.1	2	1.4	55	39.3	44	31.4	36	25.7	140	13	9.3	36	25.7	70	50.0	21	15.0
Grade 4	123	8	6.5	2	1.6	32	26.0	35	28.5	46	37.4	123	20	16.3	24	19.5	39	31.7	40	32.5
Grade 5	142	12	8.5	4	2.8	39	27.5	39	27.5	48	33.8	142	21	14.8	38	26.8	53	37.3	30	21.1
Male	403	14	3.5	10	2.5	149	37.0	101	25.1	129	32.0	215	27	12.6	44	20.5	82	38.1	62	28.8
Female	372	9	2.4	11	3.0	179	48.1	81	21.8	92	24.7	190	27	14.2	54	28.4	80	42.1	29	15.3
White	542	4	0.7	9	1.7	184	33.9	152	28.0	193	35.6	294	17	5.8	61	20.7	137	46.6	79	26.9
African-American	159	15	9.4	11	6.9	106	66.7	16	10.1	11	6.9	76	28	36.8	28	36.8	16	21.1	4	5.3
Other Race	74	4	5.4	1	1.4	38	51.4	14	18.9	17	23.0	35	9	25.7	9	25.7	9	25.7	8	22.9
White Male	280	4	1.4	6	2.1	78	27.9	82	29.3	110	39.3	156	10	6.4	25	16.0	68	43.6	53	34.0
White Female	262	0	0.0	3	1.1	106	40.5	70	26.7	83	31.7	138	7	5.1	36	26.1	69	50.0	26	18.8
African-American Male	81	7	8.6	4	4.9	51	63.0	12	14.8	7	8.6	38	11	28.9	14	36.8	10	26.3	3	7.9
African-American Female	78	8	10.3	7	9.0	55	70.5	4	5.1	4	5.1	38	17	44.7	14	36.8	6	15.8	1	2.6
Other Race Male	42	3	7.1	0	0.0	20	47.6	7	16.7	12	28.6	21	6	28.6	5	23.8	4	19.0	6	28.6
Other Race Female	32	1	3.1	1	3.1	18	56.3	7	21.9	5	15.6	14	3	21.4	4	28.6	5	35.7	2	14.3
Multilingual	83	6	7.2	6	7.2	50	60.2	9	10.8	12	14.5	42	15	35.7	19	45.2	6	14.3	2	4.8
Not Multilingual	692	17	2.5	15	2.2	278	40.2	173	25.0	209	30.2	363	39	10.7	79	21.8	156	43.0	89	24.5
Special Education	81	13	16.0	6	7.4	34	42.0	16	19.8	12	14.8	42	20	47.6	7	16.7	14	33.3	1	2.4
Not Special Education	694	10	1.4	15	2.2	294	42.4	166	23.9	209	30.1	363	34	9.4	91	25.1	148	40.8	90	24.8
Gifted/Talented Academic (State and Local)	280	0	0.0	0	0.0	45	16.1	106	37.9	129	46.1	280	2	0.7	38	13.6	149	53.2	91	32.5
Not Gifted/Talented Academic (State and Local)	495	23	4.6	21	4.2	283	57.2	76	15.4	92	18.6	125	52	41.6	60	48.0	13	10.4	0	0.0
Pupil in Poverty	295	19	6.4	15	5.1	178	60.3	40	13.6	43	14.6	156	47	30.1	53	34.0	37	23.7	19	12.2
Not Pupil in Poverty	480	4	0.8	6	1.3	150	31.3	142	29.6	178	37.1	249	7	2.8	45	18.1	125	50.2	72	28.9
Non-Montessori	775	23	3.0	21	2.7	328	42.3	182	23.5	221	28.5	405	54	13.3	98	24.2	162	40.0	91	22.5

* High School (9-12)

N/A

* Teacher/Administrator Quality

Our staff consists of many veteran teachers and National Board-Certified educators. Administrators and teachers in grades kindergarten through 3rd grade participated and completed years 1 and 2 of LETRS training. Teachers in 4th and 5th grade have begun LETRS training this year. 100% of classroom teachers are Orton Gillingham trained and certified.

Teachers and instructional coaches participate in bi-weekly PLCs (professional learning communities) where we use common formative assessments to drive student centered data discussions. During these meetings, teachers analyze classroom assessments, Mastery Connect Predictive Assessments, STAR and i-Ready (Progress) data, and MVPA (Performance) data to determine student goals and progress.

Teachers, administrators, and instructional coaches participate in weekly guided planning sessions. During this time, teachers deconstruct standards, generate success criteria and learning intentions, and align lessons and assessments to the state standards.

Administrators conduct weekly walkthroughs and observations to ensure the implementation of visible learning and provide feedback to teachers as needed. During these observations, we also ensure that lessons are aligned with standards, and taught to the intent of the standard.

Instructional coaches use weekly walkthroughs as an opportunity to follow up after PLC's and observe opportunities for re-teaching and intervention. Instructional Coaches also collaborate with teachers during coaching cycles and co-teaching.

Teachers voluntarily participate in Peer Observations once a month during the school year.

Teachers, administrators, and interventionists conduct quarterly individual data meetings to discuss student progress, concerns, and celebrations.

Administration meets weekly to discuss observations and identify areas of need for professional development. Teachers participate in monthly professional learning opportunities to enhance instruction and provide best instructional practices to students. The Leadership Team collaborates, plans, and executes a Spring Instructional Focus Series based on the teachers' needs and desires for professional growth.

* School Climate

We utilize the Ron Clark House Academy to reinforce life skills and encourage positive student behaviors. We have six houses creating smaller communities to provide more opportunites for leadership development and individualized attention to students. All faculty, staff, and students attend monthly school-wide house meetings to celebrate our top point earners for behavior, academic achievement, and kindness. Students participate in team-building activities, and perform house cheers. This is also a time for the Leadership Team to re-share expectations for academics and behavior with students, so everyone can take ownership in our school. The Houses participate in community service projects such as food drives, Walk for Life, March of Dimes, and veteran support.

Our active PTO and teacher-led Sunshine Committee address teacher moral throughout the year. PTO provides teachers with a snack and a drink for every afterschool professional learning opportunity. Our Sunshine Committee recognizes teacher birthday, life celebrations, hardships, and achievements. The PTO and Sunshine committee also provide treats and surprises throughout the year to boost teacher morale.

Administrators and school counselors serve on an Attendance Committee to encourage student attendance. The committee partners with our school social worker to address chronic absenteeism and provide the supports families need to get their children to school on time.

School counselors provide social emotional learning services to students to ensure they feel safe and secure at school. Counselors stay in communication with children and families, and have had to make several referrals to DSS this year in an effort to ensure student safety.

School counselors hosted food and clothing drives this holiday season to provide essential clothing items and food to students and families in need.

Teachers continue to demonstrate a growth mindset, as they participate in a "Focused Instructional Series" in the Spring. Teachers were surveyed and indicated the focus areas in which they would like to grow. This year teachers had mulitple sessions on each professional development day from which to choose to differentiate their learning.

Other (such as school priorities)

NONE

* Gifted and Talented

We utilize STAR reading and i-Ready math assessments to measure growth. Teachers accelerate pacing in gifted classes to ensure students have access to the standards taught in the following grade level. Teachers utilize level three depth of knowledge questioning to stretch students' thinking. Teachers utilize best practices and strategies to enrich student learning. In ELA specifically, the Vanderbilt Curriculum is implemented to enrich lessons.

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 92.5% of students in grades 3-5 will score meets or exceeds on the SC Ready ELA assessment.

PM 1.1 By 2025-2026, 81.9% of students in grades 3-5 will score meets or exceeds on the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: ELA 71.4% Projected Data 2024-2025: ELA 76.7%

S 1.1.1 Classroom Observations - Orton Gillingham and Morphology Strategies and Assessments Observed, PLC/Guided Planning Minutes/Agendas, STAR - Assessments Monitoring Progress and Pathway for Differentiation, MTSS Data including Small Group Instruction Data, SC Ready Score Dissemenation, PLMS Transcripts

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

PM 1.2 By 2026-2027, 85.9% of students in grades 3-5 will score meets or exceeds on the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Actual Data 2023-2024: ELA 71.4% Projected Data 2024-2025: ELA 76.7% Actual Data 2024-2025: ELA 79.4% Projected Data 2025-2026: ELA 82.7% (Add 3.275% to 79.4% - Actual in 2024-2025)

S 1.2.1 Classroom Observations - Orton Gillingham and Morphology Strategies and Assessments Observed, PLC/Guided Planning Minutes/Agendas, STAR - Assessments Monitoring Progress and Pathway for Differentiation, MTSS Data including Small Group Instruction Data, SC Ready Score Dissemenation, PLMS Transcripts

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

2 Student Achievement*

Performance Goal:

By 2029, 85% of students in grades 3-5 will score meets or exceeds on the SC Ready Math assessment.

PM 2.1 By 2025-2026, 75.5% of students in grades 3-5 will score meets or exceeds on the SC Ready Math assessment.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: Math 66.1% Projected Data 2024-2025: Math 70.8%

S 2.1.1 Classroom Observations, True North Logic transcripts, PLC/Guided Planning Agendas/Minutes, SC Ready Score Dissemination evidence, Formative Math Data, Numeracy Fluency Screener Data, SC Ready Math Data, Lesson Plans, instructional data, MTSS data

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

AS 2.1.1.1 Implement programs to strengthen the Math curriculum and instruction ensuring best teaching practices are utilized in the classrooms.

Action Step:

Continue to monitor and ensure quality lessons and instructions are occurring. The use of Visible Learning Strategies, and in conjunction with the implementation of the CRA - Concrete, Representational, and Abstract Model, provide foundational skills, incorporating the use of manipulatives to deepen student understanding.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.2 Use data from Common Formative Assessments and Summative Assessments to guide grade level planning, along with individual teaching decisions.

Action Step:

Weekly PLC meetings focused on analyzing various forms of data to inform teaching practices, guiding the formation of fluid small groups to differentiate, enrich, and remediate.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.3 Strengthening our understanding of the SC Math Curriculum Standards through the continued use of weekly Grade Level Guided Planning sessions.

Action Step:

During weekly Guided Planning sessions, teachers and instructional leaders will deconstruct the standards to develop a deeper understanding of the students' learning intentions.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 2.1.1.4 Utilize technology to enhance math instruction and engage students during Math.

Action Step:

Incorporate district approved technology programs for Math instruction, using Freckle and Nearpod.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

PM 2.2 By 2026-2027, 78.1% of students in grades 3-5 will score meets or exceeds on the SC Ready Math assessment.

Analysis of Actual vs. Projected Data:

Actual Data 2023-2024: Math 66.1% Projected Data 2024-2025: Math 70.8% Actual Data 2024-2025: Math 71.2% Projected Data 2025-2026: Math 74.7% (Added 3.45% to 71.2% - Actual in 2024-2025)

S 2.2.1 Classroom Observations, True North Logic transcripts, PLC/Guided Planning Agendas/Minutes, SC Ready Score Dissemination evidence, Formative Math Data, Numeracy Fluency Screener Data, SC Ready Math Data, Lesson Plans, instructional data, MTSS data

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

3 Student Achievement*

Performance Goal:

By 2029, 86% of students in grade 4 will score meets or exceeds on the SC Ready Science assessment.

PM 3.1 By 2025-2026, 74% of students in Grade 4 will score meets or exceeds on the SC READY Science assessment.

Analysis of Actual vs. Projected Data:

Actual data 2022-2023: Science 71% (No Data/Scores in 2023-2024) Projected Data 2024-2025: Science 74%

S 3.1.1 Classroom observations/True North Logic Transcripts/PLC's/Mastery Connect data Classroom observations/CFA's/Lesson Plans/PLC's Projects/Presentations/Lesson Plans/Observations Student gains on assessments and knowledge on specific topics. Field trips booked/student gains.

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

AS 3.1.1.1 Implement the Savaas curriculum and resources to strengthen science instruction ensuring best teaching practices are utilized in the classrooms.

Action Step:

Continue to monitor and ensure quality lessons and instructions are occurring. The use of Visible Learning Strategies, in conjunction with the Savaas curriculum and resources for science.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 3.1.1.2 Strengthening our understanding of SC Science Curriculum Standards through the continued use of weekly Grade Level Guided Planning sessions.

Action Step:

During weekly Guided Planning sessions, teachers and instructional leaders will deconstruct the 3-Dimensional Science Standards to develop a deeper understanding of the students' learning intentions.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 3.1.1.3 Use data from Common Formative Assessments and Summative Assessments to guide individual and grade level planning for Science, including lab experiences.

Action Step:

Weekly PLC meetings focused on analyzing various forms of data to inform teaching practices in Science, guiding the formation of fluid small groups to differentiate, enrich, and remediate.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 3.1.1.4 Utilize technology to enhance Science instruction.

Action Step:

Utilize adopted online resources (Savaas and Nearpod) to deepen the level of student understanding and assist in the teaching of Science.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

PM 3.2 By 2026-2027, 74.4% of students in Grade 4 will score meets or exceeds on the SC READY Science assessment.

Analysis of Actual vs. Projected Data:

Actual Data 2022-2023: Science 71% (No Data/Scores in 2023-2024) Projected Data 2024-2025: Science 74% Actual Data 2024-2025: Science 62.7% Projected Data 2025-2026: 68.5% (Add 5.83% to 62.7% - Actual in 2024-2025)

S 3.2.1 Classroom observations/True North Logic Transcripts/PLC's/Mastery Connect data Classroom observations/CFA's/Lesson Plans/PLC's Projects/Presentations/Lesson Plans/Observations Student gains on assessments and knowledge on specific topics. Field trips booked/student gains.

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

4 Student Achievement*

Performance Goal:

By 2029, 62.6% of African American male students in grades 3-5 will score meets or exceeds on the SC Ready ELA assessment and 53.1% on SC Ready Math assessment.

PM 4.1 By 2025-2026, 51.8% of African American male students in grades 3-5 will score meets or exceeds on SC READY ELA assessment and 43.1% on SC Ready Math assessment.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: ELA 41.0%; Math 33.1% Projected Data 2024-2025: ELA 46.4%; Math 38.1%

S 4.1.1 SC READY DATA. Observations of students and student engagement.

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

AS 4.1.1.1 Increase African-American Males Student Achievement in ELA and Math in grades 3-5.

Action Step:

Utilize a .5 Interventionist for working with students scoring approaches on SC READY ELA and Math.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Amount is based on .5 FTE from GOF	$0.00

AS 4.1.1.2 Increase participation of African-American males in grades 3-5 in school activities and leadership opportunities.

Action Step:

Through the implementation of the Ron Clark House System, African American males will be active participants and also take on leadership roles, developing confidence and leadership skills.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/5/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 4.1.1.3 Continue to strengthen relationships with African-American males with faculty and staff.

Action Step:

Consider students' and teachers' personal and academic strengths when assigning classes to enhance positive relationships and set students up for success.

Person Responsible:

Leadership Team and Teachers

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

PM 4.2 By 2026-2027, 65.8% of African American male students in grades 3-5 will score meets or exceeds on SC READY ELA assessment and 47% on SC Ready Math assessment.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: ELA 41.0%; Math 33.3% Projected Data 2024-2025: ELA 46.4%; Math 38.1% Actual Data 2024-2025: ELA 59.4%, Math 40.6% Projected Data 2025-2026: ELA 62.6%; Math 43.8% (Adding 3.2% to 2024-2025, to reach 2029 goal incrementally)

S 4.2.1 SC READY DATA. Observations of students and student engagement.

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement

5 School Climate*

Performance Goal:

By 2029, decrease the Chronic Absenteeism rate from 7.5% to 5% as reported on the SC School Report Card.

PM 5.1 By 2025-2026, the Chronic Absenteeism rate will decrease by 3.0% to 7.5%.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: Chronic Absenteeism 7.5% Projected Data 2024-2025: Chronic Absenteeism 10.5% (*I have several students who have been truant.)

S 5.1.1 Weekly Attendance Team meetings; Parent communication sent home regarding absences; Attendance Intervention Plans; Communication Log indicating calls and emails sent to families regarding multiple absences. Home visits by Social Worker or Administrator.

Evidence-Based Research:

Diane Cox of School Psychology Quarterly states: The most effective interventions are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information (e.g., parent-teacher action research teams), and those involving communication between school and home (e.g., daily report cards, school-to-home notes).

AS 5.1.1.1 Conduct weekly Attendance Team meetings.

Action Step:

Meeting minutes and attendance spreadsheet will be kept to indicate the students who have chronic absenteeism, along with notes of action taken to increase attendance at school.

Person Responsible:

Attendance Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 5.1.1.2 Various languages

Action Step:

Have the information available in various languages for our population of students.

Person Responsible:

School Counselor

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 5.1.1.3 Recognize and provide incentives to students making improvements in their attendance rate.

Action Step:

Monthly checks to identify students who need to be recognized for an incentive.

Person Responsible:

School Counselor and Media Specialist

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

PM 5.2 By 2026-2027, the Chronic Absenteeism rate will decrease by 0.9% to 7.0%.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: Chronic Absenteeism 8.4% Projected Data 2024-2025: Chronic Absenteeism 10.5% (*I have several students who have been truant.) Actual Data 2024-2025: 8.4% Projected Data 2025-2026: 7.9%

S 5.2.1 Weekly Attendance Team meetings; Parent communication sent home regarding absences; Attendance Intervention Plans; Communication Log indicating calls and emails sent to families regarding multiple absences. Home visits by Social Worker or Administrator. Attendance Spirit Week. Use of Talking Points.

Evidence-Based Research:

Diane Cox of School Psychology Quarterly states: The most effective interventions are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information (e.g., parent-teacher action research teams), and those involving communication between school and home (e.g., daily report cards, school-to-home notes).

6 Teacher/Administrator Quality*

Performance Goal:

By 2029, 90% all certified staff will be implementing the initiatives to build teacher efficacy. To include, Visible Learning strategies, Orton-Gillingham strategies, LETRS (Teachers of Grades K-3).

PM 6.1 By 2025-2026, over 90% of staff will be implementing initiatives to build teacher efficacy.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: 85% Projected Data 2024-2025: 86%

S 6.1.1 PLMS Transcripts and SCDE Certificates; PLO/PLC Agendas, Handouts, Lesson Plans, Classroom Observations of Visible Learning/OG/LETRS practices, Presentations to faculty (Agendas), Participation in Visible Learning/OG/LETRS Trainings.

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement; Orton Gillingham and The Science of Reading - Learning Lab

AS 6.1.1.1 Administration participation in PD

Action Step:

Administration reinforcing best practices by leading PLO's and PLC's incorporating strategies.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 6.1.1.2 Encourage Best Practices.

Action Step:

Participation in peer observation rotations to provide learning opportunities.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 6.1.1.3 Provide professional development for faculty.

Action Step:

Send teachers to Visible Learning/OG/LETRS PD to reinforce teachings by administration

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	District and PTO	$0.00

PM 6.2 By 2026-2027, over 95% of staff will be implementing initiatives to build teacher efficacy.

Analysis of Actual vs. Projected Data:

Actual data 2023-2024: 85% Projected Data 2024-2025: 86% Actual Data 2024-2025: 90% Projected Data 2025-2026: 95%

S 6.2.1 PLMS Transcripts and SCDE Certificates; PLO/PLC Agendas, Handouts, Lesson Plans, Classroom Observations of Visible Learning/OG/LETRS practices, Presentations to faculty (Agendas), Participation in Visible Learning/OG/LETRS Trainings.

Evidence-Based Research:

John Hattie's Visible Learning 250+ Influences on Student Achievement; Orton Gillingham and The Science of Reading - Learning Lab

7 Teacher/Administrator Quality*

Performance Goal:

By 2029, Brennen will obtain a teacher retention rate of 91% (An increase of 0.5% per year).

PM 7.1 By 2025-2026, 93.1% of teachers will be retained and remain at Brennen.

Analysis of Actual vs. Projected Data:

Actual Data 2023-2024: 93.1% Projected Data 2024-2025: 93.1% Source of Data: SCDE School Report Card

S 7.1.1 Schedule of Activities; Leadership and Grade Level Agendas; Annual Teacher Feedback Form; Notes from working with University Interns; Professional Development Agendas including PLCs and PLOs; PD Expenditures

Evidence-Based Research:

National Education Association - Proven Strategies For Increasing Teacher Retention Rates; Regional Educational Laboratory Program - Exploring Evidence-Based Practices in Teacher Recruitment and Retention Efforts;

AS 7.1.1.1 Provide team building and/or culture building activities for teachers, creating a positive and and collaborative work environment.

Action Step:

Plan and execute opportunities for teachers to interact with each other and get to know one another through team building and fellowship during meals.

Person Responsible:

Tiffany Ligon

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 7.1.1.2 Provide academic support to teachers in the classroom.

Action Step:

Academic support will be provided to teachers by the Leadership Team during PLC's and Guided Planning.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

AS 7.1.1.3 Provide meaningful professional development to the faculty.

Action Step:

Working alongside teachers, identify teachers desires and needs for professional development throughout the school year; then plan for or send faculty to meaningful professional development.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

6/8/2029

PM 7.2 By 2026-2027, 93.1% of teachers will be retained and remain at Brennen.

Analysis of Actual vs. Projected Data:

Actual Data 2023-2024: 93.1% Projected Data 2024-2025: 93.1% Actual Data 2024-2025: 92.3% Projected Data 2025-2026: 93.1% Source of Data: SCDE School Report Card

S 7.2.1 Schedule of Activities; Leadership and Grade Level Agendas; Annual Teacher Feedback Form; Notes from working with University Interns; Professional Development Agendas including PLCs and PLOs; PD Expenditures; Team Building Activities; School Weekly Newsletter - The Bulldog Briefing; Monthly Staff Recognition - You're Making a Difference Every Day Award

Evidence-Based Research:

National Education Association - Proven Strategies For Increasing Teacher Retention Rates; Regional Educational Laboratory Program - Exploring Evidence-Based Practices in Teacher Recruitment and Retention Efforts;

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

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

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

* 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.

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Not Applicable

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

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

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

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

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Optional Documents		
Type	**Document Template**	**Document/Link**
Additional Documentation	N/A	Brennen Data Snapshot 2025 Brennen SC-Ready 5-Year Report (Subgroups) 2025

Checklist

4001 - Richland County School District One (4001) Public District - FY 2027 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

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