

2019-2024 RICHLAND ONE

# STRATEGIC PLAN

BRENNEN ELEMENTARY SCHOOL

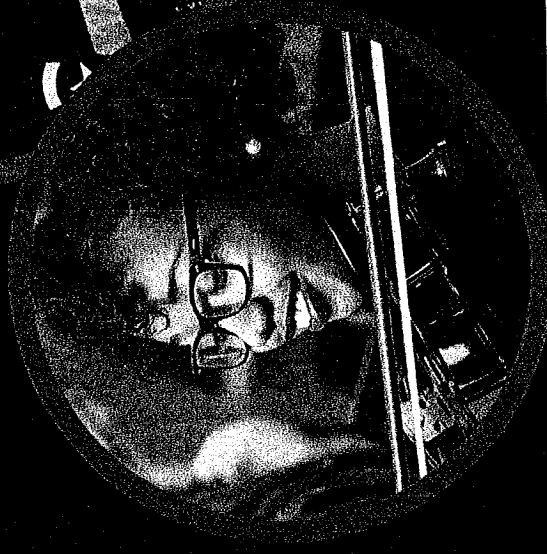


**RICHLAND ONE**

ENGAGE • EDUCATE • EMPOWER

**Dr. Craig Witherspoon**

*Superintendent*



**Plan Submission**

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

**\* 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**

Mark Shea

**\* Phone**

803-738-7204

**\* Email**


mark.shea@richlandone.org

**\* Principal's Name**

Mark Shea

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

Jaime Devine

**\* Date of Plan Approval by the Board**3/12/2019  Clear

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZaWQ9NDAwMTAyNQ>

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2020 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name \* Mark Shea

Teacher

Name \* Christine Hendrix

Parent/Guardian

Name \* Laura Voyles

Community Member

Name \* Abney Durham

School Level Administrators

Name \* Janet Campbell

School Read to Succeed Literacy Leadership Team Lead

Name \* Mark Shea

School Read to Succeed Literacy Leadership Team Member

Name \* Susie Horger

School Improvement Council Member(s)

\*

Name	Jonathan Milling
Name	Mary Catherine Smith
Name	Jenna Vaughn
Name	Ainsley Rhame
Name	Brian Fitzgerald
Name	Drew Painter
Name	Ben Riddle

#### School Gifted and Talented Coordinator

Name	Gera Singletary
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#### School Federal Programs Coordinator

Name	Mark Shea
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#### Other Stakeholders

Position	Name
Teacher	Franke All

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

Recommended Data Source	Strength	Weakness	Contributing Factors (Optional)
	Identify by Subgroup Performance	Identify by Subgroup Performance	
Prime Instructional Time		Our prime instructional time decreased from 90.3 to 88.6.	
Parent Involvement	100% of parents visited Brennen at least once for a face-to-face conference.		
Professional Development			
Percentage of Teachers Returning	92.5% of teachers returned for the next school year.		
Percentage of Teachers with Advanced Degrees	We have 69.1% of teachers with advanced degrees, which is an increase from 69%.		
Pupil Teacher Ratio	Our pupil:teacher ratio is 20.4:1 compared to 20.5:1.		
State Language Arts Scores	In ELA, 85.5% of third graders, 84.2% of fourth graders, and 76.7% of fifth graders approached, met, and exceeded standards.		
		In ELA 62.3% of African-American Males in grades 3-5 approached, met, and exceeded standards.	
State Math Scores	85.5% of third graders (+6.7% from 16-17), 87% of fourth graders (+14% from 16-17) approached, met, and exceeded standards.	73.6% of fifth graders (-11.2% from 16-17) scored approached, met, and exceeded. This is a decline.	
State Social Studies Scores		72.3% of fifth graders approached, met, and exceeded as compared to 77.7% in 2016-17.	
State Science Scores	On SCPASS Science, fourth graders 91% approached, met, or		

	exceeded. This is a tremendous gain as compared to 2016-17.		
Percentage of Teachers with Advanced Degrees	We have 69.1% of teachers with advanced degrees, which is an increase from 69%.		
Percentage of Teachers on Continuing Contracts	96% of our teachers hold continuing certificates. This is up from 81%.		
Percentage of Teachers Emergency/Provisional Contracts	No teachers have emergency or provisional certificates.		
Percentage of Teachers Returning	The percentage of teachers returning is 92.5%. This is very high as compared to other schools.		We did have a lot of teachers leave due to husbands being transferred to other jobs.
Percentage of Classes not Taught by Highly Qualified Teachers	All classes were taught by highly qualified teachers.		
Number of PACE Teachers	No PACE teachers are employed.		
Number of National Board Teachers	17 National Board Certified Teachers, which is an increase from the year before.		
Teacher Attendance Rate	The teacher attendance rate decreased from 93.3% to 92.2%.		Many teachers have young children and there have been frequent family illnesses.
Student Attendance Rate	Our student attendance rate decreased from 96.5% to 96.2%. Overall it is still high.		
Percent of Teachers, Students, and Parents Satisfied with the Physical Environment	Even though Brennen is an older facility, all of our stakeholders are satisfied. See the results below:  T-100%  S-86%  P-92%		
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	Our teachers and students are satisfied with Home-School Relations. See the results below:	Our parents as surveyed are at 82%, which needed to be higher as compared	

	T-98% S-88%	to our teachers and students.	
Percentage of Teachers, Students, and Parents Satisfied with the Learning Environment	Perhaps our highest area. All of our stakeholders are satisfied with our Learning Environment. This is very important. Please see the results below:  T-98% S-85% p-95%		
Suspension/Expulsion Rate	Our suspension rate decreased from 6% to 4.7%. This shows how proactive we are in having a full functioning MTSS process.		
School Poverty Index	Our poverty index is 42%. This is a decrease from 43.8% in 2017.		
Students Older than Usual for Grade	.2% of our population are older than their grade. This data is also positive in having an effective MTSS system in process.		



Executive Summary of Needs Assessment Data

**4001 - Richland County School District One (4001) Public District - FY 2020 - 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)**

We have 6 Kindergarten teachers and each of them have one Instructional Assistant. When analyzing our Kindergarten Readiness Assessment data, the past year, we notice that half of our students are demonstrating appropriate skills for Kindergarten while the other half is split evenly as emerging and approaching. This shows our students enter Kindergarten at various levels. We look forward to utilizing this data when these students are in 3<sup>rd</sup> grade when it comes to analyzing Read to Succeed data.

Grades 1-2 have seven teachers per grade level with one instructional assistant serving each grade level. Formative assessment data using Reading Inventory and Math Inventory data. We analyze this data in order to inform our instructional practices. Second grade has become a focus grade level with the introduction of Read to Succeed and making sure our 3<sup>rd</sup> graders are reading in grade level by the time they enter or leave 3<sup>rd</sup> grade. Our Reading Inventory data in grade one this year shows 80% of our standards demonstrating mastery, which allows them to take the reading comprehension part of the inventory assessment. Our Reading Inventory data shows 84% showing mastery in 2017. In 2018, 88% of our students show mastery, which allowed them to receive the reading comprehension part of the assessment. Our PLC's in the early childhood grades focus in on the College and Career Standards. We analyze them to make sure we are teaching with the intention of how the standard is written, which includes the Depth of Knowledge. This is the work we think that will carry us to the next level.

**\* Elementary/Middle (3-8)**

Grades 3-5 have six teachers per grade level. When comparing our ELA SC Ready data from 2017 to 2018, we went from 83.4% Approaches, Met, and Exemplary in 2017 to 82.2% in 2018. We remained to display consistency, but the data shows that we need further work in acknowledging the depth of knowledge in our curriculum standards. We need to make sure our teachers are teaching the curriculum the way the it was intended to be taught. The same is true with math. In 2017, our we had 83.8% of our students score Approaches, Met, and Exemplary. In 2018, we went down to 82%. Utilizing PLC's and PLO's to focus on the SC curriculum standards will help push us to making the gains we know our students are capable of. SCPASS (Science 4<sup>th</sup> Grade/Social Studies 5<sup>th</sup> Grade) show the same trend in Social Studies but Science in 4<sup>th</sup> grade showed tremendous gains. 5<sup>th</sup> grade Social Studies was 83% Approaches, Met, and Exemplary in 2017 to 72.3% in 2018. 4<sup>th</sup> Grade Science was 79.4% Approaches, Met, and Exemplary in 2017 to 91% in 2018. We made some changes in the delivery of instruction in 5<sup>th</sup> grade Social Studies, which should help in making tremendous gains in 2019. An overall area in need is with our students scoring in the Approaches category of SC Ready. Most of these students are our African American males and other students. We chose an interventionist to work with these students in confidence along with instructional questions. These are the kids who often do not ask questions when they don't understand something during instruction. In addition, administration forms relationships with our students in this area. Our expectation is to move students to Met and Exemplary in Math and/or ELA.

\* High School (9-12)

NA

\* Teacher/Administrator Quality

Brennen Elementary School's teachers and staff is one that brings knowledge and expertise to the students in which they work with each day. We all know there is a teacher shortage in our state and in the country. The profession is very difficult and gets tougher each year. Our school is completely staff with certified professionals. Teacher turnover is not a concern at Brennen Elementary. 90% of our staff returns each year. The only time we lose staff is if a spouse gets transferred or teachers retire.

\* School Climate

As is noted on our parent survey from the Annual School Report Card, we have a high percentage of parents that are satisfied with our learning environment, social and physical environment. However, the area we need to work in is Home-School Relations. Only 79% of parents surveyed were satisfied. As a faculty in August we discussed on we need to have more positive calls, emails, and texts home to our parents especially in the upper elementary grades. Overall, even though we know our community is satisfied with what takes place in our school, we also know that we need to get more parents involved especially from our ESL community. We have hired staff members who can and are willing to communicate with our Hispanic families. We will continue to have ESOL nights, Reading Nights, PTO sponsored nights, and other events to involve more parents into the learning lives of their children. We will also continue to provide opportunities for parents and others to serve on our PTO and School Improvement Council.

Through this continued relationship of involving all stakeholders who believe that Brennen Elementary School is a great school, where we will see increased student learning resulting in higher student achievement. We will develop a community of learners focused on academic gains who will strive to be the best that they can be.

Other (such as school priorities)

\* Gifted and Talented




One area where we would like to make gains is with our Gifted and Talented students and having more underrepresented populations qualify. Currently we have 12% of our students who qualify. Since our numbers are constantly rising, we don't want to neglect this population of students. Our goal is to qualify 30% by the 2024.

Student Achievement\*

## Performance Goal:

By 2024, 97% of students in grades 3-8 will score approaches or above on the SC Ready ELA assessments.




Create Interim Performance Goal

   1.1 Meet annual targets below.

## Analysis of Actual vs. Projected Data:

AVERAGE BASELINE 2018-19 2019-20 2020-21 2021-22 2022-23 DATA SOURCE(s): SC Ready Data ELA 82% Projected Data 85% 88%  
91% 94% 97% Actual Data N/A N/A N/A N/A N/A





Create Indicators of Implementation

   1.1.1 Classroom observation, SC Ready data, universal screener data PD transcripts/PLC and MTSS Meetings /True North Logic teacher logs/Teacher Certification Records and data collected from the program Feedback from coach/lesson plans/

## Evidence-Based Research:

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

Create Action Step

    1.1.1.1 Implement and strengthen ELA instruction.

[Add Progress Note](#)

## Action Step:

1. Hire/Designate Personnel to implement a Balanced Literacy program including phonics and appropriate interventions during school day or during extended school day

## Person Responsible:

Mark Shea


## Estimated Begin Date:






7/1/2019

## Estimated Completion Date:

6/30/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		<u>Other</u>	AMOUNT is NA based on Teacher Salaries	\$0.00

     1.1.1.2 School-Wide Reading Program

[Add Progress Note](#)

## Action Step:

Implement a school-wide reading program like Read with the Gamecocks/Fireflies

## Person Responsible:

Susie Horger


## Estimated Begin Date:






9/9/2019

## Estimated Completion Date:

6/30/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		<u>Other</u>	Amount is based on program needs.	\$0.00

     1.1.1.3 Phonics Program

[Add Progress Note](#)

## Action Step:

Faculty will learn and become more proficient in Project Read Phonics or other research based phonics program and will work with the reading coach to incorporate additional research based strategies into teaching

## Person Responsible:

Susie Horger


## Estimated Begin Date:





8/21/2019

## Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Other		Other	Amount is based on program needs.	\$0.00

   Copy  AS 1.1.1.4 ELA Curriculum Standards[Add Progress Note](#)

Action Step:

Continue to break apart ELA curriculum standards to better inform instructional practices

Person Responsible:

Susie Horger

Estimated Begin Date:





8/27/2019

Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

   Copy  AS 1.1.1.5 Provide assessments to monitor student progress.[Add Progress Note](#)

Action Step:

Administer formative reading assessments to inform instructional practices

Person Responsible:

Mark Shea

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

GEMS Home

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Request Help

GEMS Sign Out

Shea, Mark

Production

Session Timeout

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## Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

4001 - Richland County School District One (4001) Public District - FY 2020 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Save And Go To

[Create Performance Goal](#)Plan Items [Expand All](#) [Collapse All](#)[1 Student Achievement\\*](#)[2 Student Achievement\\*](#)

Performance Goal:

By 2024, 97% of students in grades 3-5 will score approaches or above on the SC Ready Math assessments.

[Create Interim Performance Goal](#)[Copy](#) [PM](#) 2.1 [Meet annual targets below.](#)

Analysis of Actual vs. Projected Data:

AVERAGE BASELINE 2018-19 2019-20 2020-21 2021-22 2022-23 DATA SOURCE(s): 82% Projected Data 85% 88% 91% 94% 97% Actual Data  
N/A N/A N/A N/A N/A[Create Indicators of Implementation](#)[Copy](#) [S](#) 2.1.1 [Classroom Observations/True North Logic transcripts/PLC's /SC Ready Score Dissemination evidence Formative Math Data /Lesson Plans/Numeracy Fluency Screener data/SC Ready Math Data Lesson Plans/Instructional data/MTSS data Standards/ True North Logic Transcripts/PBL](#)

Evidence-Based Research:

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

[Create Action Step](#)[Copy](#) [AS](#) 2.1.1.1 [Implement and update programs to strengthen math curriculum and instruction](#)[Add Progress Note](#)

Action Step:

Add 30 minutes to math instruction on the Master Schedule.

Person Responsible:

Mark Shea

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

[Copy](#) [AS](#) 2.1.1.2 [Strengthen Math Instructional strategies](#)[Add Progress Note](#)

Action Step:

Encourage the use of manipulatives with math instruction.

Person Responsible:

CRT-TBA

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Comprehensive School Improvement		<a href="#">Comprehensive School Improvement</a>		\$1,000.00

[Copy](#) [AS](#) 2.1.1.3 [Strengthening our understanding of SC Math Curriculum Standards](#)[Add Progress Note](#)

Action Step:

Breaking apart the math standards to ensure teacher understanding and optimal teaching of them

Person Responsible:

CRT-TBA

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/30/2023

### Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		<u>Other</u>		\$0.00

AS 2.1.1.4 Provide district and formative assessments to inform math instruction

Add Progress Note

**Action Step:**

Administer district and other formative assessments and use results to inform instruction

Person Responsible:

CRT-TBA

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/23/2023

### Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		<u>Other</u>		\$0.00

Copy  2.1.1.5 Utilizing technology to assist in math instruction.

Add Progress Note

**Action Step:**

Utilize math Internet software such as DreamBox, Khan Academy/Prodigy to increase student awareness using technology for math.

Person Responsible:

Mark Shea

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/30/2023

### Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		<u>Other</u>		\$0.00

3 Student Achievement\*

4 Student Achievement\*

5 School Climate\*

6 Teacher/Administrator Quality\*

Save And Go To

Student Achievement\*

## Performance Goal:

By 2023, 100% of students in grade 4 will score approaches or above (or met and exemplary) on the SC PASS science. By 2023, 87% of students in grade 5 will score approaches or above on the SC PASS social studies assessment.

Create Interim Performance Goal

3.1 Meet annual targets below.

## Analysis of Actual vs. Projected Data:

AVERAGE BASELINE 2018-19 2019-20 2020-21 2021-22 2022-23 DATA SOURCE(s): SCPASS SCI SCPASS SS 91% Projected Data 94%  
97% 100% 100% 100% 72% 75% 78% 81% 84% 87% Actual Data NA NA NA NA NA NA NA NA NA NA

Create Indicators of Implementation

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

Create Action Step

3.1.1.1 Strengthen Science and SS instructional programs.

[Add Progress Note](#)

## Action Step:

Incorporate skills of reading and math into science and social studies instruction.

## Person Responsible:

CRT-TBA and Principal

## Estimated Begin Date:

8/21/2019

## Estimated Completion Date:

6/30/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

3.1.1.2 Strengthen knowledge of curriculum standards.

[Add Progress Note](#)

## Action Step:

Utilize Science/SS support documents with teachers' instruction

## Person Responsible:

CRT-TBA and Mark Shea

## Estimated Begin Date:

8/21/2019

## Estimated Completion Date:

6/23/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

3.1.1.3 Utilize technology to assist in the teaching of science and SS

[Add Progress Note](#)

## Action Step:

Encourage teachers to utilize online resources such Science TechBook and Educational vetted websites to assist in the teaching of Science and SS.

## Person Responsible:

CRT-TBA and Mark Shea

## Estimated Begin Date:


8/21/2019






Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Other		<a href="#">Other</a>		\$0.00

   **AS** 3.1.1.4 Utilize district and formative assessments to inform instructional practices in Science and SS [Add Progress Note](#)

Action Step:

Administer district assessments and other formative assessments in grades 4 and 5 in Science and SS. Analyze for instructional decisions.

Person Responsible:

CRT-TBA and Mark Shea

Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Other		<a href="#">Other</a>		\$0.00

Student Achievement\*

## Performance Goal:

By the year 2023, 77.3% of African-American males in grades 3-5 will score approaches or above (or met and exemplary) on the SC Ready ELA Assessment.

Create Interim Performance Goal

4.1 Meet annual targets below.

## Analysis of Actual vs. Projected Data:

AVERAGE BASELINE 2018-19 2019-20 2020-21 2021-22 2022-23 62.3% Projected Data 65.3% 68.3% 71.3% 74.3% 77.3% Actual Data NA NA NA NA NA

Create Indicators of Implementation

4.1.1 SC READY DATA and feedback from students participating in the meetings. Observations of students.

## Evidence-Based Research:

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

Create Action Step

4.1.1.1 Increase African-American Males Student Achievement in ELA (grades 3-5).

[Add Progress Note](#)

## Action Step:

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

## Person Responsible:

Mark Shea

## Estimated Begin Date:

8/21/2019

## Estimated Completion Date:

6/30/2023

Create Funding Source

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

4.1.1.2 Increase participation of African-American males in grades 3-5

[Add Progress Note](#)

## Action Step:

Assign a teacher to check in with small groups of AA Males once a week for a lunch group in order to build positive relationships.

## Person Responsible:

CRT-TBA and Mark Shea

## Estimated Begin Date:

8/21/2019

## Estimated Completion Date:

6/30/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

4.1.1.3 Increase relationships with African-American males with faculty.

[Add Progress Note](#)

## Action Step:

Take into account students' strengths and how they will have positive relationships with their teachers when assigning students to classes.

## Person Responsible:

Mark Shea


## Estimated Begin Date:

8/21/2019

## Estimated Completion Date:

6/30/2023

[Create Funding Source](#)



Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

School Climate\*

## Performance Goal:

By 2023, we will increase Home-School Relations to 94% as measured by the 5th grade parent survey that is used for the SC School Report Card.



Create Interim Performance Goal

  5.1 Meet annual targets below.

## Analysis of Actual vs. Projected Data:

AVERAGE BASELINE 2018-19 2019-20 2020-21 2021-22 2022-23 DATA SOURCE(s): School Report Card 79% Projected Data 82% 85%  
88% 91% 94% Actual Data NA NA NA NA NA



Create Indicators of Implementation

  5.1.1 Call outs to 5th grade parents/ Positive phone calls home tracked on a parents communication log Increase in survey responses.

## 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).

Create Action Step

  5.1.1.1 Increase survey responses

[Add Progress Note](#)

## Action Step:

Increase survey responses

## Person Responsible:

School Counselor

## Estimated Begin Date:



4/20/2020

## Estimated Completion Date:

4/20/2024

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

  5.1.1.2 Various languages

[Add Progress Note](#)

## Action Step:

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

## Person Responsible:

School Counselor

## Estimated Begin Date:



4/20/2020

## Estimated Completion Date:

4/20/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

  5.1.1.3 Increase survey responses

[Add Progress Note](#)

## Action Step:

Allow parents without Internet access to take it at home.

## Person Responsible:

School Counselor and Media Specialist

## Estimated Begin Date:

4/20/2020

## Estimated Completion Date:

4/20/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		<u>Other</u>		\$0.00

Teacher/Administrator Quality\*

## Performance Goal:

By 2024, 85% all certified staff will have knowledge of Visible Learning practiced in their classrooms.

Create Interim Performance Goal

6.1 Meet annual targets below.

## Analysis of Actual vs. Projected Data:

AVERAGE BASELINE 2018-19 2019-20 2020-21 2021-22 2022-23 DATA SOURCE(s): Survey administered to Staff 25% Projected Data 37%  
49% 61% 73% 85% Actual Data NA NA NA NA NA

Create Indicators of Implementation

6.1.1 Books purchased for teachers/Participation in book clubs/Applying strategies to lessons/Classroom Observations PLC Agendas/ Handouts/Lesson Plans/ Classroom Observations Presentations to faculty/Agendas Completed Survey Responses for measuring Visible Learning practices.

## Evidence-Based Research:

According to Hattie, Visible learning happens when teachers see learning through the eyes of their students and students see themselves as their own teachers. In practice, this requires that teachers are constantly evaluating their impact on student learning so that they can truly see learning through the eyes of their students.

Create Action Step

6.1.1.1 Encourage Best Practices.

[Add Progress Note](#)

## Action Step:

participation in various Book Studies on Visible Learning ( 1 Fall/ 1 Spring)

## Person Responsible:

Mark Shea

## Estimated Begin Date:

8/21/2019

## Estimated Completion Date:

6/30/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		Other	PTO Purchased Book Titles	\$750.00

6.1.1.2 Administration participation in PD

[Add Progress Note](#)

## Action Step:

Administration participating in PD offered by the district then presents to teachers

## Person Responsible:

CRT-TBA and Mark Shea

## Estimated Begin Date:

8/15/2019

## Estimated Completion Date:

6/30/2023

Create Funding Source

Funding Application	Delete	Grant	Notes	Amount
Other		Other		\$0.00

6.1.1.3 PD for Staff

[Add Progress Note](#)

## Action Step:

Send teachers to Visible Learning PD to reinforce teachings by administration

## Person Responsible:

Mark Shea

## Estimated Begin Date:

8/21/2019

Estimated Completion Date:

6/30/2023

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Other		<a href="#">Other</a>	PTO	\$3,000.00

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Shea, Mark

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## Assurances

4001 - Richland County School District One (4001) Public District - FY 2020 - Brennen Elementary (4001025) Public School - School Renewal Plan - Rev 0

Save And Go To

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

* Yes ▼	<b>Academic Assistance, PreK-3</b> The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	<b>Academic Assistance, Grades 4-12</b> The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes ▼	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes ▼	<b>Technology</b> The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes ▼	<b>Innovation</b> The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes ▼	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes ▼	<b>Developmental Screening</b> The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* Yes ▼	<b>Half-Day Child Development</b> The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes ▼	<b>Developmentally Appropriate Curriculum for PreK-3</b> The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes ▼	<b>Parenting and Family Literacy</b> The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes ▼	<b>Recruitment</b> The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes ▼	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>



	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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