

2019-2024 RICHLAND ONE
STRATEGIC PLAN

PENDERGRASS FAIRWOLD SCHOOL



RICHLAND ONE

ENGAGE • EDUCATE • EMPOWER

Dr. Craig Witherspoon
Superintendent



History Log

4001 - Richland County School District One (4001) Public District - FY 2020 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
4/26/2019 11:16:04 AM	Craig Witherspoon	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/12/2019 11:53:08 AM	Jennifer Coleman	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/12/2019 11:10:53 AM	Faythe Redenburg	Status changed to 'School Renewal Plan Completed'.	S
3/26/2019 8:35:38 AM	Faythe Redenburg	Status changed to 'School Renewal Plan Started'.	S
2/20/2019 1:06:34 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 2020 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** 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**
Woodica Legette

*** Phone**
8037353435

*** Email**

*** Principal's Name**

Faythe Redenburg

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

Jamie Devine

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

03/12/2019



Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2020 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Faythe Redenburg
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Teacher

Name	* W. Cyntrell Legette
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Name	* Courtney Leach
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Name	* Brittany Brown
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Name	* Asiya Khan
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Name	* Nagender Mandapally
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Name	* Naomi Gallman
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Name	* Susan Kennedy
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Name	* Rokami Gillette
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Name	* David Keisler
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Name	* Ronald Kessler
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Parent/Guardian

Name	* Bridgette Gaines
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Name	* Sonja McClinton
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Community Member	
Name	* Gwendolyn Kennedy
Name	* Shepherd Drayton

School Level Administrators	
Name	* Cedrick Richie
Name	* Stacey Whitaker

School Read to Succeed Literacy Leadership Team Lead	
Name	* NA

School Read to Succeed Literacy Leadership Team Member	
Name	* NA

School Improvement Council Member(s)	
Name	* W. Cyntrell Legette
Name	* Brittany Brown
Name	* Shepherd Drayton
Name	* Gwendolyn Kennedy
Name	* Bridgette Gaines

Name	* Sonja McClinton
Name	* Faythe Redenburg
Name	* Stacey Whitaker

School Gifted and Talented Coordinator	
Name	* NA

School Federal Programs Coordinator	
Name	* Faythe Redenburg

Other Stakeholders	
Position	Name

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

MISSION STATEMENT

Pendergrass-Fairwold School seeks to create an environment that promotes positive, socially-diverse learning opportunities by providing a comprehensive, personally relevant educational environment that challenges each student to develop their abilities, skills, and talents. By providing instruction that is functional and aligned with grade level curriculum, we will enhance and maximize each student's potential to become as independent as possible. Pendergrass-Fairwold faculty, parents, and caregivers will work together to improve the community's focus on our students' capabilities and integrate our students into our larger community so that they may lead productive and fulfilling lives.

BELIEFS

- All students should be given the opportunity to learn, achieve and succeed to their maximum abilities.
- A safe and physically comfortable environment promotes student learning.
- High expectations and positive reinforcement from all staff are essential to promote self-esteem, respect, and dignity.
- Students learn best when they actively participate.
- Students should be given the opportunity to make appropriate decisions and choices.
- Learning activities should be engaging and socially relevant to students.
- School, home and community should work together in order to support the school's mission.
- A variety of special services and resources should be available to all students.
- Each student has the right to be an active community member.
- Cultural diversity contributes to an enriched society.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2020 - Pendergrass Fairwold School (4001905) 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=eT0yMDE4JnQ9RSZaWQ9NDAwMTkwNQ>

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

2018 SC-Alt Five-Year Summary for Pendergrass-Fairwold

Includes All Students who Tested
 Richland School District One, Office of Accountability, Assessment, Research and Evaluation - October 25, 2018

Subject	Year	Number Tested	Mean Scale Score	Level 1 Percent	Level 2 Percent	Level 3 Percent	Level 4 Percent	Level 2 or Above Percent
Science	2014	12	494.3	8.3	41.7	33.3	16.7	91.7
Science	2015	11	432.2	45.5	27.3	27.3	0.0	54.5
Science	2016	15	467.7	13.3	53.3	26.7	6.7	86.7
Science	2017	19	444.2	36.8	42.1	15.8	5.3	63.2
Science	2018	4	500.5	75.0	25.0	0.0	0.0	25.0
Science	2-Year Change	-15	56.3	38.2	-17.1	-15.8	-5.3	-38.2
Science	5-Year Change	-8	6.2	66.7	-16.7	-33.3	-16.7	-66.7
Social Studies	2014	5	472.2	0.0	100.0	0.0	0.0	100.0
Social Studies	2015	11	431.8	36.4	45.5	18.2	0.0	63.6
Social Studies	2016	13	471.0	23.1	46.2	30.8	0.0	76.9
Social Studies	2017	14	458.3	35.7	50.0	14.3	0.0	64.3
Social Studies	2018	3	488.0	0.0	100.0	0.0	0.0	100.0
Social Studies	2-Year Change	-11	29.7	-35.7	50.0	-14.3	0.0	35.7
Social Studies	5-Year Change	-2	15.8	0.0	0.0	0.0	0.0	0.0

Note 1: In the 2-year and 5-year changes for Level 2 or Above Percent, green indicates an increase, red indicates a decrease, yellow indicates no change, and white/gray indicates not applicable (N).
 Note 2: Beginning in 2015, students completed only the science and social studies portions of the SC-Alt assessment.

ejsm, Z:\Research\SC-Alt\2017-2018\scas programs\scalt_2018_five_year_report_graphs_pendergrass.sas

2018 Unique Core Rubrics Data (students' names have been omitted)

Employability	18	16	17	18	17
Social Strategies	16	11	12	18	17
Self Advocacy	17	15	15	18	14
Daily Living	17	14	10	17	12
Communication	17	12	10	18	15
Employability	14	12	17	17	13
Social Strategies	14	17	17	17	18
Self Advocacy	14	14	14	16	17
Daily Living	13	12	12	16	17
Communication	15	13	13	14	17

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2020 - Pendergrass Fairwold School (4001905) 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)

*Due to the nature of our student population, our goals are not focused on specific grade levels.

* Elementary/Middle (3-8)

*Due to the nature of our student population, our goals are not focused on specific grade levels.

* High School (9-12)

*Due to the nature of our student population, our goals are not focused on specific grade levels.

Based on classroom observation data, non-verbal students are not given equal access to the curriculum as they have limited means of communication. Each student should have an individualized/personalized system for

communicating.

Upon graduation, students need to be equipped with skills necessary to successfully transition to a functional, appropriate placement, including gainful employment, when applicable. Through providing off-campus and on-campus job training that is based on students' preferences and skills, there will be an increase in career readiness.

Data reveals that there was a 66.7% decrease in students scoring level 2 or above in science on the SC-Alt assessment over the past five years. These results demonstrate a need to provide real-life, functional experiences in science to increase students' understanding of science standards.

* Teacher/Administrator Quality

Currently, there are no standards for the transition program. In efforts to ensure students are prepared for success upon graduation and there is continuity across the program, teachers will develop functional, socially significant standards for transition students.

Data from classroom observations and teacher surveys reveal that there is a need for professional development and coaching on structured teaching methods. All instructional staff will be regularly trained on structured teaching methods, resulting in an increase in student achievement, teacher evaluation scores and student behavior.

* School Climate

Although we have more than 85% of parents to participate in-person in IEP meetings, less than 20% regularly attend special school events such as Parent/Teacher conferences, monthly assemblies, etc. We are also lacking parent input as evidenced by having only one parent to complete the 2018 Studer survey. Various efforts will be made to increase parent participation.

Providing our students with opportunities to interact with same-aged non-disabled peers continues to be a priority. We will develop partnerships with other schools and programs to ensure students receive these opportunities on a monthly basis.

There is a lack of outside stakeholder involvement and few active partnerships. The acquisition of additional partnerships will result in more resources for our students including, but not limited to funding and off-campus work sites.

Other (such as school priorities)

N/A

* Gifted and Talented

N/A

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Plan Items

1 Student Achievement*

Performance Goal:

By 2024, each student will utilize a personalized communication system which is generalized across all environments.

PM 1.1 By 2020, 100% of students' individualized communication needs will have been identified through direct and indirect assessments.

Analysis of Actual vs. Projected Data:

Direct and indirect assessments will be completed in the Fall of 2019.

S 1.1.1 Direct and Indirect Assessment Results

Evidence-Based Research:

"The communication skills that students learn in school will be needed long after they leave school and assume life in their community as contributing adults or participate in higher education settings. If teachers have done their job well, then graduates will be able to use their communication skills as needed in various adult settings and environments. Establishing effective social and communication skills is one of the desired outcomes of education" (Beukelman & Mirenda, 2013; Downing, 2011).

AS 1.1.1.1 Communication Needs

Action Step:

Each student will be baselined to determine their communication level and goals will be set for individual growth for the school year.

Person Responsible:

Speech Pathologist/Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

5/29/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.2 Communication Needs

Action Step:

The teachers (Leadership Team) will identify students' needs and strengths by analyzing results from Benchmark tests, baseline data, and observation data.

Person Responsible:

Speech Pathologist/Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

5/29/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.3 Communication Needs

Action Step:

School staff will attend area and district wide meetings on different communication systems and implementation.

Person Responsible:

Principal

Estimated Begin Date:

1/6/2020

Estimated Completion Date:

12/17/2021

Funding Application	Grant	Notes	Amount
Other			\$2,000.00

AS 1.1.1.4 Communication Needs

Action Step:

Continue common planning time help for collaborative planning and observations.

Person Responsible:

Principal

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

5/31/2024

Funding	Grant	Notes	Amount
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Application	
Other	\$0.00

AS 1.1.1.5 Communication Needs

Action Step:

Monitor instruction to ensure that the communication systems are being used and maximizing instruction.

Person Responsible:

Principal

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

5/31/2024

Funding Application		Notes	Amount
Other			\$0.00

AS 1.1.1.6 Communication Needs

Action Step:

Collaborate with the Assistive Technology Team on various communication technologies and systems.

Person Responsible:

Speech Pathologist/Teachers

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

6/1/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.7 Communication Needs

Action Step:

Provide instructional supplies (Velcro, Lesson Pix, Choose it Maker) to assist with developing communication systems.

Person Responsible:

Principal

Estimated Begin Date:

8/1/2019

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$2,000.00

2 Student Achievement*

Performance Goal:

By 2024, transition students will have a minimum of a two-point increase in prompt level scores on Unique Core Rubrics in the areas of Employability, Self-Advocacy, Social Strategies, Daily Living and Communication

through a formalized Community-Based and/or Campus-Based Training program.

PM 2.1 By 2020, transition students will have a two-point increase in prompt level scores on Unique Core Rubrics in the area of Employability.

Analysis of Actual vs. Projected Data:

Teachers will complete Unique Core Rubrics on all transition students by May of 2019.

S 2.1.1 Unique Core Rubrics

Evidence-Based Research:

An applied curriculum makes content learned in the classroom relevant and meaningful to students' lives outside the classroom. Practice and research have proven time and time again that interest in school increases when students can apply what they learn in the classroom to nonacademic environments (Algozzine & Ysseldyke, 1993; Hamill & Everington, 2002; NASET, 2005; Rose & Meyer, 2002). Applied curriculum encourages students to generalize the information they learn to their social and nonacademic lives while also emphasizing academic skills. "The ability to transfer knowledge to situations outside of the classroom is a significant skill that will help students become successful members of their communities." (Margo Vreeburg Izzo, Ph.D., Program Coordinator, Nisonger Center, The Ohio State University, Columbus, OH. Kristina Torres, MFA, Project Coordinator, Nisonger Center, The Ohio State University, Columbus, OH) Applied curricula generally involve community-referenced programs, career and vocational education, and hands-on activities that make students active partners in the learning process (Hamill & Everington, 2002; Sitlington & Clark, 2006). Students are more successful when "a broad spectrum of work-based learning components such as career exploration" are included in the academic curricula (American Youth Policy Forum & Center for Workforce Development, 2000). "This is due to the development of work-related skills that allow students the ability to identify their personal strengths and interests, and eventually make better-informed career decisions." "(Margo Vreeburg Izzo, Ph.D., Program Coordinator, Nisonger Center, The Ohio State University, Columbus, OH. Kristina Torres, MFA, Project Coordinator, Nisonger Center, The Ohio State University, Columbus, OH)

AS 2.1.1.1 Postsecondary Preparation

Action Step:

Plan and host a Job Olympics which focuses on indicators listed in Unique Core Rubrics in the area of employability.

Person Responsible:

Assistant Principal

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

5/1/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$2,000.00

AS 2.1.1.2 Postsecondary Preparation

Action Step:

Organize a Job Olympics planning committee.

Person Responsible:

Assistant Principal

Estimated Begin Date:

8/19/2019

Estimated Completion Date:

10/1/2019

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

3 Student Achievement

Performance Goal:

By 2024, 50% of students will score level 2 or above as measured by the South Carolina Alternative assessment (SC-Alt) in the area of science.

PM 3.1 By 2020, 30% of the students taking SC-Alt in the area of science will score level 2 or above.

Analysis of Actual vs. Projected Data:

In 2018, 25% of students tested scored level 2 or above.

S 3.1.1 SC Alt Scores

Evidence-Based Research:

"Students with severe disabilities may acquire new skills through a variety of instructional methods. One of the most effective strategies found in the research is systematic instruction. Systematic instruction has been defined as "teaching focused on specific, measurable responses that may either be discrete (singular) or a response chain (e.g., task analysis), and that are established through the use of defined methods of prompting and feedback based on the principles and research of applied behavior analysis" (Browder, 2001, p.95)."

AS 3.1.1.1 Horticulture

Action Step:

We will collaborate with local businesses/agencies to provide real-life and functional science experiences.

Person Responsible:

Teachers

Estimated Begin Date:

8/12/2019

Estimated Completion Date:
11/29/2019

Funding Application	Grant	Notes	Amount
Other	Other		\$500.00

AS 3.1.1.2 Horticulture

Action Step:

Provide horticultural experiences through the on-campus greenhouse.

Person Responsible:

Principal

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

5/29/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$1,000.00

AS 3.1.1.3 Horticulture

Action Step:

Designate a staff member to manage the greenhouse.

Person Responsible:

Principal

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

8/1/2019

Funding Application	Grant	Notes	Amount
Other			\$0.00

AS 3.1.1.4 Horticulture

Action Step:

Create horticulture units of study in collaboration with content area teachers.

Person Responsible:

Science Committee

Estimated Begin Date:

9/1/2019

Estimated Completion Date:

5/29/2020

Funding Application	Grant	Notes	Amount
Other			\$300.00

4 Teacher/Administrator Quality*

Performance Goal:

By the end of 2024, we will have developed functional and socially significant standards that will address the needs and increase the skills of our transition students in the areas of Employability, Self-Advocacy, Social Strategies, Daily Living and Communication and are aligned with core content standards.

PM 4.1 By 2020, we will have developed functional and socially significant standards in the area of employability. Analysis of Actual vs. Projected Data:
Standards in the area of employability will be completed by June 2020.

S 4.1.1 Employability Standards
Evidence-Based Research:

"In a recent article, Ayres, Lowery, Douglas and Sievers (2011) proposed that focusing on function skills for students with severe disabilities leads to a more independent life. The authors question the use of a standards-based curriculum as not addressing the individualized skills students will use in adult life that are referenced to the locale in which they live. They proposed that working on grade-level content standards usurps time that could be invested in teaching students need for adult life, community living skills, domestic and self-help skills." Courtade, Ginevra, Spooner, Fred, Browder, Diane, Jimenez, Bree (2011)

AS 4.1.1.1 Transition

Action Step:

Collaborate with content area teachers to develop functional and socially significant standards for transition students.

Person Responsible:
Administration

Estimated Begin Date:
8/5/2019

Estimated Completion Date:
6/7/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

5 Teacher/Administrator Quality*

Performance Goal:

By 2024, 100% of teachers will have implemented all components of the Structured Teaching framework.

PM 5.1 By 2020, 100% of teachers will have structured their classroom environment based on principles of Structured Teaching.

Analysis of Actual vs. Projected Data:

As of 2019, no classroom environments have been completely structured based on principles of Structured Teaching.

S 5.1.1 Classroom Observations

Evidence-Based Research:

"Structured teaching is a visually based approach to creating highly structured environments that support individuals with autism in a variety of educational, community, and home/living settings (Mesibov, Shea, & Schopler, 2005). Structured teaching is associated with the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) (Schopler, Mesibov, & Hearsey, 1995). The goal is to create an environment that promotes independence (i.e., decreased need for adult support) by incorporating an understanding of the characteristics of autism and the strengths and interests of each individual (Mesibov et al., 2005). Visual supports and external organization serve as the basis for the interventions in a structured environment."

AS 5.1.1.1 Professional Development

Action Step:

Additional teachers/staff members will receive formal training on the principles of Structured Teaching.

Person Responsible:

Principal

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

7/30/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$8,000.00

AS 5.1.1.2 Professional Development

Action Step:

Formally trained staff members will receive training on Structured Teaching coaching strategies.

Person Responsible:

Principal

Estimated Begin Date:

5/1/2019

Estimated Completion Date:

5/31/2019

Funding Application	Grant	Notes	Amount
Other	Other		\$3,600.00

AS 5.1.1.3 Professional Development

Action Step:

Provide coaching and professional development on Structured Teaching for all teachers and instructional staff.

Person Responsible:

Structured Teaching Team

Estimated Begin Date:

8/12/2019

Estimated Completion Date:

6/5/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$1,500.00

6 School Climate*

Performance Goal:

By 2024, we will have increased our school's visibility in the community, resulting in increased stakeholder participation and the acquisition of a minimum of twelve partnerships.

PM 6.1 By 2020, we will have acquired at least two partnerships.

Analysis of Actual vs. Projected Data:

As of April 2019, one partnership has been established.

S 6.1.1 Flyers, Agendas, Sign-in sheets

Evidence-Based Research:

"When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula" (Harvard Family Research Project, 2010). "First and foremost, learning partnerships can support student outcomes (see, for example, Little, Wimer, & Weiss, 2008). For example, the Massachusetts Afterschool Research Study found that afterschool programs with stronger relationships with school teachers and principals were more successful at improving students' homework completion, homework effort, positive behavior, and initiative. This may be because positive relationships with schools can foster high quality, engaging, and challenging activities, along with promoting staff engagement" (Miller, 2005).

AS 6.1.1.1 School Partnerships

Action Step:

Organize a school partnership team.

Person Responsible:

Administration

Estimated Begin Date:

7/11/2019

Estimated Completion Date:

8/19/2019

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 6.1.1.2 School Partnerships

Action Step:

Host a community event in collaboration with the neighborhood community group.

Person Responsible:
School Partnership Team
Estimated Begin Date:
2/1/2020
Estimated Completion Date:
12/31/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$1,000.00

AS 6.1.1.3 School Partnerships

Action Step:
Research and apply for grants.
Person Responsible:
Grants Team

Estimated Begin Date:
1/6/2020
Estimated Completion Date:
12/18/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

7 School Climate*

Performance Goal:

By 2024, we will improve home-school relations as measured by the Studer Survey.

PM 7.1 By 2020, the number of parents completing the Studer Survey will increase from 1.6 % to 10%

Analysis of Actual vs. Projected Data:

2018 Studer Survey Results - 1.6% of parents completed Studer Surveys.

S 7.1.1 Studer Survey Results

Evidence-Based Research:

Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school. National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11-12. When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement. Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14-16.

AS 7.1.1.1 Parent Engagement

Action Step:

Organize a school Family Engagement Action Team (FEATeam)

Person Responsible:

School Counselor

Estimated Begin Date:

10/1/2019

Estimated Completion Date:

12/13/2019

Funding Application	Grant	Notes	Amount
Other			\$600.00

AS 7.1.1.2 Parent Engagement

Action Step:

Schedule PTO/SIC meetings at satellite sites

Person Responsible:

Administration

Estimated Begin Date:

10/1/2019

Estimated Completion Date:

6/7/2024

Funding Application	Grant	Notes	Amount
Other			\$500.00

AS 7.1.1.3 Parent Engagement

Action Step:

Implement daily communication books for parents

Person Responsible:

Teachers

Estimated Begin Date:

10/1/2019

Estimated Completion Date:

6/7/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$200.00

AS 7.1.1.4 Parent Engagement

Action Step:

Implement "Parent Night Out" opportunities

Person Responsible:

FEAT Team

Estimated Begin Date:

1/7/2020

Estimated Completion Date:

6/7/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$1,000.00

AS 7.1.1.5 Modes of Communication

Action Step:

We will utilize various modes of communication to keep parents' informed such as texting apps, social media, school's webpage, etc.

Person Responsible:

Family Engagement Action Team (FEATeam)

Estimated Begin Date:

7/1/2019

Estimated Completion Date:

5/30/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$200.00

PM 7.2 By 2020, the mean score will increase from 4.16 to 4.20 as measured by the Studer Survey.

Analysis of Actual vs. Projected Data:

In 2018 the mean score, as measured by the Studer Survey, was 4.16.

S 7.2.1 Studer Survey Results

Evidence-Based Research:

Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest

Educational Development Laboratory. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school. National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11-12. When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement. Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14-16.

AS 7.2.1.1 Parent Engagement

Action Step:

Organize a school Family Engagement Action Team (FEATeam)

Person Responsible:

School Counselor

Estimated Begin Date:

10/1/2019

Estimated Completion Date:

12/13/2019

Funding Application	Grant	Notes	Amount
Other	Other		\$600.00

AS 7.2.1.2 Parent Engagement

Action Step:

Schedule PTO/SIC meetings at satellite sites

Person Responsible:

Administration

Estimated Begin Date:

10/1/2019

Estimated Completion Date:

6/7/2024

Funding Application	Grant	Notes	Amount
Other			\$500.00

AS 7.2.1.3 Parent Engagement

Action Step:

Implement daily communication books for parents

Person Responsible:

Teachers

Estimated Begin Date:

10/1/2019

Estimated Completion Date:

6/7/2024

Funding Application	Grant	Notes	Amount
Other			\$200.00

AS 7.2.1.4 Parent Engagement

Action Step:

Implement "Parent Night Out" opportunities

Person Responsible:

FEAT Team

Estimated Begin Date:

1/7/2020

Estimated Completion Date:

6/7/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$1,000.00

§ 7.2.2 Studer Survey Results

Evidence-Based Research:

Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school. National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11-12. When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student

achievement. Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14-16.

8 School Climate*

Performance Goal:

By 2024, each student will have an opportunity to participate in monthly activities with same-aged non-disabled peers across various settings.

PM 8.1 By 2020, 20% of our students will have a non-disabled peer mentor.

Analysis of Actual vs. Projected Data:

As of April 2019, no students were assigned non-disabled peer mentors.

S 8.1.1 Agendas Calendar of activities

Evidence-Based Research:

Mentorships are widely promoted for individuals with disabilities for all the same reasons they are promoted for other individuals, such as learning from positive role models, but they also address additional needs of individuals with disabilities, such as guidance in navigating the lived experience of disability (Coombs-Richardson, 2002; Knight, 2000; Loads et al., 2006; Marsh, 2002; Powers et al., 1995; Snowden, 2003; Sword & Hill, 2003; Whelley et al., 2003; Wilson, 2003). Mentorships for individuals with disabilities are considered especially important during times of transition such as those from high school to college as well as from postsecondary education to graduate school and professional or vocational employment (Kram & Isabella, 1985; Powers et al., 2001; Snowden; U.S. Department of Labor, 2006; Weir, 2004; Whelley et al.; Wilson).

AS 8.1.1.1 Peer Mentoring Program

Action Step:

Implement a peer support/mentor group (non-disabled peers) for students with disabilities.

Person Responsible:

School Counselor

Estimated Begin Date:

10/1/2019

Estimated Completion Date:

5/29/2020

Funding Application	Grant	Notes	Amount
Other	Other		\$1,500.00

Read to Succeed

4001 - Richland County School District One (4001) Public District - FY 2020 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

A. This school documents and monitors the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

A Comprehensive System of Assessment

1. Summative Assessment

a. SC Ready, End of Course

2. Formative Assessment

a. Fountas and Pinnell, DRA, Dominic

b. Star Reading

c. 4K Assessments: PALS, Gold, MyIGDIs

d. MAP

3. Data Teams

a. Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans

4. Documentation of Data

Possible Sources of Evidence

1. Running Records

2. Reading/Writing/Researching Engagement Inventories

3.	Reading Logs
4.	Reading
5.	Writing
6.	Researching Notebooks
7.	Anecdotal Notes
8.	Sample Writings
9.	Writing about Reading
10.	Note-taking Samples
11.	Transcribed Conversations

A1.	Teachers use a comprehensive formative assessment system.	* Rarely ▼
A2.	Teachers make instructional decisions for students based on data	* Rarely ▼
A3.	Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students.	* Rarely ▼
A4.	Teachers collect and analyze data to determine targeted, effective in-class intervention.	* Rarely ▼

B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Lenses of Assessment
Assessing for Supplemental Instruction

1.	Reading Process
2.	Small Group and Individual
Possible Sources of Evidence	
1.	Anecdotal Notes from small group instruction and individual conferences
2.	Schedules
3.	Goals with look-fors and action plans
4.	Lesson plans focused on teaching strategic reading behaviors

B1.	Teachers notice, teach, and prompt for use of strategic reading behaviors.	* Rarely ▼
B2.	Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	* Rarely ▼
B3.	Teachers provide targeted, effective in-class intervention which 1) Must provide individual and small-group instruction; and 2) Must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	* Rarely ▼

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.

Lenses of Assessment	
Assessing for Family Support of Literacy Development	
Possible Sources of Evidence	
1.	Agendas from Parent Workshops

2.	Sign-in Sheets from Parent Meetings
3.	Newsletters
4.	Conference Summaries
5.	Conference Schedules
6.	Anecdotal Notes from Conferences
7.	Phone Calls

C1.	Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	* Rarely
-----	--	----------

D. This school provides for the reading and writing achievement and growth at the classroom and school levels with decisions about intervention based on all available data.

Lenses of Assessment	
Assessing for Research-Based Instructional Practices	
1.	Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
2.	Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/ conferring and using a system for collecting this data
3.	Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
4.	Integration of Disciplinary Literacy
5.	Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

Possible Sources of Evidence

1. Teacher Observations
2. Schedules
3. Lesson Plans

D1.	Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	* Rarely ▼
D2.	Teachers monitor student engagement in reading and writing and use this data to confer with students.	* Rarely ▼
D3.	Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	* Rarely ▼
D4.	Teachers use shared writing experiences to scaffold student success and build fluency.	* Rarely ▼
D5.	Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	* Rarely ▼
D6.	Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	* Rarely ▼
D7.	Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	* Rarely ▼
D8.	Teachers use the South Carolina College and Career Ready Standards when planning instruction.	* Rarely ▼

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Lenses of Assessment

Assessing for Reading Engagement

1. Student Choice
2. Large blocks of time to read, write, and research
3. Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

Possible Sources of Evidence

1. Student Engagement Inventories
2. Schedules
3. Book Inventories
4. Photographs of Classroom Libraries

E1.	Teachers provide students choice in what they read, write, and research.	* Rarely ▼
E2.	Teachers monitor reading and writing engagement and use that data to conference with students when needed, to increase reading and writing volume.	* Rarely ▼
E3.	Teachers reflect on and eliminate activities that interfere with text reading and writing.	* Rarely ▼
E4.	Teachers establish and directly teach routines and procedures so that students know what to do in order to maximize time.	* Rarely ▼
E5.	Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	* Rarely ▼

F. This school provides teacher and administrator training in reading and writing instruction.

Lenses of Assessment

Assessing for Professional Development

1. Literacy Competencies for PreK-5th Grade Teachers
2. Literacy Competencies for Administrators
3. South Carolina College and Career Ready Standards
4. Standards for Professional Learning
5. Early Learning Standards for 4K

Possible Sources of Evidence

1. Agendas
2. Sign-in Sheets
3. Professional Reading Logs
4. Written Reflections of Practice and New Learning
5. Coaches' Schedules
6. Action Research Notes
7. Lesson Plans

F1. Teachers participate in professional learning opportunities based on data through

- 1) Study groups
- 2) Collaboration with school coach
- 3) Book clubs
- 4) Teacher action research
- 5) Collaborative planning
- 6) Peer coaching

*

Rarely ▼

F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:

- 1) Study groups
- 2) Collaboration with school coach
- 3) Book Clubs

* Rarely



G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners, and school media specialists to promote reading and writing.

Lenses of Assessment

Assessing for Literacy Partnerships

Possible Sources of Evidence

- | | |
|----|-------------------------------------|
| 1. | Sign-in Logs |
| 2. | Plans for the Partnerships |
| 3. | Acknowledgement of the Partnerships |
| 4. | Documentation of Actions |
| 5. | Record of Programs Libraries Offer |

G1.	<p>Teachers and/or schools participate in strategically planned and developed partnerships to promote reading and writing</p> <ol style="list-style-type: none"> 1) County libraries are used to increase the volume of reading in the community over the summer 2) State and local arts organizations 3) Volunteers 4) Social service organizations 5) School media specialists 	* Rarely ▼
G2.	Specific actions are taken to foster partnerships.	* Rarely ▼

H. This school embeds practices reflective of exemplary literacy-rich environments.

Lenses of Assessment	
Assessing for Inquiry-based Learning	
1.	Immersion, Investigation, Coalescing, Going Public
2.	Read Aloud/Shared Reading
3.	Independent reading, writing, researching
4.	South Carolina College and Career Ready Standards for Inquiry
5.	Profile of the South Carolina Graduate
Possible Sources of Evidence	
1.	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction
2.	Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction
3.	Lesson Plans Referencing the Inquiry Standards
4.	Examples of Student Research Projects

5. Student artifacts from research

H1.	Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	*	Rarely
H2.	Teachers integrate content-specific reading, writing, and researching to provide the authentic experiences necessary to become proficient researchers and readers and writers	*	Rarely
H3.	Teachers provide large blocks of time for instruction and practice for students to sustain work on reading, writing, and researching.	*	Rarely
H4.	Teachers ensure texts and materials are organized and easily accessible by students.	*	Rarely
H5.	Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms	*	Rarely
H6.	Teachers prominently display artifacts reflective of student learning.	*	Rarely
H7.	Teachers immerse students in print-rich environments.	*	Rarely

Analysis of Data

* Strengths

Pendergrass-Fairwold School is not required to submit a Read to Succeed Plan as our school population is entirely composed of SC-Alt students.

* Possibilities for Growth

Pendergrass-Fairwold School is not required to submit a Read to Succeed Plan as our school population is entirely composed of SC-Alt students.

SMART Goals and Action Steps Based on Analysis of Data

Goal	Action Steps
* Pendergrass-Fairwold School is not required to submit a Read to Succeed Plan as our school population is entirely composed of SC-Alt students.	* Pendergrass-Fairwold School is not required to submit a Read to Succeed Plan as our school population is entirely composed of SC-Alt students.

Assurances

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

* N/A ▼	Academic Assistance, PreK-3
* N/A ▼	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).
* N/A ▼	Academic Assistance, Grades 4-12
* Yes ▼	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

	<p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
<p>* <input type="text" value="N/A"/></p>	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Collaboration</p> <p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Developmental Screening</p> <p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Half-Day Child Development</p> <p>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.</p>
<p>* <input type="text" value="Yes"/></p>	<p>Developmentally Appropriate Curriculum for PreK-3</p> <p>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.</p>

* N/A ▼	<p>Parenting and Family Literacy</p> <p>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.</p>
* Yes ▼	<p>Recruitment</p> <p>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.</p>
* Yes ▼	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

Waiver

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Not Applicable

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

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

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

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

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2020 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	

Checklist

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Checklist Description (Collapse All Expand All)

[-]	<p>1. Plan Information and stakeholders</p> <p>1. Information is complete and appropriate.</p>	<p>Approved ▾</p>	<p>Lynn Hammond</p>	<p>6/18/2019 1:40:00 PM</p>
[-]	<p>2. Needs Assessment</p> <p>1. Needs assessment link is correct</p> <p>2. Needs assessment is clear, thorough and appropriate.</p>	<p>Approved ▾</p>	<p>Lynn Hammond</p>	<p>6/18/2019 1:40:00 PM</p>
[-]	<p>3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps</p> <p>1. All required goal areas have been addressed.</p> <p>2. Goal statements are complete and appropriate.</p> <p>3. Goals have all required parts completed.</p> <p>4. Action steps are complete and appropriate.</p>	<p>Approved ▾</p>	<p>Lynn Hammond</p>	<p>6/18/2019 1:40:00 PM</p>
[-]	<p>4. Read to Succeed</p> <p>1. Responses are complete, thorough and appropriate.</p>	<p>Not Reviewed ▾</p>		
[-]	<p>5. Assurances</p> <p>1. Responses are complete, thorough and appropriate</p>	<p>Approved ▾</p>	<p>Lynn Hammond</p>	<p>6/18/2019 1:40:00 PM</p>



6. Related Documents

Not Applicable ▾

Lynn
Hammond

6/18/2019
1:40:00 PM

1. If applicable, uploaded documents are correct and appropriate.