

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Middle (4001010) Public School - School Renewal Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
4/19/2024 4:16:48 PM	Alexandria Williams	Status changed to 'School Renewal Plan Completed'.	S
4/16/2024 10:29:03 PM	Alexandria Williams	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 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 2025 - Hopkins Middle (4001010) 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**

Other 

School Plan Contact Information

*** Name**

Mrs. Alexandria Williams

*** Phone**

(803) 783-5558

*** Email**

alexandria.williams@richlandone.org

*** Principal's Name**

Mrs. Alexandria Williams

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

Rev. Dr. Aaron Bishop

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

04/23/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Middle (4001010) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Mrs. Alexandria Williams
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Teacher

Name	* Ms. Yolanda Robinson
Name	* Mr. Robert Hofmann
Name	* Mr. Conrod Whittle
Name	* Ms. Alice Medidi
Name	* Ms. Angela Bowman
Name	* Mrs. Monica Jones

Parent/Guardian

Name	* Mrs. Janice Jackson
Name	* Mrs. Alexandria Smith

Community Member

Name	* Ms. Doris Burton
Name	* Mr. Derrick Williams

School Level Administrators

Name	* Dr. Ramona Mack
Name	* Ms. Chasity Hanton
Name	* Mr. Edward White

School Read to Succeed Literacy Leadership Team Lead

Name	* Ms. Stephanie Hogan
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School Read to Succeed Literacy Leadership Team Member

Name	* Ms. Gabrielle Johnson
Name	* Mrs. Shamara Allen

School Improvement Council Member(s)

Name	* Mrs. Tiffany Stevenson
Name	* Ms. Candace Blessingame

School Gifted and Talented Coordinator

Name	* Ms. Joann Brown
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School Federal Programs Coordinator

Name	* Dr. Tanya Campbell
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Other Stakeholders

Position	Name
Certified Representative	Ms. Celestina Morgan
Classified Representative	Mr. Francisco Bartley
Parent and Engagement Specialist	Mr. Edward Wright
Student Representative	Mr. Justin Jackson
Student Representative	Miss Addison Stevenson
Student Representative	Miss Ne'Vaja Clodfelter
Student Representative	Mr. Daryl Adams
Student Representative	Mr. Colin Adams

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

Mission

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

Vision

Hopkins Middle School, in collaboration with an engaged community, is committed to ensuring that each learner achieves their potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

Core Values

- Collaboration** – We believe everyone has a role to play in promoting student success, so we will embrace the diversity of our stakeholders by building an inclusive community to accomplish our goals.
- Compassion** – We respect all people by offering care and compassion with integrity.
- Courage** – We make bold decisions and take informed and thoughtful actions to meet present and future challenges.
- Equity** – We are fair and just in providing opportunities for success for all. Excellence – We provide excellent educational experiences that ensure expanded opportunities for learners and prosperity for our community.
- Safety** – We provide a culture and environment of emotional, intellectual, cyber, and physical safety.

CORE PRIORITIES

- Ensure equitable experiences that support educational excellence for all learners.
- Employ a quality professional in all positions to ensure every student receives personalized opportunities for success.
- Offer varied opportunities for families, stakeholders and community partners to be meaningfully engaged in supporting student success.
- Provide a safe, secure, supportive learning environment for all students and employees.
- Develop a long-range facility and technology plan to accommodate enrollment shifts as well as modernization of buildings to support learning and working efficiencies and innovation.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Middle (4001010) 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=eT0yMlZlZjJnQ9TSZzaWQ9NDAwMTAxMA>

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

Hopkins Middle School is one of nine middle schools within Richland County School District One. It is a rural, public school located in Hopkins, South Carolina and considered to be a part of the Lower Richland Community. Hopkins Middle School currently serves approximately 483 students in grades 6-8. There are approximately 167 students enrolled in grade 6; 148 enrolled in grade 7; and 168 enrolled in grade 8. Approximately 226 of the student population are females and approximately 257 are males. The school's ethnicity is described as follows: 418 African American/Black students; 23 Hispanic/Latino students; 23 Caucasian/White students; and 18 students who identify as two or more races. Approximately 14% (68) of students receive services for special education. Hopkins Middle School is served by a staff of sixty-six. Thirty-nine of the sixty-six are certified teachers. There are two (2) instructional assistants who help support students with special needs. In addition, one math interventionist, one reading specialist, one curriculum resource teacher, one media specialist, and three school counselors serve the students at Hopkins Middle School.

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 Studies was not administered. Percent by readiness levels are given below.

An analysis of academic data for Hopkins Middle School indicates that the school is making gains in the percentage of students who demonstrating growth as measured by the 2023 SC Ready Assessment, however the school still faces challenges with moving more students towards excellence. With regards to the percentage of students meeting and exceeding expectations, the largest gain in ELA can be found with 8th grade students (35.1%) and the lowest percentage found in 7th grade (20.3%). The data for Mathematics revealed the highest percentage of students meeting and exceeding expectations was 8th grade (19.0%) and a significantly lower percentage in the 6th Grade and 7th grade (10.1%).

ELA SC Ready	Number of Students	% DNM	%A	% M	% E	%ME
6	168	38.1	39.3	17.9	4.8	22.6
7	148	41.2	38.5	14.9	5.4	20.3
8	168	34.5	30.4	26.2	8.9	35.1

Math SC Ready	Number of Students	% DNM	%A	% M	% E	%ME
6	168	67.3	22.6	7.1	3.0	10.1
7	148	60.1	29.7	7.4	2.7	10.1
8	168	50.0	31.0	16.7	2.4	19.0

Science SC Ready	Number of Students	% DNM	%A	% M	% E	%ME
6	168	70.8	16.7	8.9	3.6	12.5

Algebra I scores, as measured by the End-of Course Examination Program, reveal exceptional data when compared to similar middle schools. Hopkins Middle School reveal a 5-year increase of 22.6%, which is a sharp increase from the last reported 5-year trend. Hopkins Middle School was the only school in the district to experience an increase in Algebra I scores. It is important to note that 100% of all students who were enrolled in Algebra I passed the EOCEP. Again, the only school in the district to do so three years in a row. This is the third year Hopkins Middle School has had a 100% passage rate.

Algebra I EOC	2019	2020	2021	2022	2023	5-yr Change
	65.5%	N	100%	100%	100%	34.5%

An analysis of the Winter Starr Assessment of student progress on STAR revealed that as a school we did not reach our school growth target. A significant number of students met their growth target that was established at the beginning of the year for all grade levels. More than half of students in each grade level met their growth target on the mathematics assessment that established at the beginning of the school year.

STAR Reading Growth Level Report

Reading	Number of Students	Low Growth	Typical Growth	High Growth	Typical or High
6	128	60.2%	23.4%	16.4%	39.8%
7	169	53.8%	24.3%	21.9%	46.2%
8	120	56.7%	20.8%	22.5%	43.3%

STAR Math Growth Level Report

Reading	Number of Students	Low Growth	Typical Growth	High Growth	Typical or High
6	131	48.9%	29.8%	21.4%	51.1%
7	163	54.0%	20.9%	25.2%	46.0%
8	114	36.8%	34.2%	28.9%	63.2%

STAR Reading Performance (District Level Benchmark)

	Number of Students	Urgent Intervention	Intervention	On Watch	At/Above
6	138	38.4%	27.5%	14.5%	19.6%
7	178	53.4%	20.8%	12.9%	12.9%
8	126	49.2%	22.2%	11.1%	17.5%

STAR Math Performance (District Level Benchmark)

	Number of Students	Urgent Intervention	Intervention	On Watch	At/Above
6	139	34.5%	25.2%	15.8%	24.5%
7	179	52.5%	21.2%	7.8%	18.4%
8	125	34.4%	19.2%	16.0%	30.4%

STAR Reading Performance (State Level Benchmark)

	Number of Students	Does Not Meet	Approaches	Meets	Exceeds	Meets or Exceeds
6	138	34.1%	41.3%	18.1%	6.5%	24.6%
7	178	56.2%	28.1%	9.0%	6.7%	15.7%
8	126	50.0%	23.0%	20.6%	6.3%	27.0%

STAR Math Performance (State Level Benchmark)

	Number of Students	Does Not Meet	Approaches	Meets	Exceeds	Meets or Exceeds
6	139	56.1%	30.2%	10.1%	3.6%	13.7%
7	179	72.6%	16.8%	6.1%	4.5%	10.6%
8	125	59.2%	25.6%	8.8%	6.4%	15.2%

Our English Language Arts Performance Levels are extremely low, only 16% of English Language Learners; 2% of students being served under Special Education; and only 49% of students enrolled in Advanced Academic Programs are expected to meet or exceed expectations in English Language Arts on the 2024 SC Ready test. These percentages for ELA and Mathematics are extremely low. Our Mathematics Performance Levels are extremely low, only 16% of English Language Learners; 3% of students being served under Special Education; and only 43% of students enrolled in Advanced Academic Programs are expected to meet or exceed expectations in Mathematics on the 2023 SC Ready test. The percentages for ELA and Mathematics are extremely low.

An analysis of student progress on the Winter STAR Reading assessment revealed that 17.4% of students were *At/Above* benchmark, while 14.1% of students were *On Watch*. Another 27.5% of students scored in the *Intervention* category, while 41% of students scored *Urgent Intervention*. A significant number of students met their growth target that was established at the beginning of the year in all grade levels. For example, 55.4% of students in grade 6; 53.3% of students in grade 7; and 67.8% of students in grade 8 met their growth targets during the winter administration of STAR. Math data reveals slightly more promising data according to results from the STAR winter administration. Approximately 26.5% percent of students scored *At/Above* Benchmark, while 12.9% were *On Watch* and approximately 28.2% scored in the *Intervention* category. More than half of students in each grade level met their growth target established at the beginning of the school year. Fifty-three percent of students met their growth target in grade 6; 62.4% in grade 7; and 66% in grade 8.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Hopkins Middle (4001010) 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)

n/a

* Elementary/Middle (3-8)

- Hopkins Middle student assessment results in grades 6-8 fell below the state average in ELA and mathematics. These results demonstrate a need to focus on implementing the International Baccalaureate Middle Years Programme (IB MYP) Approach to Learning skills, instruction that is standards-based, summative assessments that utilize IB MYP success criteria, AVID instructional strategies, visible learning teaching and instructional practices, interventions that are targeted, and literacy and numeracy integration across the content areas.
- Our data reveals that there is a strong need to identify and support our gifted, talented, and academically challenged students. Special Education, Gifted and Talented, ELL, and African American Males are subgroups with distinct patterns and trends that are of great concern at Hopkins Middle School. Motivating the Unmotivated will continue to be an area of focus for Hopkins Middle School.
- Data reveals that additional support is needed in ELA and Math especially with our African American Males and Special Education Students. While 39.6% of 7th grade students met or exceeded state expectations on the state history assessment. The data supports the need for research-based literacy integration in both science and history. Students with disabilities and African-American males are performing below their peers in grades 6-8.
- Algebra I EOCEP results at Hopkins Middle was 100% passage rate and the highest for middle schools.
- Inclusion practices and targeted tiered instruction are needed to address the needs of students across all content areas.
- Visible Learning Classrooms: Displaying clear learning intentions and goals, constructing challenging success criteria, incorporating a range of learning strategies, knowing when students are not progressing and assisting the, and providing immediate and relevant feedback.

* High School (9-12)

n/a

* Teacher/Administrator Quality

- Based on the data reviewed, Hopkins Middle faces many challenges recruiting and retaining educators. A focus on these efforts will continue.
- Teacher retention is an ongoing problem. There is also difficulty recruiting and retaining traditional teachers.
- Only 12% of core teachers have served Hopkins Middle School for 5 or more years.

* School Climate

- School climate is essential for success in student achievement. As we saw an increase in teacher absenteeism, we will be utilizing incentives, as well as celebrations to increase teacher attendance rates.

Other (such as school priorities)

Technology supports students' individualized approach to their education. Students can self-assess their own strengths and weaknesses with technological tools. They can also stay on target to achieve their learning objectives. Technology is also essential in supporting students when going through lesson content, repeat challenging content, and completing assessment to check for understanding. Technology is continuing to make revolutionary strides in all areas of life, from interpersonal communication to economy, and especially education. Today, more than ever, our students are faced with changes that not only fundamentally alter the way they learn, but their everyday life as well. It is impossible to overlook the tremendous influence that present technologies have on students.

While Hopkins Middle School is 1:1—with a device for every student—some students still do not have reliable internet access, this digital equity results in a widening in the achievement gap. Well-funded schools allow all students more access to educational resources to support their learning. Increased monetary support to purchase technology increases opportunities for students to take ownership of their learning through self-paced models, inquiry-driven projects, and authentic tasks that allow them to engage with content in ways that reflect how it is used in the real world.

* Gifted and Talented

n/a

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Plan Items

1 Student Achievement*

Performance Goal:

By 2029, 60% of students in grades 6-8 will score meets or exceeds on the SC Ready ELA and SC READY Mathematics Assessments.

PM 1.1 By 2025, 40% of students in grades 6-8 will score meets or exceeds on the SC Ready ELA and SC Ready Mathematics Assessments.

Analysis of Actual vs. Projected Data:

Baseline Data: 2022-2023 ELA (26.2%) 2022-2023 MATH (13.2%) 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

S 1.1.1 Curriculum Alignments
Evidence-Based Research:

A systematic review of research on science programs in grades 6-12. Twenty-one studies met inclusion criteria including use of randomized or matched assignment to conditions, measures that assess content emphasized equally in experimental and control groups, and a duration of at least 12 weeks. Programs fell into four categories. Instructional process programs (ES=+0.24) and technology programs (ES=+0.47) had positive sample-size weighted mean effect sizes, while use of science kits (ES=+0.05) and innovative textbooks (ES=+0.10) had much lower effects. Outcomes support the use of programs with a strong focus on professional development, technology, and support for teaching, rather than materials-focused innovations. Cheung, A., Slavin, R.E., Kim, E., & Lake, C. (2016). Effective secondary science programs: A best-evidence synthesis. Journal of Research on Science Teaching, 54 (1), 58-81. Doi: 10.1002/tea.21338

AS 1.1.1.1 Resources & Inclusive Practices

Action Step:

1. Provide Lexia Power-Up for all students. 2. Provide Nearpod and Progress Learning for all students. 3. Develop inclusive practices where students engage in general education and rigor of instruction.

Person Responsible:

GRT, IB Coordinator, Principal, APs, School Counselors, SPED & General Education Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Lexia Learning- PowerUp Literacy	\$13,000.00
	Title I Part A	Nearpod and Progress Learning	\$25,000.00

Total \$38,000.00

AS 1.1.1.2 After School Program and Saturday Academy for Students

Action Step:

Provide an after school program and a Saturday Academy Program for students who are near the approaching and meeting expectation range. Expenditures will include salary/benefits for teachers at \$30.00 an hour for 3 hours for 4-12 Saturdays. Expenditures will also include transportation, meals, and incentives.

Person Responsible:

Alexandria Williams

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Salary/Benefits-\$12,000	\$12,000.00
	Title I Part A	Transportation-\$5,000	\$5,000.00
	Title I Part A	Student Incentives-\$2,500	\$2,500.00
Total			\$19,500.00

2 Student Achievement*

Performance Goal:

By 2029, 60% of students in grades 6-8 will score meets or exceeds on the SC READY Science and SC READY Social Studies (if tested) Assessments.

PM 2.1 By 2025, 40% of students in grades 6-8 will score meets or exceeds on the SC READY Science and Social Studies Assessments.

Analysis of Actual vs. Projected Data:

Baseline Data: 2022-2023 SCIENCE (12.5%) 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

S 2.1.1 Professional learning & curriculum alignment

Evidence-Based Research:

Recent initiatives in the U.S. and U.K. have added greatly to the amount and quality of research on the effectiveness of secondary reading programs, especially programs for struggling readers. This review of the experimental research on secondary reading programs focuses on 69 studies that used random assignment (n=62) or high-quality quasi-experiments (n=7) to evaluate outcomes of 51 programs on widely accepted measures of reading. Categories of programs using one-to-one and small-group tutoring, cooperative learning, whole-school

approaches including organizational reforms such as teacher teams, and writing-focused approaches showed positive outcomes. Individual approaches in a few other categories also showed positive impacts. These include programs emphasizing social studies/science, structured strategies, and personalized and group/personalization rotation approaches for struggling readers. Programs that provide a daily extra period of reading and those utilizing technology were no more effective, on average, than programs that did not provide these resources. The findings suggest that secondary readers benefit more from socially and cognitively engaging instruction than from additional reading periods or technology. Baye, A., Lake, C., Inns, A. & Slavin, R. E. (in press). A Synthesis of Quantitative Research on Reading Programs for Secondary Students. Reading Research Quarterly. Instructional Process Strategies (IP). As was true in the Slavin & Lake (2008) review of elementary math programs, the middle and high school approaches with the strongest evidence of effectiveness are instructional process programs. Across 22 qualifying studies, the median effect size was +0.18. However, outcomes varied considerably by type of approach. Two forms of cooperative learning, STAD (now disseminated as PowerTeaching) and IMPROVE, had a weighted mean effect size of +0.46 across 7 studies, and 4 of these, with a weighted mean effect size of +0.48, used random assignment to conditions. The findings for these cooperative learning programs are in line with those of the elementary review, which found a median effect size of +0.29 for cooperative learning (Slavin & Lake, 2008).

AS 2.1.1.1.2. Instructional Supplies and Resources

Action Step:

Provide instructional supplies and resources for ELA, math, and science to include test prep materials, guided reading books, graphing calculators, and classroom libraries.

Person Responsible:

Alexandria Williams

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application		Grant	Notes	Amount
Title I Part A	Title I Part A	Instructional Supplies and Resources	-\$20,000	\$20,000.00

AS 2.1.1.2 Professional Learning

Action Step:

1. Provide professional learning to teachers opportunities.
2. Provide professional development for teachers to attend conferences.
3. Provide professional development on unwrapping the standards, instructional strategies and resources, and effective use of technology. Expenditures will include registration, meals, travel, and lodging, virtual options are available.
4. Provide teachers with professional development sessions on Social Emotional Learning. Expenditures will include fee for contracted services.

Person Responsible:

Alexandria Williams

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Learning-\$60,000	\$60,000.00

AS 2.1.1.3 Technology Integration

Action Step:

Provide teachers with technology equipment to support teaching and learning.

Person Responsible:

Alexandria Williams

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Technology Equipment-\$40,000	\$40,000.00

3 Student Achievement*

Performance Goal:

By 2029, 80% of students will pass the End of Course Examination Program Assessment in Algebra I.

PM 3.1 By 2025, 85% of students will pass the End of Course Examination Program Assessment in Algebra I.
 Analysis of Actual vs. Projected Data:
 Baseline Data: 2022-2023 Algebra I EOC (100%) 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

S 3.1.1 Unwrapping the Standards & Professional Learning

Evidence-Based Research:

Mathematics Curricula (MC). Taken together, there were 40 qualifying studies evaluating various mathematics curricula, with a sample size-weighted mean effect size of only +0.03. This is less than the effect size of +0.10 for elementary mathematics curricula reported by Slavin & Lake (2008). There were eight randomized and randomized quasi-experimental studies, also with a weighted mean effect size of +0.03. Effect sizes for the NSF-supported textbooks had a weighted mean effect size of 0.00 in 26 studies. However, the NSF programs add objectives not covered in traditional texts, so to the degree those objectives are seen as valuable, these programs are adding impacts not registered on the assessments of content covered in all treatments. Computer-Assisted Instruction (CAI). A total of 40 qualifying studies evaluated various

forms of computer-assisted instruction. Overall, the weighted mean effect size was +0.08. No program stood out as having notably large and replicated effects. There were few differences among programs categorized as core (weighted mean $ES=+0.09$ in 17 studies) and supplemental (weighted mean $ES=+0.08$ in 20 studies). Computer-managed learning systems ($ES=-0.02$ in 3 studies) had lower effect sizes. Instructional Process Strategies (IP). As was true in the Slavin & Lake (2008) review of elementary math programs, the middle and high school approaches with the strongest evidence of effectiveness are instructional process programs. Across 22 qualifying studies, the median effect size was +0.18. However, outcomes varied considerably by type of approach. Two forms of cooperative learning, STAD (now disseminated as PowerTeaching) and IMPROVE, had a weighted mean effect size of +0.46 across 7 studies, and 4 of these, with a weighted mean effect size of +0.48, used random assignment to conditions. The findings for these cooperative learning programs are in line with those of the elementary review, which found a median effect size of +0.29 for cooperative learning (Slavin & Lake, 2008). Slavin, R. E., Lake, C., & Groff, C. (2008, October). Effective programs in middle and high school mathematics: A best evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education.

AS 3.1.1.1 Professional Learning

Action Step:

1. Provide professional development on unwrapping the Algebra I standards, teaching mathematics conceptual understanding, secondary mathematics standards and strategies and effective use of technology. 2. Provide professional learning on the usage of manipulatives for mathematics teachers.

Person Responsible:

Principal, API, CRT, mathematics teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Learning-\$20,000	\$20,000.00

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, Hopkins Middle reduce the percent of core teacher turnover to 21% to 10%.

PM 4.1 By 2025, Hopkins Middle will reduce the percent of core teacher turnover to 21%.

Analysis of Actual vs. Projected Data:

Baseline Data: 2022-2023 (33%) 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

S 4.1.1 Professional Learning Evidence-Based Research:

The implementation of effective PLCs depends on engaging teachers in ongoing conversations about teaching and learning that are directly related to their daily work with students. For that to happen, district and school leaders must provide support and purposeful feedback, cultivate an atmosphere of trust, and create the conditions in which PLCs can thrive. When educators foster these professional learning environments, teachers can act on the guidance that fellow teachers provide to solve significant issues faced by educators and as a profession. Published in SEDL Insights Vol. 2, No. 3 (Winter 2014), Implementing Effective Professional Learning Communities

AS 4.1.1.1 Teacher Retention

Action Step:

1. Offer International Baccalaureate Middle Years Programme professional development to faculty.
2. Institute a mentoring program that focuses on the needs for International Teachers.
3. Institute a mentoring program that focuses on the needs for alternative certified teachers.
3. Provide retention bonuses for 23 core content teachers at \$1,000.00 each.

Person Responsible:

Alexandria Williams

Estimated Begin Date:

7/8/2019

Estimated Completion Date:

5/31/2024

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Professional Learning-\$45,000	\$45,000.00

5 School Climate*

Performance Goal:

By 2029, Hopkins Middle will increase the teacher attendance rate to 95%.

PM 5.1 By 2025, Hopkins Middle will increase the teacher attendance rate to 92.4%.

Analysis of Actual vs. Projected Data:

Baseline Data: 2022-2023 91.4% 2023-2024 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

S 5.1.1 Incentives

Evidence-Based Research:

Despite increasing focus on this issue, some states are facing difficulties attracting and retaining effective teachers in hard-to-staff schools, which may include schools identified as low-performing and/or highneeds and those serving large percentages of students living in disadvantaged communities. States also face challenges maintaining adequate numbers of effective teachers in hard-to-fill subjects such as mathematics, science, technology, special education, and foreign languages. Based on the client's request, this report focuses on compensation strategies-performance pay, bonuses, salary increases, performance-based awards, and other incentives-that may be

considered to address the issue of teacher shortages. SEDL (2012). Rapid Response-Compensation Strategies To Address Teacher Shortages

AS 5.1.1.1 Staff Appreciation

Action Step:

1. Provide monthly perfect attendance certificates for faculty and staff.
2. Provide quarterly incentives for faculty and staff with perfect attendance.
3. Highlight faculty and staff with perfect attendance on the school's electronic media. Expenditures will include supplies for attendance incentives.

Person Responsible:

Principal, IB Coordinator, Principal's Secretary

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Staff Incentives-	\$10,000.00

PM 5.2 By 2029, we will increase the percentage of student perceptions on the school learning environment (65.9%) and social and physical environment (66.1%) to 85%.

Analysis of Actual vs. Projected Data:

The Student Engagement Survey shows that student perceptions on the school learning environment is 65.9% and social and physical environment is 66.1%. Emotional engagement includes students' feelings toward school, learning, teachers, and peers.

S 5.2.1 Sign-in sheets, attendance records

Evidence-Based Research:

Adolescence can be a challenging time for students as they grow through physical, social, and academic changes (McGorry, Purcell, Goldstone, & Amminger, 2011). Specifically, the transition from an elementary school to a middle level school often marks a decline in students' motivation and their behavior may begin to decline as well (Eccles, Vida, & Barber, 2004). Students may start acting aggressively, disrespecting teachers, or irritating their peers. Students may also refuse to follow directions or may engage in other non-compliant behaviors (Hecker, Young, & Caldarella, 2014). With so many physical, social, and emotional changes occurring, adolescence is a time when mental health concerns and emotional disorders often begin to emerge (McGorry et al., 2011).

AS 5.2.1.1 Student Sessions on SEL

Action Step:

Provide students with (2) sessions on Social Emotional Learning. Expenditures will include fees for contracted services.

Person Responsible:

Alexandria Williams

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Social Emotional Learning-	\$20,000

AS 5.2.1.2 Student Incentives for Attendance

Action Step:

Provide incentives for students with monthly perfect attendance.

Person Responsible:

Alexandria Williams

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Student Incentives-	\$2,500

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	<p>Academic Assistance, PreK-3</p> <p>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).</p>
* Yes	<p>Academic Assistance, Grades 4-12</p> <p>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).</p>
* Yes	<p>Parent Involvement</p> <p>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.</p>
* Yes	<p>Staff Development</p> <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>
* Yes	<p>Technology</p> <p>The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.</p>
* Yes	<p>Innovation</p> <p>The school funds innovative activities to improve student learning and accelerate the performance of all students.</p>
* Yes	<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>
* Yes	<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>
* N/A	<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>
* N/A	<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>
* Yes	<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 2025 - Hopkins Middle (4001010) Public School - School Renewal Plan - Rev 0

Type Optional Documents
Document Template

Document/Link

Additional Documentation

N/A

Checklist

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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.