

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
4/16/2024 7:52:02 AM	Robin Coletrain	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:17 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 - W. A. Perry Middle (4001067) 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**

TSI 

School Plan Contact Information

*** Name**

Dr. Robin L. Coletrain

*** Phone**

803-256-6347

*** Email**

robin.coletrain@richlandone.org

*** Principal's Name**

Robin L. Coletrain

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

Dr. Aaron Bishop

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

03/12/2024 

Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name * Dr. Robin L. Coletrain

Teacher

Name * Chynna Wilson

Parent/Guardian

Name * Shameakia Dunwoody-Mender

Community Member

Name * Emma Myers-Bailey

School Level Administrators

Name * Lisa Payton Johnson

School Read to Succeed Literacy Leadership Team Lead

Name * Camelia Brown

School Read to Succeed Literacy Leadership Team Member

Name * Jennifer McGill

School Improvement Council Member(s)

Name * Carol Brantley

School Gifted and Talented Coordinator

Name * Camelia Brown

School Federal Programs Coordinator

Name

* Margaret Marriott-Riley

Other Stakeholders

Position

Name

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

RICHLAND ONE MISSION STATEMENT

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

RICHLAND ONE VISION STATEMENT

Richland School District One, in collaboration with an engaged community, is committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

W.A. PERRY MISSION STATEMENT

The mission of W. A. Perry Middle School is to educate each student and prepare him or her for a successful high school experience, so each can become a lifelong learner, achieve his or her maximum potential, and become a productive member of society, enhanced by collaboration with our parents and the community.

W.A. PERRY VISION STATEMENT

The vision of W. A. Perry Middle School is to become a shining example of excellence through high quality academic instruction, staff, and community involvement with parental support to achieve student success.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - W. A. Perry Middle (4001067) 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

2022-2023

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9NDAwMTA2Nw>

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

NEEDS ASSESSMENT FINDING

On the 2023 SCREADY state assessment, 71.45% of the student population did not meet reading standards as measured by the South Carolina READY ELA test, and 93.3% of the student population did not meet standards as measured by the South Carolina READY Math test. The 2023 EOCEP results yielded 100% passage in Algebra I. On the 2023 SCPASS test, 87.7% of the student population did not meet standards on the science test.

There is a need to improve science instruction through an increased focus on research and evidence-based science instructional practices, the science and engineering practices, and authentic literacy integration. There is a need to improve social studies instruction through a focus on disciplinary literacy strategies that engage students in opportunities to read and write complex text. Students with disabilities continue to lag behind their peers in all content areas. Differentiation and inclusive practices continue to be needed to address the individual and diverse needs of these students across all content areas.

W.A. Perry recognizes that school culture and climate is essential for success in the student achievement arena. Since returning to fulltime face-to-face instruction, student behavior referrals have increased. As a result, an uptick in disruptive behaviors such as horseplay, verbal and physical fights, social media incidents, and neighborhood and other incidents have plagued many schools, including W.A. Perry Middle School. The behavior issues are a reflection of the stress the pandemic placed on students, upending their education, schedules, and social lives. For students who were already dealing with grief, mental health issues, or family issues, the transition back to school has been even more challenging. The 2022-2023 school year data results showed 1098 office referrals, 888 classroom actions, and 37 referrals to the hearing board.

During the 2023-2024 school year, W.A. Perry continued the implementation of a multi-tiered system of supports and continued with Positive Behavior Interventions and Supports (PBIS), as well as advocacy programs which have showed favorable results and a reduction of behavioral incidents. As of April 2024, data results showed 803 office referrals, 513 class room actions, and 180 documented intervention in the ABE system. There are a myriad of other interventions being provided by school counselors, the school social worker, administrators, and other school officials which are not captured in the ABE system. Succinctly, as of April 2024, there are 43 hearing board recommendations W. A. Perry will continue to apply evidence-based programs such as restorative practices, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

Due to the many unique backgrounds that our students come from and to ensure that we are addressing the needs of the entire child, we have put into practice several support systems for our students. The Social Emotional aspect of educating students at W.A. Perry Middle School is key to their continued success. Currently, our PBIS Coordinator, Social Worker, Parent and Family Engagement Specialist, and several community partners work together to

research and implement a variety of support systems and programs to remove barriers and ensure that our students can be successful students and adults. For example, monthly classroom guidance lessons were offered to students along with bi-monthly online SEL lessons with topics such as stress management and coping skills. Furthermore, students were administered an SEL survey to gauge their understanding of stress. W. A. Perry students are afforded the opportunity to earn Eagle Bucks for displaying W.A. Perry Middle School's Expectations of SOAR (Safety, Order, Appearance and Respect) and P.R.I.D.E (Prepared, Respectful, Intelligent, Determined, Exemplary).

W. A. Perry Middle School also has several community partners that provide additional support and activities for the entire student body. Some of our partners are: Trinity Episcopal Cathedral, C.A. Johnson Men's Breakfast Club, CDF Freedom Schools, Columbia Chapter of Links, Inc., DayBreak, Edgewood CICC, National Smart Set, and the W.A. Perry Task Force. Our students are afforded many opportunities for enrichment with the help of our community. A collaborative team approach is used for decision-making about how to best meet the academic and social emotional education of our students. Administrators, teachers, staff, School Improvement Council (SIC), Parent Teacher Organization (PTO), W.A. Perry Task Force, and community partners work together to ensure our students are given opportunities to achieve and receive recognition for their accomplishments. W. A. Perry will continue to apply evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

W.A. Perry is focused on the recruitment and retention of high quality teachers. Teacher retention in high poverty schools is an ongoing problem. Ensuring every student has a properly certified teacher from the first day of class is a high priority. Systematic and sustained collaboration among teachers is needed so that teachers have the time necessary for productive collaboration, which improves teacher efficacy and retention. W.A. Perry will continue to look at professional development opportunities for teachers and our school design for greater teacher collaboration. Moreover, W.A. Perry will continue to review school design, scheduling, and the allocation of resources in order to provide teachers with the time necessary for productive collaboration. Additionally, collaborative works sessions where teachers are able to dig deeper into our data allows them to plan more effectively. We will continue our work this year with focused Literacy Professional Development and AVID strategies, as we continue to incorporate Balanced Literacy and Reading Best Practices in all content areas. We will learn more about the behavioral aspect of MTSS as we focus on Culturally Relevant Practices and teaching children of poverty, in an effort to assist our teachers in understanding our very unique population of students. This will assist teachers in crafting unique classroom experiences on a daily basis.

PERRY | 2023 MIDDLE SNAPSHOT

SCHOOL REPORT CARD

Richland One

2023

DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
45-Day Avg. Daily Membership	352	343	329	306	305	-1	-47
Teacher Attendance	95.9	96.5	95.7	94.8	94.8	0.0	-1.1
Student Attendance (Chronically Absent)	28.6	22.6	32.4	58.6	51.0	-7.6	22.4
Percent Ethnicity - Black	95.9	98.3	97.5	96.8	96.8	0.0	0.9
Percent Ethnicity - White	1.5	0.3	0.9	0.6	1.3	0.7	-0.2
Percent Ethnicity - Other	2.6	1.4	1.6	2.5	1.9	-0.6	-0.7
Percent Poverty Index	96.8	97.1	98.2	97.1	97.1	0.0	0.3
Percent Special Education	19.9	18.1	18.0	24.3	19.2	-5.1	-0.7
Percent Limited English Proficient	0.0	0.0	0.0	0.7	0.0	-0.7	0.0
Suspension Rate	53.3	47.6	10.2	55.8	56.5	0.7	3.2

Report Cards provide information about test performance, teacher qualifications, student safety, awards, parent involvement and more. Overall ratings are measured on a 5-point scale of Unsatisfactory, Below Average, Average, Good, and Excellent.

Measure	2019	2020	2021	2022	2023
Overall Rating	Good	NA	NA	Average	Below Average

SC READY

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

Performance Level	2019	2020	2021	2022	2023	2YR Chg	5YRChg
English							
Does Not Meet	42.7	NA	50.3	44.1	42.0	-2.1	-0.7
Approaches	35.8	NA	30.7	34.1	29.5	-4.6	-6.3
Meets	15.8	NA	15.7	16.4	19.2	2.8	3.4
Exceeds	5.7	NA	3.3	5.5	9.3	3.8	3.6
Math							
Does Not Meet	43.2	NA	61.7	60.1	63.3	3.2	20.1
Approaches	40.2	NA	29.9	28.9	30.0	1.1	-10.2
Meets	11.0	NA	7.8	7.7	4.5	-3.2	-6.5
Exceeds	5.7	NA	0.6	3.2	2.2	-1.0	-3.5
Science¹							
Does Not Meet	55.6	NA	57.8	55.5	70.6	.	.
Approaches	21.8	NA	31.3	16.4	16.5	.	.
Meets	17.5	NA	9.4	20.9	9.2	.	.
Exceeds	5.1	NA	1.6	7.3	3.7	.	.

¹Science 2YR and 5YR change calculations are not available as test changed from SC PASS to SC Ready.

EOCEP

EOCEP (End of Course Examination Program) is mandated by the Education Accountability Act of 1998 which requires the development of end-of-course examinations in gateway or benchmark courses. Percent passing results are given below.

Algebra I					
2019	2020	2021	2022	2023	5YR Chg
83.3	NA	60.0	100.0	100.0	16.7
English I					
2019	2020	2021	2022	2023	5YR Chg
100.0	NA	NA	NA	NA	NA
English II					
2019	2020	2021	2022	2023	5YR Chg
NA	NA	NA	NA	NA	NA

Executive Summary of Needs Assessment Data

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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)

W.A. Perry students' assessment results in grades 6-8 fell below Richland One performance in both ELA and math. These results demonstrate a need to focus on standards-based instruction, targeted intervention, and literacy integration across all content areas. Also, there is a need to significantly improve instruction through a focus on disciplinary literacy strategies that engage students in opportunities to read and write complex text. Data reveals that far less than half of the 6th and 8th grade students met or exceeded expectations on the state science assessment. There is a need to significantly improve science instruction through an increased focus on research- and evidence-based science instructional practices, the science and engineering practices, and authentic literacy integration. African American Males and students with disabilities continue to lag greatly behind their peers in grades 6-8 in ELA and Math. Differentiation and inclusive practices are needed to address the individual and diverse needs of these students across all content areas.

ELA saw an increase of 6.6% overall
7th grade ELA saw an increase of 13.4%
8th grade ELA saw an increase of 14.1%
AA Males saw an increase of 6.5%
Disabled students saw an increase of 2.7%

Math saw a decrease of 4.2% overall.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Based on the data reviewed, W.A. Perry is facing challenges recruiting and retaining educators. A focus on these efforts will continue.

Ensuring every student has a properly certified teacher from the first day of class is one of our highest district priorities.

Teacher retention in high poverty schools is an ongoing problem. There is also difficulty recruiting teachers to high poverty schools. The Title One retention incentive helps slightly.

Quality, competency-based professional development must be designed in order to increase growth based on student achievement and observations. Systematic and sustained collaboration among teachers is needed so that teachers have the time necessary for productive collaboration, which improves teacher efficacy and retention and student achievement.

* School Climate

As expulsion numbers and out-of-school suspensions are slowly decreasing, W.A. Perry will utilize a multi-tiered system of supports, as well as evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

There is a need to increase the cleanliness of school and grounds. Students are also being empowered to keep the school and grounds clean.

There is a need to continue to provide professional development on Visible Learning, AVID, and STEM/STEAM.

Other (such as school priorities)

* Gifted and Talented

SCREADY ELA

66.7% of Gifted and Talented students scored meet/exceeds on 2023 SCREADY

SCREADY Math

24.6% of Gifted and Talented students scored meet/exceeds on 2023 SCREADY

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Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 52.5% of students in grades 3-8 will score meets/exceeds on the SC Ready ELA assessments.

PM 1.1 For the 2024-25 school year, 32.5% of students in grades 3-8 will score approaches or above on the SC Ready ELA assessments.

Analysis of Actual vs. Projected Data:

Projected 2024-25 32.5% 2025-26 37.5% 2026-27 42.5% 2027-28 47.5% 2028-29 52.5% Previous 2022-23 28.55% 2021-22 21.9% 2020-21 19%

S 1.1.1 Student performance on SCREADY ELA Evidence-Based Research:

Research indicates that standardized tests in middle school serve as reliable indicators of students' academic performance and potential. Studies have shown that these assessments help educators identify specific areas where students may require additional support or enrichment, enabling targeted interventions to enhance learning outcomes. Moreover, standardized testing has been linked to improved student accountability and goal-setting behaviors, ultimately fostering a culture of academic growth and achievement within middle school settings (Smith et al., 2018; Jones & Brown, 2020).

AS 1.1.1.1 Additional Support and Data Analysis

Action Step:

Students will participate in additional tutoring beyond normal core instructional time (Homeroom assistance, Eagle Recovery, Lunch Tutoring, After School, Focused Tutoring) Weekly IXL analysis of student usage to include number of skills practiced and mastered and time spent in diagnostic area. Incentive challenge for IXL. Focus skills practice assigned to individual students through Renaissance (Freckle). Focus Days for direct instruction (mini-lessons) in ELA for all students. Bi-weekly monitoring of CFA usage for evidence of grade level collaboration and analysis of student performance on subject area standards.

Person Responsible:

Principal API CRT Staff

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

2 Student Achievement*

Performance Goal:

By 2029, 33.7% of students in grades 3-8 will score meets/exceeds on the SC Ready Math assessments.

PM 2.1 For the 2023-2024 school year, 69% of students in grades 3-8 will score approaches or above on the SC Ready Math assessments.
Analysis of Actual vs. Projected Data:
Baseline 2022-23 6.7% Projected 2024-25 13.7% 2025-26 18.7% 2026-27 23.7% 2027-28 28.7% 2028-29 33.7% Previous 2021-22 10.9%
2020-21 8.4%

S 2.1.1 Student performance on SCREADY Math

Evidence-Based Research:

Research indicates that standardized tests in middle school serve as reliable indicators of students' academic performance and potential. Studies have shown that these assessments help educators identify specific areas where students may require additional support or enrichment, enabling targeted interventions to enhance learning outcomes. Moreover, standardized testing has been linked to improved student accountability and goal-setting behaviors, ultimately fostering a culture of academic growth and achievement within middle school settings (Smith et al., 2018; Jones & Brown, 2020).

AS 2.1.1.1 Additional Tutoring and Data Analysis

Action Step:

Students will participate in additional tutoring beyond normal core instructional time (Homeroom assistance, Eagle Recovery, Lunch Tutoring, After School, Focused Tutoring) Weekly analysis of ALEKS usage to include number of topics mastered. Incentive challenge for IXL and ALEKS. Focus Days for direct instruction (mini-lessons) in math for all students. Bi-weekly monitoring of CFA usage for evidence of grade level collaboration and analysis of student performance on subject area standards.

Person Responsible:

Principal API CRT Staff

Estimated Begin Date:

6/8/2024

Estimated Completion Date:

6/1/2029

3 Student Achievement*

Performance Goal:

By 2029, 32.8% of students in grades 3-8 will score meets/exceeds on the SCREADY science assessments

PM 3.1 For the 2024-25 school year, 16.8% of students in grades 3-8 will score meets/exceeds on the SCREADY science assessments.

Analysis of Actual vs. Projected Data:

Baseline 2022-23 12.8% Projected 2024-25 16.8% 2025-26 20.8% 2026-27 24.8% 2027-28 28.8% 2028-29 32.8% Previous 2021-22 28.2% 2020-21 10.9%

S 3.1.1 Student performance on SCREADY science

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 3.1.1.1 Vocabulary and AVID

Action Step:

Incorporate the use of vocabulary and AVID strategies to support student understanding and content fluency (an emphasis on addressing the needs of low achieving students and students with special needs). Estimated Cost \$1000 Funding Source Title I General Funds Indicators of Implementation Lesson Plans Observations

Person Responsible:

Science Teachers

Estimated Begin Date:

8/9/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.2 Science Fair

Action Step:

Utilize lab instruction and the Science Fair to embed Science and Engineering Practices into the curriculum to help increase critical thinking skills of all students. Estimated Cost \$1800 Funding Source District provided STEAM Funds Indicators of Implementation Lesson Plans Observations Science Fair Projects

Person Responsible:

Science Teachers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.3 PBL

Action Step:

Integrate and implement interdisciplinary planning to create Project-Based Learning opportunities for students. Estimated Cost \$1000 Funding Source STEAM Funds Indicators of Implementation Lesson Plans PLC Notes

Person Responsible:
Science Teachers
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/1/2029

AS 3.1.1.4 Technology
Action Step:
Utilize technology in the classroom for science literacy support by using web-based resources. Estimated Cost \$1000 Funding Source
Title I General Funds Indicators of Implementation Lesson Plans Observations
Person Responsible:
Science Teachers
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/1/2029

4 School Climate*
Performance Goal:
By 2029, the student suspension rate will decrease to 46.5% in grades 6-8.

PM 4.1 For the 2024-25 school year, the student suspension rate will decrease to 54.5% in grades 6-8.
Analysis of Actual vs. Projected Data:
2022-23 Discipline Baseline 56.5% Actual Data 2019-2020 47.6% 2020-2021 7% (COVID) 2021-2022 55.7% 2022-23 56.5%

S 4.1.1 Student discipline performance
Evidence-Based Research:
Positive Behavioral Supports (PBS) or School-wide Positive Behavioral Supports (SWPBS) are the generic terms for a set of planned, integrated, school-wide approaches that help schools to address (a) positive school climate and safety, (b) classroom discipline and behavior management, and (c) student self-management and a continuum of interventions for students exhibiting social, emotional, and/or behavioral challenges. A recent meta-analysis of over 200 studies of school-based programs (Durlak, et al., 2011) revealed that classroom time spent on social, emotional, and behavioral learning and self-management helped to significantly increase students' academic performance, interpersonal success, emotional self-control and well-being, and behavioral skills and development.

AS 4.1.1.1 Town Halls
Action Step:

Have school-wide town hall meetings throughout the academic year to discuss school expectations. Estimated Cost \$150 Funding Source Title I General Funds Indicators of Implementation Town Hall Meetings Calendar

Person Responsible:

Principal Assistant Principals Teachers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.2 Expectations

Action Step:

Share student expectations with parents consistently throughout the year. Estimated Cost \$500 Funding Source Title I General Funds Indicators of Implementation Open House Agenda Parent-Teacher Conference Forms

Person Responsible:

Principal Assistant Principals Teachers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.3 PBIS Store

Action Step:

Provide Eagle Bucks to students who exceed behavior expectations and provide incentives through the PBIS store. Estimated Cost \$2000 Funding Source Title I General Funds Indicators of Implementation Classroom Observations Sign-In Sheets Agendas

Person Responsible:

Faculty and Staff Members

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.4 Mentors

Action Step:

Assign a mentor/advocate to all students. Estimated Cost \$0 Funding Source N/A Indicators of Implementation Mentor Student Conference Log

Person Responsible:

Assistant Principals School Counselors

Estimated Begin Date:
8/8/2024

Estimated Completion Date:
6/1/2029

AS 4.1.1.5 MTSS Process

Action Step:

Identify students with academic and behavior concerns and provide success strategies with the use of the MTSS process (student's discipline, attendance, test scores, grades etc.). Estimated Cost \$0 Funding Source N/A Indicators of Implementation Meeting agendas Sign-in/Sign-out

Person Responsible:

Grade Level MTSS Teams

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.6 Check-In and Check-Out

Action Step:

Utilize the Check-in Check-out (CICO) system to discuss and/or model appropriate behaviors for students with a significant number of discipline infractions. Estimated Cost \$0 Funding Source N/A Indicators of Implementation ABE Documentation Guidance Documentation Character Coaching Documentation

Person Responsible:

Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

5 Teacher/Administrator Quality*

Performance Goal:

By 2029, the teacher retention rate will increase to 96%.

PM 5.1 By the end of the 2024-2025, the teacher retention rate will increase to 94.9%.
Analysis of Actual vs. Projected Data:

2022-2023 Baseline Data 94.8% 2024-25 94.9% 2025-26 95.1% 2026-27 95.3% 2027-28 95.6% 2028-29 96%

S 5.1.1 Teacher performance on PD, instructional practices, and retention and recruitment

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 high-needs 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 Professional Development

Action Step:

Conduct collaborative professional development sessions with a focus on Literacy, AVID, Visible Learning, Technology, Trauma-Informed training, Special Education and other district initiatives. Estimated Cost \$55,000 Funding Source Title I General Funds Indicators of Implementation Agendas Sign-in sheets Classroom observations Lesson plans PD Plan

Person Responsible:

Principal API Social Worker Administrators CRT Consultants

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 5.1.1.2 Classified Staff PD

Action Step:

All classified staff and instructional assistants will participate in collaborative professional development sessions to continuously foster student achievement. Estimated Cost \$500 Funding Source General Funds Indicators of Implementation Agendas Sign-in sheets

Person Responsible:

Principal API CRT

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 5.1.1.3 Attendance Incentives and Culture Boosters

Action Step:

Monthly and quarterly attendance incentives along with Teacher of the Month, Helping Hands Educator of the Month, and Classified Employee of the Month recognitions. Estimated Cost \$2000 Funding Source General Funds Donations Indicators of Implementation Teacher attendance report

Person Responsible:

Principal AP Other Staff

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

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))

* No	<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>
* 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>
* N/A	<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

4001 - Richland County School District One (4001) Public District - FY 2025 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

Not Applicable

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

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

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

	District 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 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

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

4001 - Richland County School District One (4001) Public District - FY 2025 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

1. Plan Information and stakeholders Not Reviewed ▼

1.01 Information is complete and appropriate.

2. Needs Assessment Not Reviewed ▼

2.01 Needs assessment link is correct

2.02 Needs assessment is clear, thorough and appropriate.

3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps Not Reviewed ▼

3.01 All required goal areas have been addressed.

3.02 Goal statements are complete and appropriate.

3.03 Goals have all required parts completed.

3.04 Action steps are complete and appropriate.

4. Read to Succeed Not Reviewed ▼

4.01 Responses are complete, thorough and appropriate.

5. Assurances Not Reviewed ▼

5.01 Responses are complete, thorough and appropriate

6. Related Documents Not Reviewed ▼

6.01 If applicable, uploaded documents are correct and appropriate.