School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Southeast Middle (4001091) 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**

Priority

School Plan Contact Information

*** Name**

Chaddrick Myers

*** Phone**

8036955700

*** Email**

chaddrick.myers@richlandone.org

*** Principal's Name**

Chaddrick Myers

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

Aaron Bishop

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

04/23/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - Southeast Middle (4001091) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Chaddrick Myers

Teacher

Name	*	Tyronnica Alford-Wilson
Name	*	Tonya Smith
Name	*	Christine Jamison
Name	*	Cadia Thelwell

Parent/Guardian

Name	*	Caroline Brown
Name	*	Faith Jacobs
Name	*	De'Nitra Reese
Name	*	Latasha Randle

Community Member

Name	*	Hamilton Jacobs

School Level Administrators

Name	*	Brian Williams
Name	*	Samuel Murphy
Name	*	Precious Jacobs

School Read to Succeed Literacy Leadership Team Lead

Name	* Jamel Carter

School Read to Succeed Literacy Leadership Team Member

Name	* Eugene Commander
Name	* De'Nitra Reese
Name	* Melanie Robinson
Name	* Cadia Thelwell
Name	* Dedra Lee
Name	* Christine Jamison
Name	* Samuel Murphy

School Improvement Council Member(s)

Name	* De'Nitra Reese

School Gifted and Talented Coordinator

Name	* Christine Jamison

School Federal Programs Coordinator

Name	* Christine Jamison

Other Stakeholders

Position	Name
School Board Commisioner	Cheryl Harris
Church Member	Tally Adams
Classified Representative	Jakeh Oree
School Counselor	Winona Belton
School Counselor	Carmen Bowman

Parent & Family Engagement Specialist	Yolanda Smith
Student Representative	Jordan Jacobs
Student Representative	Tiona Hamilton

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

Belief-Quality Instruction for Every Child, Every Day!

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Southeast Middle (4001091) 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=eT0yMDIzJnQ9TSZzaWQ9NDAwMTA5MQ

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

An analysis of academic data for Southeast Middle School indicates that the school is making gains in the areas of students who exceeds expectations in English Language Arts as measured data from the previous school year. The school, however, is moving students from one performance level to the next still faces challenges with moving more students towards Exceeding. Our greatest gain was found with 8th grade students. According to the 2022 SC READY data, as 7th graders the 25.0% of the students earned Meets or Exceeds and during their 8th grade school year, 41.5% of the students earned Meets or Exceeds. This was the largest growth in improvement. The 7th grade students did show gains for Meets and Exceeding of an increase of 7.3% from the previous year. Southeast Mathematics data shows smaller areas of growth as compared to English Language Arts. The greatest growth was once again our 8th grade students increasing from 8.4% during their seventh-grade year to 16% during their final year. This was a 7.6% increase. The challenge for math is tremendous with moving students to the next level of performance for growth.

The Algebra I End of Course Exam for indicate a decreasing in passing rate. During the 2022 test, students earned 75.9% passing rate, while during the 2023 test the passing rate was 72.1%. This was a 3.8% decrease; however Southeast Middle School reveal a 5-year increase of 18.3%.

STAR test revealed for the Fall Reading administration shows that 20.6% of students tested At/Above Benchmark, 14.1% tested On Watch, 20.6% tested at the Intervention level, and 42.4% were Urgent Intervention. During the Winter Star assessment, there was a small indication of growth. 20.9% tested At/Above Benchmark, 14.3% tested On Watch, 24.8% were at the Intervention level, and 35% were Urgent Intervention. This growth was not significant, however there were pockets of huge growth when further analyzing the data. During the Fall Math administration, the data indicated that across the board benchmark levels were almost equal, however there is much need for improvement. 22.4% of Southeast students tested At/Above Benchmark, 14.1% were On Watch, 26.1% tested Intervention, and 27.4% tested at the Urgent Intervention level. The Winter STAR assessment for Math showed a slight increase in the At/Above Benchmark level, a decrease in On Watch and Intervention, and an increase in Urgent Intervention. 28% of students scored At/Above Benchmark, 13.7% were On Watch, 22.6% tested Intervention, and 29.8% scored at the Urgent Intervention level. This shows a fluctuation in growth and the growth progress needs to be consistent. Overall, At/Above showed the greatest increase schoolwide, which 6th grade having the most students to improve to that benchmark level. Several students met their growth targets. 39.5% of sixth graders, 46.8% of seventh graders, and 46.1% of 8th graders met their growth target for Reading, while 37.1% of sixth graders, 52.5% of seventh graders, and 48.7% met their growth target fo

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Southeast Middle (4001091) 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)

ELA

The Five-Year Summary SC READY data for Southeast Middle School students scoring meets or exceeds in English Language Arts has increased slightly over the five-years in which this assessment has been given. According to the 2023 SC READY data, 33.3% of students in 6th through 8th grades met or exceeded expectations. An increase of 7.4% as compared to 2022 SC Ready.

Math

SC READY Math data for Southeast has shown a slight increase. In 2022, 8.0% of students in 6th through 8th grades met or exceeded expectations, while in 2023 12.3% of students met or exceeded. This shows an increase of 4.3%.

SCPASS Data Science

Data for Science is only collected for 6th Grade Only. This data shows a decrease. In 2022 18.5% of students met or exceeded. Compared to 12.9% in 2023. There is no data collected for 7th and 8th Grade Science, as well as Social Studies.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Teacher/ Administrator Quality Performance Goals

By 2029, 100% of teachers will be highly qualified in assigned content areas as measured by South Carolina's Highly Qualified Teacher Requirements.

By 2029, 100% of all certified teachers will be trained to implement International Baccalaureate Middle Years Program.

By 2029, the teacher attendance rate will reach or exceed 97% as reported on the state school report card.

* School Climate

Culture & Climate

Southeast Middle School earned the rating of Average (5.56 /10.0) for Student Engagement on the 2022-2023 South Carolina School Report Card. There are many reasons why this number could have been so low compared to previous years. One thing that was done differently from previous years is that the students took the survey in the classroom with the teachers, as opposed to a different environment. In previous years, when the environment in which the student took the survey or the person in which they took the survey with was different the survey results were different and better.

Observations:

· Parental participation in the survey was extremely low. Parental participation was low because of the poor advertising of the survey.

· Overall, the parents seemed satisfied with the areas surveyed for the School Report Card.

· Data may not accurately reflect the true majority since less than half of parents completed the survey.

· Teachers and staff morale is observed to be an area of concern indicated by the survey. Teachers and staff have previously indicated that morale was not an area of concern, however the results from the survey were surprising upon receiving. Informal observations through meetings and conversations indicated that teachers and staff were pleased with colleagues and events taking place at the school. The morale concern may be a result of the expectation of attending required meetings and the expectations of those meetings.

· Teachers did feel rules were enforced more consistently at the school during the 2022-2023 school year.

Recommendations:

· Notify parents of the survey in a timely manner and frequently remind them to complete the survey.

· Offer incentives to students whose parents complete the survey by sending in evidence of completion.

· Change the environment of where and who students take the student survey with.

· Post results of surveys on Southeast website.

· Provide incentive for parents to complete the survey.

· Add a narrative section of the survey to elaborate on any comments as necessary.

· Hold focus groups with parents, students, teachers and administrators to gain insight, perspective and recommendations for improvement.

· Independently as a school survey students and parents in other grade levels to receive feedback from those still holding stake at Southeast Middle.

· Review School Report Card survey data from the school with staff, students, parents, and stakeholders.

Other (such as school priorities)

* Gifted and Talented

Based on 2022-2023 SC Ready scores:

35 out of 35 students were Meets/Exceeds (100%) on ELA
19 out 35 students were Meets/Exceeds (54.2) on Math.

By 2029 100% of students will be Meets/Exceed on SC Ready in ELA
By 2029 80% of students will be Meets/Exceeds on SC Ready in Math

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, approximately 60% of students will score meets or exceeds expectations for SC READY ELA.

PM 1.1 By 2025, 42.3% of students will score approaches or higher on the ELA SCREADY assessment.

Analysis of Actual vs. Projected Data:

During the 2023 academic year 33.3 % of students scored approaches, met & exceeds. We did not meet our goals we will continue with the strategies outlined in our plan.

S 1.1.1 Lesson Plans, Agenda,Blog/Newsletter, Data Cards Professional Development Artifacts Classroom Observations

Evidence-Based Research:

Alignment between instructional practices and assessment ensures there is consistency between what is taught and measured in the classroom which is ultimately what state standardized assessments seek to reinforce. Instructional frameworks designed to balance student needs and levels of support must reflect a direct and focused connection to state learning standards. This alignment comes with teachers' understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Fisher, 2019). There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. "It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012). We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). For high-quality instruction and assessment to take place, effective teachers who are willing to improve and revise practices must be present. The work of Bill Sanders has been pivotal in reasserting the importance of teacher effectiveness on student learning. Over a multi-year period, he discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade (Tucker & Stronge, 2005). Faubert, B. (2012). A literature review of school practices to overcome school failure, OECD Education Working Papers, No. 68. Paris: OECD Publishing. Fisher, Douglas. (2019). Effective Use of the Gradual Release of Responsibility Model The Gradual Release of Responsibility Model. Tucker, Pamela & H. Stronge, James. (2005). Linking Teacher Evaluation and Student Learning. Association for Supervision and Curriculum Development.

AS 1.1.1.1 ACTION PLAN FOR STRATEGY #1: Increase student interest, participation, and achievement in ELA through innovative and effective activities.

Action Step:

1. Provide engaging, rigorous, instruction and assessments that encourage real world inquiry-based conceptual thinking.

Person Responsible:

Chaddrick Myers

Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other		$1,000.00

AS 1.1.1.2 ACTION PLAN FOR STRATEGY #1: Increase student interest, participation, and achievement in ELA through innovative and effective activities.

Action Step:
2.Professional development on improving Research, and Writing.
Person Responsible:
Chaddrick Myers
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Fund Budget	$1,000.00

AS 1.1.1.3 ACTION PLAN FOR STRATEGY #1: Increase student interest, participation, and achievement in ELA through innovative and effective activities.

Action Step:
Data Talks with students
Person Responsible:
Chaddrick Myers
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/1/2029

PM 1.2 Student will increase by at least 4.5% over the next 5 years. For the 2024-2025 school year 43.3% of the students in grades 6-8 will score meets or exceeds on the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Actual Data: 2022-2023 SC Ready ELA meets or exceeds= 33.3 % Projected Data: 2024-37.8%, 2025-42.3%, 2026-46.8%, 2027-51.3%, 2028-55.8%, 2029- 60.3%

2 Student Achievement*

Performance Goal:

By 2029, 60% of students will score meets or exceeds the SC READY Math assessment.

PM 2.1 By 2025, 35.0% students will score approaches or above on the Math SCREADY assessment.

Analysis of Actual vs. Projected Data:

During the 2023 academic year 12.3% of students scored approaches met and exceed. We did not meet our goal therefore, we will continue with the strategies outlined on our plan.

S 2.1.1 Sign-In Sheets, Agendas, CFAs, SC READY Math Data, Flyers, Artifacts from Events,Problem of the Week, Student Work Data Cards Lesson Plan Agenda Meeting Artifacts

Evidence-Based Research:

Alignment between instructional practices and assessment ensures there is consistency between what is taught and measured in the classroom which is ultimately what state standardized assessments seek to reinforce. Instructional frameworks designed to balance student needs and levels of support must reflect a direct and focused connection to state learning standards. This alignment comes with teachers' understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Fisher, 2019). There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. "It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012). We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). For high-quality instruction and assessment to take place, effective teachers who are willing to improve and revise practices must be present. The work of Bill Sanders has been pivotal in reasserting the importance of teacher effectiveness on student learning. Over a multi-year period, he discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade (Tucker & Stronge, 2005). Faubert, B. (2012). A literature review of school practices to overcome school failure, OECD Education Working Papers, No. 68. Paris: OECD Publishing. Fisher, Douglas. (2019). Effective Use of the Gradual Release of Responsibility Model The Gradual Release of Responsibility Model. Tucker, Pamela & H. Stronge, James. (2005). Linking Teacher Evaluation and Student Learning. Association for Supervision and Curriculum Development.

AS 2.1.1.1 ACTION PLAN FOR STRATEGY #1: To provide instruction, support, and enrichment that builds numeracy and supports student achievement

Action Step:

Provide teachers with continual PD on numeracy.

Person Responsible:
CRT, API,IB Coordinator, AVID elective Teacher Math Facilitators, Math Department Teachers
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other		$2,000.00

AS 2.1.1.2 To provide instruction, support, and enrichment that builds numeracy and supports student achievement
Action Step:
Curriculum Family Math Night.
Person Responsible:
CRT, API,IB Coordinator, Math Facilitators, Math Department Teachers
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/1/2029

AS 2.1.1.3 To provide instruction, support, and enrichment that builds numeracy and supports student achievement
Action Step:
Problem of the Week for students to complete.
Person Responsible:
CRT, API,IB Coordinator, AVID Elective Teacher Math Facilitators, Math Department Teachers
Estimated Begin Date:
8/1/2024
Estimated Completion Date:
6/1/2029

3 Student Achievement*
Performance Goal:
By 2029, 60% or greater of students will score meets or exceeds on the SC PASS Science.

PM 3.1 By 2025, 30.5% students will score approaches or above on the Science SCPASS assessment.

Analysis of Actual vs. Projected Data:

Only 6th graders will take the SCPASS assessment. Actual Data:12.9% Projected Data: 35.5% in 2025

S 3.1.1 Teachers lesson plans, Classroom Observations, Student work, Field Trip Permission Form, Field Trip Manifest, Artifacts from Field Trip ,Sign-In Sheetsc Certificates,True North Logic, CFAs, Advertisement of Event,Pictures and/or videos of event.

Evidence-Based Research:

The passage of the No Child Left Behind Act in 2002 focused on high¬ stakes tests measuring student performance in literacy and math. With this policy, there is no mention of social studies (Fitchett & Heafner, 2010). The pressure to improve test scores led to a narrowing of the curriculum and a drastic reduction of instructional time formally allotted for elementary social studies (Leming, Ellington, & Schug, 2006). The same is true for science. The National Science Teachers Association created a Position Statement for Elementary Science Education. According to the NSTA, "In many schools and districts, elementary science instruction often takes a back seat to math and reading and receives little time in the school day." Additionally, many elementary educators do not receive an adequate amount of professional learning to gain the confidence needed to teach social studies and science. The data above accentuates the need to invest more time and efforts into improving the quality of social studies and science teacher preparation and the learning experiences that we provide for our children. There are several studies and research findings to support the need for social studies and science to be given equal priority as the other core subjects, so schools should strive for a least 60 minutes of instruction a day (NSTA, 2019). Furthermore, the researchers suggest that students need to be engaged in activities to promote problem-solving and critical thinking as they make connections to their community, country, and the world (McCrae-Jones, 2017). Also, this integration of learning experiences allows students to explore social studies and science concepts, make sense of the world around them, and engage in collaborative practices. Lastly, daily high-quality social studies and science instruction supports the goals listed in the Profile of the South Carolina Graduate and our College and Career Ready Standards. Fitchett, P. & Heafner, T. (2010) A national perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. Theory and Research in Social Education, 38(1), 114 - 130. National Science Teachers Association (2018). NSTA Position Statement: Elementary Science Education. McCrae-Jones, W. "Using Inquiry-Based Instructional Strategies to Increase Student Achievement in 3rd Grade." (2017). Electronic Theses and Dissertations. Retrieved from: https://search.proquest.com/docview/1929976056

AS 3.1.1.1 ACTION PLAN FOR STRATEGY #1: To provide experiences of learning of the science curriculum that promotes students inquiry which reflects academic knowledge and global implications.

Action Step:

Implement hands-on and problem based instructional activities. .

Person Responsible:

Science Teachers, CRT, Department Chair, IB Coordinator, AVID Elective Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Fund	$2,000.00

AS 3.1.1.2 To provide experiences of learning of the science curriculum that promotes students inquiry which reflects academic knowledge and global implications

Action Step:

Attend professional developments school/district to develop strategies/practices that will improve instruction and increase student achievement.

Person Responsible:

Science Teachers, CRT, Department Chair, IB Coordinator, AVID Elective Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 3.1.1.3 To provide experiences of learning of the science curriculum that promotes students inquiry which reflects academic knowledge and global implications.

Action Step:

Implement a Science Curriculum Family night.

Person Responsible:

Science Teachers, CRT, Department Chair, IB Coordinator

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

4 Student Achievement*

Performance Goal:

By 2029, 90% of Algebra 1 students will pass the EOC Exam

PM 4.1 By 2025, 80% of Algebra 1 students will pass EOC

Analysis of Actual vs. Projected Data:

The Algebra I End of Course Exam for indicate a decreasing in passing rate. During the 2022 test, students earned 75.9% passing rate, while during the 2023 test the passing rate was 72.1%. This was a 3.8% decrease; however Southeast Middle School reveal a 5-year increase of 18.3%.

S 4.1.1 Teachers lesson plans, Classroom Observations, CFAs. DATA Talks/ Portfolios.

Evidence-Based Research:

Alignment between Instructional practices and assessment ensures there is consistency between what is taught and measured in the classroom which is ultimately what state standardized assessments seek to reinforce. Instructional frameworks designed to balance student needs and levels of support must reflect a direct and focused connection to state learning standards. This alignment comes with teachers'

understanding of learning expectations for students at each grade level and in each content area. To be effective, teachers must engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students." (Fisher, 2019). There is an inherent need for a strong core instructional framework that supports flexibility and differentiation for all students. Research also supports the idea that lack of differentiation and traditional approaches to teaching do not yield success for students. "It is the failure of schools to provide education appropriate to different needs that lead students to fail (Faubert, 2012). We also know that best practice in education demands that teachers measure, track and steer learning as students prepare for summative assessments like SC Ready. Scholars in the area of educational assessment generally agree that when students are evaluated frequently for monitoring learning and guiding instruction, they are more likely to be successful learners" (Stiggins, 1998). For high-quality instruction and assessment to take place, effective teachers who are willing to improve and revise practices must be present. The work of Bill Sanders has been pivotal in reasserting the importance of teacher effectiveness on student learning. Over a multi-year period, he discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade (Tucker & Stronge, 2005). Faubert, B. (2012). A literature review of school practices to overcome school failure, OECD Education Working Papers, No. 68. Paris: OECD Publishing. Fisher, Douglas. (2019). Effective Use of the Gradual Release of Responsibility Model The Gradual Release of Responsibility Model. Tucker, Pamela & H. Stronge, James. (2005). Linking Teacher Evaluation and Student Learning. Association for Supervision and Curriculum Development.

AS 4.1.1.1 ACTION PLAN FOR STRATEGY #1: To provide experiences of learning of the Math curriculum that promotes students comprehension which reflects academic knowledge and global implications.

Action Step:

Implement strategies that yield higher student achievement.

Person Responsible:

CRT, API, IB Coordinator ,Math Teachers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Fund	$2,000.00

AS 4.1.1.2 To provide experiences of learning of the Math curriculum that promotes students inquiry which reflects academic knowledge and global implications

Action Step:

Plan and execute Math related field experiences that supplement class content.

Person Responsible:

Math Teachers, CRT, Department Chair, IB Coordinator

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 4.1.1.3 ACTION PLAN FOR STRATEGY #1: To provide experiences of learning of the Math curriculum that promotes students comprehension which reflects academic knowledge and global implications.

Action Step:

Collaborate with subject area that are in the Lower Richland Cluster.

Person Responsible:

CRT, API, Math Teachers, IB Coordinator, AVID Elective Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

5 Teacher/Administrator Quality*

Performance Goal:

By 2029, 95% or more of classroom teachers will return to Southeast Middle.

PM 5.1 By 2025, 90% of teachers will return to Southeast Middle.

Analysis of Actual vs. Projected Data:

Average Baseline 85% Projected Data 90% Actual Data n/a

S 5.1.1 Attendance Data, Incentive Criteria, Celebration/Recognition of Staff members, Surveys, Team Meetings, Professional Learning Communities

Evidence-Based Research:

https://gsehd.gwu.edu/articles/7-quick-strategies-retaining-teachers

AS 5.1.1.1 ACTION PLAN FOR STRATEGY #1: Teacher Retention

Action Step:

Provide incentives for staff members to have perfect attendance.

Person Responsible:

Chaddrick Myers

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Fund, PTO Support	$3,000.00

AS 5.1.1.2 Increase the percentage of teacher retention.

Action Step:

Provide opportunities for staff members to serve as faculty meeting facilitators to enhance leadership skills.

Person Responsible:

Chaddrick Myers

Estimated Begin Date:

8/5/2024

Estimated Completion Date:

6/1/2025

AS 5.1.1.3 Increase teacher retention.

Action Step:

4. Provide opportunities for staff members to provide feedback to share concerns.

Person Responsible:

Administrative Team members

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

6 School Climate*

Performance Goal:

By 2029, the percentage of all stakeholder's satisfaction level will reach or exceed 85%.

PM 6.1 By 2025, parent responses of being satisfied with home-school relations will increase by 5% or higher.

Analysis of Actual vs. Projected Data:

Average Baseline 87.0 Projected Data 92.0 Actual Data 87.0

S 6.1.1 Sign-In Sheet Flyer Artifacts from Event Agenda Survey Results Parent Paticipation Good News Post Cards

Evidence-Based Research:

https://k12engagement.unl.edu/Promoting%20Home-SchoolRelationshipsStrategySheet.pdf

AS 6.1.1.1 ACTION PLAN FOR STRATEGY #1: Increase the school/home relationship and involvement.

Action Step:

Curriculum Family Night for all subject areas.

Person Responsible:

Administrative Team, Teachers, Parent Teacher Organization, School Imporvement Council

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other		$2,000.00

AS 6.1.1.2 Increase the school/home relationship and involvement.

Action Step:

Academic and Social Celebrations

Person Responsible:

School Counselors, Guidance Secretary, Teachers and Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

AS 6.1.1.3 Increase the school/home relationship and involvement.

Action Step:

Parent University Events that will give parents the opportunity to participate in curriculum learning and data sessions.

Person Responsible:

School Counselors, Parent Engagement Specialist, Guidance Secretary, Teachers and Administrators

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/1/2029

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

	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* N/A	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* N/A	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* N/A	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.