History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - St. Andrews Middle (4001016) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
4/28/2024 10:33:14 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/28/2024 10:33:08 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/18/2024 7:16:08 PM	Jametta Hodges-Stewart	Status changed to 'School Renewal Plan Completed'.	S
4/15/2024 2:58:35 PM	Jametta Hodges-Stewart	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 - St. Andrews Middle (4001016) 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**

NA

School Plan Contact Information

*** Name**

Jametta Hodges-Stewart

*** Phone**

803-731-8910

*** Email**

jametta.hodges-stewa@richlandone.org

*** Principal's Name**

Jametta Hodges-Stewart

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

Dr. Aaron Bishop

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

04/23/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - St. Andrews Middle (4001016) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Jametta Hodges Stewart

Teacher

Name	* Zerita Johnson-Thomas
Name	* Tevelyn Gaither
Name	* Douglas Kirby
Name	* Camille Benjamin-Davis

Parent/Guardian

Name	* Adrian Goodman

Community Member

Name	* Joe Butler

School Level Administrators

Name	* Jermie Brown
Name	* Jody Davidson
Name	* Miles Dhuey

School Read to Succeed Literacy Leadership Team Lead

Name	* Camille Benjamin-Davis

School Read to Succeed Literacy Leadership Team Member

Name	* Jennifer Thornsberry

School Improvement Council Member(s)

Name	* Tevelyn Gaither

School Gifted and Talented Coordinator

Name	* Jody Davidson

School Federal Programs Coordinator

Name	* Sandra Lindsay-Brown

Other Stakeholders

Position	Name
Parent & Family Engagement Specialist	Jacqueline Louallen
Communities in Schools	Tyesha Elder
Classified Representative	Laverta Spencer
Director of School Counseling	Sheryl Dunning

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

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

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - St. Andrews Middle (4001016) 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**

SC Report Card

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

ST. ANDREWS | 2023 MIDDLE SNAPSHOT

Demographic Characteristics	2019	2020	2021	2022	2023	2YR Chg	5YR Chg
45-Day Avg. Daily Membership	713	748	782	765	694	-71	-19
Teacher Attendance	93.7	94.1	95.1	90.6	91.5	0.9	-2.2
Student Attendance (Chronically Absent)	7.4	13.2	40.0	38.9	43.3	4.4	35.9
Percent Ethnicity- Black	90.0	92.4	90.5	90.1	90.6	0.5	0.6
Percent Ethnicity - White	3.7	1.6	2.1	2.7	2.6	-0.1	-1.1
Percent Ethnicity- Other	6.4	6.0	7.5	7.2	6.8	-0.4	0.4
Percent Poverty Index	90.5	91.5	93.4	93.2	91.3	-1.9	0.8
Percent Special Education	19.5	19.4	18.0	17.9	15.0	-2.9	-4.5
		5.0	3.9	2.9	2.7	-0.2	-3.4
Suspension Rate	34.8	30.1	6.3	36.3	46.0	9.7	11.2

SCHOOL REPORT CARD

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
	Good	NA	NA	Average	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 Leve	WMNWM1•■WMI■WMJWWMN▶MMffIIi-ii@IffiI						
English							
Does Not Meet	35.2	NA	52.2	42.4	38.5	-3.9	3.3
Approaches	37.9	NA	31.7	33.7	31.9	-1.8	-6.0
Meets	21.1	NA	11.3	17.6	19.7	2.1	-1.4
Exceeds	5.7	NA	4.7	6.3	9.9	3.6	4.2
Math							
Does Not Meet	52.0	NA	69.0	66.1	66.2	0.1	14.2
Approaches	35.0	NA	23.9	24.8	24.2	-0.6	-10.8
Meets	9.7	NA	5.7	6.0	7.2	1.2	-2.5
Exceeds	3.3	NA	1.4	3.1	2.5	-0.6	-0.8
Science[1]							
Does Not Meet	49.0	NA	64.7	60.7	60.6		
Approaches	26.5	NA	17.9	13.8	25.2		
Meets	17.7	NA	13.0	18.6			
Exceeds	6.8	NA	4.3	6.9	4.0		

[1]Science 2YRand SYR change calculations are not available as test changed from SC PASSto 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	2YR Chg	5YR Chg
71.9	NA	83.3	72.3	100.0	27.7	28.1

84.6	NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA	NA

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - St. Andrews Middle (4001016) 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)

Increasing student achievement levels is the core of our work at St. Andrews Middle School. Summative and formative assessment results show evidence of the need to strengthen standards-based instruction, targeted intervention, and literacy integration across all disciplines. There is also a need for high-quality, job embedded professional development that focuses on research-based instructional practices and academic intervention. Only 31.7% of our students scored Met or above on the SC READY ELA assessment in 2023. With approximately 70% of the student population not reading on grade level, there is a need to increase literacy-rich educational experiences and provide access to classroom libraries with a variety of culturally relevant reading material.
Math is a major area of concern that shows low student achievement levels. Only 11.1% of our students scored Met or above on the SC READY Math assessment in 2023. According to our winter math STAR data 28%-40% of our students scored in the urgent intervention category. The percentage of Algebra I students passing the End of Course exam increased from 72.3% in 2022 to 100% in 2023. In addition to strengthening core instruction in math through research-based instructional strategies and effective professional development, intense math intervention is needed to support the individual needs of students.
Assessment data also reveal a need to improve instructional practices in science. About 17.4% of our students scored Met or above on the SC PASS science assessment. There is a need to increase science and engineering practices and incorporate literacy strategies in science classes. Students must be provided with authentic, hands-on learning experiences as they conduct experiments and investigations as inquiry learners.

* High School (9-12)

N/A

* Teacher/Administrator Quality

Teacher quality is another focus area at St. Andrews Middle School. Based on the 2023 school report card, 56.3% of teachers returned from the previous school year. About 100% of teachers were on continuing contracts. 29.3% of our teachers that are teaching in core content areas are inexperienced. Recruiting and retaining educators are challenges that must be addressed. In the past three years, the teacher attendance percentage at St. Andrews

Middle School has been approximately 92%. There is a need to increase the percentage of time that teachers are actually present to provide instruction. Relevant, ongoing professional development is the key to providing meaningful training to educators to improve student achievement. Professional development opportunities should be based on needs identified through formal and informal observations and various forms of student data. Teachers attend national conferences in their content area through Title One funds.

* School Climate

School climate is a critical piece of the puzzle that contributes to a conducive environment for high quality teaching and learning. Discipline data reveals a high percentage of students who are experiencing challenges with behavior. The number of students that are assigned out of school suspension has increased over the past year. Based on the data, it is evident that we must continue to use the Multi-Tiered System of Support (MTSS) to address the needs of our students. Professional development and a continuous analysis and review of interventions and supports are essential as we continue our work to improve school climate. School climate is influenced by chronic attendance rates. Currently 42.1% of students exhibits chronic absenteeism, with a large percent of absences labeled as unexcused. Disciplinary actions, such as out-of-school suspensions contribute to attendance issues. Mitigating these issues necessitates a multifaceted approach, including advocating for regular attendance and promoting cultural understanding.

Other (such as school priorities)

* Gifted and Talented

Gifted students exhibit advanced cognitive abilities, however, it is noted that their emotional development is not as advanced. Isolation due to Covid-19 pandemic had a great impact on the growth of students. Parent involvement increased during the pandemic; however, that involvement is weaning. We are experiencing growth with gifted students; however not all locally identified students are experiencing the same level of academic success.

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 33% of students in grade 6 will score meet/exceeds on the SC Ready Science.

PM 1.1 By 2029, 33% of students in grade 6 will score meets/exceeds on the SC Pass Science assessment.

Analysis of Actual vs. Projected Data:

Incremental increase of 3% every year for the next five years. By 2025, 21% of students in grade 6 will score meets/exceeds on the SC PASS Science Assessment. Analysis of Actual vs. Projected Data: Analysis of Actual vs. Projected Data: 2022-2023- Baseline: 17.4% 2024-2025 Projected: 21% Actual: 2025-2026 Projected: Actual: 2026-2027 Projected: Actual: 2027-2028 Projected: Actual: 2028-2029 Projected: Actual:

S 1.1.1 Effective Instructional Middle School Strategies for Science Steps: 1. Consistently use student-centered strategies and resources to engage students in challenging assignments that develop a deeper understanding of science content skills. 2. Create a scaffold school-wide system to teach the SEPs and Inquiry model 3. Verbally state and post the learning intention and success criteria and address them throughout instruction 4. Develop a school-wide framework to implement Science Fair part.

Evidence-Based Research:

Harlen, W Teaching Science for Understanding in Elementary and Middle Schools (2015) Heinemann D'Amico, K & Gallaway, K Differentiated Instruction for Middle School Science Teacher: Activities and Strategies for an Inclusive Classroom, 1st ed. (2010) Jossey-Bass https://blog.acceleratelearning.com/instructional-strategies-for-science

AS 1.1.1.1 Inquiry-based Science Instruction

Action Step:

1. Increase science and engineering practices in science classes by providing authentic, hands-on learning experiences as students conduct experiments and investigations as inquiry learners.

Person Responsible:

Principal, CRT, & Science Teachrs

Estimated Begin Date:

7/8/2024

Estimated Completion Date:

6/30/2029

S 1.1.2 - Classroom observations - Lesson plans that reflect focused disciplinary literacy integration - Student work

Evidence-Based Research:

Lehman, C., & Roberts, K. (2014). Falling in love with close reading: Lessons for analyzing texts and life. New Hampshire: Heinemann.

AS 1.1.2.1 Literacy-integrated Science Instruction

Action Step:

2. Improve science instruction through a focus on disciplinary literacy strategies that engage students in opportunities to read and write complex text.

Person Responsible:

Principal, CRT, & Science Teachers

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

2 Student Achievement*

Performance Goal:

By 2029, 57% of students in grades 6-8 will score meets/exceeds on SC Ready ELA.

PM 2.1 1.1 Incremental goal: students will increase by 5% every year for the next 5 years. For the 2024-25 school year, 37% of the students in grades 6-8 will score meets or exceeds on the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Baseline 2022-2023: SC READY meets or exceeds=32% Analysis of Projected Data vs Actual Data: 2024-2025: 2025-2026: 2026-2027: 2027-2028: 2028-2029:

S 2.1.1 Analyze test data and assist students with creating measurable goals.

Evidence-Based Research:

Hattie, J.A., Clark, S. (2009). Visible Learning: Feedback. Sutton, R.M., Hornsey, M.J., Douglas, K.M. (2012). Feedback: The Communication of Praise, Criticism and Advice

PM 2.2 Comprehensive Assessment System Action Step: Use a comprehensive assessment system that identifies and addresses specific needs to direct instructional implementation.

Analysis of Actual vs. Projected Data:

Estimated Begin Date: 7/1/2024 Estimated Completion Date: 6/29/29

3 School Climate*

Performance Goal:

By 2029, the chronic student absenteeism percentage will be reduced by 15%.

PM 3.1 By 2029, we will meet the annual targets each year by decreasing the chronic student absenteeism percentage by 15%.

Analysis of Actual vs. Projected Data:

Projected Goal: 2029 = 27.1% Actual Data 20 Baseline 2022-2023: Chronic student absenteeism= 42.1% Analysis of Projected Data vs. Actual Data: 2024-2025: 2025-2026: 2026-2027: 2027-2028: 2028-2029

S 3.1.1 - Meeting agendas, minutes, and sign-in sheets - Discipline data reports

Evidence-Based Research:

Beaudoin, M., & Taylor, M. (2004). Creating a positive school culture: How principals and teachers can solve problems together. New York: Corwin. Ellison, J., & Hayes, C. (2003). Cognitive Coaching: Weaving threads of learning and change into the culture of an organization. Massachusetts: Christopher-Gordon Publishers, Inc. DuFour, R., DuFor, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Indiana: Solution Tree Press. Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom. Virginia: Association for Supervision and Curriculum Development.

AS 3.1.1.1 Attendance/Discipline Steering Committee

Action Step:

1. Create a steering committee to study and analyze discipline and attendance data to provide input into the schoolwide plan.

Person Responsible:

Principal

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

S 3.1.2 - Advocacy Groups/ Clubs/ Character Lessons - Classroom and Group Observations - Student Surveys

Evidence-Based Research:

Shulkin, S., & Foote, J. (2009). Creating a culture of connectedness through middle school advisory programs. Ohio: Middle School Journal. Retrieved on April 2, 2019 from https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/279/Culture-of-Connectedness-through-Advisory.aspx

AS 3.1.2.1 Implement an Advocacy group throughout each program that we offer.

Action Step:

2. Effectively implement advisor-advisee to develop an advocacy program for students.

Person Responsible:

Principal, Administrators, School Counselors, & Teacher Leaders

Estimated Begin Date:

7/1/2024

Estimated Completion Date:
6/30/2029

S 3.1.3 - Meeting agendas, minutes, and sign-in sheets - Discipline data reports, Truancy reports, and the drop-out report

Evidence-Based Research:

Buffton, A., Mattos, M., & Webber, C. (2009). Pyramid Response to Intervention. Bloomington, Indiana: Solution Tree Press. Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom. Virginia: Association for Supervision and Curriculum Development.

AS 3.1.3.1 ABE Interventions

Action Step:

3. Provide training to teachers and staff on using ABE interventions and other support systems to address challenging behaviors.

Person Responsible:

Principal & Administrators

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

S 3.1.4 - Quarterly discipline reports - Meeting minutes - Celebration artifacts

Evidence-Based Research:

Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom. Virginia: Association for Supervision and Curriculum Development. Shulkin, S., & Foote, J. (2009). Creating a culture of connectedness through middle school advisory programs. Ohio: Middle School Journal. Retrieved on April 2, 2019 from https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/279/Culture-of-Connectedness-through-Advisory.aspx Buffton, A., Mattos, M., & Webber, C. (2009). Pyramid Response to Intervention. Bloomington, Indiana: Solution Tree Press.

AS 3.1.4.1 Quarterly Incentives

Action Step:

4. Offer quarterly incentives to students who do not have discipline referrals and for students with perfect attendance.

Person Responsible:

School Counselors & Team Leaders, attendance secretary, and social worker

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, St. Andrews will reduce the teacher turnover rate for certified teaching positions from 56.3% to 31.3%.

PM 4.1 Meet annual targets by decreasing by 5% each year.

Analysis of Actual vs. Projected Data:

Projected Goal 2024-205 = 51.3% Analysis of Actual vs. Projected Data: 2022-2023- Baseline: 56.3%: 2024-2025 Projected: 51.3% Actual: 2025-2026 Projected: Actual: 2026-2027 Projected: Actual 2027-2028 Projected: Actual: 2028-2029 Projected: Actual:

S 4.1.1 - Recruitment flyers - Interview logs - Reports from hiring management system

Evidence-Based Research:

Beaudoin, M., & Taylor, M. (2004). Creating a positive school culture: How principals and teachers can solve problems together. New York: Corwin.

AS 4.1.1.1 Recruit Highly Effective Teachers

Action Step:

1. Actively participate in various recruitment fairs throughout the school year to recruit teachers.

Person Responsible:

Principal & Administrators

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

S 4.1.2 - Mentor logs - New teacher training agendas and sign-in sheets

Evidence-Based Research:

Ellison, J., & Hayes, C. (2003). Cognitive Coaching: Weaving threads of learning and change into the culture of an organization. Massachusetts: Christopher-Gordon Publishers, Inc.

AS 4.1.2.1 Assign Teacher Mentors and est. a new teacher academy

Action Step:

2. Assign trained mentors to provide support to new and select teachers. 3. Hold monthly meetings for all new teachers and their mentors to address questions, concerns, etc.

Person Responsible:

Principal, Administrators, CRT, & Teacher Leaders

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

S 4.1.3 PLC agendas and sign-in sheets

Evidence-Based Research:

DuFour, R., DuFor, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Indiana: Solution Tree Press. Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom. Virginia: Association for Supervision and Curriculum Development.

AS 4.1.3.1 Climate and Culture Training

Action Step:

3. Provide school climate and culture professional development sessions monthly to all staff members.

Person Responsible:

Principal, Administrators, CRT, & Teacher Leaders

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

S 4.1.4 - Conference Agendas & Sign-in Sheets - PLC artifacts - Classroom observations

Evidence-Based Research:

Beaudoin, M., & Taylor, M. (2004). Creating a positive school culture: How principals and teachers can solve problems together. New York: Corwin. Ellison, J., & Hayes, C. (2003). Cognitive Coaching: Weaving threads of learning and change into the culture of an organization. Massachusetts: Christopher-Gordon Publishers, Inc. DuFour, R., DuFor, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Indiana: Solution Tree Press. Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom. Virginia: Association for Supervision and Curriculum Development.

AS 4.1.4.1 Professional Development

Action Step:

4. Provide professional development opportunities in the areas of content and pedagogy for teachers based on individual needs.

Person Responsible:

Principal, Administrators, & Department Chairs

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

PM 4.2 The CRT and administrative team will create a calendar during the summer for weekly and before school meeting schedule and share it by August. PLOs will address content-specific resources based on a survey conducted in the Spring semester.

Analysis of Actual vs. Projected Data:

This goal will begin August 2024 and we will complete it June 2029.

PM 4.3 Enhance New Teacher Support by hosting monthly meeting for new staff members. Also, the principal will provide a detailed handbook for Richland One and St. Andrews' policies, procedures and programs. Lastly, a mentor will meet with new staff members collectively and individually on a regular basis to assess their needs.

Analysis of Actual vs. Projected Data:

The principal, CRT, and assistant principals will be responsible for this goal. The estimated start date is August 2024. This goal will be completed June 2029.

5 Student Achievement

Performance Goal:

By 2029, 36% of students in grades 6-8 will score meet/exceeds on the SC Ready Math.

PM 5.1 By 2029, 36% of students in grades 6-8 will score meets/exceeds on the SC READY Math assessment.

Analysis of Actual vs. Projected Data:

Incremental increase of 5% every year for the next five years. By 2025, 16% of students in grades 6-8 will score meets/exceeds on the SC READY Math Assessment. Analysis of Actual vs. Projected Data: Analysis of Actual vs. Projected Data: 2022-2023- Baseline: 11.1% 2024-2025 Projected: 16% Actual: 2025-2026 Projected: Actual: 2026-2027 Projected: Actual: 2027-2028 Projected: Actual: 2028-2029 Projected: Actual:

S 5.1.1 Implement and practice effective strategies Action Step: 1. Teach and review Richland School District One's RISE Protocol, Read/Rephrase, Interpret, Solve, Explain for word problems.- Use previous practice test or CFAs to construct daily warm-up questions- Teach math vocabulary and display anchor charts and allow students to use interactive notebooks- Accountable math talk completed by all students Math teachers, Principal and CRT are responsible. We will begin August 2024 and end 6-2029.

Evidence-Based Research:

Effective Instructional Strategies Evidence-Based Research: Boaler, J (2016) Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching. Jossey-Bass/Wiley: Chappaqua, NY,: Park, D.C. Lodi-Smith, J., Drew, L., Haber, S., Hebrank, A., Bischof, G. N., & Asmodt, W. (2013). The impact of sustained engagement on cognitive function in older adults: the Synapse Project. Psychological Science, 25(1), 103-12.; Boaler, J. (2016) Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching. Jossey-Bass/Wiley: Chappaqua, NY.

6 Student Achievement*

Performance Goal:

By 2029, 80% of 7th and 8th graders will earn a passing score of "B" or higher on the End of Course Examination Program assessment in Algebra I.

PM 6.1 Incremental Increase of 5% every year for the next five years. For the 2024-2025 school year, 90% of 7th and 8th grade Algebra I students will score a grade of "B" or higher on the EOC Algebra I assessment.

Analysis of Actual vs. Projected Data:

Analysis of Actual vs. Projected Data: Analysis of Actual vs. Projected Data: 2022-2023- Baseline: 100% 2024-2025 Projected: 90% Actual: 2025-2026 Projected: Actual: 2026-2027 Projected: Actual 2027-2028 Projected: Actual: 2028-2029 Projected: Actual:

S 6.1.1 Algebra I teachers will meet with administrative team during the summer to review, analyze, and discuss data trends and patterns (instruction and strategies) from the previous school year.

Evidence-Based Research:

Hattie, J.A.C. & Yates, G.C. R. (2014). Using Feedback to promote learning.; Anderson, K. (2010). Data teams: Success stories. Englewood, CO: Lead + Learn Press.; Bernhardt, V.L. (2009). Data use: Data-driven decision making takes a big-picture view of the needs of teachers and students. Journal of Staff Development, 30(1), 24-27.; Boykin, A. W., & Noguera, P. (2011). Creating the opportunity to learn: moving from research to practice to close the achievement gap. Alexandria, VA: ASCD.

AS 6.1.1.1 Collective Impact- Data Analysis Collaboration

Action Step:

1. Conference with 6th grade Gifted & Talented Math teacher(s) to discuss recommendations for 7th grade Algebra 2. Analyze End of Course (EOCEP) data in Algebra I at the beginning of year to create a long-range goal. 3. Analyze quarterly grades and work with a team to create individualized intervention or probation plans for students scoring below 77%.

Person Responsible:

Jametta Hodges-Stewart

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/30/2029

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.
* Yes	**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.
*	Yes	**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.
*	Yes	**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.
*	Yes	**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.

4001 - Richland County School District One (4001) Public District - FY 2025 - St. Andrews Middle (4001016) 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 Wavier 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 - St. Andrews Middle (4001016) Public School - School Renewal Plan - Rev 0

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

Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - St. Andrews Middle (4001016) 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.	