2024 -2029

RICHLAND ONE

SCHOOL RENEWAL PLAN

ALCORN MIDDLE SCHOOL



RICHLAND ONE

ENGAGE • EDUCATE • EMPOWER

Stakeholder Names

Position	Name
Principal	Ms. Kreshella K. Goodman Teacher
Parent/Guardian	Mrs. Zeinna Millhouse
Community Member	Ms. Patricia Brown
School Level Administrators	Name Ms. Monique Jackson Name Ms. Serena Nesmith Name Mr. Devin Washington
School Read to Succeed Literacy Leadership Team Lead	Ms. Katrina Hazelwood
School Read to Succeed Literacy Leadership Team Member	Ms. Lindsay Barringer
School Improvement Council Member(s)	Mr. Leonard Cooper Mrs. Zeinna Millhouse
School Gifted and Talented Coordinator	Mrs. Bridgette Wells
Federal Programs Coordinator	Mr. Devin Washington

Vision

Alcorn Middle School is devoted to preparing each student to be globally competitive citizens. Through a collaborative effort, the stakeholders of Alcorn Middle

School seek to ensure all students are provided quality instruction designed to make them college and career ready.

Mission

Alcorn Middle School will foster a student-centered, innovative, safe, and academic- rich environment that will educate and empower our students

State Report Cards for Districts and Schools

https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9NDAwMTAxOQ

School Profile

Alcorn Middle School is an urban school that currently serves 390 students (124 6th graders, 145 7th graders, and 121 8th graders) in grades sixth through eighth. This includes 76.7% (29 9) Black or African American, 15. 1% (5 9) Hispanic, 2.8% (1 1) White, and 4.6% (18) Mixed Race. Of the student population, 50.5% (197) are boys and 49.5% (19 3) are girls. The student-teacher ratio in core classes is 23:1.

Alcorn Middle School is in the Eau Claire Community of Columbia, South Carolina. The Eau Claire Community has been designated as an Empowerment Zone by the Federal Government. Feeder schools to Alcorn Middle includes J.P. Thomas Elementary, Arden Elementary, and Forest Height Elementary schools. Graduates of Alcorn Middle School are geographically zones to attend Eau Claire High School, Keenan High School, and C.A. Johnson High School. Alcorn Middle School provides education for a significant number of students who face economic, social, mental, and educational challenges.

Currently, 19 % of our students in grades six through eight receive special education services through an Individual Education Plan, 2.1% with a 504 plan, and 14 % of our students receive MLL services. 21.5% of the student population is enrolled in a high school credit course, and 3.6% of students are Gifted and Talented. Alcorn Middle School is strongly supported by a core group of members of the School Improvement Council (SIC). Our SIC works to support various events throughout the year such as our parent workshops. Our SIC meets monthly to address the academic progress of our students and address ways to continue to enhance parental involvement at all school events. We continue to work with our SIC to increase the attendance at our parent events.

Alcorn Middle School has a team of 41 full-time certified staff members who are dedicated to challenging our students to meet high academic standards and to personalize learning through various instructional strategies. Our staff members include: one Principal, three Assistant Principals, one Curriculum Resource Teacher, classroom teachers, special education teachers, two full time guidance counselors, one media specialist, one social worker, and one reading specialist. Alcorn Middle School also has classified staff members including but not limited a receptionist, principal's secretary, bookkeeper, database specialist, nurse, behavioral interventionist s, custodial staff, student nutrition staff, hall monitors, and instructional assistants. Alcorn Middle School also receives regular support from District staff including but not limited to a speech therapist, school psychologist, special education consultant, content level consultants, and instructional coach.

In 2023, Alcorn Middle School had 69% of the teachers with advanced degrees, 100% of teachers on continuing contract status, and 76.5% retention rate from the previous year. All members of the administrative team have advanced degrees.

School Testing Data

STAR Reading

Winter administration results show that 61% of students are currently achieving their growth goal in the area of reading. Here is the current data points:

Ethnicity	Percent
Black	63.3%
Multi-Race	61.1%
White	57.1%
Latino	50%
Asian	100%

STAR Math:

Winter administration results show that 59.9% of students are currently achieving their growth goal in the area of math. Here are the current data points:

Ethnicity	Percent
Black	63.3%
Multi-Race	61.1%
White	57.1%
Latino	41.2%
Asian	100%

ELA/Math Proficiency STAR Reading/Math

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
6	42% - Reading 40% - Math	23% - Reading 10% - Math	11% - Reading 14% - Math	23% - Reading 30% - Math
7	55% - Reading 49% - Math	22% - Reading 23% - Math	15% - Reading 15% - Math	9% - Reading 13% - Math
8	41% - Reading 39% - Math	23% - Reading 28% - Math	16% - Reading 14% - Math	13% - Reading 19% - Math

State Report Cards for Districts and Schools

SC Ready 6th Grade Data

	ELA						Math						Science					
School	% DN	% A	% M	% E	% ME	Rank	% DN	% A	% M	% E	% ME	Rank	% DN	% A	% M	% E	% ME	Rank
District	32.0	29.5	18.2	20.2	38.4	N	55.3	23.8	12.1	8.8	20.9	N	53.7	18.2	14.9	13.2	28.1	N
Middle	32.2	29.6	18.0	20.2	38.3	N	55.5	23.7	12.0	8.9	20.9	N	53.9	18.2	14.8	13.1	27.9	N
Alcorn	44.8	32.0	18.4	4.8	23.2	7	74.0	25.2	0.8	0.0	0.8	9	77.0	15.9	7.1	0.0	7.1	9

SC Ready 7th Grade Data

	ELA						Math					
School	% DN	% A	% M	% E	% ME	Rank	% DN	% A	% M	% E	% ME	Rank
District	31.2	28.9	19.5	20.3	39.9	N	50.9	29.6	10.1	9.4	19.5	N
Middle	31.2	28.9	19.5	20.3	39.9	N	50.9	29.6	10.1	9.4	19.5	N
Alcorn	46.2	34.6	13.8	5.4	19.2	9	78.7	18.9	1.6	0.8	2.4	9

SC Ready 8th Grade Data

	ELA						Math					
School	% DN	% A	% M	% E	% ME	Rank	% DN	% A	% M	% E	% ME	Rank
District	26.0	28.7	22.8	22.5	45.3	N	50.6	24.7	11.0	13.6	24.6	N
Middle	26.0	28.7	22.8	22.5	45.3	N	50.6	24.7	11.0	13.6	24.6	N
Alcorn	37.0	33.3	22.2	7.4	29.6	8	71.4	20.0	4.8	3.8	8.6	7

Teacher/Administrator Quality

Teacher attendance rate data was 94. 3% during the 2022-2023 school year. The current teacher attendance rate through January 202 3 shows that teacher attendance has declined and is now 9 1.3%. Alcorn Middle is confident that the rate will go up.

Recruitment – Alcorn Middle participates in all district career fairs and other opportunities to attract highly qualified teachers to the school. The most recent district career fair will be held on Saturday, April 13.

Retention – The percentage of teachers returning from the previous school year has increased from 67. 6% to 76.5%. Positive reinforcements and teacher incentives have played an intricate part in this increase. Alcorn Middle continues to achieve the goal of increasing this rate even more since research shows teacher retention has a positive impact on academic achievement.

Teachers are also given several opportunities to develop professionally. Recently, eight teachers, one school counselor, and the admin team at Alcorn Middle attended the SCAMLE (SC Association for Middle Level Education) Conference. The staff members are provided opportunities to learn new strategies, engage in table talk sessions, and network with other educators who are making a difference in their districts. Staff who attend conferences share information with other staff members upon their return through staff development and PLC's. This helps increase the professional capacity of everyone at Alcorn.

School Climate

Alcorn continues to increase its focus on social-emotional development of students. Alcorn Middle School have made gains in their use of alternative methods to suspension. An example of this was the implementation of a behavioral interventionist on every grade level. Since the inception of this position, which is funded by Title 1, we have seen a steady decline in the number of incidents compared to previous years.

The Alternative Behavior Educator (ABE) software will be used to record and monitor discipline data. The interventions incorporated in ABE will be used to teach positive behavior to students and effective redirection procedures to teachers, school counselors, and administrative staff. To ensure that all students have the social-emotional skills needed to be successful in school and beyond, a focus by our school counselors has been placed on SEL (Social Emotional Learning) through their weekly lessons in classroom guidance. In addition to the ABE system, a discipline committee has been developed to review discipline data on a monthly basis to reward appropriate behaviors and develop interventions to discourage inappropriate behaviors.

Teachers will receive additional training in restorative practices and de-escalation to better assist them in making decisions that are aligned with best practices in classroom management. This assistance will be provided through professional training for all faculty members. Professional development opportunities will focus on increased academic performance, academic rigor and building and sustaining positive relationships. Professional development will include topics such as classroom management, effective planning, data analysis, high yield strategies/questioning, best practices, content, pedagogy, delivery of content, trauma, differentiation, and diversity training.

When analyzing the discipline data as stated above, the conclusion can be made that our students have behavioral needs that require additional interventions. Ou r work will focus on the following:

1. **Increasing student support for students with intensive needs like oppositional defiance disorder by including the school's social worker and psychologist with the development of student behavioral contracts;**
2. **Purchasing incentives such as field studies, pencils, notebooks, etc. to encourage appropriate behaviors;**
3. **Sponsoring a mentoring program for students to consist of weekly meetings to address socio-emotional needs of students**

Discipline

During the 2023-2024 school year, the suspension rate decreased from 41.97% to 40.51 %. The chart below shows the number of discipline referrals over the last five years and this current school year.

	2018 -2019	2019-2020 ½ COVID	2020-2021 COVID	2021-2022	2022-2023	2023-2024
6th Grade	72	131	63	168	127	127
7th Grade	210	167	53	228	334	252
8th Grade	301	207	40	186	278	258
Total	583	505	156	582	909	638

Source: PowerSchool

Attendance

According to the 2023-2024 data, teacher attendance rate 91.3%, which is a decrease from 94.3%. Teachers are typically absent for illness/medical appointments or family medical reasons. To assist with teacher absences, support staff were utilized predominantly to fill staff vacancies. If a teacher must be out and knows in advance, the teacher must enter the absence in Frontline Absence Management.

In case of an emergency, teachers contact a member of the administration team and team leader. This year, the building principal, Mrs. Goodman, continued the school-wide incentives for staff members to increase daily attendance that were implemented last school year.

Students are absent due to illnesses/medical appointments, and out of school suspensions. Instruction is also missed due to i- school suspension. Students are tardy due to oversleeping and missing the bus. Parents provide documentation of excused absences while many of our students are out unexcused.

2023-2024 Chronic Student Absenteeism by Grade, Race/Ethnicity, and Gender Report – 3/11/2024					
School	Total Students	Number	Percent	Percent Chronic Absentees by Grade	Percent Chronic Absentees by Race/Ethnicity and Gender
Alcorn Middle School	484	157	32.4%	• 6th – 23.6% • 7th – 32.8% • 8th – 40.5%	• African American Males – 33.0% • African American Females – 38.0% • White Males – 16.7% • White Females – 33.3% • Hispanic Males – 18.8% • Hispanic Females – 20.9% • Other Males – 33.3% • Other Females – 0.0%

The data in the chart above shows that chronic absenteeism is a concern for 32.4% of students at Alcorn Middle. This trend is even across all grade levels. The subgroup with the highest rate of chronic absenteeism is the African American male subgroup.

The Attendance Dropout Social Services Committee (ADS), which consists of the school counselor, school registrar, social worker, database specialist, nurse, and assistant principal meets on a weekly basis to monitor student's daily attendance and attendance by periods. Alcorn's current chronic absentee rate has not been published. Currently there are forty-five students that have attendance improvement plans.

The committee adheres to the district's attendance policy for addressing chronic students' absences. Students were recognized on a quarterly basis during the awards ceremony for having good attendance. The attendance data demonstrates an area of opportunity for improvement due to disparity between attendance and student academic

achievement. Some of Alcorn's students require additional interventions and support. Contingent upon the mode of instructional delivery for the 202 4-2025 school year, the ADS committee will continue to focus on identifying and monitoring daily student attendance, incorporate interventions such as home visits, provide mental health services, and embrace other community partnerships to assist with growth in this area.

If and when students miss school, a list of instructional support assignments is provided. Assignments are assigned and uploaded by teachers from the district platform, Schoology. Students have an option of completing assignments from Newsela, ALEKS, Progress Learning, Flocabulary, Online Textbook, and other resources. Completion of the assignments gives students credit for classwork.

Gifted and Talented

During the 2022-2023, our students we had 100% passage rate of Algebra I End-of-Course Exams.

Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps

Plan Items:

1 Student Achievement

Performance Goal: By the end of the 2028-2029 school year, 60% of students in grades 6-8 will score meets/exceeds on the SC Ready ELA and Math assessments.

PM 1.1- Our annual interim performance goal is to increase by 10 percentage points each year

Analysis of Actual vs. Projected Data:

Our school's SC Ready results showed a change in both ELA and Math from the 2022-2023 school year. In ELA there was an increase from 17.5% to 23.7%, which is an increase of 6.2 percentage points. However, in Math there was a change from 4.6% to 3.6%, which is a decrease of 1 percentage point. We will continue to monitor and implement strategies to increase student achievement across all content areas in an effort to reach our goal.

S 1.1.1 Implement strategic scheduling and staffing

Evidence-Based Research:

Travers, J., & Christiansen, B. (2010). Strategic staffing for successful schools: Breaking the cycle of failure in Charlotte Mecklenburg Schools. Aspen Institute. Retrieved from www.aspeninstitute.org/publications/strategic-staffing-successful-schools-breaking-cycle-failurecharlottemecklenburg-school.

AS 1.1.1.1 Common Planning Action Step: Incorporate common planning and professional learning communities for content and grade-level teachers into the master schedule.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

1.1.1.2 Weekly PLCs

Action Step: Meet weekly to collaborate on instructional best practices, student performance and other student measures of success. Provide relevant PD on high engaging, student-centered best instructional and assessment practices.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 7/1/2025**

S 1.1.2 Implement content level professional development communities Evidence-Based Research:

DuFour, R., DuFour, R., Eaker, R., and Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press.

AS 1.1.2.1 Weekly PLCs

Action Step: Meet weekly to collaborate on instructional best practices, student performance and other student measures of success. Provide relevant PD on high engaging, student-centered best instructional and assessment practices.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$10,000.00

1.1.3 Supplemental Material

Evidence-Based Research:

Harris, D. (2012, March). Varying teacher expectations and standards: Curriculum differentiation in the age of standards-based reform. Education and Urban Society, 44(2), 128-150. Vogel, L. (2012). A leader's journey: The challenges of implementing standards-based student grouping. NASSP Bulletin, 96(4), 323-349. SAGE Publications.

1.1.3.1 Supplemental Material and Differentiation

Action Step: Provide teachers and students with supplemental instructional print and non-print material, to include but is not limited to, test prep workbooks and software.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A		$15,000.00

S 1.1.4 Implement strategic scheduling and staffing

Evidence-Based Research:

Travers, J., & Christiansen, B. (2010). Strategic staffing for successful schools: Breaking the cycle of failure in Charlotte Mecklenburg Schools. Aspen Institute. Retrieved from www.aspeninstitute.org/publications/strategic-staffing-successful-schools-breaking-cycle-failurecharlottemecklenburg-school.

PM 1.2 Implement data-driven best instructional practices

Analysis of Actual vs. Projected Data:

Our school's SC Ready results showed a change in both ELA and Math from the 2022-2023 school year. In ELA there was an increase from 17.5% to 23.7%, which is an increase of 6.2 percentage points. However, in Math there was a change from 4.6% to 3.6%, which is a decrease of 1 percentage point. We will continue to monitor and implement strategies to increase student achievement across all content areas in an effort to reach our goal.

S 1.2.1 AVID Implementation

Evidence-Based Research:

AVID. (n.d.). Research. Retrieved from AVID: http://avid.org/abo_research.html AS 1.2.1.1 AVID Implementation Action Step: Embed AVID Strategies (WICOR) within all content-related instructional frameworks.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	Summer Institute, PD, and Instructional Supplies	$35,000.00

1.2.2 Progress Monitor

Evidence-Based Research:

Ainsworth L., & Viegut, D. (2006). Common formative assessments: How to connect standards-based instruction and assessment. Thousand Oaks, CA: Corwin Press. Gredler, M. E. (2009). Learning and instruction: Theory into practice (6th ed.). Upper Saddle River, NJ: Merrill Pearson. Phillips, V. & Wong, C. 2010.Tying together the common core of standards, instruction, and assessments. Phi Delta Kappan, 91(5), 37-42. Retrieved from http://www.kappanmagazine.org/content/91/5/37.abstract

AS 1.2.2.1 Implement use of Mastery Connect

Action Step: Implement and monitor the use of Mastery Connect to progress monitor student mastery of skills and concepts.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

2 Student Achievement

Performance Goal: By the end of 2028-2029 school year, 60% of students in 6th grade will score meets/exceeds on the Science SC Ready assessment.

PM 2.1 Increase proficiency on the Science SC Ready state assessment by 10 percentage points yearly.

Analysis of Actual vs. Projected Data: We will continue to implement collaborative and hands-on instructional strategies to meet our goals.

S 2.1.1 Implement strategic scheduling and staffing

Evidence-Based Research:

Travers, J., & Christiansen, B. (2010). Strategic staffing for successful schools: Breaking the cycle of failure in Charlotte Mecklenburg Schools. Aspen Institute. Retrieved from www.aspeninstitute.org/publications/strategic-staffing-successful-schools-breaking-cycle-failurecharlottemecklenburg-school.

AS 2.1.1.1 Common Planning

Action Step: Include common planning time for content teachers into the master schedule

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

AS 2.1.1.2 Weekly PLCs

Action Step: Meet weekly to collaborate on instructional best practices, student performance and other student measures of success. Provide relevant PD on high engaging, student-centered best instructional and assessment practices.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

AS 2.1.1.3 Supplemental Material and Differentiation

Action Step: Provide teachers and students with supplemental instructional print and non-print material, to include but is not limited to, test prep workbooks and software.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

3 Student Achievement

Performance Goal: By the end of the 2028-2029, increase the number of locally identified students as gifted and talented by 10%.

PM 3.1 Maintain the passage rate of the Algebra I EOCEP on the state assessment of 100%.

Analysis of Actual vs. Projected Data: We continue to implement research-based instructional strategies to facilitate an increase in student achievement.

S 3.1.1 Implement strategic scheduling and staffing

Evidence-Based Research:

Travers, J., & Christiansen, B. (2010). Strategic staffing for successful schools: Breaking the cycle of failure in Charlotte Mecklenburg Schools. Aspen Institute. Retrieved from www.aspeninstitute.org/publications/strategic-staffing-successful-schools-breaking-cycle-failurecharlottemecklenburg-school

AS 3.1.1.1 Common Planning

Action Step: Include common planning time for content teachers into the master schedule Person

- **Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/1/2025**

AS 3.1.1.2 Supplemental Material and Differentiation

Action Step: Provide teachers and students with supplemental instructional print and non-print material, to include but is not limited to, test prep workbooks and software.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

S 3.1.2 Implement content level professional development communities

Evidence-Based Research:

DuFour, R., DuFour, R., Eaker, R., and Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree Press.

S 3.1.3 Supplemental Material

Evidence-Based Research:

Harris, D. (2012, March). Varying teacher expectations and standards: Curriculum differentiation in the age of standards-based reform. Education and Urban Society, 44(2), 128-150. Vogel, L. (2012). A leader's journey: The challenges of implementing standards-based student grouping. NASSP Bulletin, 96(4), 323-349. SAGE Publications.

PM 3.2 Implement data-driven best instructional practices Analysis of Actual vs. Projected Data: We will continue to model and provide collaborative time to desegregate school and class data to meet our goal.

S 3.2.1 AVID Implementation

Evidence-Based Research:

Pitch, L., Marchand, G., Hoffman, B. H., & Lewis, A. (2006). AVID effectiveness study: Advancement via individual determination program. Las Vegas, NV: Research & School Improvement, Clark County School District. Retrieved online. http://ccsd.net/resources/assessmentaccountability-research-schoolimprovement-division/pdf/research/avid-effectiveness-study-oct-2006.pdf

AS 3.2.1.1 AVID Implementation

Action Step: Embed AVID instructional and organizational methodologies and instructional best practices

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

S 3.2.2 Progress Monitor

Evidence-Based Research:

Ainsworth L., & Viegut, D. (2006). Common formative assessments: How to connect standards-based instruction and assessment. Thousand Oaks, CA: Corwin Press. Wiliam, D. (2010). Standardized testing and school accountability. Educational Psychologist, 45(2), 107-122. Doi: 10.1080/00461521003703060.

AS 3.2.2.1 Implement use of Mastery Connect

Action Step: Implement and monitor the use of Mastery Connect to progress monitor student mastery of skills and concepts.

- **Person Responsible: Kreshella Goodman**
- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

4 Teacher/Administrator Quality

Performance Goal: By the end of the 2028-2029 school year, Alcorn Middle School will reduce the teacher turnover rate to 10%.

PM 4.1 Provide relevant, engaging professional development for all staff

Analysis of Actual vs. Projected Data: Reduce turnover rate by 3 percentage points annually At the end of the 2022-2023 school year, 23.5% of teachers left compared to 17.4% of teachers at the end of the 2021-2022 school year. We are projecting a smaller turnover rate for 2023-2024 school year. .

S 4.1.1 Ongoing Professional Development

Evidence-Based Research:

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Jones, L. , Stall, G. & Yarbrough, D. (2013). The Importance of Professional Learning Communities for School Improvement. Creative Education, 4, 357-361. doi: 10.4236/ce.2013.45052.

AS 4.1.1.1 Professional Development Implementation

Action Step:

- **Schedule ongoing onsite and off-site professional development sessions based on observations and staff interest**
- **Provide ongoing professional development and support for the administrative team**
- **Provide opportunities for staff members to become more involved in leading and selecting professional development**

Person Responsible: Kreshella Goodman

- **Estimated Begin Date: 7/1/2024**
- **Estimated Completion Date: 6/30/2025**

5 School Climate

Performance Goal: Reduce the number of discipline referrals by 15% over the five year school renewal cycle (2024-2029).

PM 5.1 Implement social emotional learning with fidelity.

Analysis of Actual vs. Projected Data:

Reduction of referral and suspension rates by 3% each school year (2024-2029). Action: We have shown improvement in the area of culture and climate. We will continue to focus on alternative discipline measures with a focus and attention to social emotional learning.

S 5.1.1 Yearly discipline data

Evidence-Based Research:

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. Journal of Adolescent Health, 53(2), 180-186. Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Socialemotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. Remedial and Special Education, doi: 10.1177/0741932514564564 Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. Remedial and Special Education, doi: 10.1177/0741932514564564

AS 5.1.1.1 Include Social-Emotional (SEL) time in the Master Schedule Action Step: Embed time in the master schedule to implement School Counselor facilitated SEL sessions and healthy learning time.

Person Responsible: Kreshella Goodman

Estimated Begin Date: 7/1/2024

Estimated Completion Date: 6/30/2025

Funding Application	Grant	Notes	Amount
Title I Part A	Title I Part A	ONEder SEL Curriculum and Student Conferences	$8,000.00

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

* No	**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.
* No	**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.
* No	**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.
* No	**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.

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	