

History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
9/3/2024 11:32:24 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/28/2024 6:31:46 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/28/2024 6:31:40 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/19/2024 2:34:04 PM	Faythe Redenburg	Status changed to 'School Renewal Plan Completed'.	S
4/17/2024 3:38:04 PM	Faythe Redenburg	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:16 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) 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

Faythe Redenburg

* Phone

803-735-3435

* Email

faythe.redenburg@richlandone.org

* Principal's Name

Faythe Redenburg

* Board of Trustees Chairperson's Name

Aaron Bishop

* Date of Plan Approval by the Board

04/23/2024



Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Faythe Redenburg
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Teacher

Name	*	David Keisler
Name	*	Elizabeth Henson
Name	*	Ronald Kessler
Name	*	Nagender Mandapally
Name	*	Ashley Winn

Parent/Guardian

Name	*	Bridgette Gaines
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Community Member

Name	*	Randy Benson
Name	*	Gwendolyn Kennedy
Name	*	Corey Mitchell

School Level Administrators

Name	*	Stacey Whitaker
Name	*	Cedrick Richie

School Read to Succeed Literacy Leadership Team Lead

Name	*	N/A
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School Read to Succeed Literacy Leadership Team Member		
Name	*	N/A

School Improvement Council Member(s)		
Name	*	Cyntrell Legette
Name	*	Gwendolyn Kennedy
Name	*	Randy Benson
Name	*	Bridgette Gaines
Name	*	Kylie McBride
Name	*	Stacey Whitaker

School Gifted and Talented Coordinator		
Name	*	N/A

School Federal Programs Coordinator		
Name	*	Faythe Redenburg

Other Stakeholders	
Position	Name

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

MISSION STATEMENT

Pendergrass-Fairwold School seeks to create an environment that promotes positive, socially-diverse learning opportunities by providing a comprehensive, personally relevant educational environment that challenges each student to develop their abilities, skills, and talents. By providing instruction that is functional and aligned with grade level curriculum, we will enhance and maximum each student's potential to become as independent as possible. Pendergrass-Fairwold faculty, parents and caregivers will work together to community's focus on our students' capabilities and integrate our students into our larger community so that they may lead productive and fulfilling lives.

BELIEFS

- All students should be given the opportunity to learn, achieve and succeed to their maximum abilities.
- A safe and physically comfortable environment promotes student learning.
- High expectations and positive reinforcement from all staff are essential to promote self-esteem, respect, and dignity.
- Students learn best when they actively participate.
- Students should be given the opportunity to make appropriate decisions and choices.
- Learning activities should be engaging and socially relevant to students.
- School, home and community should work together in order to support the school's mission.
- A variety of special services and resources should be available to all students.
- Each student has the right to be an active community member.
- Cultural diversity contributes to an enriched society.

Needs Assessment Data
4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) 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=eT0yMDIzJnQ9RSZzaWQ9NDAwMTkwNQ
Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) 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)

*Due to the nature of our student population, our goals are not focused on specific grade levels.

* Elementary/Middle (3-8)

*Due to the nature of our student population, our goals are not focused on specific grade levels.

* High School (9-12)

Due to the nature of our student population, our goals are not focused on specific grade levels. Based on classroom observation data, non-verbal students are not given equal access to the curriculum as they have limited means of communication. Each student should have an individualized/personalized system for communicating. Upon graduation, students need to be equipped with skills necessary to successfully transition to a functional, appropriate placement, including gainful employment, when applicable. Through providing off-campus and on campus job training that is based on students' preferences and skills, there will be an increase in career readiness. Data reveals that there was a 66.7% decrease in students scoring level 2 or above in science on the SC-Alt assessment over the past five years. These results demonstrate a need to provide real-life, functional experiences in science to increase students' understanding of science standards.

1. Functional independent skill instruction is minimal
2. Instruction and assessments are subjective
3. No system for collecting and analyzing data

* Teacher/Administrator Quality

Currently, there are no standards for the transition program. In efforts to ensure students are prepared for success upon graduation and there is continuity across the program, teachers will develop functional, socially significant standards for transition students.

Data from classroom observations and teacher surveys reveal that there is a need for professional development and coaching on structured teaching methods. All instructional staff will be regularly trained on structured teaching methods, resulting in an increase in student achievement, teacher evaluation scores and student behavior. Staff have also received consistent training on the principles of ABA which is used to increasing prosocial behavior in students.

* School Climate

Although we have more than 80% of parents to participate in-person or remote IEP meetings, less than 20% regularly attend special school events such as Parent/Teacher conferences, monthly assemblies, etc. We are also lacking parent input as evidenced by having only one parent to complete the 2018 Studer survey. Various efforts will be made to increase parent participation. Providing our students with opportunities to interact with same-aged non-disabled peers continues to be a priority. We will develop partnerships with other schools and programs to ensure students receive these opportunities on a monthly basis. There is a lack of outside stakeholder involvement and few active partnerships. The acquisition of additional partnerships will result in more resources for our students including, but not limited to funding and off-campus work sites.

Other (such as school priorities)

* Gifted and Talented

N/A

4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, each student will increase their prevocational or vocational skills by 10%.

PM 1.1 By 2025, 100% of students' individualized prevocational or vocational skills will have been identified through direct and indirect assessments.

Analysis of Actual vs. Projected Data:

Direct and indirect assessments will be completed in the Spring of 2024.

S 1.1.1 Direct and Indirect Assessment Results

Evidence-Based Research:

"Transition services means a coordinated set of activities for a child with a disability that- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes- (i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (Sec. 300.43 (a) IDEA).

AS 1.1.1.1 Prevocational and Vocational Skills

Action Step:

Teachers will create a portfolio that highlights student growth towards meeting independent levels in the areas of prevocational and vocational skills.

Person Responsible:

Teachers

Estimated Begin Date:

8/19/2024

Estimated Completion Date:

12/13/2024

Funding Application	Grant	Notes	Amount
Other	Other	Purchase assessments and protocols	\$4,500.00

AS 1.1.1.2 Prevocational and Vocational Skills

Action Step:

The teachers will identify students' needs and strengths by analyzing results from direct and indirect assessments, observation data and parental input.

Person Responsible:

Teachers

Estimated Begin Date:

9/1/2024

Estimated Completion Date:

1/30/2025

Funding Application	Grant	Notes	Amount
Other	Other	Assessment Tools	\$1,200.00

AS 1.1.1.3 Prevocational and Vocational Skills

Action Step:

Designated school staff will receive training on assessments and data collection.

Person Responsible:

Principal

Estimated Begin Date:

7/31/2024

Estimated Completion Date:

9/30/2024

Funding Application	Grant	Notes	Amount
Other	Other	Training materials	\$2,000.00

AS 1.1.1.4 Prevocational and Vocational Skills

Action Step:

Collaborate and connect with community resources to assist parents and students in maximizing skills that will be needed for transitioning at age 21.

Person Responsible:

Guidance Counselor/Job Coach

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

5/31/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 1.1.1.5 Prevocational and Vocational Skills

Action Step:

Create rubrics and data collection sources, with identified prompting levels, for prevocational and vocational skills.

Person Responsible:

Principal

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

5/31/2029

Funding Application	Grant	Notes	Amount
Other	Other	Assessment Materials	\$2,000.00

2 Student Achievement*

Performance Goal:

By 2029, all students will have a minimum of a two-point increase in scores in the areas of adaptive, affective, cognitive, sensorimotor, social, speech/language, and vocational skills.

PM 2.1 By 2025, we will have developed a profile identifying student strengths and deficits in the areas of adaptive, affective, cognitive, sensorimotor, social, speech/language, and vocational skills.

Analysis of Actual vs. Projected Data:

Limited data on student strengths and deficits in the areas of adaptive, affective, cognitive, sensorimotor, social, speech/language, and vocational skills have been provided.

S 2.1.1 Functional Independent Skills Handbook (FISH) and Prevocational Skills Checklist.

Evidence-Based Research:

An applied curriculum makes content learned in the classroom relevant and meaningful to students' lives outside the classroom. Practice and research have proven time and time again that interest in school increases when students can apply what they learn in the classroom to nonacademic environments (Algozzine & Ysseldyke, 1993; Hamill & Everington, 2002; NASET, 2005; Rose & Meyer, 2002). Applied curriculum encourages students to generalize the information they learn to their social and nonacademic lives while also emphasizing academic skills. "The ability to transfer knowledge to situations outside of the classroom is a significant skill that will help students become successful members of their communities." (Margo Vreeburg Izzo, Ph.D., Program Coordinator, Nisonger Center, The Ohio State University, Columbus, OH. Kristina Torres, MFA, Project Coordinator, Nisonger Center, The Ohio State University, Columbus, OH) Applied curricula generally involve community-referenced programs, career and vocational education, and hands-on activities that make students active partners in the learning process (Hamill & Everington, 2002; Sitlington & Clark, 2006). Students are more successful when "a broad spectrum of work-based learning components such as career exploration" are included in the academic curricula (American Youth Policy Forum & Center for Workforce Development, 2000). "This is due to the development of work-related skills that allow students the ability to identify their personal strengths and interests, and eventually make better-informed career decisions." (Margo Vreeburg Izzo, Ph.D., Program Coordinator, Nisonger Center, The Ohio State University, Columbus, OH. Kristina Torres, MFA, Project Coordinator, Nisonger Center, The Ohio State University, Columbus, OH)

AS 2.1.1.1 Postsecondary Preparation

Action Step:

Provide opportunities for all transition students to participate in job enterprises which focus on the following skills: adaptive, affective, cognitive, sensorimotor, social, speech/language, and vocational skills

Person Responsible:

Job Coach/Teachers/Guidance

Estimated Begin Date:

9/1/2025

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other	Combination of general and student activity funds.	\$8,000.00

AS 2.1.1.2 Postsecondary Preparation

Action Step:

Organize planning committees and identify essential skills for each job enterprise.

Person Responsible:

Guidance Counselor/Job Coach

Estimated Begin Date:

1/10/2025

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 2.1.1.3 Postsecondary Preparation

Action Step:

Implement an annual Job Olympics for students to demonstrate competency in the areas of adaptive, affective, cognitive, sensorimotor, social, speech/language, and vocational skills.

Person Responsible:

Guidance Counselor/Job Coach

Estimated Begin Date:

5/30/2025

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other	Event materials and awards.	\$1,300.00

3 Student Achievement

Performance Goal:

By 2029, All students will use augmentative, alternative communication (AAC) system, and/or expand their vocabulary and expressive language skills by learning and using new words and phrases effectively to make basic requests (e.g., asking for a drink, indicating discomfort) and articulate their feelings across different settings.

PM 3.1 By 2025, teachers will complete a communication skills inventory on each student.

Analysis of Actual vs. Projected Data:

In 2024, only 10% of our students use augmentative, alternative communication (AAC) system, and/or expand their vocabulary and expressive language skills by learning and using new words and phrases effectively to make basic requests (e.g., asking for a drink, indicating discomfort) and articulate their feelings across different settings.

S 3.1.1 Increase in speech/language skills and indicated by communication checklist and Functional Independent Skills Handbook.

Evidence-Based Research:

"The communication skills that students learn in school will be needed long after they leave school and assume life in their community as contributing adults or participate in higher education settings. If teachers have done their job well, then graduates will be able to use their communication skills as needed in various adult settings and environments. Establishing effective social and communication skills is one of the desired outcomes of education" (Beukelman & Mirenda, 2013; Downing, 2011).

AS 3.1.1.1 Communication

Action Step:

Teachers will collaborate with speech/language pathologist and assistive technology team to identify essential communication skills that are individualized for each student.

Person Responsible:

Principal

Estimated Begin Date:

8/16/2024

Estimated Completion Date:

6/1/2025

Funding Application	Grant	Notes	Amount
Other	Other	Assessment Materials	\$500.00

AS 3.1.1.2 Communication

Action Step:

School staff will attend area and district wide meetings on different communication systems and implementation.

Person Responsible:

Principal

Estimated Begin Date:

6/1/2027

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$1,000.00

AS 3.1.1.3 Communication

Action Step:

Core vocabulary words will be identified and evident in all areas of the school environment.

Person Responsible:

Principal

Estimated Begin Date:

8/16/2026

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 3.1.1.4 Communication

Action Step:

A Parent University will be scheduled and focus on training parents in applied behavioral strategies, specifically in the areas of behavior and communication.

Person Responsible:

Principal/District BCBA

Estimated Begin Date:

6/1/2028

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$1,500.00

4 Teacher/Administrator Quality*

Performance Goal:

By 2029, 100% of teachers will have created and implemented work systems that are individualized for each student.

PM 4.1 By 2025, all instructional and instructional support staff will receive formal training on the principles of structured teaching.

Analysis of Actual vs. Projected Data:

As of 2024, no classroom environments have been completely structured based on principles of Structured Teaching, thus work systems and tasks have not been fully implemented.

S 4.1.1 Classroom Observation and Structured Teaching Checklist

Evidence-Based Research:

"Structured teaching is a visually based approach to creating highly structured environments that support individuals with autism in a variety of educational, community, and home/living settings (Mesibov, Shea, & Schopler, 2005). Structured teaching is associated with the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) (Schopler, Mesibov, & Hearsey, 1995). The goal is to

create an environment that promotes independence (i.e., decreased need for adult support) by incorporating an understanding of the characteristics of autism and the strengths and interests of each individual (Mesibov et al., 2005). Visual supports and external organization serve as the basis for the interventions in a structured environment."

AS 4.1.1.1 Structured Teaching

Action Step:

Teachers will complete a competency checklist in each principle of structured teaching.

Person Responsible:

Administration

Estimated Begin Date:

10/1/2024

Estimated Completion Date:

12/16/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 4.1.1.2 Structured Teaching

Action Step:

New teachers and additional support staff will receive formal training on the principles of Structured Teaching.

Person Responsible:

Faythe Redenburg

Estimated Begin Date:

6/2/2025

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$5,000.00

AS 4.1.1.3 Structured Teaching

Action Step:

Staff members will receive training on implementing work task and work systems.

Person Responsible:

Faythe Redenburg
Estimated Begin Date:
2/3/2025
Estimated Completion Date:
6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$1,000.00

5 Teacher/Administrator Quality*

Performance Goal:

By 2029, 100% of selected staff will be trained in data collection and applied behavioral strategies.

PM 5.1 By the end of 2025, 50% of selected staff will have completed the course work and competencies to become a Registered Behavior Technician.

Analysis of Actual vs. Projected Data:

As of Spring 2024, 0 staff have completed all requirements to become Registered Behavior Technicians.

S 5.1.1 Certificates of completion/Competency Assessments

Evidence-Based Research:

Registered Behavior Technicians (RBTs) are the primary paraprofessionals who deliver applied behavior analysis (ABA) services to individuals with autism spectrum disorder (ASD) under supervision of a Board Certified Behavior Analyst (BCBA). Effective training and supervision for RBTs providing ABA services is critical, especially for technicians working with children who exhibit severe behaviors. Recent research has assessed the needs of BCBAs working with individuals who exhibit severe problem behavior (Colombo et al., 2021). However, no research exists to identify the needs and ongoing training offered to the RBTs who provide ABA services to clients who exhibit severe problem behavior. Thus, the purpose of the current study was to survey RBTs for their initial training experiences and ongoing supports offered when working with clients who exhibit severe problem behavior. Results indicated that some RBTs reported appropriate initial and ongoing training, however, 13% reported receiving no initial training and 29% reported receiving no ongoing training when working with clients who engaged in severe problem behavior. In addition, 75% of RBTs reported sustaining an injury themselves and 36% reported their client sustained some type of injury. Suggestions for improvement for training RBTs working with this population and directions for future research are discussed. Ralston AW, Brown K. Registered Behavior Technicians' Training Experiences for Severe Problem Behavior: A Survey. Behav Anal Pract. 2023 May 30;16(4):1175-1190. doi: 10.1007/s40617-023-00809-w. PMID: 38076738; PMCID: PMC10700287.

AS 5.1.1.1 Behavioral Training

Action Step:

Selected staff will complete 40 hours of training

Person Responsible:

Faythe Redenburg

Estimated Begin Date:

6/10/2024

Estimated Completion Date:

12/31/2024

Funding Application	Grant	Notes	Amount
Other	Other	https://autismpartnershipfoundation.org/	\$0.00

AS 5.1.1.2 Behavioral Training

Action Step:

Selected staff will participate in a study group

Person Responsible:

Faythe Redenburg

Estimated Begin Date:

1/27/2025

Estimated Completion Date:

4/14/2025

Funding Application	Grant	Notes	Amount
Other	Other	Study Materials	\$1,200.00

AS 5.1.1.3 Behavioral Training

Action Step:

Selected staff will be assessed using the RBT competency assessment.

Person Responsible:

Faythe Redenburg

Estimated Begin Date:

5/5/2025

Estimated Completion Date:

12/1/2025

Funding Application	Grant	Notes	Amount
Other	Other		\$100.00

6 School Climate*

Performance Goal:

By 2029, 100% of teachers and instructional support staff, will have implemented Positive Behavior Support strategies within the classroom and all school environments.

PM 6.1 By the spring of 2025, students and staff will collaborate and develop schoolwide and common classroom expectations.

Analysis of Actual vs. Projected Data:

As of 2024, no schoolwide or common classroom expectations have been developed.

S 6.1.1 Schoolwide Expectations Handbook

Evidence-Based Research:

An increasingly popular alternative to these traditional disciplinary practices is the use of positive behavior supports (PBS), which recognizes the broad set of relevant variables that can affect a person's behavior (Kennedy et al., 2001). Like the ecological view of emotional/behavioral disorders (Hobbs, 1975), the etiology of behavior is not perceived as existing solely within the individual, but is viewed as an interaction between the environment and the child (Jackson & Panyan, 2002). Interventions within the PBS umbrella are built on the foundations of applied behavior analysis (ABA) and repackaged in a more positive, collaborative, and holistic framework. In this context, the specificity of focus, reliance on data, and expectation of observable change germane to ABA are adapted to become more acceptable to practitioners in educational settings. PBS interventions are designed to be proactive, to prevent problem behavior by altering a situation before problems escalate, and to concurrently teach appropriate alternatives (Carr et al., 1999).

AS 6.1.1.1 Positive Behavior Supports

Action Step:

Teachers and support staff will receive formal training on the principles of positive behavior supports.

Person Responsible:

Faythe Redenburg

Estimated Begin Date:

9/3/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other	Behavior Tools	\$3,000.00

AS 6.1.1.2 Positive Behavior Supports

Action Step:

Identify staff and organize a behavior support team within the school.

Person Responsible:

Guidance/Administrators/Trainers

Estimated Begin Date:

7/1/2026

Estimated Completion Date:

6/30/2029

Funding Application	Grant	Notes	Amount
Other	Other	Train the Trainers	\$4,000.00

AS 6.1.1.3 Positive Behavior Supports

Action Step:

Design positive, teachable, measurable, and reinforceable schoolwide expectations.

Person Responsible:

Faculty and Staff

Estimated Begin Date:

7/3/2028

Estimated Completion Date:

5/31/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$100.00

AS 6.1.1.4 Positive Behavior Supports

Action Step:

Provide coaching on the implementation of Positive Behavior Supports in the classroom

Person Responsible:

Principal/District BCBA

Estimated Begin Date:

5/1/2025

Estimated Completion Date:

5/31/2029

Funding Application	Grant	Notes	Amount
Other	Other	Materials	\$500.00

AS 6.1.1.5 Positive Behavior Supports

Action Step:

Conduct preference assessments on all students

Person Responsible:

Guidance Counselor

Estimated Begin Date:

10/7/2024

Estimated Completion Date:

6/1/2029

Funding Application	Grant	Notes	Amount
Other	Other	Preference assessment materials.	\$175.00

AS 6.1.1.6 Positive Behavior Supports

Action Step:

Open a positive behavior supports incentive store

Person Responsible:

Assistant Principal

Estimated Begin Date:

8/3/2026

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other	Combination of general and student activity funds.	\$3,800.00

7 School Climate*

Performance Goal:

By 2029, we will implement a social skills program for students with moderate to severe intellectual disabilities within our school.

PM 7.1 All students will be assigned a typically developing peer mentor.

Analysis of Actual vs. Projected Data:

Currently 50% of students have been assigned peer mentors.

S 7.1.1 Peer Mentor Group Roster

Evidence-Based Research:

Mentorships are widely promoted for individuals with disabilities for all the same reasons they are promoted for other individuals, such as learning from positive role models, but they also address additional needs of individuals with disabilities, such as guidance in navigating the lived experience of disability (Coombs-Richardson, 2002; Knight, 2000; Loads et al., 2006; Marsh, 2002; Powers et al., 1995; Snowden, 2003; Sword & Hill, 2003; Whelley et al., 2003; Wilson, 2003). Mentorships for individuals with disabilities are considered especially important during times of transition such as those from high school to college as well as from postsecondary education to graduate school and professional or vocational employment (Kram & Isabella, 1985; Powers et al., 2001; Snowden; U.S. Department of Labor, 2006; Weir, 2004; Whelley et al.; Wilson).

AS 7.1.1.1 Mentor Program

Action Step:

Train mentors on characteristics and strategies for working with students with moderate to severe disabilities.

Person Responsible:

Guidance/Lead Teacher

Estimated Begin Date:

11/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other	Training materials	\$600.00

AS 7.1.1.2 Mentor Group

Action Step:

Mentors and leadership team will collaborate to organize and schedule opportunities for mentoring.

Person Responsible:

Assistant Principal

Estimated Begin Date:

1/6/2025

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

8 Teacher Retention

Performance Goal:

By 2029, we will design and implement positive, teachable, measurable, and reinforceable schoolwide expectations for staff.

PM 8.1 To increase the resiliency of all staff, create and implement positive behavior supports and expectations for faculty and staff.

Analysis of Actual vs. Projected Data:

As of 2024, positive behavior supports that include all school and district staff in the building have not been established and implemented.

S 8.1.1 A revised staff handbook and staff non-negotiables.

Evidence-Based Research:

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) is a universal prevention strategy currently implemented in >16?000 schools across the United States. SWPBIS intends to reduce students' behavior problems by altering staff behaviors and developing systems and supports to meet children's behavioral needs. The multilevel results indicated significant effects of SWPBIS on children's behavior problems, concentration problems, social-emotional functioning, and prosocial behavior. Children in SWPBIS schools also were 33% less likely to receive an office discipline referral than those in the comparison schools. The effects tended to be strongest among children who were first exposed to SWPBIS in kindergarten. These findings provide support for the hypothesized reduction in behavior problems and improvements in prosocial behavior and effective emotion regulation after training in SWPBIS. The SWPBIS framework appears to be a promising approach for reducing problems and promoting adjustment among elementary school children. (Bradshaw CP, Waasdorp TE, Leaf PJ. Effects of school-wide positive behavioral interventions and supports on child behavior problems. *Pediatrics*. 2012 Nov;130 (5):e1136-45. doi: 10.1542/peds.2012-0243. Epub 2012 Oct 15. PMID: 23071207; PMCID: PMC3483890.)

AS 8.1.1.1 Positive Behavior Supports (Staff)

Action Step:

Organize a Staff Behavior Supports team

Person Responsible:

Faythe Redenburg

Estimated Begin Date:

6/3/2024

Estimated Completion Date:

7/1/2024

Funding Application	Grant	Notes	Amount

Other

Other

\$0.00

AS 8.1.1.2 Positive Behavior Supports (Staff)

Action Step:

Create monthly, quarterly, and annual incentives for meeting staff expectations.

Person Responsible:

Positive Behavior Supports Team

Estimated Begin Date:

9/2/2024

Estimated Completion Date:

1/31/2025

Funding Application	Grant	Notes	Amount
Other	Other	Faculty Vending	\$500.00

AS 8.1.1.3 Positive Behavior Supports Staff

Action Step:

Conduct staff preference assessments

Person Responsible:

Faythe Redenburg

Estimated Begin Date:

8/1/2024

Estimated Completion Date:

9/30/2024

Funding Application	Grant	Notes	Amount
Other	Other		\$250.00

AS 8.1.1.4 Positive Behavior Supports (Staff)

Action Step:

Implement Monthly Exhale Days for Staff

Person Responsible:

Positive Behavior Supports Team

Estimated Begin Date:

8/12/2024
Estimated Completion Date:
6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$1,000.00

9 School Climate*

Performance Goal:

By 2029, we will improve home-school relations as measured by parent survey.

PM 9.1 By 2026, 20% of parents will complete a parent survey.

Analysis of Actual vs. Projected Data:

2024, no parents completed a parent survey.

S 9.1.1 Parent survey completion.

Evidence-Based Research:

Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school. National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11-12. When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement. Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14-16.

AS 9.1.1.1 Parent Engagement

Action Step:

Organize a school Family Engagement Action Team (FEATeam)

Person Responsible:

Guidance Counselor/Job Coach

Estimated Begin Date:

1/6/2025

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$50.00

AS 9.1.1.2 Parent Engagement

Action Step:

Schedule PTO/SIC meetings virtually.

Person Responsible:

Guidance Counselor/Job Coach

Estimated Begin Date:

8/4/2025

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other	Materials	\$75.00

AS 9.1.1.3 Parent Engagement

Action Step:

Implement "Parent Night Out" opportunities

Person Responsible:

FEAT Team

Estimated Begin Date:

6/30/2025

Estimated Completion Date:

6/22/2029

Funding Application	Grant	Notes	Amount
Other	Other	Materials, Support staff compensation	\$2,750.00

AS 9.1.1.4 Parent Engagement

Action Step:

Community Resources and Job Fair

Person Responsible:

Guidance Counselor/Job Coach

Estimated Begin Date:

8/30/2024

Estimated Completion Date:

6/30/2028

Funding Application	Grant	Notes	Amount
Other	Other		\$0.00

AS 9.1.1.5 Parent Engagement

Action Step:

Implement an incentive program for recognizing staff and parents.

Person Responsible:

FEAT Team

Estimated Begin Date:

1/5/2026

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		\$3,300.00

Assurances

4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

**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).
* N/A ▼	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.

Waiver

4001 - Richland County School District One (4001) Public District - FY 2025 - Pendergrass Fairwold School (4001905) 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 - Pendergrass Fairwold School (4001905) 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 - Pendergrass Fairwold School (4001905) Public School - School Renewal Plan - Rev 0

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

1. Plan Information and stakeholders 1.01 Information is complete and appropriate.	Approved	Pat Ciccantelli	9/3/2024 11:32:17 AM
2. Needs Assessment 2.01 Needs assessment link is correct 2.02 Needs assessment is clear, thorough and appropriate.	Approved	Pat Ciccantelli	9/3/2024 11:32:17 AM
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps 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.	Approved	Pat Ciccantelli	9/3/2024 11:32:17 AM
4. Read to Succeed 4.01 Responses are complete, thorough and appropriate.	Not Applicable	Pat Ciccantelli	9/3/2024 11:32:17 AM
5. Assurances 5.01 Responses are complete, thorough and appropriate	Approved	Pat Ciccantelli	9/3/2024 11:32:17 AM
6. Related Documents 6.01 If applicable, uploaded documents are correct and appropriate.	Not Applicable	Pat Ciccantelli	9/3/2024 11:32:17 AM