History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - W. G. Sanders Middle (4001034) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
9/5/2024 9:09:23 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/28/2024 10:47:32 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/28/2024 10:47:27 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/17/2024 12:30:13 PM	Andrenna Smith	Status changed to 'School Renewal Plan Completed'.	S
4/12/2024 9:03:55 AM	Carol Miner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:17 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - W. G. Sanders Middle (4001034) 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**

Andrenna Smith

*** Phone**

803-738-7575

*** Email**

andrenna.smith@richlandone.org

*** Principal's Name**

Andrenna Smith

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

Rev. Dr. Aaron Bishop

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

04/23/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - W. G. Sanders Middle (4001034) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Andrenna A. Smith

Teacher

Name	*	Resheemah Kelley
Name	*	Taelor Newton
Name	*	Nakesha Jones

Parent/Guardian

Name	*	Natacha Whetstone

Community Member

Name	*	Quentin Steward

School Level Administrators

Name	*	Harriett Davis
Name	*	Barry Charley
Name	*	Candice Parnell

School Read to Succeed Literacy Leadership Team Lead

Name	*	Karshi Howe

School Read to Succeed Literacy Leadership Team Member

Name	*	Vanessa Hughes

School Improvement Council Member(s)

Name	*	Bridgette Williams
Name	*	Cheryl Chandler
Name	*	Joy Guinyard

School Gifted and Talented Coordinator

Name	*	Julia Kazor

School Federal Programs Coordinator

Name	*	Sandra Lindsay-Brown

Other Stakeholders

Position	Name

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

MISSION, VISION, CORE VALUES, CORE PRIORITIES FOR IMPROVEMENT

Mission

We are W. G. Sanders Middle School, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

Vision

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

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.

Core Priorities

1. Ensure equitable experiences that support educational excellence for all learners.

2. Recruit and retain a quality professional in all positions to ensure every student receives personalized opportunities for success.

3. Communicate effectively and efficiently to ensure collaborative engagement that supports student success with families, community partners, internal stakeholders.

4. Address and support the social-emotional well-being of students and staff to ensure a productive learning and working environment.

5. Provide and maintain high-quality learning and working environments for our students, staff, and community.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - W. G. Sanders Middle (4001034) 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=eT0yMDIzJnQ9TSZzaWQ9NDAwMTAzNA

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

W.G. Sanders Middle School's strategic plan is centered on enhancing student success through three key areas: student achievement, teacher quality, and school climate. The following data underscores the necessity for this focus:

Student Achievement lies at the core of W.G. Sanders Middle School's endeavors. Presently, 51.2% of the students have met the academic requirement in ELA and/or math per state report card data. Notably, the highest performing demographic comprises Caucasian students, with 92.6% meeting the academic requirements for ELA and/or math. Moreover, 90% of gifted and talented students meet these same standards. When separating ELA and math achievement, it is noted that the school has 50.5% of its students meeting proficiency requirements compared to the state's 53.9%. In effort to surpass the state's proficiency rate, it will be necessary to address the skill deficiencies of the 27.3% of students who are scoring at the Approaches level in ELA. More intensive small group intervention will be needed for the 21.9% of students scoring at the Does Not Meet level in ELA. The proficiency level in math (23.8%) falls below the state average (40.9%), emphasizing the necessity for focused instructional strategies and numeracy integration. Still there are 34.2% of the students who scored at the Approaches level in math; thus, providing a significant number of students close to proficiency. In science, only 32.1% of students are proficient, with African American students exhibiting a lower proficiency rate of 27.4%, necessitating a need for student and staff interventions. Additionally, while Algebra I EOCEP data indicate 100% passing rates, only 45.5% score a C or higher, highlighting the need for improved performance in advanced math classes at the 6^{th} and 7^{th} grade levels.

Teacher Quality significantly impacts student achievement. However, teacher retention presents a persistent challenge, with 69.2% of teachers returning after the 2023 school year, down from 77.4% in 2022. Addressing this issue requires short-term solutions to mitigate staffing challenges and long-term strategies to attract and retain qualified educators. These strategies encompass improving retention, fostering resilience, and cultivating a supportive workplace culture.

School Climate is influenced by chronic attendance rates. Currently, 23.9% of students exhibit chronic absenteeism, with 60.5% of absences being labeled as unexcused. Disciplinary actions, such as out-of-school suspensions, contribute to attendance issues, with 19% of chronic absences attributed to such actions. Mitigating these issues necessitates a multifaceted approach, including advocating for regular attendance, promoting cultural understanding, and implementing restorative practices to create a safe and supportive environment.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - W. G. Sanders Middle (4001034) 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)

NA

* Elementary/Middle (3-8)

• In terms of progress, how students are growing and improving academically in English Language Arts and Math, W. G. Sanders Middle School students' assessments results indicate that 51.2% of all students are showing progress in ELA and/or Math. For the past three years, the students have continued to show progress that is above the progress of the state and district. The African American students, over the past three years continue to be one of the fastest growing subgroups of students with African American males growing at 38.3% in ELA and Math and African American females growing at 53.8% in ELA and Math. However, this growth continues to be more visible in the 7th and 8th grades, indicating a need to focus targeted intervention at the 6th grade level where the academic achievement and the growth continues to be well below the state and district average for ELA, math, and science. Intervention is to include a focus on targeted instruction, targeted intervention, and literacy integration across the content areas. Also, in ELA and Math, progress data reveals the Multilingual Learners (ML) are growing at a high rate (57.8%). Still, the overall achievement percentage for the Hispanic student is 37.2%. This low achievement rate can be contributed to the group's chronic attendance rate of 34.2%. There is a need to ensure that culturally relevant text is included within the instruction.

• Data reveals in 6th – 7th grade ELA, students locally identified for the honors program are not all achieving at the Exceeds level as expected. According to the most recent SCReady assessment, 25.9% of this subgroup scored Exceeds in ELA. There is a need to increase text complexity for students and to implement strategies and frameworks that help students verbalize and demonstrate their thinking processes. One strategy used will be Visible Thinking, a project from Harvard University. For math, data shows although students are achieving in advanced classes such as Algebra I and Geometry, intervention is needed to increase the level at which they are achieving in Algebra I. Algebra I EOCEP data indicates students enrolled in Algebra I are passing the EOCEP; however, only 45.5% score a C or higher. Intervention that addresses math skill deficiencies for locally identified students in 6th and 7th grade Math ACC is needed.

•Although the students with disabilities (38.3%) continue to grow when compared to the same district population, their academic achievement level remains far below that of their peers in the school and in the state. Differentiation and inclusive practices across all content areas are needed to address the

individual and diverse needs of these students.

* High School (9-12)

NA

* Teacher/Administrator Quality

Based on the data reviewed, the district itself, along with the school, is facing many challenges recruiting and retaining educators. Our challenge is exacerbated by the number of visiting classroom teachers (19 teachers [37.25%]) who leave at the end of their service to our district and the number of classroom teachers (6 teachers [11.76%]) who will be eligible for retirement within the next five years. Efforts will focus on the following strategies:

• Encouraging and promoting healthy life choices among staff through the implementation of quarterly challenges, professional learning, provided services, lunches, and outings.
• Empowering staff to proactively manage their wellbeing through the development of the Sunshine Committee to oversee and acknowledge staff, gifts for new staff, sponsor staff/parent/school activities to promote unity and belonging.
• Investing in the development of our people through the inclusion of staff exit and interest surveys, how to guides, mentoring, and professional learning.

* School Climate

School Climate is impacted by the school's chronic attendance. The school's chronic attendance data shows 23.9% of the students are consistently chronically absent with 60.5% of the reason being unexcused. Slightly over thirty-four percent (34.2%) of our Hispanic population and 29.1% of our ML population remain chronically absent. Implementing a diverse advocacy plan that provides for staff, student, parent, and community understanding and supports will have a positive impact on student attendance. The plan will need to include events that celebrate various cultures. Also, there is a need to ensure culturally relevant text is included in daily instruction.

The second underlying cause of chronic attendance is related to school discipline. Creating a safe and supportive climate at W.G. Sanders Middle School is vital in enhancing the students' educational experiences. Expulsion numbers are decreasing and out of school suspensions have remained constant. However, it is noted that students with disabilities are chronically absent at 31.6% compared to those without disabilities who are absent at 29.1%. Discipline-related absences necessitate a focus on creating a supportive climate through multi-tiered supports and restorative practices.

Revamping the school's advocacy plan will improve school climate. The plan will combine proactive strategies, collaborative efforts, and a commitment to fostering inclusivity and supportiveness within the school community. By engaging stakeholders, promoting awareness, and implementing evidence-based practices, such a plan can contribute to creating a positive and nurturing school environment where all individuals can thrive.

Other (such as school priorities)

* Gifted and Talented

Gifted children exhibit advanced cognitive abilities; however, it is noted that their emotional development is not as advanced. COVID isolation had a great impact on the growth of these students. Parent involvement increased during the COVID years; 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. We will continue with our focus on GRIT, a process of perseverance and effort, and mindset as we implement visible thinking strategies that support independent thinking.

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Plan Items)

1 Student Achievement: ELA

Performance Goal:

By 2029, 58% of students in grades 6-8 will score Meets or Exceeds on the SC Ready ELA Assessment .

PM 1.1 By 2024 - 2025, 51% of the students in grades 6-8 will score Meets or Exceeds on the SC Ready ELA Assessment.

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

S 1.1.1 Student Achievement on SC Ready ELA

Evidence-Based Research:

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

AS 1.1.1.1 Comprehensive Assessment System

Action Step:

Use a comprehensive assessment system that identifies and addresses specific needs to direct instructional implementation. (RI/MI)

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 1.1.1.2 Curriculum Alignment

Action Step:

Strengthen core instruction through curriculum alignment that supports the instructional framework expectation for content areas and related arts. (PDs/PLCs/Visible Learning/MTSS)

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 1.1.1.3 Inclusive Learning Practices

Action Step:

Develop inclusive learning practices

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

AS 1.1.1.4 Career Magnet and Montessori Curriculum

Action Step:

Continue to implement the Career Magnet Project Based Learning Curriculum and the Montessori Middle Level Curriculum

Person Responsible:
Andrenna Smith
Estimated Begin Date:
7/22/2019
Estimated Completion Date:
4/8/2024

Funding Application	Grant	Notes	Amount
Other	Other	General Funding	$70,000.00

AS 1.1.1.5 Instructional Practice: Anchor Charts
Action Step:
Implement an anchor chart process that allows the educators to display what success looks like when learning or completing a task.
Person Responsible:
Andrenna Smith
Estimated Begin Date:
7/1/2024
Estimated Completion Date:
6/29/2029

PM 1.2 By 2025 2026, 52% of the students in grades 6-8 will score Meets or Exceeds on the SC Ready ELA Assessment.
Analysis of Actual vs. Projected Data:
Projected Data Actual Data: Analysis:

PM 1.3 By 2026 - 2027, 54% of the students in grades 6-8 will score Meets or Exceeds on the SC Ready ELA Assessment.
Analysis of Actual vs. Projected Data:
Projected Data:: Actual Data: Analysis:

PM 1.4 By 2027 - 2028, 56% of the students in grades 6-8 will score Meets or Exceeds on the SC Ready ELA Assessment.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

PM 1.5 By 2028 - 2029, 58% of the students in grades 6-8 will score Meets or Exceeds on the SC Ready ELA Assessment.
Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

2 Student Achievement: Math

Performance Goal:

By 2029, 27% of students in grades 6-8 will score Meet or Exceeds on the SC Ready Math Assessment.

PM 2.1 By 2024 - 2025, 23% of students in grades 6-8 will score Meets or Exceeds on the SC Ready Math Assessment.

Analysis of Actual vs. Projected Data:

2024 - 2025 Projected Data: 23% 2024 - 2025 Actual Data: Analysis

S 2.1.1 Student Achievement on SC Ready Math

Evidence-Based Research:

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

AS 2.1.1.1 Comprehensive Assessment System

Action Step:

Use a comprehensive assessment system that identifies and addresses specific needs to direct instructional implementation.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

AS 2.1.1.2 Curriculum Alignment

Action Step:

Strengthen core instruction and intervention through curriculum alignment that supports the instructional framework expectation for all areas.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

AS 2.1.1.3 Inclusive Practices

Action Step:

Develop inclusive learning practices

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

AS 2.1.1.4 Instructional Practice: Anchor Charts

Action Step:

Implement an anchor chart process that allows the educators to display what success looks like when learning or completing a task.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

PM 2.2 By 2025 - 2026, 24% of students in grades 6-8 will score Meets or Exceeds on the SC Ready Math Assessment.

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis

PM 2.3 By 2026 - 2027, 25% of students in grades 6-8 will score Meets or Exceeds on the SC Ready Math Assessment.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis

PM 2.4 By 2027 - 2028, 26% of students in grades 6-8 will score Meets or Exceeds on the SC Ready Math Assessment.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis

PM 2.5 By 2028 - 2029, 27% of students in grades 6-8 will score Meets or Exceeds on the SC Ready Math Assessment.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis

3 Student Achievement: Algebra I*

Performance Goal:

By 2029, 53% of students enrolled in Algebra I will score a C or higher on the Algebra I End of Course Exam.

PM 3.1 By 2024 - 2025, 47% of students enrolled in Algebra I will score a C or higher on the Algebra I End of Course Exam.
Analysis of Actual vs. Projected Data:
Projected 2024 - 2025 Algebra I Data (C or higher): Actual 2024 - 2025 Algebra I Data (C or higher): Analysis:

S 3.1.1 Student Achievement on Algebra I EOC
Evidence-Based Research:
Effective content specific standards-based instruction is essential for student success on EOCEP. English 1: College and career readiness is not only mastering core content, but also the development of key cognitive strategies, which is a range of cognitive and metacognitive capabilities including analysis, interpretation, precision and accuracy, problem solving, and reasoning. Writing may be by far the single academic skill most closely associated with college success along with the big ideas of the content areas. Algebra 1: Researchers have focused on strengthening mathematics literacy initiatives, particularly in the nation's middle schools, as a means of providing the basis for more rigorous work in high school. The NCTM advised schools to increase the rigor of mathematics instruction in mathematics classes before eighth grade, in order to create an infrastructure of readiness among the student population and to open the doors to algebra. Algebra for all: the effect of algebra coursework and classroom peer academic composition on low-achieving students. Soc. for Research on Ed. Effectiveness. Spielhagen, Frances R. (2006). Closing the Achievement Gap in Math: The Long-Term Effects of Eighth-Grade Algebra. Journal of Advanced Academics, v18 n1 p34-59 2006 Thompson, Jeri (2018). Text-dependent analysis: A college and career ready item. Center for Achievement.

AS 3.1.1.1 Professional Learning Opportunities
Action Step:
Ensure Algebra I staff participate in monthly district professional learning sessions and/or school-based collaborative sessions.
Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 3.1.1.2 Results-proven Instructors

Action Step:

Solicit results-proven instructors/tutors/interns to directly support students before school, after school, on Saturdays, and in the summer.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 3.1.1.3 Strategic Professional Development

Action Step:

Provide targeted assistance for teachers needing additional support, to include mentors and strategic professional development.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount

Other	Other		$0.00

PM 3.2 By 2025 - 2026, 48% of students enrolled in Algebra I will score a C or higher on the Algebra I End of Course Exam.
Analysis of Actual vs. Projected Data:
Projected Data (C or higher): Actual Algebra I Data (C or higher): Analysis:

PM 3.3 By 2026 - 2027, 49% of students enrolled in Algebra I will score a C or higher on the Algebra I End of Course Exam.
Analysis of Actual vs. Projected Data:
Projected Data (C or higher): Actual Algebra I Data (C or higher): Analysis:

PM 3.4 By 2027 - 2028, 51% of students enrolled in Algebra I will score a C or higher on the Algebra I End of Course Exam.
Analysis of Actual vs. Projected Data:
Projected Data (C or higher): Actual Algebra I Data (C or higher): Analysis:

PM 3.5 By 2028 - 2029, 53% of students enrolled in Algebra I will score a C or higher on the Algebra I End of Course Exam.
Analysis of Actual vs. Projected Data:
Projected Data (C or higher): Actual Algebra I Data (C or higher): Analysis:

4 Student Achievement: Science*
Performance Goal:
By 2029, 36% of students in grade 6 will score meets or exceeds on the SC READY Science Assessment

PM 4.1 By 2024 - 2025, 32% of students in grade 6 will score meets and exceeds on the SC READY Science Assessment.
Analysis of Actual vs. Projected Data:
Projected 2024-2025 Science Data: 32% Actual 2024-2025 Science Data: Analysis:

S 4.1.1 Student Achievement on SC READY
Evidence-Based Research:
The passage of the No Child Left Behind Act in 2002 focused on high¬ stakes tests measuring student performance in literacy and math. With this policy, there is no mention of social studies (Fitchett & Heafner, 2010). The pressure to improve test scores led to a narrowing of the curriculum and a drastic reduction of instructional time formally allotted for elementary social studies (Leming, Ellington, & Schug, 2006). The same is true for science. The National Science Teachers Association created a Position Statement for Elementary Science Education. According to the NSTA, "In many schools and districts, elementary science instruction often takes a back seat to math and reading and receives little time in the school day." Additionally, many elementary educators do not receive an adequate amount of professional learning to gain the confidence needed to teach social studies and science. The data above accentuates the need to invest more time and efforts into improving the quality of social studies and science teacher preparation and the learning experiences that we provide for our children. There

are several studies and research findings to support the need for social studies and science to be given equal priority as the other core subjects, so schools should strive for a least 60 minutes of instruction a day (NSTA, 2019). Furthermore, the researchers suggest that students need to be engaged in activities to promote problem-solving and critical thinking as they make connections to their community, country, and the world (McCrae-Jones, 2017). Also, this integration of learning experiences allows students to explore social studies and science concepts, make sense of the world around them, and engage in collaborative practices. Lastly, daily high-quality social studies and science instruction supports the goals listed in the Profile of the South Carolina Graduate and our College and Career Ready Standards. Fitchett, P. & Heafner, T. (2010) A national perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. Theory and Research in Social Education, 38(1), 114 - 130. National Science Teachers Association (2018).

AS 4.1.1.1 Comprehensive Assessment System

Action Step:

Use a comprehensive assessment system that identifies and addresses specific needs to direct instructional implementation.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

AS 4.1.1.2 Curriculum Alignment

Action Step:

Strengthen core instruction through curriculum alignment that supports the instructional framework expectation for content areas and related arts. (PDs/PLCs/Visible Learning/MTSS)

Person Responsible:

Andrenna Smith

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.3 Inclusive Practices

Action Step:

Develop inclusive practices where all students engage in general education and rigor of instruction in science and social studies.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

AS 4.1.1.4 Effective Instructional Methods: STEMS

Action Step:

Implement hands-on quarterly STEMS activities and weekly science and engineering practices.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$25,000.00

AS 4.1.1.5 Career Magnet and Montessori Curriculum

Action Step:

Continue to implement the Career Magnet Project Based Learning Curriculum and the Montessori Middle Level Curriculum

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other	General Funding	$70,000.00

PM 4.2 By 2025 - 2026, 33% of students in grade 6 will score meets and exceeds on the SC READY Science Assessment.

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

PM 4.3 By 2026 - 2027, 34% of students in grade 6 will score meets and exceeds on the SC READY Science Assessment.

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

PM 4.4 By 2027 - 2028, 35% of students in grade 6 will score meets and exceeds on the SC READY Science Assessment.

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

PM 4.5 By 2028 - 2029, 36% of students in grade 6 will score meets and exceeds on the SC READY Science Assessment.

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

5 Teacher/Administrator Quality*

Performance Goal:

By 2029, the teacher turnover rate for certified teaching positions at W.G. Sanders will be reduced from 30.8% to 26.8%.

PM 5.1 By 2024 - 2025, the teacher turnover rate for certified teaching positions at W. G. Sanders Middle School will be be reduced to 29.8%

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

S 5.1.1 Increase Teacher Retention

Evidence-Based Research:

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

AS 5.1.1.1 Healthy Life Choices

Action Step:

Encourage and promote healthy life choices among staff through the implementation of quarterly challenges, professional learning, provided services, lunches, and outings. ff.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding	Grant	Notes	Amount

Application			
Other	Other		$1,000.00

AS 5.1.1.2 Manage Wellbeing

Action Step:

Empower staff to proactively manage their wellbeing through the development of the Sunshine Committee to oversee and acknowledge staff, gifts for new staff, sponsor staff/parent/school activities to promote unity and belonging.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$1,200.00

AS 5.1.1.3 Development of People

Action Step:

Invest in the development of our people through the inclusion of staff exit and interest surveys, how to guides, mentoring, and professional learning.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$2,000.00

PM 5.2 By 2025 - 2026, the teacher turnover rate for certified teaching positions at W.G. Sanders Middle School will be reduced to 28.8%.

Analysis of Actual vs. Projected Data:

Projected Data: Actual Data: Analysis:

PM 5.3 By 2026 - 2027, the teacher turnover rate for certified teaching positions at W.G. Sanders Middle School will be reduced to 27.8%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

PM 5.4 By 2027 - 2028, the teacher turnover rate for certified teaching positions at W.G. Sanders Middle School will be reduced to 26.8%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

PM 5.5 By 2028 - 2029, the teacher turnover rate for certified teaching positions at W.G. Sanders Middle School will be reduced to 26.8%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

6 School Climate*
Performance Goal:
By 2029, the chronic attendance rate will be reduced by 10 percentage points (from 24.6% to 14.6%)

PM 6.1 By 2024 - 2025, the chronic attendance rate for W. G. Sanders Middle School will be reduced to 22.6%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

S 6.1.1 Social Emotional Supports for Students and Families
Evidence-Based Research:
Shuffler, M. L., Jiménez-Rodríguez, M., & Kramer, W. S. (2015). The Science of Multiteam Systems: A Review and Future Research Agenda. Small Group Research, 46(6), 659-699. https://doi.org/10.1177/1046496415603455 Utley, Cheryl A.; Obiakor, Festus E. (2015). Special Issue: Research Perspectives on Multi-Tiered System of Support. Learning Disabilities: A Contemporary Journal, v13 n1 p1-2 2015 Research supports the fact that there is a direct correlation between parent and family engagement and student achievement. In fact, research conducted over the last decade concluded that regardless of family income or background students with involved parents are more likely to: earn higher grades and test scores, be promoted, pass their classes, attend school regularly, have better social skills, and graduate and go on to postsecondary education (Henderson & Mapp, 2002). Research unequivocally affirms the positive and long-lasting effects of parent, family, and community involvement on student learning. An effective model of parent and family engagement recognizes that there is a shared responsibility of families, schools, and communities for student achievement. Successful school-parent-community partnerships should be integrated within a schools overall mission and goals. (Epstein, Sanders, Sheldon, et. al, 2009). Joyce Epstein, Director of the National Network of Partnership Schools, has developed a framework of parental involvement designed to assist schools in redefining the relationship between schools, families, and communities as one of overlapping spheres of influence that share a concern about children and their educational future. The model, which is used in our district, has six types of parental involvement and encourages schools to develop activities that engage families, schools, and communities within the six types. (Epstein, 2011). Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. 2nd edition. Boulder, CO: Westview Press. Epstein, J. L., Sanders, M. G., Sheldon, S. B., et al. (2009). School, family, and community partnerships: Your handbook for action. 3rd edition. Thousand Oaks, CA:

Corwin Press. Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

AS 6.1.1.1 Social Emotional Learning Lessons

Action Step:

Implement transformative SEL (Social Emotional Learning) lessons while supporting students' mental well-being and achievement.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$0.00

AS 6.1.1.2 Multi-tiered Support System

Action Step:

Implement a high quality, fidelity-driven, multi-tiered systems of support to provide students with specific academic, behavioral, and social emotional supports to increase opportunities for student success.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$2,000.00

AS 6.1.1.3 Student Advocacy Program

Action Step:

Continuously develop and improve the consistency of our Student Advocacy Program.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$3,500.00

AS 6.1.1.4 Behavioral Interventions

Action Step:

Continue to review and revise the school's discipline handbook to ensure that appropriate interventions are used to support student success.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

Funding Application	Grant	Notes	Amount
Other	Other		$1,000.00

AS 6.1.1.5 Mentoring

Action Step:

Expand the student mentoring program to empower, inspire, and encourage students to achieve their potential.

Person Responsible:

Andrenna Smith

Estimated Begin Date:

7/1/2024

Estimated Completion Date:

6/29/2029

PM 6.2 By 2025 - 2026, the chronic attendance rate for W. G. Sanders Middle School will be reduced to 20.6%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

PM 6.3 By 2026 - 2027, the chronic attendance rate for W. G. Sanders Middle School will be reduced to 18.6%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

PM 6.4 By 2027 - 2028, the chronic attendance rate for W. G. Sanders Middle School will be reduced to 16.6%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

PM 6.5 By 2028 - 2029, the chronic attendance rate for W. G. Sanders Middle School will be reduced to 14.6%.
Analysis of Actual vs. Projected Data:
Projected Data: Actual Data: Analysis:

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

* 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.

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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 - W. G. Sanders Middle (4001034) 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 - W. G. Sanders Middle (4001034) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

1. Plan Information and stakeholders	Approved	Pat Ciccantelli	9/5/2024 9:09:18 AM
1.01 Information is complete and appropriate.			
2. Needs Assessment	Approved	Pat Ciccantelli	9/5/2024 9:09:18 AM
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	Approved	Pat Ciccantelli	9/5/2024 9:09:18 AM
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 Applicable	Pat Ciccantelli	9/5/2024 9:09:18 AM
4.01 Responses are complete, thorough and appropriate.			
5. Assurances	Approved	Pat Ciccantelli	9/5/2024 9:09:18 AM
5.01 Responses are complete, thorough and appropriate			
6. Related Documents	Not Applicable	Pat Ciccantelli	9/5/2024 9:09:18 AM
6.01 If applicable, uploaded documents are correct and appropriate.			