

History Log

4001 - Richland County School District One (4001) Public District - FY 2027 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
4/27/2026 1:08:01 PM	Robin Coletrain	Status changed to 'School Renewal Plan Completed'.	S
4/27/2026 9:14:23 AM	Robin Coletrain	Status changed to 'School Renewal Plan Started'.	S
1/27/2026 2:12:50 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 2027 - W. A. Perry Middle (4001067) 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

TSI ▼

School Plan Contact Information

* Name

Dr. Robin Coletrain

* Phone

803-256-6347

* Email

robin.coetrain@richlandone.org

* Principal's Name

Dr. Robin L. Coletrain

* Board of Trustees Chairperson's Name

Robert Lominack

* Date of Plan Approval by the Board

04/21/2026



Stakeholders and Mission and Vision

4001 - Richland County School District One (4001) Public District - FY 2027 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name

*

Dr. Robin L Coletrain

Teacher

Name

*

Brian Chapman

Parent/Guardian

Name

*

Falisha Brand

Community Member

Name

*

Emma Myers-Bailey

School Level Administrators

Name

*

Lisa Payton Johnson

School Read to Succeed Literacy Leadership Team Lead

Name

*

Camelia Brown

School Read to Succeed Literacy Leadership Team Member

Name

*

Jennifer McGill

School Improvement Council Member(s)

Name

*

Shameakia Dunwoody-Mender

School Gifted and Talented Coordinator

Name	*	Camelia Brown
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School Federal Programs Coordinator		
Name	*	Margaret Marriott Riley

Other Stakeholders		
Position		Name

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

RICHLAND ONE MISSION STATEMENT

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

RICHLAND ONE VISION STATEMENT

Richland School District One, 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.

W.A. PERRY MISSION STATEMENT

The mission of W. A. Perry Middle School is to educate each student and prepare him or her for a successful high school experience, so each can become a lifelong learner, achieve his or her maximum potential, and become a productive member of society, enhanced by collaboration with our parents and the community.

W.A. PERRY VISION STATEMENT

The vision of W. A. Perry Middle School is to become a shining example of excellence through high quality academic instruction, staff, and community involvement with parental support to achieve student success

Needs Assessment Data		
4001 - Richland County School District One (4001) Public District - FY 2027 - W. A. Perry Middle (4001067) 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		
2024-2025		
https://screportcards.com/overview/?q=eT0yMDI1JnQ9TSZzaWQ9NDAwMTA2Nw		
Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.		
NEEDS ASSESSMENT FINDING		
On the 2025 SCREADY state assessment, 61% of the student population did not meet reading standards as measured by the South Carolina READY ELA test, and 89.3% of the student population did not meet standards as measured by the South Carolina READY Math test. The 2025 EOCEP results yielded 90.5% passage in Algebra I. During the 2024-25, 78% of the student population did not meet standards as measured by the South Carolina READY Science test. There is a need to improve science instruction through an increased focus on research and evidence-based science instructional practices, science and engineering practices, and authentic literacy integration. There is a need to improve social studies instruction by focusing on disciplinary literacy strategies that engage students in opportunities to read and write complex text. Students with disabilities continue to lag behind their peers in all content areas. Differentiation and inclusive practices continue to be needed to address these students' individual and diverse needs across all content areas. W.A. Perry Middle School recognizes that a strong school culture and climate are foundational to improving student achievement and overall student success. The school continues to intentionally build systems and structures that promote a safe, orderly, and supportive learning environment where every student is positioned to succeed. The school has experienced an increase in behavior referrals, reflecting a broader trend seen in many schools. Disruptive behaviors, including horseplay, verbal and physical altercations, social media conflicts, and community-related incidents have impacted the learning environment. In response, W.A. Perry has taken a proactive, strategic approach to strengthening Tier 1 supports and ensuring consistent expectations across all classrooms. W.A. Perry has prioritized implementing restorative practices, focusing on relationship-building, repairing harm, and fostering student accountability. These efforts have yielded positive outcomes, including improved student connections, reduced disciplinary actions, and a stronger overall school climate. By emphasizing empathy, active listening, and community-building circles, the school continues to deepen its culture of respect, responsibility, and belonging. A review of discipline data reflects both progress and ongoing opportunities for growth. During the 2024–2025 school year, the school recorded 1,098 office referrals, 678 classroom-managed incidents, and 53 hearing board referrals. Historical trends indicate:		
Classroom Actions		
2022-2023	2023-2024	2024-2025

888	629	678
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Office Referrals

2022-23	2023-24	2024-25
1098	978	1,098

During the 2025–2026 school year, W.A. Perry continued strengthening its Multi-Tiered System of Supports (MTSS) and the ongoing implementation of PBIS, restorative practices, and student advocacy programs. As of April 2026, data reflect 1,208 office referrals, 1,115 classroom actions, and 217 documented interventions within the ABE system, along with 46 hearing board recommendations. While these data points reflect areas of concern, they also highlight the school's commitment to intervening early, documenting supports, and providing multiple layers of assistance to students.

To ensure a comprehensive response, W.A. Perry continues to expand its focus on Tier 2 and Tier 3 interventions, including behavior contracts, mentoring, check-in/check-out systems, small group counseling, and individualized support plans. It is important to note that many interventions provided by counselors, the school social worker, administrators, and other staff are not fully captured in the ABE system, reflecting a broader, more intensive level of support delivered daily.

Moving forward, W.A. Perry remains committed to applying evidence-based practices, including PBIS, restorative practices, and Social-Emotional Learning (SEL)—to reduce suspensions, improve attendance, and strengthen student outcomes. Increased emphasis will be placed on instructional alignment with behavior expectations, student voice, and consistent adult responses to behavior. The school will also continue refining systems such as clear expectations (SOAR and P.R.I.D.E.), voice-level protocols, and structured classroom environments to ensure consistency schoolwide.

Transition programs continue to play a critical role in supporting students at key entry and exit points. Sixth-grade students benefit from the LEAP program, which supports their transition into middle school, while eighth-grade students participate in the 8.5 Academy to prepare for high school expectations. These programs are designed to build confidence, support academic readiness, promote social integration, and reduce anxiety, ensuring students are prepared to successfully navigate each transition point.

Recognizing the diverse backgrounds and needs of its students, W.A. Perry has implemented a comprehensive system of support to address the whole child. Social Emotional Learning remains a central focus. The PBIS Coordinator, school social worker, Parent and Family Engagement Specialist, and community partners collaborate to design and implement targeted supports that remove barriers to student success. Students participate in monthly classroom guidance and SEL lessons focused on stress management, conflict resolution, self-regulation, and goal setting.

In addition, W.A. Perry continues to strengthen family and community engagement as a key lever for improving student behavior and outcomes. Through consistent communication, parental workshops, and school-based events, families are equipped with tools and strategies to support student success at home and school. Partnerships with community organizations further enhance the school's capacity to meet students' social, emotional, and behavioral needs.

To reinforce positive behavior, students are recognized through the Eagle Bucks incentive system for demonstrating the school's core expectations: SOAR (Safety, Order, Appearance, and Respect) and P.R.I.D.E (Prepared, Respectful, Intelligent, Determined, Exemplary). These systems promote a culture of recognition, motivation, and accountability, aligning with the school's vision of developing responsible, self-directed learners.

Through these intentional efforts, W.A. Perry continues to cultivate a culture that supports students academically, socially, and emotionally. By aligning systems, strengthening relationships, and maintaining a relentless focus on student success, W.A. Perry is committed to ensuring that every student thrives.

W. A. Perry Middle School maintains a robust network of community collaborators that augment support and programming for the entire student population. Prominent partners include Trinity Episcopal Cathedral; the C.A. Johnson Men's Breakfast Club; CDF Freedom Schools; the National Coalition of 100 Black Women; 100 Black Men of Columbia; Omega Psi Phi Fraternity, Inc.; Alpha Phi Alpha Fraternity, Inc.; Zeta Phi Beta Sorority, Inc.; Edgewood CICC; and the W. A. Perry Task Force. Through these alliances, students access a multiplicity of enrichment opportunities, such as the Trinity Eagles STEM Camp convened at the Challenger Center and facilitated by our faith-based partners from Trinity Episcopal Cathedral.

Decision-making regarding the optimization of students' academic and socioemotional development employs a collaborative, interdisciplinary framework. School administrators, certificated teachers, support staff, the School Improvement Council (SIC), the Parent Teacher Organization (PTO), the W. A. Perry Task Force, and community stakeholders coordinate efforts to cultivate avenues for student achievement and to recognize exemplary accomplishments. W. A. Perry will persist in implementing empirically validated programs, practices, and strategies designed to elevate academic outcomes, enhance campus safety, mitigate problematic behaviors, and foster a constructive school culture.

W.A. Perry Middle School is committed to a focused and strategic vision for the next five years, centered on three key priorities: increasing student achievement, strengthening school culture and climate, and recruiting and retaining high-quality educators.

Our approach to improving student achievement is anchored in instructional clarity and high-impact teaching practices. Through our continued partnership with Corwin and the implementation of Visible Learning, we are deepening our work around Learning Intentions and Success Criteria (LI/SC) to ensure students not only know what they are learning but can clearly articulate how they know they are successful. We are intentionally bridging this work with AVID strategies to strengthen student ownership, critical thinking, and college and career readiness. Across all content areas, teachers will engage in ongoing professional learning, collaborative planning, and data analysis to refine Tier 1 instruction and ensure all students have access to rigorous, standards-based learning experiences.

Literacy and numeracy remain central to our mission. We will continue to build a print-rich, literacy-focused environment through targeted resources, schoolwide reading experiences, and embedded writing across disciplines, including within our BLAST Aerospace and Medical Magnet programs. In mathematics, we are responding to student learning needs by increasing the use of hands-on, visual, and kinesthetic strategies, including manipulatives and real-world problem-solving, to move students from concrete understanding to abstract thinking. This aligns with our commitment to developing assessment-capable learners who can explain their thinking and apply their learning in meaningful ways.

Our STEAM integration continues to be a defining strength of W.A. Perry. Through our award-winning BLAST program and schoolwide STEM infusion, we will expand collaborative learning spaces, project-based experiences, and real-world applications across all classrooms. Partnerships with local colleges, universities, and industry leaders will provide students with authentic learning opportunities, career exposure, and pathways for future success.

Beyond the instructional day, we will leverage extended learning opportunities to accelerate achievement. Programs such as Eagle Recovery, tutoring, and enrichment days will be intentionally aligned to student data through our MTSS framework. These opportunities will serve as both intervention and extension, ensuring that every student receives the support or challenge needed to grow. Additionally, field studies, college tours, and STEAM career exploration will continue to expand student vision and purpose.

Equally important is our commitment to cultivating a positive, structured, and supportive school climate. Through the MTSS-B framework, PBIS, restorative practices, clear behavioral expectations, and a focus on student voice and ownership, we are building an environment where students feel safe, valued, and motivated to succeed. Our work emphasizes strong Tier 1 practices, consistency, and relationship-building, ensuring that all students are supported academically, socially, and emotionally.

Finally, we recognize that great schools are built by great educators. W.A. Perry is committed to recruiting, developing, and retaining high-quality teachers who are passionate about equity and excellence. We will continue to invest in ongoing professional development, instructional coaching, leadership opportunities, and collaborative structures that support teacher growth. By fostering a culture of support, recognition, and continuous improvement, we will retain educators who are committed to our students and community.

As we strengthen our MTSS framework, we will intentionally integrate culturally responsive practices to honor the diverse experiences of our students. By valuing student identity, building strong relationships, and ensuring equitable access to high-quality instruction, we will create learning environments where

every student can thrive. At W.A. Perry Middle School, we remain focused on building a system of excellence where students and staff are empowered to grow, achieve, and succeed together.

2025 Perry Snapshot

RJCHLAND ONE 2025 MIDDLE SNAPSHOT | PERRY

Demographic Characteristics		2021	2022	2023	2024	2025	2YR Chg	5YR Chg
45-Day Avg. Daily Membership		329	306	305	311	320	9	-9
Teacher Attendance %		95.7	94.8	94.8	95.9	94.4	-1.5	-1.3
Student Attendance (Chronically Absent)%		32.4	58.6	51	50.1	47.7	-2.4	15.3
Ethnicity – Black %		97.5	96.8	96.8	97.4	96.3	-1.1	-1.2
Ethnicity – White %		0.9	0.6	1.3	0.3	0.6	0.3	-0.3
Ethnicity – Other %		1.6	2.5	1.9	2.3	3.1	0.8	1.5
Poverty Index %		98.2	97.1	97.1	95.9	95.6	-0.3	-2.6
Special Education %		18	24.3	19.2	19.8	16.3	-3.5	-1.7
Limited English Proficient %		0	0.7	0	0.3	0.3	0	0.3
Suspension Rate %		10.2	55.8	56.5	49.7	49.8	0.1	39.6



STUDENT ACADEMIC ACHIEVEMENT TRENDS

SC READY

SC Ready student performance is classified into four categories and in 2023, ELA and Math were administered to students in grades 3-8. Science was administered in grades 4 and 6 only. Social Students was not administered. Percent by readiness levels are given below.

Performance Level	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
English							
Does Not Meet	50.3	44.1	42	37	34.3	-2.7	-16
Approaches	30.7	34.1	29.5	28.7	26.7	-2	-4
Meets	15.7	16.4	19.2	22.3	29.2	6.9	13.5
Exceeds	3.3	5.5	9.3	12	9.7	-2.3	6.4
Math							
Does Not Meet	61.7	60.1	63.3	63	58.2	-4.8	-3.5
Approaches	29.9	28.9	30	25.3	31.1	5.8	1.2
Meets	7.8	7.7	4.5	7.3	7.9	0.6	0.1
Exceeds	0.6	3.2	2.2	4.3	2.8	-1.5	2.2
Science ¹							
Does Not Meet	57.8	55.5	70.6	NA	56.9	NA	NA
Approaches	31.3	16.4	16.5	NA	21.1	NA	NA
Meets	9.4	20.9	9.2	NA	18.3	NA	NA
Exceeds	1.6	7.3	3.7	NA	3.7	NA	NA

¹ Science 2YR change calculations are not available as test was not operational in 2023-24. ²

SCHOOL REPORT CARD

Report Cards provide information about test performance, teacher qualifications, student safety, awards, parent involvement and more. Overall ratings are measured on a 5-point scale of Unsatisfactory, Below Average, Average, Good, and Excellent.

Year	Overall Rating
2025	Average
2024	Average
2023	Below Average
2022	Average
2021	NA

Science 5YR change calculations are not available as test changed from SC PASS to SC Ready and science was not operational in 2023-24.

EOCEP

EOCEP (End of Course Examination Program) is mandated by the Education Accountability Act of 1998 which requires the development of end-of-course examinations in gateway or benchmark courses. Percent passing results are shown below.

Subject	2021	2022	2023	2024	2025	2YR Chg	5YR Chg
Algebra I	60	100	100	100	90.5	-9.5	30.5
English I	NA	NA	NA	NA	NA	NA	NA
English II	NA	NA	NA	NA	NA	NA	NA

Abbreviation Key:
NA=Not Applicable, Not Available, or
Not Administered.

If you need any assistance, please contact the Office of Accountability,
Assessment, Research, and Evaluation (AARE) at 803-231-7450

Last Updated:
1/14/2026

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2027 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

N/A

* Elementary/Middle (3-8)

W.A. Perry students' grades 6-8 assessment results fell below Richland One performance in both ELA and math. These results demonstrate a need to focus on standards-based instruction, targeted intervention, and literacy integration across all content areas. Also, there is a need to significantly improve instruction by focusing on disciplinary literacy strategies that engage students in opportunities to read and write complex text. Data reveals that fewer than half of the 6th and 8th grade students met or exceeded the state science assessment expectations. There is a need to significantly improve science instruction through an increased focus on research- and evidence-based science instructional practices, the science and engineering practices, and authentic literacy integration. African American Males and students with disabilities continue to lag greatly behind their peers in grades 6-8 in ELA and Math. Differentiation and inclusive practices are needed to address these students' individual and diverse needs across all content areas.

ELA increased of 4.7%
7GR ELA increased 24.9%
ELA Males increased 3.6%
ELA Females increased 5.7%
ELA Hispanic increased 36.7%
ELA Disabled increased 2.6%
ELA AA Males- increased 1.7%
ELA AA Females increased 3.1%

Math decreased .8%
Math Hispanic increased 23.3%
Disabled increased 2.2%
7GR Disabled increased 15.4%
6GR AA Females increased 2%

7GR AA Males increased 4.4%
7GR AA Females 7%

* High School (9-12)

N/A

* Teacher/Administrator Quality

Based on a review of current data, W.A. Perry continues to face challenges in recruiting and retaining highly effective educators, particularly in a high-poverty school context. Addressing these challenges remains a priority, as ensuring every student is taught by a properly certified teacher from the first day of school is a critical district expectation. Teacher recruitment and retention in high-poverty schools remains an ongoing concern. The Title I retention incentive is no longer available. While the Title I incentive provided limited support, a more comprehensive approach is necessary. This includes designing and implementing high-quality, competency-based professional development aligned to student achievement data and instructional observations. In addition, establishing systematic and sustained opportunities for teacher collaboration is essential. Providing protected time for meaningful, standards-based planning and reflection strengthens teacher efficacy, supports retention, and ultimately improves student outcomes.

* School Climate

While expulsion numbers and out-of-school suspensions are showing a slight increase, W.A. Perry remains committed to addressing these trends through a comprehensive, proactive approach. The school will continue to implement a Multi-Tiered System of Supports (MTSS), along with evidence-based programs, practices, and strategies designed to increase academic performance, enhance safety, reduce problem behaviors, and strengthen a positive school culture. Additionally, there is a continued need to improve the cleanliness of the school building and surrounding grounds. Efforts will include both increased attention to maintenance and intentionally empowering students to take ownership of their environment as part of our school culture. To support instructional excellence, W.A. Perry will continue to prioritize high-quality professional development in Visible Learning, AVID, and STEM/STEAM integration. These efforts will ensure alignment between instructional practices and student outcomes

Other (such as school priorities)

N/A

* Gifted and Talented

2025 SCREADY ELA 100% of Gifted and Talented students scored meet/exceeds (State)

2025 SCREADY ELA 89.7% of Gifted and Talented students scored meet/exceeds (Local)

2025 SCREADY Math 54.5% of Gifted and Talented students scored meet/exceeds (State)

20245SCREADY Math 29.3% of Gifted and Talented students scored meet/exceeds (Local)

4001 - Richland County School District One (4001) Public District - FY 2027 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 59.5% of students in grades 6-8 will score meets/exceeds on the SC Ready ELA assessments.

PM 1.1 For the 2026-27 school year, 44.5% of students in grades 6-8 will score meet/exceeds on the SC Ready ELA assessments.

Analysis of Actual vs. Projected Data:

Projected 2025-2026 44.5% 2026-27 49.5% 2027-28 54.5% 2028-29 59.5% Actual 2024-2025 39.5% 2023-2024 34.3%

S 1.1.1 Student performance on SCREADY ELA Evidence-Based Research:

Research indicates that standardized tests in middle school serve as reliable indicators of students' academic performance and potential. Studies have shown that these assessments help educators identify specific areas where students may require additional support or enrichment, enabling targeted interventions to enhance learning outcomes. Moreover, standardized testing has been linked to improved student accountability and goal-setting behaviors, ultimately fostering a culture of academic growth and achievement within middle school settings (Smith et al., 2018; Jones & Brown, 2020).

AS 1.1.1.1 Additional Support and Data Analysis

Action Step:

Students will participate in additional tutoring beyond normal core instructional time (Homeroom assistance, Eagle Recovery, Lunch Tutoring, After School, Focused Tutoring) Weekly IXL analysis of student usage to include number of skills practiced and mastered and time spent in diagnostic area. Incentive challenge for IXL. Focus skills practice assigned to individual students through Renaissance (Freckle). Focus Days for direct instruction (mini-lessons) in ELA for all students. Bi-weekly monitoring of CFA usage for evidence of grade level collaboration and analysis of student performance on subject area standards.

Person Responsible:

Principal API CRT Staff

Estimated Begin Date:

8/6/2026

Estimated Completion Date:

6/1/2027

2 Student Achievement*

Performance Goal:

By 2029, 33.7% of students in grades 6-8 will score meets/exceeds on the SC Ready Math assessments.

PM 2.1 For the 2026-27 school year, 23.7% of students in grades 6-8 will score meets/exceeds on the SC Ready Math assessments.
Analysis of Actual vs. Projected Data:

Projected 2024-25 13.7% 2025-26 18.7% 2026-27 23.7% 2027-28 28.7% 2028-29 33.7% Actual 2024-25 11.6% 2025-26 10.7%

S 2.1.1 Student performance on SCREADY Math

Evidence-Based Research:

Research indicates that standardized tests in middle school serve as reliable indicators of students' academic performance and potential. Studies have shown that these assessments help educators identify specific areas where students may require additional support or enrichment, enabling targeted interventions to enhance learning outcomes. Moreover, standardized testing has been linked to improved student accountability and goal-setting behaviors, ultimately fostering a culture of academic growth and achievement within middle school settings (Smith et al., 2018; Jones & Brown, 2020).

AS 2.1.1.1 Additional Tutoring and Data Analysis

Action Step:

Students will participate in additional tutoring beyond normal core instructional time (Homeroom assistance, Eagle Recovery, Lunch Tutoring, After School, Focused Tutoring) Weekly analysis of ALEKS usage to include the number of topics mastered. Incentive challenge for IXL and ALEKS. Focus Days for direct instruction (mini-lessons) in math for all students. Bi-weekly monitoring of DCFA usage for evidence of grade level collaboration and analysis of student performance on subject area standards.

Person Responsible:

Principal API CRT Staff

Estimated Begin Date:

8/6/2026

Estimated Completion Date:

6/1/2027

3 Student Achievement*

Performance Goal:

By 2029, 38% of students in grades 6-8 will score meets/exceeds on the SCREADY science assessments

PM 3.1 For the 2026-27 school year, 30% of 6th-grade students will score meets/exceeds on the SCREADY science assessments.
Analysis of Actual vs. Projected Data:

Projected 2024-25 16.8% 2025-26 20.8% 2026-27 24.8% 2027-28 28.8% 2028-29 32.8% Actual 2024-25 22% 2022-23 12.9%

S 3.1.1 Student performance on SCREADY science

Evidence-Based Research:

A systematic review of research on science programs in grades 6-12. Twenty-one studies met inclusion criteria including use of randomized or matched assignment to conditions, measures that assess content emphasized equally in experimental and control groups, and a duration of at least 12 weeks. Programs fell into four categories. Instructional process programs (ES=+0.24) and technology programs (ES=+0.47) had positive sample-size weighted mean effect sizes, while use of science kits (ES=+0.05) and innovative textbooks (ES=+0.10) had much lower effects. Outcomes support the use of programs with a strong focus on professional development, technology, and support for teaching, rather than materials-focused innovations. Cheung, A., Slavin, R.E., Kim, E., & Lake, C. (2016). Effective secondary science programs: A best-evidence synthesis. Journal of Research on Science Teaching, 54 (1), 58-81. Doi: 10.1002/tea.21338

AS

3.1.1.1 Vocabulary and AVID

Action Step:

Incorporate the use of vocabulary and AVID strategies to support student understanding and content fluency (an emphasis on addressing the needs of low achieving students and students with special needs). Estimated Cost \$1000 Funding Source Title I General Funds Indicators of Implementation Lesson Plans Observations

Person Responsible:
Science Teachers

Estimated Begin Date:
8/6/2026

Estimated Completion Date:
6/1/2027

AS

3.1.1.2 Science Fair

Action Step:

Utilize lab instruction and the Science Fair to embed Science and Engineering Practices into the curriculum to help increase critical thinking skills of all students. Estimated Cost \$1800 Funding Source District provided STEAM Funds Indicators of Implementation Lesson Plans Observations Science Fair Projects

Person Responsible:
Science Teachers

Estimated Begin Date:
8/6/2026

Estimated Completion Date:
6/1/2027

AS

3.1.1.3 PBL

Action Step:

Integrate and implement interdisciplinary planning to create Project-Based Learning opportunities for students. Estimated Cost \$1000 Funding Source STEAM Funds Indicators of Implementation Lesson Plans PLC Notes

Person Responsible:
Science Teachers

Estimated Begin Date:

	8/6/2026 Estimated Completion Date: 6/1/2027 AS 3.1.1.4 Technology Action Step: Utilize technology in the classroom for science literacy support by using web-based resources. Estimated Cost \$1000 Funding Source Title I General Funds Indicators of Implementation Lesson Plans Observations Person Responsible: Science Teachers Estimated Begin Date: 8/6/2026 Estimated Completion Date: 6/1/2027
4 School Climate* Performance Goal: By 2029, the student suspension rate in grades 6-8 will decrease to 37.5%.	PM 4.1 For the 2026-27 school year, the student suspension rate in grades 6-8 will decrease to 41.5%. Analysis of Actual vs. Projected Data: 2022-23 Discipline Baseline 56.5% Actual Data 2022-23 56.5% 2023-24 49.7% 2024-25 49.8% S 4.1.1 Student discipline performance Evidence-Based Research: Positive Behavioral Supports (PBS) or School-wide Positive Behavioral Supports (SWPBS) are the generic terms for a set of planned, integrated, school-wide approaches that help schools to address (a) positive school climate and safety, (b) classroom discipline and behavior management, and (c) student self-management and a continuum of interventions for students exhibiting social, emotional, and/or behavioral challenges. A recent meta-analysis of over 200 studies of school-based programs (Durlak, et al., 2011) revealed that classroom time spent on social, emotional, and behavioral learning and self-management helped to significantly increase students' academic performance, interpersonal success, emotional self-control and well-being, and behavioral skills and development. AS 4.1.1.1 Town Halls Action Step: Have school-wide town hall meetings throughout the academic year to discuss school expectations. Estimated Cost \$150 Funding Source Title I General Funds Indicators of Implementation Town Hall Meetings Calendar Person Responsible:

Principal Assistant Principals Teachers Estimated Begin Date: 8/6/2026 Estimated Completion Date: 6/1/2027	AS 4.1.1.2 Expectations Action Step: Share student expectations with parents consistently throughout the year. Estimated Cost \$500 Funding Source Title I General Funds Indicators of Implementation Open House Agenda Parent-Teacher Conference What's Happening at Perry Weekly Newsletter Talking Points Person Responsible: Principal Assistant Principals Teachers Estimated Begin Date: 8/6/2026 Estimated Completion Date: 6/1/2027	AS 4.1.1.3 PBIS Store Action Step: Provide Eagle Bucks to students who exceed behavior expectations and provide incentives through the PBIS store. Estimated Cost \$2000 Funding Source Title I General Funds Indicators of Implementation Classroom Observations Sign-In Sheets Agendas PBIS Celebrations Restorative Practices Social-Emotional Learning Student Advocacy Person Responsible: Faculty and Staff Members Estimated Begin Date: 8/6/2026 Estimated Completion Date: 6/1/2027	AS 4.1.1.4 Mentors Action Step: Assign a mentor/advocate to all students. Estimated Cost \$0 Funding Source N/A Indicators of Implementation Mentor Student Conference Log CAP Sessions (powerpoint/agenda) Other mentoring programs (GEMS, 100 Black Men, and Connections) Person Responsible: Assistant Principals School Counselors Estimated Begin Date:
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8/6/2026 Estimated Completion Date: 6/1/2027	AS 4.1.1.5 MTSS Process Action Step: Identify students with academic and behavior concerns and provide success strategies with the use of the MTSS process (student's discipline, attendance, test scores, grades etc.). Estimated Cost \$0 Funding Source N/A Indicators of Implementation Meeting agendas Sign-in/Sign-out PBIS Restorative practices Eagle PRIDE Student voice and ownership Person Responsible: Grade Level MTSS Teams Estimated Begin Date: 8/6/2026 Estimated Completion Date: 6/1/2027
AS 4.1.1.6 Check-In and Check-Out Action Step: Utilize the Check-in Check-out (CICO) system to discuss and/or model appropriate behaviors for students with a significant number of discipline infractions. Estimated Cost \$0 Funding Source N/A Indicators of Implementation ABE Documentation Guidance Documentation Character Coaching Documentation Daily Progress Report Student Check-In Sheet Student Check-Out Reflection Form Weekly Progress Tracker Behavior Point Card Goal-Setting Sheet Student Reflection Journal Parent Communication Log Person Responsible: Administrators Estimated Begin Date: 8/6/2026 Estimated Completion Date: 6/1/2027	5 Teacher/Administrator Quality* Performance Goal: By 2029, the teacher retention rate will increase to 96%. PM 5.1 By the end of 2026-27, the teacher retention rate will increase to 95.3%. Analysis of Actual vs. Projected Data:

S 5.1.1 Teacher performance on PD, instructional practices, and retention and recruitment

Evidence-Based Research:

Despite increasing focus on this issue, some states are facing difficulties attracting and retaining effective teachers in hard-to-staff schools, which may include schools identified as low-performing and/or high-needs and those serving large percentages of students living in disadvantaged communities. States also face challenges maintaining adequate numbers of effective teachers in hard-to-fill subjects such as mathematics, science, technology, special education, and foreign languages. Based on the client's request, this report focuses on compensation strategies-performance pay, bonuses, salary increases, performance-based awards, and other incentives-that may be considered to address the issue of teacher shortages. SEDL (2012). Rapid Response-Compensation Strategies To Address Teacher Shortages

AS 5.1.1.1 Professional Development

Action Step:

Conduct collaborative professional development sessions with a focus on Literacy, AVID, Visible Learning, Technology, Trauma-Informed training, Special Education and other district initiatives. Estimated Cost \$55,000 Funding Source Title I General Funds Indicators of Implementation Agendas Sign-in sheets Classroom observations Lesson plans Professional Development Agenda Session Slide Decks Facilitator Guides Learning Intentions & Success Criteria (LI/SC) for PD Norms & Collaboration Protocols PD Scope & Sequence / Yearlong Plan Teacher Reflection Forms Exit Tickets from PD Sessions Staff Feedback Surveys Coaching/Walkthrough Feedback Notes Trauma-Informed Practice Reflection Logs

Person Responsible:

Principal API Social Worker Administrators CRT Consultants

Estimated Begin Date:

8/6/2026

Estimated Completion Date:

6/1/2027

AS 5.1.1.2 Classified Staff PD

Action Step:

All classified staff and instructional assistants will participate in collaborative professional development sessions to continuously foster student achievement. Estimated Cost \$500 Funding Source General Funds Indicators of Implementation Agendas Sign-in sheets

Person Responsible:

Principal API CRT

Estimated Begin Date:

8/6/2026

Estimated Completion Date:

6/1/2027

AS 5.1.1.3 Attendance Incentives and Culture Boosters

Action Step:

Monthly and quarterly attendance incentives along with Teacher of the Month, Helping Hands Educator of the Month, and Classified Employee of the Month recognitions. Estimated Cost \$2000 Funding Source General Funds Donations Indicators of Implementation Teacher attendance report

Person Responsible:

Principal AP Other Staff

Estimated Begin Date:

8/6/2026

Estimated Completion Date:

6/1/2027

Assurances	
4001 - Richland County School District One (4001) Public District - FY 2027 - W. A. Perry Middle (4001067) 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))	
* ☐ No ☒	Academic Assistance, PreK-3 The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* ☐ Yes ☒	Academic Assistance, Grades 4-12 The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* ☐ Yes ☒	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* ☐ Yes ☒	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* ☐ Yes ☒	Technology The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* ☐ Yes ☒	Innovation The school funds innovative activities to improve student learning and accelerate the performance of all students.
* ☐ Yes ☒	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* ☐ 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.
* N/A	Parenting and Family Literacy The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* N/A	Recruitment The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* 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 2027 - W. A. Perry Middle (4001067) 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 Waiver 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 2027 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0

Type	Optional Documents Document Template	Document/Link
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Additional Documentation	N/A	
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Checklist	
4001 - Richland County School District One (4001) Public District - FY 2027 - W. A. Perry Middle (4001067) Public School - School Renewal Plan - Rev 0	
Checklist Description Collapse All Expand All	
1. Plan Information and stakeholders	Not Reviewed ▼
1.01 Information is complete and appropriate.	
2. Needs Assessment	Not Reviewed ▼
2.01 Needs assessment link is correct	
2.02 Needs assessment is clear, thorough and appropriate.	
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Not Reviewed ▼
3.01 All required goal areas have been addressed.	
3.02 Goal statements are complete and appropriate.	
3.03 Goals have all required parts completed.	
3.04 Action steps are complete and appropriate.	
4. Read to Succeed	Not Reviewed ▼
4.01 Responses are complete, thorough and appropriate.	
5. Assurances	Not Reviewed ▼
5.01 Responses are complete, thorough and appropriate	
6. Related Documents	Not Reviewed ▼
6.01 If applicable, uploaded documents are correct and appropriate.	