2019-2024 RICHLAND ONE
STRATEGIC PLAN
W.A. PERRY MIDDLE SCHOOL

RICHLAND ONE

ENGAGE · EDUCATE · EMPOWER

Dr. Craig Witherspoon
Superintendent

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Member	Title
Dr. Robin L. Coletrain	Principal
Lisa Payton Johnson	Assistant Principal
Camelia Brown	Curriculum Resource Teacher
Jennifer McGill	Literacy Coach/ELA Teacher
Novena Peddalagalla	Science Teacher
William Jarman	School Counselor
Joni James	Character Coach
Kia Muse	PTO President
Dr. Andrea Gray	SIC President
Emma Myers-Bailey	Community Member/Task Force
Dr. Keturah Singletary	School Federal Programs Coordinator

NEEDS ASSESSMENT FINDINGS

W.A. Perry Middle School's Strategic Plan will focus on three core areas to increase student success: student achievement, school climate, and recruit and retain highly quality teachers. These challenges will be combated through a focus on literacy, project-based learning, STEAM, teacher pedagogy, and partnerships with local colleges and businesses.

W. A. Perry Middle School has made great strides to provide students with every tool to be successful. Over the past three years, administrators, teachers, staff, parents and other stakeholders have met to review W. A. Perry's data (i.e. test results, school report card, and surveys) to discuss and provide feedback about successes and areas for improvement. Through the results of these meetings and a focus on effective teaching and student learning, the school has made strides but there are still academic challenges in preparing students for success.

Student Achievement is the core of all work at W.A. Perry Middle School. Fall 2018 Reading Inventory data revealed 80% were below grade level in reading (44% Below Basic and 36% Basic). Winter 2019 Reading Inventory data also revealed 80% of students were below grade level (38% Below Basic and 42% Basic). According to Fall 2018 Math Inventory data, 99% of students were below grade level in math (77% Below Basic and 22% Basic). Winter 2019 data revealed 87% of students were below grade level (57% Below Basic and 30% Basic). In grades 6-8, results of our Reading Inventory and Math Inventory show evidence of a need to focus intensively on standards-based instruction, targeted intervention, and literacy integration across all content areas.

On the 2018 SCREADY state assessment, 80.1% of the student population did not meet reading standards as measured by the South Carolina READY ELA test, and 79.5% of the student population did not meet standards as measured by the South Carolina READY Math test. On the 2018 EOCEP, results yielded 100% passage in ELA and 100% passage in math, a 22% increase from the previous year. On the 2018 SCPASS state assessment, 38% of the student population did not meet standards as measured by the South Carolina PASS social studies test, and 69.3% of the student population did not meet standards as measured by the South Carolina PASS science test. Moreover, the gap on the performance of students on SCPASS in both science and social studies indicates a need for intervention. There is a need to improve science instruction through an increased focus on research- and evidence-based science instructional practices, the science and engineering practices, and authentic literacy integration. There is a need to improve social studies instruction through a focus 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 the individual and diverse needs of these students across all content areas.

W.A. Perry recognizes that school climate is essential for success in the student achievement arena. The 2017-18 school year data results showed 1,130 office referrals and 39 referrals to the hearing board. Additionally, the 2018 suspension rate was 49.9%, an increase of 6.3% from the previous year. During the 2018-19 school year, W.A. Perry implemented a multi-tiered system of supports, Positive Behavior Interventions and Supports (PBIS), and advocacy programs which have showed favorable results and a reduction of behavioral incidents. At the end of March

2019, data results showed 825 office referrals along with 188 documented intervention in the ABE system. It should also be noted that there are a myriad of other interventions being provided by school counselors, the school social worker, administrators, and other school officials which are not captured in the ABE system. Succinctly, hearing board data reveals 27 hearing board referrals to date. W. A. Perry will continue to apply evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

W.A. Perry is focused on the recruitment and retention of high quality teachers. Teacher retention in high poverty schools is an ongoing problem. Ensuring every student has a properly certified teacher from the first day of class is a high priority. Systematic and sustained collaboration among teachers is needed so that teachers have the time necessary for productive collaboration, which improves teacher efficacy and retention. W.A. Perry will continue to look at professional development opportunities for teachers and our school design for greater teacher collaboration. Moreover, W.A. Perry will continue to review school design, scheduling, and the allocation of resources in order to provide teachers with the time necessary for productive collaboration.

PERRY | 2018 MIDDLE SNAPSHOT

Richland One — **2018**

DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	2014	2015	2016	2017	2018	2YR Chg	5YR Chg
45-Day Avg. Daily Membership	335	318	327	349	367	18	32
Teacher Attendance	93.7	93.8	94.6	94.2	95.3	1.1	1.6
Student Attendance	95.3	94.9	95.3	93.3	96.1	2.8	0.8
Percent Ethnicity - Black	99.1	98.5	99.1	98	98.5	0.5	-0.6
Percent Ethnicity - White	0.3	0.3	0.3	0.9	0.9	0	0.6
Percent Ethnicity - Other	0.6	1.2	0.6	1.1	0.6	-0.5	0
Percent Poverty Index	99.7	98.3	96.4	96	97.5	1.5	-2.2
Percent Special Education	22.6	23.3	22	23.2	20.1	-3.1	-2.5
Percent Limited English Proficient	0	0	0.3	0.5	0	-0.5	0
Suspension Rate	33.7	28.1	30.9	43.6	49.9	6.3	16.2

SCHOOL REPORT CARD

Average RATING

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.

SC READY

SC Ready replaced ACT Aspire assessment in spring 2016 and includes English language arts and mathematics. Student performance classify into four categories and administered to students in grades 3 through 8. Percent by readiness levels are given below.

Performance Level	2014	2015	2016	2017	2018	2YR Chg	5YRChg
English							
Does Not Meet	NA	NA	38.6	45	39.3	-5.7	NA
Approaches	NA	NA	41.9	36.1	40.8	4.7	NA
Meets	NA	NA	15	16	16.3	0.3	NA
Exceeds	NA	NA	4.5	2.9	3.6	0.7	NA
Math							
Does Not Meet	NA	NA	38.5	44.3	43.1	-1.2	NA
Approaches	NA	NA	44.2	35.7	36.4	0.7	NA
Meets	NA	NA	12.5	16	14.1	-1.9	NA
Exceeds	NA	NA	4.8	4	6.5	2.5	NA

EOCEP

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

Algebra I						
2014	2015	2016	2017	2018	2YR Chg	5YR Chg
100	100	100	77.8	100	22.2	0

English I						
2014	2015	2016	2017	2018	2YR Chg	5YR Chg
NA	NA	NA	NA	100	NA	NA

SC PASS

PASS (Palmetto Assessment of State Standards) is aligned to state standards and, as of 2015, only includes science and social studies for students in grades 4 through 8. Percent results (shown below) exclude students who tested with non-standard accommodations.

PASS	2014	2015	2016	2017	2018	2YR Chg	5YR Chg
Social Studies							
Not Met	30.6	31.5	27.4	35.7	38	2.3	7.4
Met	33.8	43.5	49.1	41.4	38	-3.4	4.2
Exemplary	35.6	25	23.5	22.9	24.1	1.2	-11.5

PASS	2014	2015	2016	2017	2018	2YR Chg	5YR Chg
Science							
Does Not Meet	NA	NA	NA	44.3	41.6	-2.7	NA
Approaches	NA	NA	NA	29.4	27.7	-1.7	NA
Meets	NA	NA	NA	16.9	24.7	7.8	NA
Exceeds	NA	NA	NA	9.4	6.1	-3.3	NA

Abbreviation Key:
NA=Not Applicable or Not Available

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

Updated 12/10/2018

Fall 2018 Reading Inventory

- Advanced 8%, 25 students
- Proficient 12%, 40 students
- Basic 36%, 121 students
- Below Basic 44%, 147 students

Winter 2019 Reading Inventory

- Advanced 9%, 29 students
- Proficient 12%, 40 students
- Basic 42%, 143 students
- Below Basic 38%, 128 students

Fall 2018 Math Inventory

- Advanced 1%, 2 students
- Proficient 3%, 9 students
- Basic 22%, 73 students
- Below Basic 74%, 243 students

Winter 2019 Math Inventory

- Advanced 0%, 1 student
- Proficient 13%, 43 students
- Basic 30%, 100 students
- Below Basic 57%, 191 students

2017-2018 Office Referrals by Student's Grade

Number of Office Referrals by Student's Grade
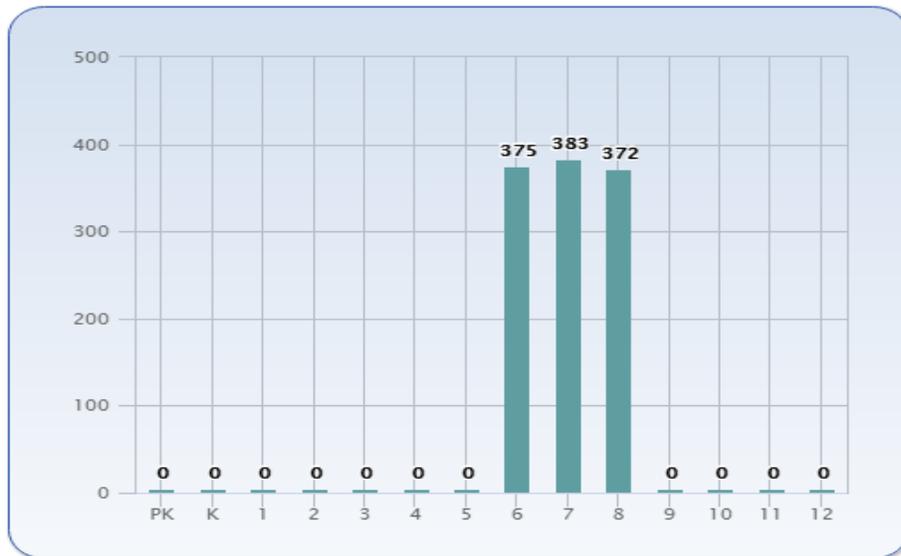
3 Year Historical Hearing Board Data

2015-2016	2016-2017	2017-2018
20	27	39

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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 and district report cards 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 district and school report cards.

Student Achievement, including sub-groups
Middle (6-8):
• W.A. Perry students' assessment results in grades 6-8 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.
• Data reveals that far less than half of the 6th and 8th grade students met or exceeded expectations on the state science assessment. Social Studies is a relative strength which reveal 7th grade students scoring above the district average. 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. There is a need to significantly improve social studies instruction through a focus on disciplinary literacy strategies that engage students in opportunities to read and write complex text.
• African American Males and students with disabilities continue to lag greatly behind their peers in grades 6-8 in ELA and Math. African American Males performed higher than the district in science and social studies. Students with disabilities continue to lag greatly behind their peers in science and social studies. Differentiation and inclusive practices are needed to address the individual and diverse needs of these students across all content areas.
Teacher/Administrator Quality
• Based on the data reviewed, W.A. Perry is facing challenges recruiting and retaining educators. A focus on these efforts will continue.
• Ensuring every student has a properly certified teacher from the first day of class is one of our highest district priorities.
• Teacher retention in high poverty schools is an ongoing problem. There is also difficulty recruiting teachers to high poverty schools.

• Quality, competency-based professional development must be designed in order to increase growth based on student achievement and observations. Systematic and sustained collaboration among teachers is needed so that teachers have the time necessary for productive collaboration, which improves teacher efficacy and retention and student achievement.
School Climate
• As expulsion numbers and out-of-school suspensions are slowly decreasing, W.A. Perry will utilize a multi-tiered system of supports, as well as evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

MISSION, VISION, CORE VALUES, CORE PRIORITIES & ACTIONS FOR IMPROVEMENTS

Mission

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

Vision

Richland School District One, in collaboration with an engaged community, is committed to ensuring that each learner achieves 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.

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.

Courage – We make bold decisions and take informed and thoughtful actions to meet present and future challenges.

Compassion – We respect all people by offering care and compassion with integrity.
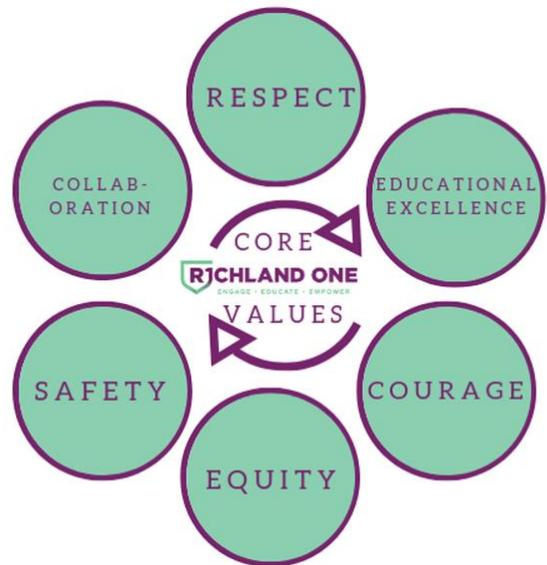
Core Priorities

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

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

3. Offer varied opportunities for families, stakeholders and community partners to be meaningfully engaged in supporting student success.

4. Provide a safe, secure, supportive learning environment for all students and employees.

5. Develop a long-range facility and technology plan to accommodate enrollment shifts as well as modernization of buildings to support learning and working efficiencies and innovation.

Actions for Improvement
(A high level plan to describe the execution of actions to accomplish core priorities.)

Deliver and implement a tiered system of interventions to provide students specific academic and behavioral supports to increase opportunities for success.

Ensure students are reading on grade level when promoted to third grade.

Develop and implement rigorous recruitment and retention processes.

Increase kindergarten readiness for potential students of Richland One.

Provide opportunities for all graduates of Richland One to be considered college and career ready as defined by the Profile of a South Carolina Graduate.

Develop and execute organizational efficiencies by developing and implementing systems and processes to support the work of the district.

W.A. Perry Strategic Planning Process

W.A. Perry Middle School Planning Process was developed and implemented from September 2018 through March 2019. A timeline was developed and followed to ensure data was reviewed, and considered, when developing the proposed Strategic Plan. The timeline followed is below:

1. **September 2018-** Selection of Steering Committee members, based on state requirements.

2. **October 1, 2018-** First Steering Committee Meeting

3. **January 11, 2019-** The Steering Committee reconvened to review survey data, Studer data, summative assessment data, formative assessment data, discipline data, and attendance data. The team also began to write the school renewal plan based on stakeholder groups feedback and historical data.

4. **October 22, 2018, November 26, 2018, January 28, 2019, February 25, 2019, and March 25, 2019-**SIC-PTO Meetings (Input Sessions).

5. **November 13, 2018, January 8, 2019, February 12, 2019, and March 12, 2019-** Task Force Meetings (Input Sessions).

6. **April 2019-** Submit approved plan to the South Carolina State Department of Education.

7. **April 2019-** Launch to content departments/team leaders for summer planning.

8. **Start of School 2019-2020**- Launch to all stakeholders.

Performance Goal Areas and Action Steps
for the 2019-2024 Strategic Plan (Mandated by State)

Performance Goal Area:	☒ Student Achievement*	☐ Teacher/Administrator Quality*	☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	☐ District Priority		

(required)*

PERFORMANCE GOAL 1:	By 2024, 75.7% of students in grades 6-8 will score approaches or above on the SC Ready ELA assessments.
Per SBE Regulation 43-261, 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 district and school report cards.	
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024, 72% of students in grades 6-8 will score approaches or above on the SC Ready Math assessments.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): SC Ready Data-ELA	60.7%	**Projected ELA Data**	63.7%	66.7%	69.7%	72.7%	75.7%
		Actual ELA Data	N/A	N/A	N/A	N/A	N/A
	AVERAGE BASELINE (2017-2018)		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): SC Ready Data-MATH	57%	**Projected Math Data**	60%	63%	66%	69%	72%
		Actual Math Data	N/A	N/A	N/A	N/A	N/A

2019-2024 W.A. Perry Middle School

ACTION PLAN FOR PERFORMANCE GOAL #1: By 2024, 75% of students in grades 6-8 will score approaches or above on the SC Ready ELA assessments.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDSING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Teachers will receive professional development in utilizing differentiated instruction and the 'workshop' method to reach all learners.	August 2019-June 2024	ELA Consultant Teaching and Learning	$0	N/A	Classroom Observations Sign-In Sheets Agendas
The school will examine the master schedule to increase instructional time in ELA to focus on reading levels.	August 2019-June 2024	Administrators Master Schedule	$0	N/A	Master Schedule Bell Schedule Academic Enrichment
Increase the variety of material that students read on a daily basis, by expanding all classroom libraries to include; fiction, informational text, historical fiction, fantasy, and periodicals.	August 2019-June 2024	Media Specialist Administrators	$60,000	District provided STEAM Funds Title I	Classroom Libraries Reading Areas
Use of Fall, Winter, and Spring Reading Inventory to assess reading levels to guide instructional practices and for small group instruction through the use of LLI kits in academic enrichment.	August 2019-June 2024	ELA Teachers	$0	N/A	Reading Inventory Data LLI Kits
Teachers will address the needs of those students not meeting standards on SC READY by placing students in an Edgenuity Reading Class or System44/Read 180.	August 2019-June 2024	CRT Lab Coordinator Reading Teachers	$0	N/A	Software reports Reading Lab Schedule

2019-2024 W.A. Perry Middle School

ACTION PLAN FOR PERFORMANCE GOAL #1: By 2024, 72% of students in grades 6-8 will score approaches or above on the SC Ready Math assessments.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDSING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Participate in Project Based Learning professional development.	August 2019-June 2024	Math Dept. Chair Classroom teachers	$5,000	STEAM Funds	PD Agenda and Sign in sheet
Math teachers will receive professional development in utilizing differentiated instruction (an emphasis on addressing the needs of low achieving students and students with special needs).	August 2019-June 2024	Math Consultant Math Dept. Chair Classroom teachers	$0	N/A	Agenda Sign-in-sheets Classroom observation
Implement a Saturday Math Academy to address students' deficits in math areas.	August 2019-June 2024	Math Dept. Chair Selected math teachers	$5000	General Funds	Lesson Plans Sign in sheets Flyers
Teachers will address the needs of those students not meeting standards on SC READY by placing students in the Edgenuity Math Class or Math 180	August 2019-June 2024	CRT Lab Coordinator Math Dept. Chair Math 180 Teacher	$0	N/A	Software reports Lab schedule
Implementation of Math Club (Thursday) for Club Day and Math Monday.	August 2019-June 2024	Math Dept. Chair Math Teachers	$0	N/A	Informal lesson plans Sign in sheets Recruitment tool

2019-2024 W.A. Perry Middle School

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐District Priority

(* required)

PERFORMANCE GOAL 2: *Per SBE Regulation 43-261, 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 district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024, 73.5% of students in grades 6-8 will score approaches or above on the SC PASS science assessments. By 2024, 77.1% of students in grades 6-8 will score approaches or above (or met and exemplary) on the SC PASS social studies assessments.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2017-2018)		**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
DATA SOURCE(s): SC PASS Data-Science	58.5%	**Projected ELA Data**	61.5%	64.5%	67.5%	70.5%	73.5%
		Actual ELA Data	N/A	N/A	N/A	N/A	N/A
	AVERAGE BASELINE (2017-2018)		**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
DATA SOURCE(s): SC PASS Data-Social Studies	62.1%	**Projected Math Data**	65.1%	68.1%	71.1%	74.1%	77.1%
		Actual Math Data	N/A	N/A	N/A	N/A	N/A

2019-2024 W.A. Perry Middle School

ACTION PLAN FOR PERFORMANCE GOAL #2: By 2024, 73.5% of students in grades 6-8 will score approaches or above (or met and exemplary) on the SC PASS science assessments.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDSING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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).	August 2019- June 2024	Science Teachers	$1000	Title I General Funds	Lesson Plans Observations
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.	August 2019- June 2024	Science Teachers	$1,800	District provided STEAM Funds	Lesson Plans Observations Science Fair Projects
Integrate and implement interdisciplinary planning to create Project-Based Learning opportunities for students.	September 2019- June 2024	Curriculum Resource Teacher Science Teachers	$1000	STEAM Funds	Lesson Plans PLC Notes
Utilize technology in the classroom for science literacy support by using web-based resources.	August 2019- June 2024	Science Teachers	$1000	Title I General Funds	Lesson Plans Observations

2019-2024 W.A. Perry Middle School

ACTION PLAN FOR PERFORMANCE GOAL #2: By 2024, 77.1% of students in grades 6-8 will score approaches or above (or met and exemplary) on the SC PASS social studies assessments.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDSING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implement research-based active vocabulary strategies in all social studies classrooms to increase reading comprehension (an emphasis on addressing the needs of low achieving students and students with special needs).	August 2019- June 2024	Department Chair Classroom Teachers	$1000	Title I General Funds	Lesson Plans and SCPASS Scores
Increase frequency of open-ended and extended writing in classroom activities and assessments.	August 2019- June 2024	Department Chair Classroom Teachers	$0	N/A	Lesson plans
Implement social studies content wide reading strategies to increase comprehension of informational text.	August 2019- June 2024	Department Chair Classroom Teachers	$0	N/A	Lesson Plans PLC and department Minutes
Continue meeting as a PLCs to coordinate project-based learning planning process in order to implement PBL across the grade level social studies department and other content areas.	August 2019- June 2024	Department Chair Classroom Teachers	$0	N/A	Lesson Plans PLC and Department meeting notes

2019-2024 W.A. Perry Middle School

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* ☐District Priority

(* required)

PERFORMANCE GOAL 3: *Per SBE Regulation 43-261, 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 district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024, the student suspension rate will decrease to 34.9% in grades 6-8.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2018-2019)		**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
DATA SOURCE(s): Suspension Data	**49.9%**	**Projected Suspension Data**	46.9%	43.9%	40.9%	37.9%	34.9%
		Actual Suspension Data	N/A	N/A	N/A	N/A	N/A

ACTION PLAN FOR PERFORMANCE GOAL #3: By 2024, the student suspension rate will decrease to 34.9% in grades 6-8.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDSING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Have school-wide town hall meetings throughout the academic year to discuss school expectations.	August 2019- June 2024	Principal Assistant Principals Teachers	$150	Title I General Funds	Town Hall Meetings Calendar
Share student expectations with parents consistently throughout the year.	August 2019- June 2024	Principal Assistant Principals Teachers	$500	Title I General Funds	Open House Agenda Parent-Teacher Conference Forms
Provide Eagle Bucks to students who exceed behavior expectations and provide incentives through the PBIS store.	August 2019- June 2024	Faculty and Staff Members	$2,000	Title I General Funds	Eagle Bucks Log
Assign a mentor for students with multiple discipline infractions.	August 2019- June 2024	Assistant Principals School Counselors	$0	N/A	Mentor Student Conference Log
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.).	August 2019- June 2024	Grade Level MTSS Teams	$0	N/A	Meeting agendas Sign-in/Sign-out
Utilize the Check-in Check-out (CICO) system to discuss and/or model appropriate behaviors for students with a significant number of discipline infractions.	August 2019- June 2024	Administrators	$0	N/A	ABE Documentation Guidance Documentation Character Coaching Documentation

2019-2024 W.A. Perry Middle School

Performance Goal Area:	☐ Student Achievement*	☒ Teacher/Administrator Quality*	☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

Schools, etc.)*

☐ District Priority

(required)*

PERFORMANCE GOAL 4: *Per SBE Regulation 43-261, 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 district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	By 2024, 100% of instructional staff, to include certified and classified, will participate in ongoing professional development and training designed to improve instructional practices, student achievement, and retention and recruitment.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE (2018-2019)		**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
DATA SOURCE(s): 2018-19 PD Plan	**85%**	**Projected Data**	88%	91%	94%	97%	100%
		Actual Data	N/A	N/A	N/A	N/A	N/A

2019-2024 W.A. Perry Middle School

ACTION PLAN FOR PERFORMANCE GOAL #4: By 2024, 100% of instructional staff, to include certified and classified, will participate in ongoing professional development and training designed to improve instructional practices, student achievement, and retention and recruitment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDSING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Conduct collaborative professional development sessions with a focus on Literacy, PBL (Phase 3), AVID, Visible Learning, Technology, Trauma-Informed training, Special Education and other district initiatives.	July 2019-August 2024	Principal Social Worker Administrators CRT Consultants	$20,000	Title I General Funds	Agendas Sign-in sheets Classroom observations Lesson plans PD Plan
All classified staff and instructional assistants will participate in collaborative professional development sessions to continuously foster student achievement.	August 2019-June 2024	Principal CRT	$500	General Funds	Agendas Sign-in sheets
Participate in and out of state teacher recruitment fairs.	August 2019-June 2024	Administrators Teachers	$200	General Funds	Recruitment schedule Travel Log Interview Notes
Monthly and quarterly attendance incentives along with Teacher of the Month, Digital Educator of the Month, and Classified Employee of the Month recognitions.	August 2014-June 2019	Principal Assistant Principal	$750	General Funds	Teacher attendance report

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http://perry.richlandone.org

Dr. Robin L. Coletrain
Principal