

GREENVILLE MIDDLE ACADEMY

Traditional & Global Studies

**STRATEGIC PLAN &
SCHOOL PORTFOLIO**

2018-19 through 2022-23

Greenville County Schools

Nicky Andrews, Principal

W. Burke Royster, Superintendent

A Tradition of Excellence

Since 1938

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: GREENVILLE MIDDLE ACADEMY

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (*one year*)


Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

| | | |
|----------------------|--|-----------|
| Dr. W. Burke Royster |  | 3/29/2019 |
| PRINTED NAME | SIGNATURE | DATE |


PRINCIPAL

| | | |
|---------------------------|--|-----------|
| Mrs. Y.C. (Nicky) Andrews |  | 3/29/2019 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|------------------------|--|-----------|
| Mr. Charles J. Saylors |  | 3/29/2019 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|------------------|--|-----------|
| Mr. Andrew Gouge |  | 3/29/2019 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|-------------------|--|-----------|
| Mrs. Jody Allison |  | 3/29/2019 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS:

339 Lowndes Avenue, Greenville, South Carolina 29607

SCHOOL TELEPHONE:

(864) 355-5600

PRINCIPAL E-MAIL ADDRESS:

yandrews@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

| <u>POSITION</u> | <u>NAME</u> |
|---|------------------------|
| 1. PRINCIPAL | <u>Nicky Andrews</u> |
| 2. TEACHER | <u>Chancey Greco</u> |
| 3. PARENT/GUARDIAN | <u>Andrea Hargette</u> |
| 4. COMMUNITY MEMBER | <u>Dale Sutton</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Andrew Gouge</u> |
| 6. Read to Succeed Reading Coach | <u>Jody Allison</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Nicky Andrews</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

** Must include the School Read to Succeed Literacy Leadership Team.

| <u>POSITION</u> | <u>NAME</u> |
|--|-------------------------|
| School Read to Succeed Literacy Leadership Team: | |
| Instructional Coach | <u>Jody Allison</u> |
| Program Coordinator | <u>Alonda Rollison</u> |
| Teacher | <u>Benjamin Sinnett</u> |
| Teacher | <u>Michelle Miles</u> |
| Teacher | <u>Lauryn Hammock</u> |
| Teacher | <u>John Henikman</u> |
| Teacher | <u>Stacy Foster</u> |
| Teacher | <u>Taki Johnson</u> |
| Student | <u>Angelina Lopez</u> |

***REMINDER:**

If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

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

| | |
|---|--|
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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). |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district 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. |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system). |

| | |
|---|--|
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location. |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools. |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context. |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of 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): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect. |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities. |

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SECTION ONE: INTRODUCTION

The Greenville Middle Academy Strategic Plan was developed to guide our actions and document the changes and progress our school has made as we have sought to more effectively support student learning. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. The plan is organized according to the standards set forth in Greenville County Schools Strategic Planning/Portfolio Checklist. It is our firm belief that the philosophies represented by the aforementioned guidelines will support Greenville Middle's efforts toward continuous school improvement.

An executive committee, consisting of the five Standards chairs, divided the stakeholders into subgroups to work in teams. The committees gathered data on Information and Communication/Values/Beliefs, Leadership, Curriculum and Instruction, Resources/Services, and Assessment/Data. As teams worked, they presented findings to the stakeholders in faculty and SIC meetings. The Committees used data to compile indicators for the Portfolio and AdvancED documents.

The Greenville County Portfolio process helped guide the AdvancED Self-Study. We analyzed data using Parent, Staff, Student Survey results, State Depart School Reports Cards, and ESEA Federal Accountability Ratings. The self-study was guided by State and District Technology Plans, National Professional Development Standards, the Greenville County Strategic Plan, and the Greenville County Portfolio process.

Greenville Middle School Academy is fully accredited by the South Carolina State Department of Education and AdvancED. We also meet all planning, implementation, evaluation and reporting requirements of the Educational Accountability Act and Act 135, and the Greenville County Strategic Plan.

Executive Committee members included chairs of each of the subcommittees. Each grade level team or the ELA, Math, Special Education, or Related Arts Department was represented. The committees included the following: Communication/Values/Beliefs, Leadership; Curriculum and Instruction, Resources/Services, and Assessment/Data.

AdvancED Groups

Standard 1 – Communication/Values/Beliefs

Chancey Rubin & Benjamin Sinnett--Chair

Allison Berman

Laura Black

Brad Dill

Sandra Godfrey

Lauryn Hammock

Amy Knobel-Chester

Taylor Kuykendall

Sonia Serrata

Kyle Wentzel

Standard 2 – Leadership

Janie Wassynger & Neal Leonard—Chair

Hunter Allen
EJ Bonenberger
Jenny Brosseau
Charlie Forrester
Stephan Hergatt
Anne Matthews
Jennifer Pickens
Kim Townsend

Standard 3 – Curriculum and Instruction

Jenna Burdette & Hillary Looper--Chair

Nicky Andrews
Brad Baker
Jenny Brosseau
Kathleen Carey
Regina Duck
Clea Garner
Nick Hall
Anna Hasenkamp
Angela Phillips
Barry Rhodes
Alonda Rollison
Charles Titus

Standard 4 -- Resources/Services

Stacy Foster & Taki Johnson--Chair

Katie Bailey
Pamela Cao
Megan Giordani
Courtney Lamb
Amanda Long
Michelle Miles
Susan Moree
Karla Ross
Nicole Shartzer
Heidi Templeton-Kellett
Nadra Wilkie

SECTION TWO: EXECUTIVE SUMMARY OF NEEDS

Needs Assessment

In the area of *Student Achievement*, to raise the academic challenge and performance of each student in all minority groups has been our most significant challenge. Achievement is discussed in the Data Analysis for Goal 1. Greenville Middle needs to:

- Focus on maintaining school writing performance as measured by SC READY.
- Increase overall school ELA performance each year, as determined by school goals.
- Increase overall school Math performance each year, as determined by school goals.
- Increase overall school Science performance each year, as determined by school goals.
- Increase overall school Social Studies performance each year, as determined by school goals.
- Focus on raising minority student performance (African-Americans and Hispanics and Students with Disabilities) in all subject areas.

In the area of *Teacher/Administrative Quality*, goal two focuses on maintaining quality instructional and administrative personnel. We need to:

- Maintain in-house Professional Development to improve instruction in reading and writing across the curriculum and Global integrated studies.
- Incorporate innovative student-centered activities and increase student engagement.
- Continue reading/writing/vocabulary across the curriculum.
- Continue data analysis and incentives.

School Climate, goal three, addresses several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school. Although survey results are generally high in all areas, several concerns were identified. We need to:

- Create and expand transition support from elementary school and to high school.
- Introduce schoolwide and classroom Character Education Program.
- Enhance Career Education Program.
- Initiate parent academy workshops during the year.

Academic Programs and Features

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century*. Because 21st Century Skills include “world languages,” Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit. Our challenge is to maintain this high level of achievement.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:

- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, Geometry, Honors English I, Spanish I, French I and II and Computer Science
- Greenville County's Middle School French Immersion Program
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Latin/Greek Stems Vocabulary Development Program
- Library/Media Center—over 25,000 Titles for Student Check-out
- 10 Chromebook Carts for use in the classroom
- Related Arts Courses: Band, Strings, Chorus, Art, Yearbook, Spanish, French, Physical Education, Global Studies, Google Technology, Media Literacy, Gateway to Technology
- Gifted and Talented Program
- National Junior Beta Club and National Junior Honor Society
- Chess Club, International Club, Geography Bee, MathCounts, Quiz Bowl, Mock Trial, Interscholastic and Intramural Sport Teams.

Greenville Middle Academy and its students receive district, state, and national recognition:

- Test Scores above District and State averages
 #1 Writing Middle School (SC READY 2018)
- Palmetto's Finest School
- Music Showcase Festival Superior Rating
- Multiple Award-Winning PTA
- Junior Scholars/Duke Tip
- Student Awards and Recognition Program
- Multiple State/National PTA Reflections Winners
- State Beta Club Officers and State Competition Winners
- National Award for Guidance and Career Exploration Programs
- National Board Certified Teachers
- District Teacher of the Year finalists for 2014, 2015, 2016 and 2017
- Met State and National Adequate Yearly Progress Criteria

SECTION THREE: SCHOOL PROFILE

History

Greenville Middle School began in 1938 as Greenville Junior High School in the building that had been Greenville High School. It was located on Prospect Hill at the head of what is now known as McBee Avenue. Originally constructed in 1888, the facility was the first public school building in the city.

Greenville Junior High School served the community from 1938 until 1965 at this location. During this period, the 82 separate school districts in Greenville County were consolidated into one unified district. By 1949, the school's population had increased to 1600 students. In the fall of 1965, Greenville Junior High moved to the current facility. When the school district implemented the middle school concept, Greenville Junior High School became Greenville Middle School. Because of declining population, in 1997 Greenville Middle School became a Select School, Greenville Middle Academy, with a focus on reading, writing, and vocabulary across the curriculum.

Select School status impacts our school program in two major ways. As a Select School, we are allowed to recruit students from all attendance areas of the school district—students who are interested in our academic focus on "Reading, Writing, and Vocabulary Development across the Curriculum." Students have chosen to attend Greenville Middle Academy from approximately twenty other public and private middle schools. The school district also budgets extra funds to support Select School programs. Our budget has funded hardware and software for a Writing Lab, a lab manager/technology coordinator, a program coordinator, a journalism teacher, and instructional supplies to support our school-wide focus.

Beginning 2007-2008, Greenville Middle proposed a rebirth from "Traditional Studies" to "Traditional Studies: A Global Perspective." This new Renaissance for our "flat world" learner must include expanding our study of the English Language Arts of Reading, Writing, and Vocabulary across the Curriculum by including the other two Language Arts as defined in the state Standards—Listening/Speaking and Thinking. At the same time, we plan to expand our study of language to examine cultural norms, analyze ways of thinking and problem-solving, and explore global culture while at the same time, delve more deeply into our own complex and diverse cultures. Our recent School Portfolio process identified a need for focus on academic achievement for all students and for minority students in particular. In 2010, Greenville Middle met Adequate Yearly Progress as defined by the SC Department of Education. GMA was the first middle level school in the district to attain that goal. We are proud of our tradition of excellence.

Teacher and Administrator Quality

Greenville Middle Academy has a highly qualified staff. 60% of teachers have ten or more years' experience. 72.5% of staff members hold advanced degrees. Eight teachers (14.6%) are National Board Certified. Over the past few years the experience level of our normally stable staff has lowered as many teachers have retired.

School Leadership

Administrators

Our school is led by Nicky Andrews, our principal, who has been at Greenville Middle Academy for three years. We also have two assistant administrators, Susan Moree, assistant principal, and Brad Dill, administrative assistant, who comprise our administrative leadership team.

Teaching/Support Staff

We have a supportive team at Greenville Middle, comprised of:

55 teachers (core, related arts, and special education)

1 ESOL: Tami Uria

4 school counselors: Taki Johnson, Pamela Cao, Megan Giordani, Katie Bailey

3 clerks for data, guidance, and attendance: Sonya Sullivan, Michelle Joiner, Shane Hawk

Secretary/bookkeeper: Jill Foster

Program Director: Alonda Rollison

Instructional Coach: Jody Allison

Our school PTA is routinely involved in the operation of our school. Without them, many of the efforts we initiate would not be possible. Currently, we send out a form at the beginning of the school year to determine the volunteer skills available. Parents, teachers, and administrators are very involved in our School Improvement Council. They meet quarterly and discuss opportunities to support our school. They are currently seeking ways to help our school maintain a high level of instruction.

Greenville Middle School currently has an Instructional Leadership Team made up of grade level team leaders, special area team leaders, and administrators. They meet with the principal frequently during the school year to share and discuss school-wide issues.

Instructional Leadership Team (ILT):

6th grade: Chancey Rubin, Benjamin Sinnett

7th grade: Lauryn Hammock, Michelle Miles

8th grade: Hailey Caldwell, Charles Titus

Math: Jenna Burdette

Science: Matthew Giacalone

Social Studies: Hillary Looper

English/Language Arts: Katelynn Guest, Mary Roach

Special Education: Stacy Foster

Guidance: Taki Johnson

Related Arts: John Henikman, David Young

Student Demographic Data

Greenville Middle is an inner-city school, located near Greenville's downtown. From 1988 to 1996 as families began to leave the downtown area and relocate in suburban areas, enrollment dropped from 832 students to 654. In 1996, Greenville Middle applied to become a "Select School" and in 1997 became Greenville Middle School Academy of Traditional Studies. The popularity and economic development of Greenville and the downtown area have contributed to a resurgence in surrounding neighborhoods. Currently, we serve 849 home-based and magnet students, who represent nearly every elementary school in the county.

| | 2016-17 | 2017-18 | 2018-19 |
|--|----------------|----------------|----------------|
| Enrollment | 827 | 830 | 849 |
| Gender (M/F) | 391/436 | 419/412 | 414/435 |
| Caucasian | 54 | 54 | 73 |
| African-American | 23 | 22 | 15 |
| Hispanic | 14 | 15 | 8 |
| Other | 9 | 9 | 4 |
| FARMS (Free & Reduced Only) | 38 | 42 | 46 |
| Special Education | 13 | 13 | 12 |
| Gifted @ Talented | 36.2 | 35.8 | 36 |
| Limited English Proficient | 7.2 | 16.6 | 17.4 |

Magnet

The Greenville Middle Magnet Program (Traditional and Global Studies and French Immersion) currently has a district-determined ceiling in all three grades and maintains a waiting list of candidates.

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century*. Because 21st Century Skills include “world languages,” Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:

- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, Geometry, Honors English I, Google Basics/Multimedia, Spanish I, French I and II, and a French Immersion Program
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Latin/Greek Stems Vocabulary Development Program
- Library/Media Center—over 25,000 Titles for Student Check-out
- Media Literacy Computer Lab, 20 Station Research Lab, 10 Portable Chromebook Carts
- Related Arts Courses: Band, Strings, Chorus, Art, Yearbook, Media Literacy/Journalism, Spanish, French, Physical Education, Global Studies, Speech and Debate, Gateway to Technology, Google Basics
- National Junior Beta Club and National Junior Honor Society, Duke Tip, Junior Scholars
- State PTA Teacher of the Year, State PTA Principal of the Year, District Rising Principal of the Year, State Cooperating Teacher of the Year, GCS Spirit of Einstein Science Teacher
- MathCounts, International Club, Geography Bee, Quiz Bowl, Battle of the Books, Mock Trial, Robotics, Drama/Debate Club, Radio Broadcasting, Interscholastic and Intramural Sports Teams, Youth in Government, Drama Society, Ram Radio on iTunes
- Palmetto Gold Awards.

SECTION FOUR: MISSION, VISION, BELIEFS

This comprehensive process to build consensus involved all school stakeholders: teachers, administrators, support staff, parents, students, the School Improvement Committee and the local PTA Board. A core group of faculty met to begin the process to clarify our values and beliefs, purpose, mission, vision, and goals. Study groups examined the school's current mission and vision statements. We then answered the following questions about Greenville Middle:

- What does GMA do very well? What are the most important things we want to communicate to the community?
- Is there anything we need to change about what we already do?
- What are several ways we can reach out to the community?

Values and Beliefs

We understand the necessity for preparing students for increasingly rigorous higher order thinking and performance, a mastery of 21st Century Skills, and our need to prepare them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

We believe...

- The student is the center of the educational process.
- Education is the shared responsibility of the student, home, school, and community.
- All students can progress.
- Each student is a valued individual with unique intellectual, physical, social, and emotional needs.
- Students learn best in a safe, orderly, and inviting environment that provides opportunities for success.
- Students learn best when they accept responsibility for being actively engaged with the teacher in the learning process.
- Positive relationships and mutual respect among and between students and staff enhance students' self-esteem.
- Students learn in different ways and should be provided with a variety of curricula, instructional approaches, activities, and assessments to support their learning.
- A unified focus with state and international standards should integrate international content through all subject areas.
- The school should provide career awareness and experiences for all students.
- Children need opportunities to connect with international communities.
- High expectations for all students and teachers should guide the development of curriculum and instructional strategies.
- Students should have opportunities to study one or more world languages.
- The school should provide educational experiences that actively engage students and enable them:

Commitment to continuous improvement is critical for all students to achieve their maximum potential.

Mission

The mission of Greenville Middle Academy is to prepare adolescents to become self-directed, confident, lifelong learners who participate productively in a 21st century global society.

Our school tagline is: E=MC² (Education = Making Children Count).

Shared Vision

The following are the curriculum, instruction, assessment, and environmental strategies to support effective learning for Greenville Middle School students:

Curriculum

- Organize teaching to address state standards.
- Integrate standards into our Magnet School interdisciplinary focus.
- Provide a variety of instructional methods to accommodate learning styles.
- Emphasize reading and writing across the curriculum as a means of accessing, organizing, and communicating information in all disciplines.
- Focus on Latin and Greek stems to enhance vocabulary development.
- Teach specific Global Knowledge and Skills.
- Offer a capstone course devoted to global knowledge and skills.
- Provide a comprehensive career awareness program.
- Align instruction and assessment.
- Offer a challenging curriculum.

Instruction

- Employ current research-based methodology.
- Maintain high expectations for teachers and students.
- Vary expectations to address all learning styles and abilities.
- Provide hands-on, interactive, student-centered learning.
- Implement a technologically advanced communication and learning program. Allow flexibility in grouping students for instruction.
- Design lessons for students to learn to work cooperatively.
- Employ research-based methods that engage students in authentic learning experiences.
- Maintain a range of ages, experiences, and backgrounds of staff members.
- Group students and teachers to allow for teaming and time for team planning.
- Foster independent learning techniques in students.
- Focus staff development to address identified instructional needs.

Assessment

- Utilize district benchmarks (TE21) to make instructional decisions related to student learning.
- Use multiple assessment formats—portfolios, performances, rubrics, teacher created assessments, and student created self-assessments.
- Use assessments to identify areas for re-teaching.
- Vary assessments according to ability levels.
- Design objective and alternative types of assessments.

Environment

- Ensure an environment that is
 - safe
 - healthy
 - supportive
 - engaging
 - challenging.
- Maintain and consistently enforce a strong school-wide discipline plan.
- Maintain a comfortable temperature.
- Continue a strong and supportive PTA relationship.
- Maintain a supportive and visible administration.
- Value school, student, and teacher achievement.

Vision

Our vision is to be the best middle school in our state and provide the best middle school experience for ALL students in our school. We offer a strong Traditional and Global Studies program as a choice for Greenville County students. The academic program encompasses diverse, academically challenging opportunities focusing on reading, writing, and vocabulary development, acquiring 21st Century skills, and global understanding as a means of accessing, organizing, and communicating knowledge in all subject areas. The staff of GMA plans to prepare adolescents to become self-directed, confident, lifelong learners who participate productively in a 21st century global society.

We understand the necessity for preparing students for increasingly rigorous higher education coursework in order for them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

Goals

- **Goal 1: Raise student achievement** - Raise student performance by offering an academically challenging curriculum focused on reading, writing, and vocabulary development in all curricular areas.
- **Goal 2: Ensure quality personnel in all positions** – Provide the best teaching candidates for our students.
- **Goal 3: Provide a school environment supportive of learning** - Support learning by ensuring our students have an environment where they are safe, healthy, supported, engaged, and challenged.

SECTION FIVE: DATA ANALYSIS/NEEDS ASSESSMENT

Student Achievement – Goal 1

Student Achievement Needs Assessment

For the needs assessment, the graphs below show SC READY and SC PASS by grade. Further, we looked at attendance data for students and staff. We also reviewed data collected from staff, students, and parents.

SC READY 2018

| | SC READY ELA 2018 - All Students | | | |
|--------------|----------------------------------|-------|-------------------|-------|
| | Does Not Meet and Approaches | | Meets and Exceeds | |
| | Count | % | Count | % |
| All Students | 370 | 44% | 465 | 56% |
| | SC READY ELA 2018 – By Grade | | | |
| | Does Not Meet and Approaches | | Meets and Exceeds | |
| | Count | % | Count | % |
| Grade 8 | 127 | 44% | 161 | 56% |
| Grade 7 | 108 | 41.7% | 151 | 58.3% |
| Grade 6 | 135 | 46.9% | 153 | 53.1% |

| | SC READY Math 2018 - All Students | | | |
|--------------|-----------------------------------|-------|-------------------|-------|
| | Does Not Meet and Approaches | | Meets and Exceeds | |
| | Count | % | Count | % |
| All Students | 477 | 57% | 358 | 43% |
| | SC READY Math 2018 – By Grade | | | |
| | Does Not Meet and Approaches | | Meets and Exceeds | |
| | Count | % | Count | % |
| Grade 8 | 183 | 63.5% | 105 | 36.5% |
| Grade 7 | 136 | 52.5% | 123 | 47.4% |
| Grade 6 | 158 | 54.8% | 130 | 45.2% |

SCPASS Science 2018

| | SCPASS Science 2018 - By Grade | | | |
|---------|--------------------------------|-------|-------------------|-------|
| | Does Not Meet and Approaches | | Meets and Exceeds | |
| | Count | % | Count | % |
| Grade 8 | 145 | 50.4% | 143 | 49.7% |
| Grade 6 | 133 | 46.2% | 155 | 53.8% |

SCPASS Social Studies 2018

| | SCPASS Social Studies 2018 - By Grade | | | | | |
|---------|---------------------------------------|-------|-------|-------|-----------|-------|
| | Not Met | | Met | | Exemplary | |
| | Count | % | Count | % | Count | % |
| Grade 7 | 84 | 32.4% | 80 | 30.9% | 95 | 36.7% |

Analysis/Response

Test Data: SC READY and SCPASS Data from 2016 will establish a baseline for annual measurement for ELA and math and science and social studies.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. Both groups must be present for optimal academic achievement.

Response: Achievement data reflects a need for targeted interventions for students who are underperforming. Implementation of Professional Learning Communities will strengthen school teams and ensure effective student engagement and depth of content understanding. A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including Read 180/System 44 as well as Language Live and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

Teacher and Administrator Quality – Goal 2

The second goal addresses in-house professional development at Greenville Middle Academy. Since the magnet focus at Greenville Middle is reading, writing, vocabulary across the curriculum and Global studies, professional development has been recursive covering these topics on a continuous basis.

Teachers are offered specific professional development weekly through Greenville Middle and the county. Monthly Curriculum Meetings focus on teaching skills in reading and writing for all teachers. Specific data analysis for individuals, grades, departments, and the whole school is implemented every fall in order to find strengths and weaknesses. Also, technology workshops are used to promote integration of new programs in the curriculum. Monthly afternoon workshops are offered to share expertise in various areas. Some teachers also attend conferences and other out of building offerings using professional development days offered by the district. The district encourages staff to visit other classrooms within the building as well as in other schools.

Offerings are often planned according to issues that arise during each year. Teachers are given opportunities to lead these workshops and to share ideas and worries in all gatherings.

The Professional Development Calendar lists all in-house PD for this year. Not listed are teacher classroom visits and attendance at conferences. The Professional Development calendar is listed below.

NEEDS ASSESSMENT

The preceding discussion identified the following needs:

- Continue opportunities for the use of technology and Personalized Learning implementation (SAM-R Model).
- Revisit 21st Century Skills and increasing student engagement.
- Revisit the teaching of reading, writing, and vocabulary across the curriculum yearly.
- Continue data analysis and incentives for growth/progress.

Greenville Middle Academy Professional Development Plan 2018- 19

| Date | Workshop Title | Presenter/Facilitator | Hours | Goal |
|------------|--|---|-------|-------|
| 08/7/2018 | New Teacher Orientation | Andrews, Dill, Moree, Allison, Rollison, Carey | 6 | 1 |
| 08/14/2018 | Instructional Leadership Team ONLY - <i>Collective Efficacy: How Educators' Beliefs Impact Student Learning</i> Text Study | Andrews | 3 | 1 |
| 08/28/2018 | PT Pro Training | Allison | 1 | 4 |
| 09/11/2018 | Data Analysis and Goal Setting <u>Action Item</u> : Learning Target Article | Andrews/Allison | 1 | 1 & 2 |
| 09/12/2018 | Faculty Mtg- 504/A-team/ Magnet School for new to GMA teachers | Guidance / Rollison | 1 | |
| 09/25/2018 | Mastery Connect Training/ Assistance w/goals | Allison / Rubin | 1 | 2 & 4 |
| 09/26/2018 | Dept Mtg - Share/ Finalize Goals and Action Steps | Dept Heads | 1 | 1 & 2 |
| 10/3/2018 | Instructional Leadership Team ONLY - <i>Collective Efficacy: How Educators' Beliefs Impact Student Learning</i> Text Study | Andrews | 1 | 1 |
| 10/9/2018 | Learning Targets & PLC 4 Corollary Ques...How do they align? <u>Action Item</u> : Evaluate lesson plans for meeting standards / targets | Allison / Andrews | 1 - 2 | 1 & 2 |
| 10/16/2018 | Benchmark Training | Alison | 1 | 4 |
| 10/30/2018 | Goal Check-in | Admin / Allison | 1 | 2 & 3 |

| | | | | |
|-----------------|--|---|-----|-------|
| 10/?/2018 | Dept Mtg - Create Learning Target for One Power Standard | Dept Heads | 1 | 2 |
| 11/13/2018 | Evaluate Learning Targets/ Goal Progress & Adjustments using Benchmark Data & PLC 4 Corollary Questions <u>Action Item</u> : Evaluate lesson plans for differentiation (SPED/ELL) | Andrews / Allison | 1-2 | 1 & 2 |
| 11/14/2018 | Faculty Mtg - After Mtg: Schaffer Model for new to GMA teachers and Help w/ Google Classroom | Andrews GC = Allison Schaffer = Rollison? Wassynger? | 1 | 3 |
| 11/27/2018 | Goal Check-in | Admin / Allison | 1 | 2 & 3 |
| 11/28/2018 | Dept Mtg - Monitor Goal Progress and Complete Action Items | Dept Heads | 1 | 2 & 3 |
| 12/4/2018 | Differentiation/ Monitor Goal Progress & Gather Evidence <u>Action Item</u> : Peer Evaluation - Observe differentiation in the classroom | Allison / Uria?/ SPED? | 1-2 | 2 & 3 |
| 12/5/2018 | Instructional Leadership Team ONLY - <i>Collective Efficacy: How Educators' Beliefs Impact Student Learning</i> Text Study | Andrews | 1 | 1 |
| * 12/14/2018 | Tic-Tac-Toe Tech Tools | DLC Coach | 1 | 4 |
| 12/18/2018 | Goal Check-in | Admin / Allison | 1 | 2 & 3 |
| 01/16/2018 | Faculty Mtg - After Mtg: DOK Wheel | Andrews DOK = Allison / Townsend? | 1 | 4 |
| 01/22/2018 | Social Emotional Learning / Monitor Goal Progress & Gather Evidence <u>Action Item</u> : Implement a SEL strategy | Allison | 1-2 | 2 & 3 |
| 01/29/2018 | Goal Check-in | Admin / Allison | 1 | 2 & 3 |

| | | | | |
|-----------------|--|-----------------|-----|----------|
| 01/30/2018 | Dept Mtg - Monitor Goal Progress & Complete Action Items / Share SEL Strategy | Dept Heads | 1 | 2 & 3 |
| 02/5/2018 | Student Choice / Goal Progress & Adjustments using Benchmark Data & PLC 4 Corollary Questions <u>Action item:</u> Implement one student choice assignment | Allison | 1-2 | 1, 2 & 3 |
| 02/06/2018 | Instructional Leadership Team ONLY - <i>Collective Efficacy: How Educators' Beliefs Impact Student Learning</i> Text Study | Andrews | 1 | 1 |
| 02/26/2018 | Goal Check-in | Admin / Allison | 1 | 2 & 3 |
| * 02/27/2018 | Tic-Tac-Toe Tech Tools | DLC Coach | 1 | 4 |
| 02/27/2018 | Dept Mtg - Monitor Goal Progress & Complete Action Items / Share Student Choice Strategy | Dept Heads | 1 | 2 & 3 |
| 03/5/2018 | Engagement & Collaboration through Peer Evaluations <u>Action Item:</u> Implement NEW SOS Strategy | Allison | 1-2 | 2&4 |
| 03/12/2018 | Goal Check-in | Admin / Allison | 1 | 2 & 3 |
| 03/13/2018 | Faculty Mtg - After Mtg : SOS Strategies | Andrews | 1 | 4 |
| 03/19/2018 | Tic-Tac-Toe Tech Tools | DLC Coach | 1 | 4 |
| 03/27/2018 | Dept Mtg - Monitor Goal Progress & Complete Action Items / Share Engagement Strategy | Dept Heads | 1 | 2 & 4 |
| 04/02/2018 | Goal Progress & Adjustments using Benchmark Data / Complete Action Items & Gather Evidence <u>Action Item:</u> Goal Planner Complete | Allison | 1-2 | 1 & 2 |

| | | | | |
|------------|---|-----------------|---|-------|
| 04/03/2018 | Instructional Leadership Team ONLY - <i>Collective Efficacy: How Educators' Beliefs Impact Student Learning</i> Text Study | Andrews | 1 | 1 |
| 04/09/2018 | Goal Check-in | Admin / Allison | 1 | 2 & 3 |
| 04/24/2018 | Dept Mtg - Evaluate Goals & Discuss Observations | Dept Heads | 1 | 1 |
| 04/30/2018 | Tic-Tac-Toe Tech Tools | DLC Coach | 1 | 4 |
| 5/24/2018 | Final Check-in = Completed Goal Planner | Allison | 1 | 1 & 2 |

GMA: On Your Own Time PD 2018-19

| Course Type | Course Name | Course Number w/ Link to Portal (You must be logged in to GCS for link to work.) | Points Possible *1 of 4 points can be used for exchange credit | Completion Date |
|-------------------|---|--|---|-----------------|
| Webinar | ReadWorks Article-A-Day | 153088 | 4* | April 30 |
| Website | ReadWorks Differentiation | 153089 | 4* | May 1 |
| Videos | I Want to Get Better at Differentiation | 153096 | 4* | March 30 |
| Blog/Links/Videos | I Want to Get Better at Social Emotional Learning | 153095 | 4* | March 31 |
| Blog/Links/Videos | I Want to Get Better at Assessment | 153095 | 4* | April 5 |
| Blog/Links/Videos | I Want to Get Better at Classroom Management | 153093 | 4* | April 27 |
| SafeSchool Videos | GMA Stress Management and Student Health | 153097 | 1 | June 1 |
| SafeSchool Videos | GMA: SafeSchools Extra Training Videos- First Aid and Head Lice | 153098 | 1 | April 21 |

| | | | | |
|-------------------|--|------------------------|---|----------|
| | | | | |
| SafeSchool Videos | GMA: SafeSchools Extra Training Videos - Asthma Awareness, Diabetes Awareness, and Seizures | 153099 | 1 | April 28 |
| SafeSchool Videos | GMA: SafeSchools Extra Training Videos - Conflict Management: Managing an Angry Parent and Conflict Management: Student-to-Student | 153100 | 1 | March 24 |
| SafeSchool Videos | GMA: SafeSchools Extra Training Videos - Conflict Management: Staff-to-Staff and Boundary Invasion | 153101 | 1 | March 17 |
| SafeSchool Videos | GMA: SafeSchools Extra Training Videos - Diversity Awareness: Staff-to-Staff and Staff-to-Student | 153102 | 1 | May 5 |

School Climate – Goal 3

The third goal, School Climate, concerns several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school.

The state Report Card can be accessed here:

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZzaWQ9MjMwMTA1OQ>

Over the past five years, Greenville Middle has focused on increasing the number of student opportunities for Global experiences in order to improve several factors especially attendance and learning environment. New offerings include the following:

- Global Studies Exploratory Class for all grades and all students
- French Exploratory Class for all grades and all students
- Spanish I & French I
- International Club
- Student opportunities for summer World Travel (France, China, Costa Rica, Europe)
- French Immersion Classes
- Grade level Integrated Global Units
- French II
- Google Basics/Multimedia Basics
- Gateway to Technology

School Climate Needs Assessment

Student Behavior

Unduplicated Out-of-School Suspensions over Time

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--------------|---------|---------|---------|---------|---------|
| Other Male | 29 | 44 | 38 | | |
| Black Male | 43 | 67 | 46 | | |
| Other Female | 2 | 14 | 2 | | |
| Black Female | 24 | 26 | 20 | | |
| TOTAL | 98 | 151 | 106 | | |

Support/Communication

Report Card survey results for students and teachers show a decrease in overall satisfaction with the learning environment, the social/physical environment, and the home-school relations. These results provide Greenville Middle with an opportunity for growth.

Survey Data from the Annual Report Card Survey

| Survey Data from the Annual Report Card Survey – Teachers | | | | | |
|---|------|------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 | 2021 |
| Satisfied with learning environment | 100 | 81.6 | | | |
| Satisfied with social and physical environment | 100 | 79.6 | | | |
| Satisfied with home-school relations | 97.8 | 85.7 | | | |
| Survey Data from the Annual Report Card Survey – Students | | | | | |
| | 2017 | 2018 | 2019 | 2020 | 2021 |
| Satisfied with learning environment | 87.1 | 79 | | | |
| Satisfied with social and physical environment | 87.6 | 82.3 | | | |
| Satisfied with home-school relations | 93.3 | 87.9 | | | |
| Survey Data from the Annual Report Card Survey – Parents | | | | | |
| | 2017 | 2018 | 2019 | 2020 | 2021 |
| Satisfied with learning environment | 98.3 | 91.9 | | | |
| Satisfied with social and physical environment | 94.2 | 86.5 | | | |
| Satisfied with home-school relations | 78.5 | 78.1 | | | |

Attendance

| Year | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|----------|---------|---------|---------|---------|---------|---------|
| Students | 95.8 | 94.9 | TBD | | | |
| Teachers | 91.5 | 93.3 | TBD | | | |

NEEDS ASSESSMENT

From this discussion the staff has identified the following list of next steps.

- Revise our School-wide Expectations and revise RAM Card.
- Introduce Classroom Character Education/Career Education Program.
- Utilize teacher leaders and Instructional Leadership Team (ILT) to solicit ideas and strategies to build school culture.
- Review Safety procedures throughout the year.

SC READY ELA

| |
|---|
| Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 61.5% in 2016-17 to 70% in 2022-23. |
| <i>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.</i> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN. |
| INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually. |

| DATA SOURCE(s): | AVERAGE BASELINE 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---------------------------|---------|---------|---------|---------|---------|
| SC READY ELA SDE Website School Report Card | 30% Meets Expectations and Exceeds Expectations (2016-17) | School Projected Middle | 30 | 32 | 34 | 36 | 38 |
| | | School Actual Middle 28 | | | | | |
| SC READY ELA SDE Website School Report Card | 43% Meets Expectations and Exceeds Expectations (2016-17) | District Projected Middle | 46 | 49 | 52 | 55 | 58 |
| | | District Actual Middle 44 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing growth mindset. | | | | | EVALUATION |
|--|--|---|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Effectively use formative assessments to inform instruction at a rigorous level. | 2018-2023 | Instructional Coach, Administrators | 0 | N/A | MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data |
| 2. Continue implementation of magnet focus (reading, writing, vocabulary development) across the curriculum. | 2018-2023 | Instructional Coach, Magnet Coordinator | 0 | N/A | Copies of lesson plans and student work samples. |
| 3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, PLI/ Discovery Education, Summer Academy, Professional Development opportunities). | 2018-2023 | Instructional Coach, Principal | 0 | N/A | Attendance reports from school and district professional development offerings. |

SC READY MATH

| |
|---|
| Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 45.1% in 2016-17 to 70% in 2022-23. |
| INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually. |

| DATA SOURCE(s): | AVERAGE BASELINE 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|---|------------------------------|---------|---------|---------|---------|---------|
| SC READY Math SDE Website School Report Card | 43% Meets Expectations and Exceeds Expectations (2016-17) | School Projected Middle | 45 | 47 | 49 | 51 | 53 |
| | | School Actual Middle 43 | | | | | |
| SC READY Math SDE Website School Report Card | 40% Meets Expectations and Exceeds Expectations (2016-17) | District Projected Middle | 43 | 46 | 49 | 52 | 55 |
| | | District Actual Middle 43 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet identified student needs. | | | | | EVALUATION |
|---|--|--------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Implement Carnegie Learning to strengthen rigor and mathematical concepts. | 2018-2023 | Instructional Coach, Principal | 0 | N/A | Observations, professional development, Coaching Cycles |
| 2. Enhance student understanding of mathematical concepts through intentional and authentic use of learning targets and content vocabulary. | 2018-2023 | Instructional Coach | 0 | N/A | Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction |
| 3. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK. | 2018-2023 | Instructional Coach, Principal | 0 | N/A | Mastery Connect/TE21 Coaching Cycles |

SC PASS SCIENCE

| |
|---|
| Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23. |
| INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2% annually. |

| DATA SOURCE(s): | AVERAGE BASELINE | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|--|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| SCPASS Science SDE Website School Report Card | Baseline will be established in 2017-18 Grades 6 and 8 only | School Projected Middle | 60 | 62 | 64 | 66 | 68 |
| | | School Actual Middle 58 | | | | | |
| SCPASS Science SDE Website School Report Card | Baseline will be established in 2017-18 Grades 6 and 8 only | District Projected Middle | 56 | 59 | 62 | 65 | 68 |
| | | District Actual Middle 53 | | | | | |

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

| ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction | | | | | EVALUATION |
|---|--|---|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Implement Professional Learning Community protocol through Science Department. | 2018-2023 | Instructional Coach, Science Department Chair | 0 | N/A | Strong implementation of professional learning communities as evidenced by observations, lesson plans and Coaching Cycles. |
| 2. Effectively use formative assessments to inform instruction at a rigorous level. | 2018-2023 | Instructional Coach, Administrators | 0 | N/A | MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data |
| | | | | | |

SCPASS SOCIAL STUDIES

| |
|---|
| Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23. |
| INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by 2% annually. |

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

| DATA SOURCE(s): | AVERAGE BASELINE | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|--|----------------------------------|---------|---------|---------|---------|---------|
| SCPASS Social Studies SDE Website School Report Card | Baseline will be established in 2017-18 Grade 7 only | School Projected Middle | 77 | 79 | 81 | 83 | 85 |
| | | School Actual Middle 75 | | | | | |
| SCPASS Social Studies SDE Website School Report Card | Baseline will be established in 2017-18 Grade 7 only | District Projected Middle | 74 | 77 | 80 | 83 | 86 |
| | | District Actual Middle 71 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing growth mindset. | | | | | EVALUATION |
|---|--|-------------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Effectively use formative assessments to inform instruction at a rigorous level. | 2018-2023 | Instructional Coach, Administrators | 0 | N/A | MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data |
| 2. Enhance student understanding of social studies concepts through intentional and authentic use of learning targets and content vocabulary. | 2018-2023 | Instructional Coach | 0 | N/A | Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction |
| | | | | | |

UNDERPERFORMING DEMOGRAPHIC GROUPS

| |
|--|
| Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty). |
| INTERIM PERFORMANCE GOAL: Meet annual targets below. |

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--------------------------------|---|---|---------|---------|---------|---------|---------|
| SC READY ELA SC SDE Website | 53% Meets Expectations and Exceeds Expectations | School Projected Hispanic | 40 | 41 | 42 | 43 | 44 |
| | | School Actual Hispanic 39 | | | | | |
| SC READY ELA SC SDE Website | 33% Meets Expectations and Exceeds Expectations | District Projected Hispanic 36 | 36 | 39 | 42 | 45 | 48 |
| | | District Actual Hispanic 34 | | | | | |

| | | | | | | | |
|--------------------------------|--|---|-----------|-----------|-----------|-----------|-----------|
| SC READY ELA SC SDE Website | 35% Meets Expectations and Exceeds Expectations | School Projected AA | 24 | 26 | 28 | 30 | 32 |
| | | School Actual AA 23 | | | | | |
| SC READY ELA SC SDE Website | 22% Meets Expectations and Exceeds Expectations | District Projected AA 25 | 25 | 28 | 31 | 34 | 37 |
| | | District Actual AA 25 | | | | | |
| SC READY ELA SC SDE Website | 10% Meets Expectations and Exceeds Expectations | School Projected SWD | 8 | 9 | 10 | 11 | 12 |
| | | School Actual SWD 8 | | | | | |
| SC READY ELA SC SDE Website | 11% Meets Expectations and Exceeds Expectations | District Projected SWD | 14 | 17 | 20 | 23 | 26 |

| | | | | | | | |
|--------------------------------|--|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | | District Actual SWD 12 | | | | | |
| SC READY ELA SC SDE Website | 28% Meets Expectations and Exceeds Expectations | School Projected LEP | 32 | 33 | 34 | 35 | 36 |
| | | School Actual LEP 32 | | | | | |
| SC READY ELA SC SDE Website | 32% Meets Expectations and Exceeds Expectations | District Projected LEP | 35 | 38 | 41 | 44 | 47 |
| | | District Actual LEP 33 | | | | | |
| SC READY ELA SC SDE Website | 35% Meets Expectations and Exceeds Expectations | School Projected SIP | 35 | 36 | 37 | 38 | 39 |
| | | School Actual SIP 34 | | | | | |

| | | | | | | | |
|---------------------------------|--|---|-----------|-----------|-----------|-----------|-----------|
| SC READY ELA SC SDE Website | 35% Meets Expectations and Exceeds Expectations | District Projected SIP 38 | 38 | 41 | 44 | 47 | 50 |
| | | District Actual SIP 33 | | | | | |
| SC READY Math SC SDE Website | 29% Meets Expectations and Exceeds Expectations | School Projected Hispanic | 28 | 31 | 33 | 35 | 37 |
| SC READY Math SC SDE Website | | School Actual Hispanic 28 | | | | | |
| SC READY Math SC SDE Website | 36% Meets Expectations and Exceeds Expectations | District Projected Hispanic 39 | 39 | 42 | 45 | 48 | 51 |
| SC READY Math SC SDE Website | | District Actual Hispanic 42 | | | | | |
| SC READY Math SC SDE Website | 17% Meets Expectations and Exceeds Expectations | School Projected AA | 11 | 13 | 15 | 17 | 19 |

| | | | | | | | |
|---------------------------------|--|--|-----------|-----------|-----------|-----------|-----------|
| SC READY Math SC SDE Website | | School Actual AA 11 | | | | | |
| SC READY Math SC SDE Website | 24% Meets Expectations and Exceeds Expectations | District Projected AA 27 | 27 | 30 | 33 | 36 | 39 |
| SC READY Math SC SDE Website | | District Actual AA 28 | | | | | |
| SC READY Math SC SDE Website | 5% Meets Expectations and Exceeds Expectations | School Projected SWD | 8 | 10 | 12 | 14 | 16 |
| SC READY Math SC SDE Website | | School Actual SWD 6 | | | | | |
| SC READY Math SC SDE Website | 15% Meets Expectations and Exceeds Expectations | District I Projected SWD 18 | 18 | 21 | 24 | 27 | 30 |
| SC READY Math SC SDE Website | | District Actual SWD 16 | | | | | |

| | | | | | | | |
|---------------------------------|--|--|-----------|-----------|-----------|-----------|-----------|
| SC READY Math SC SDE Website | 11% Meets Expectations and Exceeds Expectations | School Projected LEP | 26 | 28 | 30 | 32 | 34 |
| SC READY Math SC SDE Website | | School Actual LEP 26 | | | | | |
| SC READY Math SC SDE Website | 37% Meets Expectations and Exceeds Expectations | District Projected LEP 40 | 40 | 43 | 46 | 49 | 52 |
| SC READY Math SC SDE Website | | District Actual LEP 42 | | | | | |
| SC READY Math SC SDE Website | 33% Meets Expectations and Exceeds Expectations | School Projected SIP | 22 | 23 | 24 | 25 | 26 |
| READY Math SC SDE Website | | School Actual SIP 21 | | | | | |
| SC READY Math SC SDE Website | 33% Meets Expectations and Exceeds Expectations | District Projected SIP 36 | 36 | 39 | 42 | 45 | 48 |

| ACTION PLAN FOR STRATEGY #1: Implement middle school-focused, emotional, and academic support systems to help students be successful | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Identify at- risk middle school students and provide early intervention supports. | 2018-2023 | School Counselors | TBD | TBD | GCSource to identify and track students and provide interventions. |
| 2. Match mentors to students who need support. | 2018-2023 | School Counselors | TBD | TBD | Log and reflection sheets. |
| | | | | | |

LITERACY INTERVENTION

| |
|---|
| Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 6 100% of middle schools will have targeted literacy intervention classes by 2023. |
| INTERIM PERFORMANCE GOAL: Meet annual targets below. |

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|---------|--------------------|---------|---------|---------|---------|---------|
| PowerSchool | 100 | School Projected | 100 | 100 | 100 | 100 | 100 |
| PowerSchool | | School Actual YES | | | | | |
| PowerSchool | 50 | District Projected | 75 | 100 | 100 | 100 | 100 |
| PowerSchool | | District Actual 89 | 100 | | | | |

| ACTION PLAN FOR STRATEGY #1: Implement tiered intervention to support student learning. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Provide strategic interventions in reading to support students to perform at grade level. | 2018-2023 | Identified Teachers | TBD | TBD | Analysis of data using Language Live reports and R180/S44 reports. |
| | | | | | |
| | | | | | |

QUALIFIED, DIVERSE TEACHERS

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023. |
| INTERIM PERFORMANCE GOAL: Meet annual targets below. |

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|-------------------|--|---------------------------|---------|------------|------------|------------|------------|
| Employment report | Baseline will be established at the end of the 2018-2019 school year | School Projected | | TBD | TBD | TBD | TBD |
| | | School Actual | | | | | |
| Employment report | Baseline will be established at the end of the 2018-2019 school year | District Projected | | TBD | TBD | TBD | TBD |
| | | District Actual | | | | | |

| ACTION PLAN FOR STRATEGY #1: Seek and support diverse candidates in teaching. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Provide opportunities for career exposure in the teaching field. | 2018-2023 | School counselors | TBD | TBD | Career Fairs |
| 2. Create a plan to advocate within our counseling programs to encourage teaching as a profession | 2018-2023 | School counselors | TBD | N/A | Plan created |
| 3. | | | | | |

SDE SURVEY ON SAFETY

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey. |
| INTERIM PERFORMANCE GOAL: Meet annual targets below. |

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|------------------------------|---------|---------|---------|---------|---------|
| SC SDE School Report Card Survey | 87 | School Projected Students | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Students 82 | | | | | |
| SC SDE School Report Card Survey | 100 | School Projected Teachers | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Teachers 79 | | | | | |

| | | | | | | | |
|--|-----------|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| SC SDE School Report Card Survey | 94 | School Projected Parents | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Parents 86 | | | | | |
| SC SDE School Report Card Survey | 92 | District Projected Students | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | District Actual Students 86 | | | | | |
| SC SDE School Report Card Survey | 98 | District Projected Teachers | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | District Actual Teachers 97 | | | | | |
| SC SDE School Report Card Survey | 97 | District Projected Parents | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | District Actual Parents 88 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures. | | | | | EVALUATION |
|--|--|---|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location | 2018-2023 | Administration | 0 | N/A | Newsletters, Social Media Posts, SIC and PTA Agendas |
| 2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues | 2018-2023 | School Counselors, Administration, Front Office | 0 | N/A | Tips received from multiple stakeholder groups |
| | | | | | |

SAFE SCHOOL ENVIRONMENT

| | |
|---|--|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority | |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other | |
| PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population. | |
| PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %. | |
| INTERIM PERFORMANCE GOAL: Meet annual targets below. | |

Percent Recommended for Expulsion (Baseline will be established with the 2017-18 data)

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------|---------|------------------------|---------|---------|---------|---------|---------|
| GCS Expulsion Report | 0 | School Projected | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 |
| | | School Actual 0 | | | | | |
| GCS Expulsion Report | 0.7 | District Projected | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 |
| | | District Actual 0.8 | | | | | |

Annual Expulsion Rate

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|----------------------------|---------------------|------------------------|------------|------------|------------|------------|------------|
| GCS Expulsion Report | 0 | School Projected | $\leq .07$ | $\leq .07$ | $\leq .07$ | $\leq .07$ | $\leq .07$ |
| | | School Actual 0 | | | | | |
| GCS Expulsion Report | .04 | District Projected | $\leq .07$ | $\leq .07$ | $\leq .07$ | $\leq .07$ | $\leq .07$ |
| | | District Actual 0.4 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Identify consequences other than suspension for inappropriate behavior that is not a danger to others. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Cross train school personnel to support alternatives. | 2018-2023 | School Team | 0 | N/A | Non-traditional personnel are assisting with discipline (i.e. mental health counselor, school counselor, Star Aide) |
| 2. Further develop peer mentoring programs to support students and develop empathy. | 2018-2023 | School Counselors | 0 | N/A | Peer mentoring in schools |
| 3. Ensure every student connected with a caring adult. | 2018-2023 | School Counselors | 0 | N/A | Students connected with adults in school buildings or buses |

CARING SCHOOL ENVIRONMENT

| |
|--|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey. |
| INTERIM PERFORMANCE GOAL: Meet annual targets below. |

| DATA SOURCE(s): | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------------|-----------------------------------|--------------------|---------|---------|---------|---------|---------|
| AdvancED Culture & Climate Surveys | Baseline established in 2017-2018 | School Projected | 56 | 58 | 60 | 62 | 64 |
| | | School Actual 54 | 53 | | | | |
| AdvancED Culture & Climate Surveys | Baseline established in 2017-2018 | District Projected | 54 | 58 | 62 | 66 | 70 |
| | | District Actual 52 | 50 | | | | |

| ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students. | | | | | EVALUATION |
|---|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Enhance professional development to increase staff awareness and understanding of community being served | 2018-2023 | School team Dir. of Leadership and Staff Dvp. | TBD | Local | Bus ride to communities Visit to community |
| 2. Establish protocols among all adults to communicate positively with students (RAM Card, School-wide Expectations) | 2018-2023 | School team | 0 | NA | Documentation of communicating protocol to staff |
| 3. Provide opportunities for support staff to be inclusive in school culture. | 2018-2023 | School team/PTA | 0 | NA | Support staff included in decision making and support of students |

STUDENT ATTENDANCE

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher. |
| INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher. |

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|---------|-----------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SDE School Report Card | 95 | School Projected | 95 | 95 | 95 | 95 | 95 |
| | | School Actual 94.9 | | | | | |
| ESSA Federal Accountability and SDE School Report Card | 95 | District Projected | 95 | 95 | 95 | 95 | 95 |
| | | District Actual | | | | | |

| ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends. | | | | | EVALUATION |
|--|--|---|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Consistently monitor attendance trends | 2018-2023 | Attendance Clerk Admin team School Counselor | 0 | N/A | Attendance reports Review of attendance policies |
| 2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students | 2018-2023 | OnTrack Coordinator Attendance Clerk Admin team | 0 | N/A | Students are identified and appropriate supports are assigned |
| 3. | | | | | |

ENVIRONMENT: MENTAL/SOCIAL/EMOTIONAL HEALTH

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------------|--|--|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | Afraid – 5 Lonely – 10 Angry – 8 | School Projected | Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14 | Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14 | Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13 | Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13 | Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12 |
| | | School Actual Afraid ≤ 6 Lonely ≤ 13 Angry ≤ 6 | Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 12 | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ |
| AdvancED Culture & Climate Surveys | Afraid – 7 Lonely – 14 Angry 15 | District Projected | Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14 | Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14 | Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13 | Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13 | Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12 |
| | | District Actual | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ |

| ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Ensure every student connected with a caring adult. | 2018-2023 | School counselors | 0 | N/A | Students connected with adults in school buildings or buses |
| 2. Promote extra-curricular activities to students in need of connection. | 2018-2023 | Teachers | 0 | N/A | More students participating in extracurricular activities |
| 3. | | | | | |