

Greer Middle School



*"Empowering Learners for a World Class
Education"*

**3032 East Gap Creek Road, Greer, SC 29651
864-355-5800**

School Portfolio 2020-21

Updated and Revised March 2021

Stephanie Lackey

Principal

Dr. Burke Royster

Superintendent

Greenville County Schools

Stakeholder Involvement for School Renewal

Position - Name

1. Principal - Stephanie Lackey
2. Teachers - Michelle Higdon, Christopher Dean, Andrea Coker, P. Sloan Joseph, Elizabeth Pedrick, Lee Alba, Kristy Crutchfield, Alicia Nicholson, Marie Patrick, Erich Sturgill, Thelma Williams, Sydney Ford, Laurie Robison
3. Parent/Guardian – Sara Womack
4. Community Member - Lisa Godfrey
5. Paraprofessional - Terry Titus
6. School Improvement Council Member – Allison Rosemond
7. Read to Succeed Reading Coach - n/a
8. School Read To Succeed Literacy Leadership Team Lead - Anne Kelsey-Zibert
9. School Read To Succeed Literacy Leadership Team Member - Alicia Nicholson

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
Yes	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
Yes	<p>Parent Involvement</p> <p>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.</p>
Yes	<p>Staff Development</p> <p>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.</p>
Yes	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
Yes	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p>Collaboration</p> <p>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).</p>

N/A	<p>Developmental Screening</p> <p>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.</p>
N/A	<p>Half-Day Child Development</p> <p>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.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
N/A	<p>Parenting and Family Literacy</p> <p>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.</p>
Yes	<p>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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Introduction

The Greer Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer Middle School and includes evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. Much of the narrative content came from discussions of the staff in the process of evaluating our work. Our School Improvement Council and members of our PTSA also contributed parent data and input to this process.

In 2020-21, we have faced unprecedented challenges due to the COVID-19 Pandemic. After navigating eLearning during March-June 2020, we were excited to have students back in our building in August 2021. Approximately one-third of our students and one-third of our classroom teachers moved to the K-8 Virtual Program, while still remaining enrolled at Greer Middle School. Since August 2020, those teachers and students who elected for in-person learning have experienced in-person learning 1 day per week, 2 days per week, 4 days per week, and finally in January 2021, 5 days per week. Many safety precautions have been utilized during in-person instruction, included social distancing, sanitizing desks before and after each use, wearing of masks, use of plexiglass, and much more. Teachers have utilized digital learning tools more than in the past. Throughout the COVID-19 pandemic, we have seen great resilience from our students, staff, teachers, and families. We have seen great innovation in teaching and learning. We have given out hot spots for internet access, at-home meals for students, and offered an after-school tutoring and remediation program. Through it all, we have continued to focus on the whole child through our Capturing Kids' Hearts Program, prioritizing Social Emotional Learning, and ensuring that our students have the tools and support they need to learn.

Executive Summary

Summary of needs assessment for student achievement:

- We are improving instruction in order to meet the following goals for SC Ready and SC PASS in 2021:
 - 44% of students score Meets or higher on SC READY ELA
 - 38% of students score Meets or higher on SC READY Math
 - 44% of students score Meets or higher on SC PASS Science 6th Grade
- We are continuing to improve our writing process in all grade levels through strategies gained from the Upstate Writing Project, as a result of findings from the 2019 SC READY ELA assessment.
- We are continuing the practice of teachers developing specific, purposeful, standards-based daily learning targets that are effectively shared with students.
- We are utilizing the GCS Instructional Protocol to identify characteristics of effective instruction.
- Through our Read to Succeed ratings analysis, we have found a need for students to take more ownership in the area of reading improvement.

Summary of needs assessment for teacher and administrator quality:

- We are increasing the number of teachers who have met the Read to Succeed literacy requirement.
- We are providing support in use of tech tools and the 5-E Lesson Model.
- We are continuing to provide support for our PLCs to focus on student learning, use of the GCS Instructional Protocol, writing effective learning targets, utilizing common assessments, and utilizing disciplinary literacy, based on data from PLC meetings.

Summary of needs for school climate:

- We are better informing our stakeholders of school achievements, initiatives, and events through social media, virtual Family University, IGP conferences, and SIC.
- We are working to empower students to take responsibility for their educational and behavioral decisions through Capturing Kids' Hearts.
- We are increasing competence in Social Emotional Learning.
- Our SIC created a Caring Closet to help meet students' basic needs with hygiene and clothing items. This is in addition to our already established Weekend Backpack Program to support students' food insecurity needs.

Our school's significant challenges from the past 3 years:

- Disruptions to in-person learning due to COVID-19 Pandemic.
- Need to utilize social distancing due to COVID-19 Pandemic.
- Effects of COVID-19 Pandemic on students' emotional and mental well-being.
- Effective teacher-parent communication.
- The need for more parent involvement.
- Adaptation to the changing instructional and social emotional needs of our students.

Highlights of our school's significant awards, results, and accomplishments:

- High School Credits Earned through English I, Algebra I, Spanish I, Geometry, Virtual Classes (such as PE and Digital Citizenship)
- Junior Scholars Program
- 2020-21 Capturing Kids' Hearts National Showcase School Nominee
- 2020-21 Counselor named to "10 Educators Who Make A Difference" by *Upstate Parent Magazine*
- 2020-21 LiveWell Grant Recipient
- 2020-21 Five DonorsChoose Project Funded
- 2019-20 Highest giving Middle School to United Way of all GCS Middle Schools.
- 2019-20 GCS District Teacher of the Year
- 2019-20 Beta Club represented Greer Middle School at the South Carolina State Convention and earned 2nd Place Finish in Living Literature, qualifying for Nationals.
- 2019-20 Greater Greer Education Foundation awarded our school a \$1448.00 grant to create a Makerspace.
- 2019-20 Girls Volleyball Team was the Greenville County Runners-Up.
- 2019-20 Nine classroom projects were fully funded through Donors Choose
- 2019-20 Introduction to Scientific Research elective offered to 8th Grade students through a Public Education Partners Grant
- 2019-20 One faculty member served as a member of the Teach Better Team.
- 2019-20 Two faculty members served as state-wide trainers for the Upstate Writing Project.
- 2019-20 Highest giving Middle School to United Way of all GCS Middle Schools.
- 2019-20 Band had 15 students in All-County Band, 10 students in Region Band, and 3 students in All-State band.
- 2019-20 Greer Middle School hosted EdCamp Greenville for educators around the Upstate in February 2020.
- 2019-20 Honors Band earned Superior with Distinction at the state Concert Performance Assessment
- 2018-19 Beta Club represented Greer Middle School at the South Carolina state Convention and Beta Club Quiz Bowl had a 2nd Place Finish at the State Convention, qualifying for Nationals.
- 2018-19 Six classroom projects were fully funded through Donors Choose.
- 2018-19 Two faculty members serve as teacher consultants for the Upstate Writing Project.

School Profile

Description of School Community

- **History of Greer Middle:** Greer Middle School was built in 1971. It replaced Davenport Jr. High, which had burned. Davenport Jr. High was located in the former Greer High School facility on Church Street in downtown Greer. Greer Middle School was established as a modern facility with open classrooms. Students were assigned to learning communities within the school, based on the Piedmont Schools Project. The student population grew to over 1300 in the nineties making it necessary to use the little theater for a learning center. Many portable classrooms were brought in during the eighties to accommodate the rapidly growing community of Greer.

In the mid 1990s, the BMW plant was built on the outskirts of Greer, bringing with it hundreds of new families. This began an economic upswing that continues to have an impact on the schools in our area. The Greenville County School District Board of Trustees recognized the need for new schools in the Greer area. The plan included an additional school to handle the abundance of new Greer residents' children, thus the new Greer Middle and Riverside Middle Schools were built.

The 1998-99 school year was a challenge for Greer Middle staff and students. Renovations to the old Greer Middle building began in the spring of 1998 while the staff tried to finish the school year. The Chandler Road facility was totally evacuated two weeks after school was over for the year. Greer Middle had to move twice.

The first move divided the student body and staff. Sixth and seventh grades were housed at the old Greer High School on North Main Street and the eighth grade was housed on a second floor wing of the new Greer High School on East Gap Creek Road three miles away. The principal traveled between schools daily. Assistant principals were assigned to each facility to handle administrative duties. The second move reunited everyone at the current location.

The new Greer Middle School building is located on 3032 East Gap Creek Road and opened in the fall of 1999.

- **Facilities:** During the school day, visitors can only access the school through our main office entrance. Additional limits are placed on visitors to the school due to COVID-19. These doors and all other remaining doors are locked throughout the day. Visitors can only enter the main office or other parts of the building after they are admitted by school personnel.

Greer Middle School and Greer High School have campuses that are right next to one another, which is unique in Greenville County Schools. This allows the schools to easily communicate with one another regarding academic and behavioral questions and concerns, athletics, after school programs and events, parental involvement, etc.

Due to the increased interest in band, a second band classroom was added in 2017-18. Additionally, orchestra, art, and chorus courses have their own classrooms. Greer Middle has nine science labs, three per grade level. All classrooms contain Interactive Promethean Boards. Our sports facilities consist of four tennis/basketball courts and baseball, softball, and soccer fields. The gym floor was replaced in Summer 2018. A Makerspace was added to the Media Center in February 2020, that will be able to be used again in the future.

- Leadership:

Our Principal, Mrs. Stephanie Lackey, began serving as principal in 2020-21 and has been a part of our administrative team since 2013. Originally from Upstate New York, Mrs. Lackey began her career in education teaching English Language Arts in Philadelphia as part of Teach for America.

Our Administrative Assistant for the 6th grade, Mr. David Kelly, has been a part of our administrative team since 2020. He has previously served as the Innovative Learning Coordinator for Berkeley County School District. He also was an elementary school classroom teacher and a part of the Call Me Mister program.

Our Assistant Principal for the 7th grade, Mr. Justin Saul, has been a part of our administrative team since 2018. He has previously taught 8th Grade Math and Social Studies at Northwest Middle School.

Our Assistant Principal for the 8th grade, Ms. Bethany Cummings, has been a part of our administrative team since 2019. She has previously taught Math at JL Mann High School.

Description of School Personnel

Currently, Greer Middle School faculty includes 62 teachers (16 virtual and 46 in-person), 4 administrators, 1 media specialist, 4 guidance counselors, 1 instructional coach, 1 instructional technology coach, and 6.5 aides. The percentage of teachers with an advanced degree is 69.5% (2018-19). The percentage of teachers on a continuing contract is 81.6%. The percentage of teachers returning from the 2019-20 school year was 90.3%. The teacher attendance is 95.02% (2018-19). Three faculty members hold National Board certification.

Description of Student Population

Greer Middle School has an enrollment of 1075 students. Our ethnic statistics reflected the following percentages: 24.5% Hispanic, 46.8% White, 21.5% African-American, and 5.0% two or more races, 1.3% American Indian or Alaska Native, and 0.9% Asian. Currently our population is 54.6% male and 45.4% female. Pupils in Poverty is 71%. Our Gifted and Talented population is 16.7%. Our Special Education population is 19.7%. Our ESOL population is 15.3%.

Major Academic and Behavioral Features/Programs/Initiatives

Professional Learning Communities: Teachers meet weekly as a grade level, subject area PLC (for example, 6th grade Math). Each PLC uses a shared PLC toolkit document that helped guide the teachers in working as an effective PLC and addressing the following four questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when our students do not learn?
- How will we respond if our students already know the content/excel at learning the content?

The use of a shared document that was also accessible by the school's leadership team promoted communication between teachers and the school's administrators, Instructional Coach, and Instructional Technology Coach.

Academic Teaming: Students are grouped in academic teams at the 6th, 7th, and 8th grade levels. Each grade level has two-three academic teams made up of a Math, ELA, Science, and Social Studies teacher, one of whom was the Team Leader. Teams of teachers share the same students. Teachers meet weekly with their academic team. Each team used a shared team toolkit document that helped guide the teachers in working as an effective team, which included sections for the team to focus on the following:

- Time for team members to check in with one another.
- What opportunities exist for interdisciplinary connections (vocab, etc.), activities, and/or projects?
- Avoiding overlapping test dates and project due dates
- Which students are struggling in more than one subject area? What interventions are in place to help these students become successful? What additional interventions are needed at this time?
- What student, team, or teacher successes have occurred? How can we celebrate this success?
- What issues exist that affect student learning, safety, etc.? Classroom management concerns, hallway behavior, etc.
- What housekeeping needs to be addressed? Upcoming events, paperwork that needs to be completed, etc.

The use of a shared document that was also accessible by the school's leadership team promoted communication between teams and the school's administrators, Instructional Coach, and Instructional Technology Coach.

Capturing Kids' Hearts (CKH): Beginning in 2018-2019, all faculty and staff have been trained in the CKH model. A group of faculty members also serve as CKH Process Champions leaders. As a CKH school, we utilize the EXCEL (Engage, X-Plore, Communicate, Empower, Launch) model in classrooms and meetings, create social contracts for all classrooms, empower student ambassadors, greet all students at the door of each class, and utilize the CKH four questions to increase student reflection. In 2020-21, our school was named a CKH National Showcase School Nominee.

Mindfulness: As part of our increased awareness of the importance of social emotional learning, we have a "mindfulness minute" daily on the morning announcements.

OnTrack: Beginning in 2019-20, we began conducting bi-weekly OnTrack meetings to better identify and serve the needs of students who are struggling in the areas of attendance, behavior, and/or course performance. As part of this process, teams identify and carry out interventions, name a student advocate, and follow up on student progress. We have continued OnTrack in 2020-21, utilizing the Google Meet platform.

Vertical Department Meetings with Greer High School: In February 2021, all 8th Grade, Related Arts, Special Education, and ESOL teachers took part in an annual vertical meeting with the faculty of

Greer High School. This vertical meeting focused on high school expectations, programs, and how middle school teachers can best work to prepare our students for the challenges and opportunities they will have at Greer High School.

Department Meetings: Each department is led by a department chair who serves as an instructional leader and conducts monthly meetings. These meetings are an opportunity to discuss best practices, new initiatives, vertical alignment, grade-level expectations, and upcoming opportunities and requirements.

Personalized Learning (1 to 1): Beginning with the 2017-18 school year, all students at Greer Middle school have access to a Dell Chromebook while at school. In addition, students take their Chromebook home with them for evenings and weekends. Teachers had the opportunity to integrate technology into daily lessons. Use of Chromebooks allowed for greater differentiation in teaching, additional means of assessing students both formatively and summatively, and increased means of students being able to demonstrate their knowledge and creatively.

Student Recognition: On a weekly basis, each academic team recognizes one student of the week and one Mathia student of the week.

Curriculum Council: Curriculum Council is a group of teacher leaders that meets monthly to advise the principal and discuss important matters related to student learning, school climate, and school initiatives. The Curriculum Council is made up of all team leaders, department chairs, administrators, and instructional support staff.

Upstate Writing Project: During the 2017-2018 school year, all of our school's ELA teachers took part in a series of in-service programs through the Upstate Writing Project. The Upstate Writing Project (UWP) is an official National Writing Project site. The National Writing Project (NWP) is a nationwide professional development program for teachers, begun in 1974 at the University of California, Berkeley. The primary goal of the project is to improve student writing achievement by improving the teaching of writing in the nation's schools. The Upstate Writing Project is supported by financial and professional resources of Clemson University and local school districts. In keeping with the National Writing Project model, UWP has the following primary goals:

- To improve students' writing abilities by improving the teaching and learning of writing in the nation's schools,
- Provide professional development programs for classroom teachers,
- Expand the professional roles of teachers.

Following this first year of implementation, all ELA teachers continued to utilize the instructional strategies learned during the Upstate Writing Project. Additionally, two ELA teachers from our school became instructors for the Upstate Writing Project and will be leaders for other schools that are implementing the program.

Benchmarking via MasteryConnect: Beginning in 2017-2018, Greenville County Schools rolled out common District Benchmarks for state-tested areas through MasteryConnect. All teachers at Greer Middle were trained by the Instructional Coach in using MasteryConnect to track student mastery of State Standards. For Quarters 1, 2, and 3, students took Benchmarks created by TE21 in tested areas. The district found these Benchmarks to be over 90% correlated with student results on state tests during the previous school year. Our teachers were able to use the Benchmark data they received from TE21 to inform student instruction.

Mission, Vision, Beliefs

“Empowering Learners for a World Class Education”

Our mission, vision and beliefs are communicated annually to all stakeholders during annual student/parent orientation meetings, PTSA meetings, SIC meetings, on our school website, and in our Annual Report to the Community.

Mission

The mission of Greer Middle School is to empower students to become independent, productive learners who exemplify good character in an increasingly global society.

Vision

Greer Middle will become a model that all other schools in Greenville County will aspire to emulate. We will support our community and contribute to the quality of life of our families. We will become a school that teachers gladly support, students respect, and of which the community can be proud.

Beliefs

We believe our students should:

- give and be given respect.
- be constantly challenged with standards driven curriculum and instruction.
- share the accountability for education with parents, teachers, and the community.
- receive curriculum, instruction, and assessment aligned to meet their individual needs
- be able to communicate effectively and solve problems.
- feel safe both emotionally and physically in and out of the classroom.

Data Analysis and Needs Assessment

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

2019-2020 School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9TSZaWQ9MjMwMTA2MA>

Below is our data for 2018-19

2018-2019 School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZaWQ9MjMwMTA2MA>

English Language Arts – SC Ready

ELA	Does Not Meet	Approaches	Meets	Exceeds
6th 2017 (2023)	25.5	45.6	23.2	5.7
7th 2018 (2023)	29.3	32.6	26.1	12.1
8th 2019 (2023)	24.3	30.4	32.3	13.1

6th 2018 (2024)	22.3	42.4	22.9	12.4
7th 2019 (2024)	31.0	30.4	23.0	15.6
6th 2019 (2025)	29.4	33.2	22.6	14.8

Mathematics – SC Ready

Math	Does Not Meet	Approaches	Meets	Exceeds
6th 2017 (2023)	26.8	37.5	23.1	12.7
7th 2018 (2023)	30.0	35.8	22.5	11.7
8th 2019 (2023)	28.0	33.1	16.7	22.2
6th 2018 (2024)	31.0	38.4	20.4	10.2
7th 2019 (2024)	39.0	34.0	14.1	12.9
6th 2019 (2025)	32.2	32.0	21.0	14.8

Science – SC PASS

Science	Does Not Meet	Approaches	Meets	Exceeds
6th 2017	35.1	26.5	21.5	16.9
6th 2018	34.1	26.0	18.6	21.4
6th 2019	40.4	17.8	22.9	19.0
8th 2017	21.4	24.6	31.2	22.8
8th 2018	27.3	24.4	33.1	15.1
8th 2019	28.1	22.1	20.5	29.4

Teacher and Administrator Quality

Greer Middle School Performance Goals

1. During the 2020-21 school year, the percentage of students (grade 6-8) Meeting/Exceeding Expectations on ELA SC Ready will increase from 40% in Spring 2019 to 44% in Spring 2020.
2. During the 2020-21 school year, the percentage of students (grade 6-8) Meeting/Exceeding Expectations on Math SC Ready will increase from 34% in Spring 2019 to 38% in Spring 2020.
3. If the principal focuses on engaging the available resources to help her and her staff improve the practice of using frequent formative assessment to inform responsive teaching practices in 7th grade ELA, and if she works alongside staff to learn and implement these strategies,

Then 7th grade ELA teachers will be able to make data-driven instructional decisions and engage students in learning that is responsive to their individual needs based on the 7th grade ELA standards,

So that students in 7th grade ELA classrooms will be able to demonstrate standards-based growth in ELA.

School-Wide Goals

Additionally, this professional development plan aims to improve student learning and achievement at Greer Middle School through a focus on:

- improved learning and achievement for our ELs.
- improved learning and achievement for our Special Education students.
- Continued effective implementation of OnTrack.
- Instruction that is standards-based and data-driven in all subject areas.
- Professional Learning Communities that focus on what students will learn, how we will know students are learning, what we will do when students are not learning, and what we will do when students are excelling.
- Academic Team Meetings that focus on student learning and overall well-being
- Effective implementation of the 5E Model
- Implementation of Student Progress Monitoring
- Improve Mathia use during 2020-2021 school year
- Greater use of formative assessments to inform responsive teaching in ELA

ANTICIPATED OUTCOMES:

- Teachers will create standards-based lessons with common pacing and common summative assessments that promote student engagement. Evidence of the following can be seen through walk throughs, formal observations, PLC conversations, PLC toolkit minutes, and weekly planners:
 - All students are communicating about what they know
 - Students are asking questions
 - Teachers are supporting students' ability to do for themselves
 - The vast majority of what students are writing involves summarizing, analyzing, evaluating, etc.
 - Students feel challenged by the learning process
 - Students can describe what they are learning to another person
- Teachers will use Chromebooks to increase student engagement and to gather data about mastery of the standards using standards-based formative and summative assessment. Evidence of this can be seen through walk throughs, formal observations, PLC conversations, and weekly planners.
- Teachers will work in collaborative groups and individually to look critically at student achievement on high-stakes tests as well as teacher-created formative and summative

assessments. Analyzing available data, we will work in collaborative groups to develop effective instructional strategies that reach the needs of all of our students. Evidence of this will be shown through data analysis worksheets, data analysis, PLC conversations, PLC toolkit minutes, walk throughs, formal observations, and test scores (including formative and summative assessment, quarterly benchmarks, and state testing).

- Teachers will meet as academic teams to improve student outcomes. Evidence of the following will be seen through Team Meeting Toolkit minutes, team meeting conversations, walk throughs, and observations:
 - opportunities for interdisciplinary connections
 - scheduling best practices
 - students who need support and how to offer support
 - successes
 - concerns that need to be addressed

PD Offerings by Month

<p>August</p> <ul style="list-style-type: none"> ● eLearning PD ● 5 E Lesson Planning Model ● Mathia for non-Math teachers ● Supporting Sped Students ● Full-day PLC work ● Academic Team Meetings ● Capturing Kids' Hearts Recharge & Virtual Best Practices ● PowerTeacher Gradebook setup ● Carnegie Learning ● Google Sites ● New Teachers – Orientation to Greer Middle ● 504 Plan Training ● Co-teaching ESOL Cohort 	<p>January</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● Academic Teams or OnTrack weekly ● PLC Instructional Planning Work ● Department Meeting - Instructional Protocol > Instructional Delivery > Lesson Structure ● SLO mid-conferences ● Data Analysis for 8th Grade (MAP) ● New Teachers – Focus on Engagement ● Copyright PD for all staff ● SIOP Menu of Options
<p>September</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● Department Meeting - Norms & Goals ● Academic Teams or OnTrack weekly ● SIOP Menu of Options ● SLO Training 	<p>February</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● Academic Teams or OnTrack weekly ● Department Meeting - Instructional Protocol > Instructional Delivery > Rigor & Critical Thinking ● Twitter Chat ● Middle School Conference (virtual)

	<ul style="list-style-type: none"> • SIOP Menu of Options
October <ul style="list-style-type: none"> • PLCs meet weekly • Academic Teams or OnTrack weekly • Department Meeting - Instructional Protocol > Instructional Delivery > Standards Based • PLC Instructional Planning Work • SLO writing & conferences • New Teachers – Classroom Management – High and Specific Expectations & Consistency • Upstate Writing Project Training for new ELA Faculty • SIOP Menu of Options • Newsela 	March <ul style="list-style-type: none"> • PLCs meet weekly • Academic Teams or OnTrack weekly • Department Meeting - Instructional Protocol > Instructional Delivery > Engagement • Twitter Chat • New Teachers – Testing and Review Best Practices • SIOP Menu of Options
November <ul style="list-style-type: none"> • PLCs meet weekly • Academic Teams or OnTrack weekly • Department Meeting - Instructional Protocol > Instructional Delivery > Instructional Strategies and Resources • Data Analysis from Benchmark Testing • New Teachers – Lesson Planning and Instruction • SIOP Menu of Options • Peardeck • Google Meet Refresher & Idea Share • Data-Driven Instructional Practices with Sped Specialist 	April <ul style="list-style-type: none"> • PLCs meet weekly • Academic Teams or OnTrack weekly • Department Meeting - Instructional Protocol > Instructional Delivery > Engagement • SLO conferences • State Testing Training • Data Analysis from Benchmark Testing • New Teachers – End of the Year What to Expect
December <ul style="list-style-type: none"> • PLCs meet weekly • Academic Teams or OnTrack weekly • SIOP Menu of Options • Twitter Chat • New Teachers - Positive Classroom Culture 	May <ul style="list-style-type: none"> • PLCs meet weekly • Academic Teams or OnTrack weekly • Department Meeting - Reflection & Goals for Next • New Teachers – Celebrating our Successes

PD Presenters/Facilitators

- Anne Kelsey-Zibert, Instructional Coach
- Sloan Joseph, Instructional Technology Coach
- Shayla Read, ELA Secondary Specialist
- Michelle Higdon, Media Center Specialist
- Taylor Moore, Erin Fondren, Karen Clinkscale, & Allison Rosemond, Counselors
- Capturing Kids' Hearts Team Members

School Climate Needs Assessment

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students*</u>	<u>Parents*</u>
Number of surveys returned	24	271	36
Percent satisfied with learning environment	79.2%	83.8%	88.6%
Percent satisfied with social and physical environment	87.5%	84.1%	80.6%
Percent satisfied with school-home relations	79.1%	89.6%	69.5%

*Only students at the highest school grade and their parents were included

Cognia Survey Results

Students (based on 923 Responses in 2019-20) - Note: due to invalid sample size in 2018-19, the 2019-20 survey results have been included here.

1. Which four of the following words or phrases best describe, in general, the expectations for you as a student at your school? (top 3 responses)

- I am learning (75%)
- I am expected to be good at some things (57%)
- I understand (55%)

2. Which four of the following phrases best describe, in general, the kinds of things your teachers say to you while at school? (top 3 responses)

- We will be working on ... (56%)
- Explain it (48%)
- You will be working on ... (46%)

3. Which four of the following words or phrases best describe, in general, how you feel when trying to complete your assignments while at school? (top 3 responses)

- Pressured (50%)
- Calm (48%)
- Usually enough time (45%)

4. Which four of the following words best describe, in general, what you think of your teachers? (top 3 responses)

- Honest (62%)
- Caring (61%)
- Fun (56%)

5. Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school? (top 3 responses)

- Listen to teachers (60%)
- Think (45%)
- Take Tests (43%)

6. Which four of the following words or phrases best describe, in general, your experiences in your classes? (top 3 responses)

- Normal (43%)
- Challenging (38%)
- Working in Groups (32%)

7. Which four of the following words best describe, in general, the interactions you have with adults at your school? (top 3 responses)

- Respectful (69%)
- Helpful (64%)
- Trusting (49%)

8. Which four of the following words best describe the physical spaces in which you spend most of your time at school? (top 3 responses)

- Comfortable (50%)
- Open (48%)
- Stressful (44%)

9. Which four of the following words best describe, in general, how you feel while at school? (top 3 responses)

- Tired (58%)
- Bored (53%)
- Happy (41%)

Action Plan

Plan begins on next page.

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- *SC READY (English language arts and mathematics in grades 3–8);*
- *SCPASS (science in grades 4 and 6);*
- *End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been*
- *waived;*
- *Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness*
- *Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators*
- *(myIGDIs™), and Teaching Strategies® GOLD); and*
- *Alternate Assessments – some students have already taken the alternate assessments.*

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: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 30% in 2016-17 to 43.2% in 2022-23.

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.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 30 (2016-17)	School Projected Middle 32.2	34.4	36.6	38.8	41	43.2
		School Actual Middle 37.4	41.6	<i>waiver</i>			
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle 44	49	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. System 44 & Read 180 programs to support struggling readers	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program
3. Implementation of school Read to Succeed Plan	2018-2023	Admin Team Instructional Coach Literacy Team	TBD	TBD	Completed Student Goal Setting Sheets (print and digital)

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: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 29% in 2016-17 to 42.68% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.28% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17)	School Projected Middle 31.28	33.56	35.84	38.12	40.4	42.68
		School Actual Middle 33.5	34.9	<i>waiver</i>			
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43	44	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. Use of common summative and formative assessments by grade level PLCs.	2018-2023	Admin Team Instructional Coach	n/a to school	n/a	PLC meeting notes Teacher Weekly Planners
3. Use of Mathia software to support student learning.	2019-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Mathia reports and dashboard

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: 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		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 6 only	School Projected Middle	42	44	46	48	50
		School Actual Middle 40	41.9	waiver			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	waiver			

*Beginning in 2019-2020, only Grade 6 will take SCPASS Science.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. Use of common summative and formative assessments by grade level PLCs.	2018-2023	Admin Team Instructional Coach	n/a to school	n/a	PLC meeting notes Teacher Weekly Planners
3. 6 th Grade Science Teachers all participated in ESOL SIOP Book Study in Fall 2019. They then continued to focus on strategies for better emphasizing key vocabulary.	2019-2021	Admin Team Instructional Coach ESOL Instructional Coach	n/a to school	n/a	PLC meeting notes SIOP Book Study Discussion Board Teacher Weekly Planners

Performance Goal Area: Schools, etc.)* (* required)	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
	<input type="checkbox"/> District Priority		
<i>Gifted and Talented Requires Goal and 1 Additional Goal</i>	<input type="checkbox"/> Gifted and Talented: Academic	<input type="checkbox"/> Gifted and Talented: Artistic	<input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic
	<input type="checkbox"/> Gifted and Talented: Other		
PERFORMANCE GOAL: 4 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (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	23% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.61	School Projected Hispanic 25.61	28.22	30.83	33.44	36.05	38.66
SC READY ELA SC SDE Website		School Actual Hispanic 28	31.6	waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			
SC READY ELA SC SDE Website	12% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.22	School Projected AA 15.22 (2017-18)	18.44	21.66	24.88	28.1	31.32
		School Actual AA 20	22.2	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>			
SC READY ELA SC SDE Website	5% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.61	School Projected SWD 8.61 (2017-18)	12.22	15.83	19.44	23.05	26.66

SC READY ELA SC SDE Website		School Actual SWD 8	6.9	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>			
SC READY ELA SC SDE Website	9% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.39	School Projected LEP 12.39 (2017-18)	15.78	19.17	22.56	25.95	29.34
SC READY ELA SC SDE Website		School Actual LEP 28	32.7	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>			

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.67	School Projected SIP 24.67 (2017-18)	27.34	30.01	32.68	35.35	38.02
SC READY ELA SC SDE Website		School Actual SIP 29	33.6	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>			
SC READY Math SC SDE Website	23% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.61	School Projected Hispanic 25.61 (2017-18)	28.22	30.83	33.44	36.05	38.66
SC READY Math SC SDE Website		School Actual Hispanic 29	30.2	<i>waiver</i>			

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	43	<i>waiver</i>			
SC READY Math SC SDE Website	11% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.28	School Projected AA 14.28 (2017-18)	17.56	20.84	24.12	27.40	30.68
SC READY Math SC SDE Website		School Actual AA 16	13.2	<i>waiver</i>			
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	30	<i>waiver</i>			
SC READY Math SC SDE Website	5% Meets Expectations and Exceeds Expectations	School Projected SWD 8.61 (2017-18)	12.22	15.83	19.44	23.05	26.66

SC READY Math SC SDE Website		School Actual SWD 6	4.8	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>			
SC READY Math SC SDE Website	14% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.11	School Projected LEP	17.11	20.22	23.33	26.44	29.55
SC READY Math SC SDE Website		School Actual LEP 31	33.2	<i>waiver</i>			
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	46	<i>waiver</i>			

SC READY Math SC SDE Website	21% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.72	School Projected SIP 23.72 (2017-18)	26.44	29.16	31.88	34.6	37.32
SC READY Math SC SDE Website		School Actual SIP 26	26.7	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. System 44 & Read 180 programs to support struggling readers	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program
2. Inclusion model for ELL students in ELA.	2018-2023	ESOL Teacher ELA Co-Teachers	n/a to school	n/a	Weekly Planners, observations
3. Math teachers will use IXL (beginning 2018) and MATHia (beginning 2019) to support student learning at school and at home. Use of these programs will help	2018-2023	Admin Team Instructional Coach	\$19,000 for IXL	School Funds	IXL Admin Dashboard MATHia Admin Dashboard Classroom Observation

students take greater ownership of their learning and also help support students with gaps in their mathematical knowledge.					
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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 5: 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	No	School Projected	Yes	Yes	Yes	Yes	Yes
PowerSchool		School Actual Yes	Yes	Yes			
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100	100			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. System 44 taught to Special Education Students	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program Program Data
2. Read 180 taught to Special Education Students	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program Program Data
3. Read 180 taught to non-Special Education Students	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Use of program Program Data

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 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected	Maintain	Maintain	Maintain	Maintain	Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual yes	yes	yes			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	Dir. of Prof. Employment	\$0	NA	Plans in place for schools
2. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	\$0	NA	Ongoing identification of candidates
3. Offer a ProTeam class to 8th Grade students during a Related Arts time to increase interest in the teaching profession.	2021-2023	Admin School Counselors Instructional Coach	TBD	TBD	Course offered at our school

Performance Goal Area: Gifted and Talented Requires Goal and 1 Additional Goal	<input type="checkbox"/> Student Achievement* <input type="checkbox"/> District Priority	<input type="checkbox"/> Teacher/Administrator Quality*	<input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)
<input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic <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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	93.7 (2106-17)	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	93.7 (2106-17)	School Actual Students 84.6	92.9	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic</i>			
SC SDE School Report Card Survey	87.2 (2016-17)	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	87.2 (2016-17)	School Actual Teachers 100	100	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic</i>			

SC SDE School Report Card Survey	87.5 (2016-17)	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	87.5 (2016-17)	School Actual Parents Insufficient sample	85.7	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>			
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ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Capturing Kids Hearts Program	2018-2023	All faculty and staff	\$0	SC DOE Grant	All teachers and staff have attended training Decrease in discipline referrals	
2. Take a proactive approach by periodically pushing out information about the safety measures at our school	2018-2023	Social Media Admin/Website Admin	\$0	NA	Social Media sites, website	
3. Communicate clearly and effectively with all stakeholders that school-wide emergency response plan is in place and include explanations of the training and drills that take place.	2018-2023	Admin Team	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas	

Performance Goal Area: Schools, etc.)* (* required)	<input type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
	<input type="checkbox"/> District Priority		
<i>Gifted and Talented Requires Goal and 1 Additional Goal</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"/> Gifted and Talented: Other	<i>1 Academic</i>	
<p>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.</p> <p>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 %.</p>			
INTERIM PERFORMANCE GOAL: Meet annual targets below.			

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) .78%	School Projected TBD in 2017-18	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.26%	.09%	1.2			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7%	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual 0.8	1.5	0.9			
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) .00%	School Projected TBD in 2017-18	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual .00%	0%	0%			
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04%	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts Program	2018-2023	All faculty and staff	\$0	SC DOE Grant	All teachers and staff have attended training Decrease in discipline referrals
2. Meetings with school counseling staff for students as part of the school discipline plan.	2018-2023	Admin School Counselors	\$0	n/a	Meeting log
3. Implementation of OnTrack Program beginning in 2019-2020; additional school counselor hired to facilitate.	2019-2023	Admin School Counselors Teachers	\$0	n/a	GCS Source – EWRS ICS

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: 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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline set in 2017-18	School Projected	54	58	62	66	70
		School Actual 53	50 (only 12 respondents)	61	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.		
AdvancED Culture & Climate Surveys	51	District Projected	54	58	62	66	70
		District Actual 52	50	52	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Through Capturing Kids Hearts, establish protocols among all adults to communicate positively with students.	2018-2023	School team	\$0	NA	Documentation of faculty and staff taking part in CKH Training.
2. Implementation of OnTrack Program beginning in 2019-2020; additional school counselor hired to facilitate.	2019-2023	Admin School Counselors Teachers	\$0	n/a	GCS Source - EWRS Meeting Logs
3. Mentoring program for students	2019-2023	School counselors	TBD	Local	Students assigned to an adult at the school.

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: 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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	95.02 (2016-17)	School Projected	95	95	95	95	95
		School Actual 93.3 (2017-18)	94.03	93.3			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					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 Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team OnTrack Coordinator	\$0	NA	Students are identified and appropriate supports are assigned

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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	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 – 8% Lonely – 16% Angry – 17%	Afraid – 17% Lonely – 8% Angry – 8% (only 12 respondents)	Afraid - 8% Lonely – 17% Angry – 17%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	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 Secondary Afraid – 7% Lonely – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	Data point not available due to state-wide school closures on March	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

		Angry – 14%			17, 2020 - COVID-19 pandemic.		
ACTION PLAN FOR STRATEGY #1:						EVALUATION	
ACTIVITY		TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Through Capturing Kids Hearts, establish protocols among all adults to communicate positively with students.		2018-2023	School team	\$0	NA	Documentation of faculty and staff taking part in CKH Training.	
2. Ensure character education program addresses bullying behaviors		2018-2023	School Counselors Principal	TBD	TBD	Character education and lessons taught by counselors School Counselors’ Google Classrooms	
3. Implementation of OnTrack Program beginning in 2019-2020; additional school counselor hired to facilitate.		2019-2023	Admin School Counselors Teachers	\$0	n/a	GCS Source - EWRS ICS	