

# **Ralph Chandler Middle**

**Jeff Jenkins**

**Principal**

**Greenville County School District**

**Dr. W. Burke Royster**

**Superintendent**

**Action Plan**

**2018-19 through 2022-23**



## SCHOOL RENEWAL PLAN COVER PAGE

### SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Ralph Chandler Middle School

GREENVILLE COUNTY SCHOOL DISTRICT


SCHOOL RENEWAL PLAN FOR YEARS 2018-2019 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (one year)

#### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

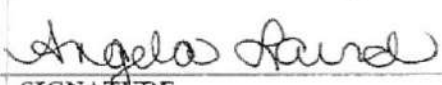
#### CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

#### SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Angela Laird		7/25/18
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Mr. Jeff Jenkins		7-25-18
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Sara Ritchie		7-31-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 4231 Fork Shoals Road  
Simpsonville, SC 29680

SCHOOL'S TELEPHONE: (864)452-0300

PRINCIPAL'S E-MAIL ADDRESS: [jjenkins@greenville.k12.sc.us](mailto:jjenkins@greenville.k12.sc.us)

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

### POSITION

### NAME

- |   |                    |
|---|--------------------|
| 1. Principal  | Jeff Jenkins       |
| 2. Teacher  | Joseph Miles       |
| 3. Parent/Guardian  | Angela Laird       |
| 4. Community Member   | April Hughes       |
| 5. School Improvement Council   | Candace Strickland |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                    |

### POSITION

### NAME

Assistant Principal

David Goff

**\*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.

## ASSURANCES FOR SCHOOL PLAN

### 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	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> 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	<b>Innovation</b> 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	<b>Collaboration</b> 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	<b>Developmental Screening</b> 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"/> N/A	
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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 type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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	<b>Parenting and Family Literacy</b> 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 type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.

# Ralph Chandler Middle School Portfolio

2017-2018

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# RALPH CHANDLER MIDDLE SCHOOL

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## Introduction

Our school has been involved in the self-study process since inception. We have developed a Professional Learning Community and have encouraged collaboration among all staff members to plan effective lessons, work together to find solutions to gaps in academic achievement, implement advisory-based character education programs, and address discipline concerns. We have worked on enhancing formative and summative assessments, tailoring authentic student feedback, utilizing standardized test data to influence instruction and assessment, implementing student academic interventions, and mentoring at-risk students. Our latest ventures include going one-to-one with chrome books for all students, and targeting Professional Development to enhance literacy within all subjects.

<b>RCMS School Portfolio Committees</b>
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*Committee for the School Portfolio for 2017-2018 is: David Goff, Stacy Penninger, Brooks Wisnewski, Amanda Barnes, and Gerald Walker.*

### **Standard 1: Purpose and Direction**

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning

### **Standard 2: Governance/Leadership**

The school operates under governance and leadership that promote and support student performance and school effectiveness.

### **Standard 3: Teaching and Assessing for Learning**

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

### **Standard 4: Resources and Support Systems**

The school has resources and provides services that support its purpose and direction to ensure success for all students.

### **Standard 5: Using Results for Continuous Improvement**

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

## Executive Summary

### **2017-2018 Update**

Ralph Chandler Middle School helps all students with the development of world class skills and life and career characteristics, as outlined in the Profile of the South Carolina Graduate. We continue to provide a family-friendly environment focused on learning and student achievement. To that end, our staff works collaboratively to provide students with rigorous, hands-on learning experiences. Our students consistently meet or exceed district and state expectations on norm-referenced and state assessments.

Our teachers continue to participate in professional development in order to best serve our students. They regularly utilize differentiated instruction, instructional technology, and student-centered practices to engage and meet the needs of diverse learners. Our students have access to a variety of technology, including Chromebooks that provide a technology rich experience in our 1:1 personalized learning initiative. We complemented our Chromebooks with three Virtual Reality Labs through Google Expeditions which take our students on journey's otherwise closed to them. The Media Center serves as our hub of learning, with collaborative planning and Lib Guides used to demonstrate the importance of quality and useful instruction and research. Our MakerSpace in our Media Center emphasizes collaboration, innovation, and creativity for our students and staff.

We provide advisory lessons and utilized lesson from Common Sense Media to educate our students and staff on Digital Citizenship. Teachers make use of Nearpod to deliver these lessons which form the foundation for discussions with our students about character traits, habits and decision-making, and functioning as responsible citizens in a digital world. We provide various clubs and Related Arts options to promote engagement and give students a voice in our school. This year we added an instructional intervention program during the school day to provide targeted support to our student population. Specifically, we implemented reading interventions for our Special Education population using System 44/Read 180. Next year we will launch a program for additional students not specified as Special Education who may benefit from additional reading interventions. We continued to implement our school-wide incentive program focused on students who display PRIDE: Persistence, Responsibility, Innovation, Dedication, and Enthusiasm.

Our Counseling Department educates students on career options through the use of Naviance. Naviance helps students and their families plan a pathway to high school and beyond. The Counseling Department also provides small group and individual counseling sessions, and the creation of Individual Graduation Plans for high school. In addition, our school offers individual and family counseling through a collaborative relationship with Piedmont Mental Health. Our Counseling team began the development of a comprehensive counseling program for our school which focuses on utilizing techniques to develop the whole child. Our Counseling team facilitates several age appropriate programs throughout the year including on-site workshops on Bullying, Erin's Law, and the Julie Valentine Center. This past year we added a program in collaboration with Safe Harbor.

Our community offers tremendous support to our school. Parents attend school events, serve on the SIC and PTA and work diligently to develop two-way communication with school staff. We aim to keep parents and the community informed and involved as we continue to create learning experiences that are challenging, meaningful and engaging for students. Our faculty, administration, and community members have helped



shape students to exemplify our motto: “Responsible, Challenged and Motivated to Succeed”. Through strong communication and collaboration, we have provided creative and critical thinking experiences, essential organizational tools, and real world experiences so our students are college and career ready. We are grateful for the district and community support in making our school an excellent place to prepare children for a bright future. This past year through collaboration with our community partners we completed a review and update of our schools Mission and Vision as part of our AdvancEd Accreditation.

Listed below are a few ways our school has enhanced the development of students’ world class skills:

- The PTSA continues to support a campaign to outfit our classroom spaces to reflect a more flexible and collaborative learning environment.
- The PTSA has developed what we hope to be an annual Family Fun night at the school. This event aims to draw the whole community in for an evening of games, rides, food, and fun.
- The Beta Club and Student Council collaborated on a canned food drive, Quarters for Christmas, the Giving Tree, and Relay for Life. Finally, our Beta Club achieved National Beta School of Merit status for providing students experiences in leadership development and service involvement.
- Our Science department launched a new Hydroponics Lab which was supported by our STEAM Girls club. This lab provided food for several food banks and will begin next year to serve food grown by our students in the school cafeteria.
- This school year we fully staffed our Fine Arts department with a full time Strings, Band, and Chorus teacher. In our first year, all three programs earned superior ratings in multiple adjudicated performances.

### **2016-2017 Update**

Completing nine years this year with a population of 720 student and a number of changes to our staff which brought in a new school principal following the retirement of the principal who opened the school created a lot to adjust to. Due to a number of staff members who received promotions and a retiring principal this school year saw roughly 20 new staff members join the team. What was exciting about this transition is that the core values of the school and the focus on student excellence never faltered. New members to the team adopted the **Responsible, Challenged, and Motivated to Succeed** tag line of the school with a seamless transition.

#### **Highlights of the year include:**

- Addition of Virtual Reality Google Expedition technology
- Addition of a Hydroponic Garden and a partnership with Harvest Hope whom we donate crops to
- An increase in Project Based Learning opportunities and development of new partnerships with the business community
- An introduction of a new Maker Space in our school Media Center which has allowed for students to engage with 3D printing, robotics, coding, and other high/low tech student driven creations
- Our Christian Release program also received excellent community support and continued to serve over 55 students this year.
- We reviewed and updated our School Schedule to increase the time of all teachers to collaborate with each other using a Professional Learning Community format.

- There were 32.7% of students served in gifted and talented programs. There were 52% of students in 7<sup>th</sup> and 8<sup>th</sup> grade enrolled in high school credit courses.
- We served 210 students in advanced classes this year. In addition, seventy students received high school credit through virtual classes for the first time on our campus. In order to meet the ever increasing requests for Spanish, Algebra, Geometry and English Honors 1, we added virtual classes at the eighth grade level. We also added virtual Desktop Publishing, which was offered in order to give our students an opportunity to earn one unit of technology credit.
- The support we received from the PTSA and SIC was once again astounding. These parent volunteers put in countless hours to provide social and family opportunities as well as grants for our teachers to continue to expand the learning experiences for our students. PTSA provided support to furnish two new classroom spaces in a flexible learning environment concept. Further, our SIC provided support for families in need during the holidays through the Giving Tree Project.

### **School Profile**

Ralph Chandler Middle School understands our families, staff and community play an important role in actualizing our shared vision. We are committed to developing a variety of relationships within our community in order to benefit our students and our community at large.

#### **Parental Involvement**

The Parent Teacher Student Association (PTSA) at Ralph Chandler Middle School is very involved in the life of the school. The PTSA-sponsored “Spirit Week” is the school’s biggest fundraiser and is now a tradition. Spirit Week included an array of entertaining activities for students and teachers alike. Funds raised from Spirit Week benefit the school in many ways, as well as contribute to the United Way. The PTSA has partnered with local businesses to have RCMS Spirit Nights where our school receives a percentage of the profits. In addition, the PTSA provides food for our faculty and staff several times annually. Additionally, the *Friends of Chandler* entity accepts donations of any amount. The PTSA has a school store open before school three days a week that sells school spirit wear, supplies, and snacks. They also sponsor school-wide dances, as well as the 8<sup>th</sup> grade dance at the end of the school year. The PTA also has purchased a snow cone machine that is used to sell snow cones during Panther Zone events and on other special occasions. Mini-grants in excess of \$6,000 are traditionally provided to teachers and staff to assist towards purchases of instructional equipment. The PTSA sponsored the purchase of two new mobile *Chromebook* carts, as well as other items for the school.

Parents have also been very involved with our award-winning robotics team. The robotics team is sponsored and facilitated through our Gateway to Technology (GTT) teacher, Ms. Kelly.

#### **Community Involvement**

The School Improvement Council (SIC) is currently composed of parents, teachers, administration and members of the community. The variation of members serving on the council provides important, yet differentiated input. Discussions of the SIC have included school-wide academic progress, assessment data, improvements to the outdoor fields, and campus beautification. The SIC also regularly develops surveys to ask for input in ways in which our school might provide training, information, or services beneficial to the community.

RCMS, over time, has found many ways to be involved with the community:

- Coat drive to provide coats to needy children
- Curriculum Night
- Read to Succeed book drive
- Canned food drive
- Quarter drive to raise money for needy families within our community
- Hosting an open house and dedication to allow the community to see the facility and meet the faculty and staff
- United Way Fundraising Campaign
- The RCMS Beta Club has volunteered for the following organizations: Greenville Humane Society, Golden Strip Food Bank, and Monroe Mission House.
- Lunch with an Adolescent is a Partnership/Community Involvement activity in which parents and other community members came to RCMS during lunch to do the following: interact with our young adolescents; share their knowledge of the world of work with students; and encourage and inspire tomorrow's leaders.
- USC-Upstate practicum students and Clemson student teachers
- Trees Greenville: partnership for landscape improvement with Hillcrest High Agriculture Department
- Relay for Life team of students and teachers
- School Health Index assessment and implementation with Greenville's *Live Well*
- *Raise Craze* fundraiser
- Christian Release Time one day a week (Wednesdays)

Several of our acquired partnerships are listed below.

- \$3000 grant from the Alliance for Quality Education to purchase resources for the PLC initiative
- Discounted materials from Lowe's for campus beautification projects
- Supply donations from the local Simpsonville Lowe's
- Publix Partnership Cards has brought several hundred dollars just this year from families shopping at Publix
- \$1000 grant from the Greater Greenville Master Gardner's Association to plant a Carolina Fence Garden on campus
- Target Field Trip Grant- \$800.00
- PTSA Mini Grants- Provided in excess of \$6,000.00 for teacher projects and purchases
- 3M Project Lead the Way reoccurring GTT grant for \$10,000
- Best Buy Teaching Grant
- Teaching materials from the South Carolina Geographic Alliance
- Resources/workshops from the National Endowment for the Humanities
- Discounts on athletic equipment and supplies from First Team
- Baseball/Softball field materials provided by Burnett Lime Company
- 3M Grant for teacher to attend the 3M Keystone Science Institute in Colorado. The focus was environmental issues.
- \$600.00 grant from Greater Greenville Masters Gardener Association to design and construct a courtyard garden
- \$3500 from 3M Corporation for the purchase of math manipulative materials and art supplies
- Several businesses donated gifts for a drawing at the music department's concert including: Music and Arts, Great Bread Co., I Declare, and Lights for Life.

- Guest speakers in math and science classes for Engineering Day
- \$6000.00 Green School Grant to develop the nature trail behind the school
- Career Day with local professional guest speakers
- Greenville Drive Reading All Stars program

### **Future community involvement**

We will continue to welcome the involvement of our local community in the education and development of our students. We will also diligently strive to find ways for community members and organizations to share their time, talent, and resources with our students. In return, we will pursue ways the school can return the investment through resources that are beneficial to the community. In order to empower active citizens, students and faculty and staff will be encouraged to organize and participate in service activities that benefit the school and community. We have implemented an after school program for students that runs from 3:30 until 6:00 that we plan to continue to grow in the coming years.

### **Personnel**

Our faculty consists of eight male and twenty nine female full time teachers. We have three school administrators, an instructional coach, three and one half guidance counselors, a media specialist, an ESOL teacher, a guidance clerk and a school nurse. We also have an attendance clerk, a secretary, a media aide, a virtual classroom facilitator, and two front office staff members. Our cafeteria is staffed by six individuals, and we also have six members on the maintenance staff.

The table below illustrates the experience level of our faculty.

<b>Years</b>	<b># of staff</b>	<b>% of staff</b>
0-5 years	12	30.8%
6-10 years	8	20.5%
11-15 years	9	23.1%
16-20 years	7	17.9%
21+ years	3	7.7%

The information below indicates the educational degree level of our faculty:

<b>Degree</b>	<b>Number of staff</b>	<b>% of staff</b>
B.A./B.S.	12	30.8%
B.A. +18	6	15.4%
Masters	18	46.2%
Masters +30	3	7.7%

As evidenced by the above tables, our staff is predominately young, but many have sought and/or completed additional coursework. Our staff continues to desire professional growth as demonstrated by the number of staff with advanced degrees. Paraprofessionals in our building are one of our greatest assets. The school would not be able to operate smoothly without their selfless contributions. Noteworthy is the fact that our Media Clerk, Ms. Cornish, was named the 2015 Media Paraprofessional of the Year by the South Carolina Association of School Librarians (SCASL).

Our staff is predominantly Caucasian. Two of our faculty members are Nationally Board Certified.

Our teacher attendance rate was 96.5% during the 2016-2017 school year, which has fluctuated by a couple of percentage points from year to year.

### **Student Population**

Our enrollment for previous academic years has averaged approximately 700 students, and we ended the 2016-2017 year with 707 students. We currently have 200 students out of 724 students on special permission to attend Ralph Chandler Middle School.

The demographic data concerning our 2016-2017 student population is found below:

2016-2017 Total Student Population: 712			
<b>Ethnicity</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
Black	26	23	23
Hispanic	17	10	22
White	188	200	166
Asian	2	3	0
American Indian / Alaskan	0	1	1
Two or More Races	8	15	7
<b>Total</b>	<b>241</b>	<b>252</b>	<b>219</b>

Student attendance for the 2016-2017 school year was 97%, as demonstrated on our School Report Card. This percentage exceeded the 94% objective for the state.

### **Academic and Behavioral Features**

RCMS is proud to provide a myriad of academic and behavioral opportunities for our entire learning community. Teachers are encouraged and expected to participate in professional development within their content area(s) as well as technology for the classroom. This allows our teachers to remain current regarding educational initiatives.

Students' academic, behavioral, and emotional well-being are all fostered by the entire staff at RCMS. Students have tutors, mentors, and counselors at their disposal. RCMS also reaches out to parents by providing programs that maintain positive relationships.

Opportunities for our entire learning community are itemized as follows:

- RCMS provides students with time weekly for reading to improve academic success and reading comprehension. Students are also allowed to read a self-selected book in ELA classes.
- RCMS provides once weekly advisory time to improve student character, life skills and personal responsibility. This period allows students to develop a relationship with each other and their homeroom teacher.
- RCMS encourages writing across the curriculum which has remained fluid due to fluctuations in the state's writing assessment expectation.
- RCMS provides teachers and parents, time to schedule routine parent teacher conferences to strengthen the relationships between students, teachers, and parents.
- RCMS provides technology-integrated professional development to assist teachers in keeping students actively engaged.
- RCMS provides testing to assess students' individual strengths and weaknesses. Test results are used for teachers to adopt classroom teaching strategies and accommodations for students of all learning styles and abilities.
- RCMS provides Power Teacher training to assist teachers with student record keeping, running reports, and analyzing trends in grades.
- RCMS provides eclectic, job-embedded professional development opportunities for all certified staff. Professional learning is based on focal points developed by the Instructional Leadership Team.
- RCMS teachers have completed Promethean Board Training as a measure of maintaining student engagement while integrating technology. A minimum of 10 hours of training is required by the district.
- RCMS adheres to the state standards, and teachers are required to post the standards/indicators on the board for each individual lesson.
- RCMS provides collaborative opportunities for teachers, department heads, team leaders, and administration.
- RCMS provides teachers with team meeting times to allow teachers to communicate with each other in addressing teaching strategies, discipline, and parental concerns. Beginning in the 2015-2016 school year, academic and behavioral support interventions were embedded during this meeting time.

- RCMS provides mentoring (academic and behavioral) through a time of reflection during in-school suspension.
- RCMS teachers offer before and after school tutoring for students across grade levels.
- RCMS offers peer mediation to students in the Counseling Department in efforts to work out differences in a controlled environment.
- RCMS offers Beta Club to students who excel academically.
- RCMS offers Student Council to students to learn leadership qualities.
- RCMS offers additional support to at-risk male and female students through strategically designed mentoring programs.
- RCMS teachers provide weekly, systematic academic and behavior intervention services to students Tuesday, Wednesday, and Thursday. Mondays are devoted to sustained silent reading, while Fridays present students with valuable advisory lessons.
- RCMS provides a variety of high school level courses within core curriculum as well as the related arts' curriculum. These courses include: English 1, Algebra 1, Spanish 1, Keyboarding, Desktop Publishing, and Geometry.

## **Statements of Purpose**

### **Mission**

The mission of Ralph Chandler Middle School is to provide diverse educational opportunities that support Critical Thinking, Communication, Collaboration, and Creativity.

### **Vision**

Preparing 21<sup>st</sup> Century Learners

### **Beliefs**

#### **We Believe:**

- in honoring the legacy of Ralph Chandler.
- positive relationships play a critical role in student success.
- our students are the focus of our school community.
- in developing responsible digital citizens for the 21<sup>st</sup> century.
- a quality education embodies a passion for teaching and learning .
- a collaborative community empowers students to succeed.
- students should contribute to the community through service learning.
- developing good character is vital to our success.
- establishing a climate of mutual respect will promote a safe and orderly environment.
- in the development of the whole child through extra-curricular activities.

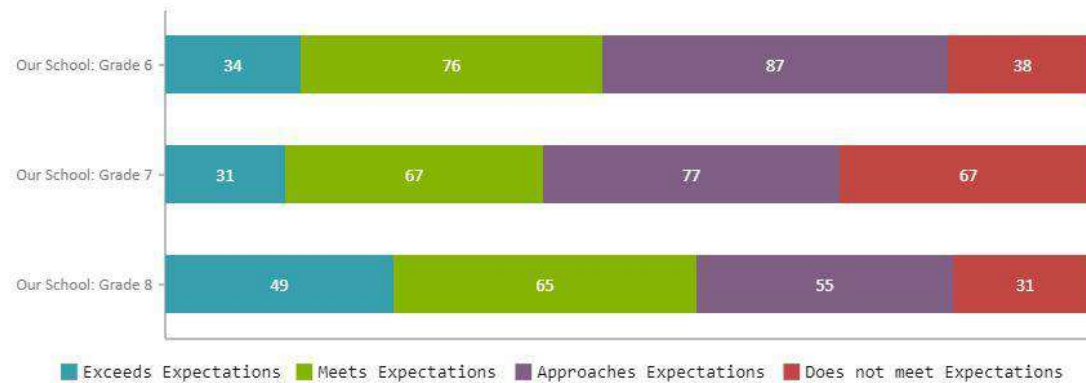


## Data Analysis and Needs Assessment

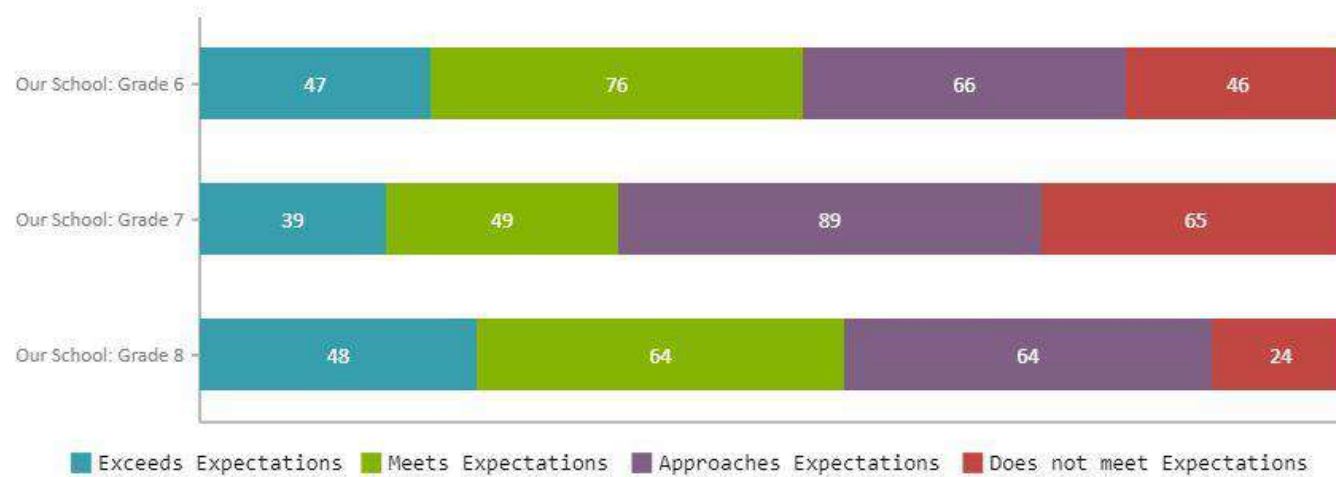
### Student Achievement

SC Ready continues to be our state assessment for Math, ELA, and Writing. The SC PASS for Science and Social Studies remains in place as well. We received the Palmetto Silver award from the state for improved performance in 2011 and a Gold award for improvement in January 2012, 2013, 2014, and 2015.

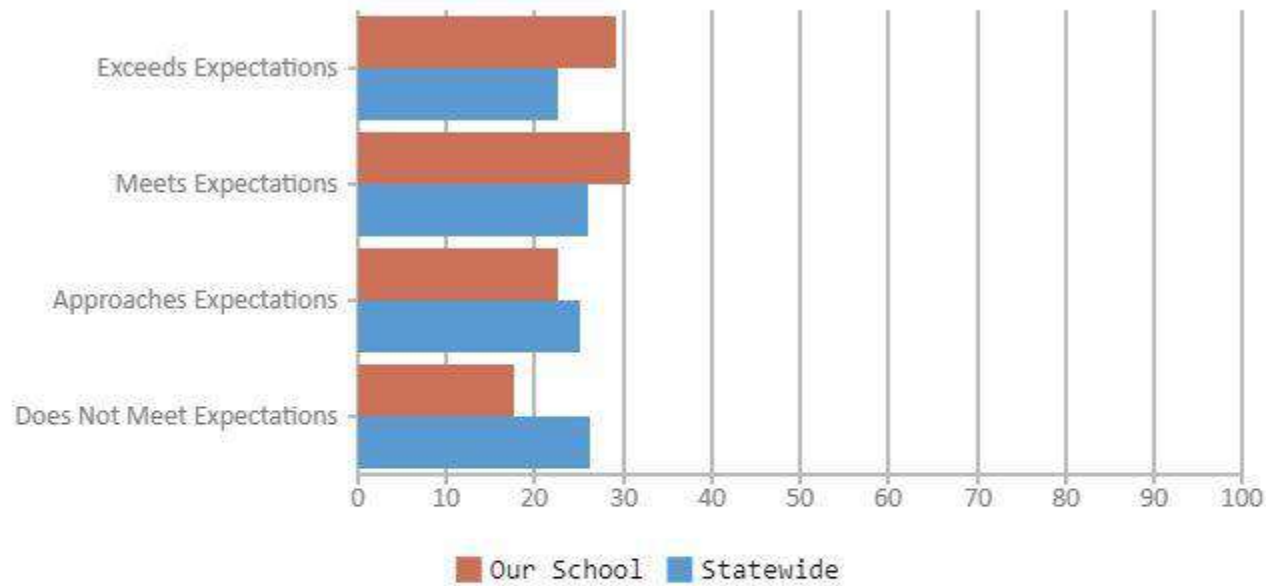
#### English



## Mathematics



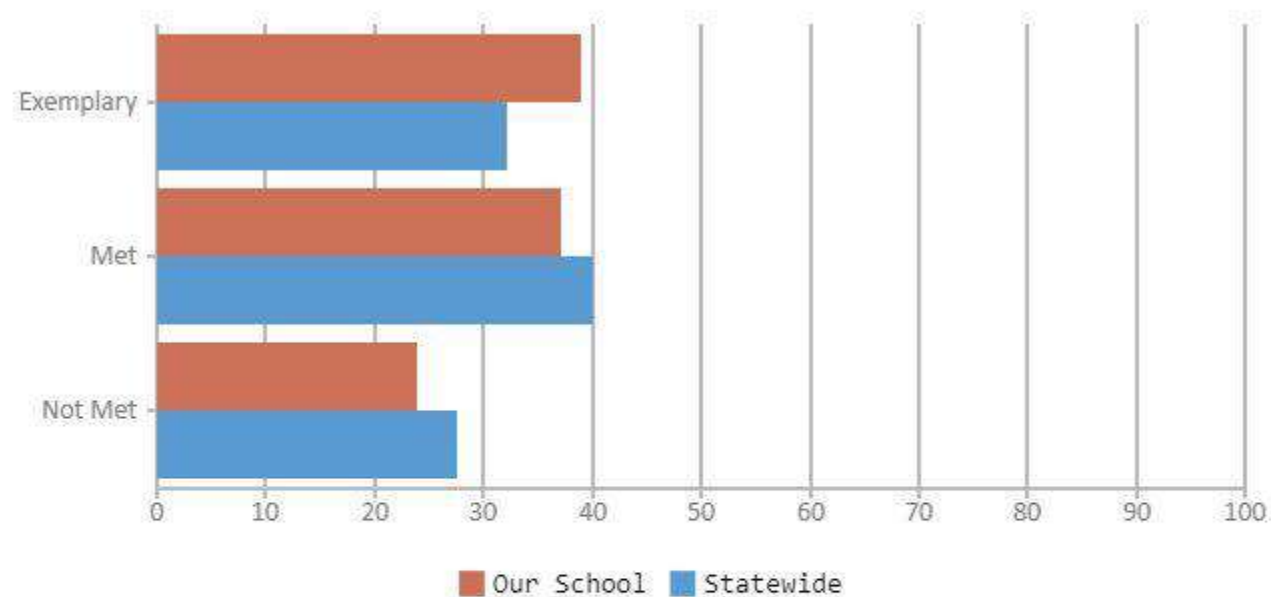
## Science



### Our School: Percent Met and Above for each grade level

6th Grade	7th Grade	8th Grade
61.7	49.2	70.5

## Social Studies



### Our School: Percent Met and Above for each grade level

6th Grade 7th Grade 8th Grade

83.4

62.0

84.5

## End of Course Tests

Percent of tests with scores of 60 or above on:	Our School
Algebra 1/Math for the Technologies 2	97.2
English 1	98.8
Biology 1	-1.0
US History and the Constitution	-1.0
All Subjects	98.1

### Abbreviations for Missing Data:

-1 = N/A-Not Applicable   -3 = N/R-Not Reported   -4 = I/S - Insufficient Sample

## **Teacher and Administrator Quality**

All teachers at Ralph Chandler Middle School use technology in their classrooms, and the majority of teachers are technology proficient, as demonstrated through INTEL certification. Teachers who have yet to receive a professional teaching certificate are exempt from technology proficiency expectations. Technology proficiency is pursued upon completion of two years of teaching with successful formal evaluation cycles.

Our intent is to provide quality professional development in a variety of areas which will give our teachers more tools to create dynamic standards-based lessons and to more effectively manage their classrooms. We will continue to focus on research-based teaching strategies and on improving our collaboration through Professional Learning Communities. Such training is critical in maintaining a high degree of staff quality. Teachers consistently receive job-embedded professional development opportunities during grade level, team, and department meetings, as well as collaborative planning sessions. In addition, RCMS has at least one content area representative at each district-level, content-specific professional development.

We will also continue to encourage our staff to become highly qualified in all subjects in which they teach. Due to changes in student enrollment, some of our teachers work in two-person teams. As enrollment fluctuates from one grade to another, it may be necessary to move some staff to another grade level or content area. We will continue to work with these teachers in becoming highly qualified as these changes occur. We may also need to add additional staff and will make it a priority to select teachers who already possess the highly qualified credentials needed at that time.

**Ralph Chandler Middle School**  
**Professional Development Calendar 2017-2018**  
**Jeff Jenkins – Principal**

In addition to the Professional Learning opportunities listed in the table, our staff also regularly engages in the following:

**1<sup>st</sup> Wednesday** each month – *Team Leaders*  
**2<sup>nd</sup> Wednesday** each month – *Department Meetings*  
**3<sup>rd</sup> Wednesday** each month – *Faculty Meeting*  
**4<sup>th</sup> Wednesday** each month – *Ad Hoc Meeting*

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**Weekly** - *Collaborative Planning sessions on Thursdays (rotation by department)*

**Weekly** – *Team meetings on Mondays and Grade Level meetings on Fridays*

- Social Studies 8 10/4/17
  - What is the value of student collaboration? Student voice?
  - How can the incorporation of student voice and choice in my learning environment raise student engagement and ensure deep levels of concept understanding?
  - BRING BACK 11/1/17: Thoughtfully employ one strategy for supported student collaboration two separate times during classroom lessons on two different days. Be prepared to discuss what worked well and what needs additional attention.
- Social Studies 7 10/4/17
  - How can I use formative assessment to guide my lesson planning?
  - How can I use technology to gather formative assessment data to inform my instruction?
  - BRING BACK 11/1/17: Plan for 3 formative assessments (1 chromebook, 1 paper, 1 teacher choice) spread across different days and directly following varying content. Document what happened in each instance. Be prepared to discuss which assessment types gave you the most information and insight and which ones gave you the least.
- Social Studies 6 10/4/17
  - How can I provide students opportunities to demonstrate their understanding in different ways (like writing!)?
  - How can I use technology to allow students opportunities to demonstrate their learning beyond a multiple choice test?
  - BRING BACK 11/1/17: Looking at the next 4 weeks of instruction, choose one traditional, summative assessment (major grade/multiple choice test) that you can replace with an alternate assessment strategy of some type. Plan, deploy, assess. Be prepared

to debrief your experiences during this session.

- Science 8 10/11/17
  - How can I utilize the literacy support resources in the TECHBook to support my students to content mastery through literacy scaffolding?
  - Which tools in the TECHBook interface allow my students to access leveled, differentiated text based content and then allow them to synthesize their learning in meaningful writing practices?
  - BRING BACK 11/8/17: Choose two different reading selections for upcoming content you plan to explore with your students. Think multiple exposures for your SWD students, specifically. Choose the text and a written activity to follow that is leveled to meet student needs. Work this process twice into your plans, deploy, reflect. Be prepared to debrief during this session. What did you learn? What do you still need to find out?
- Science 7 10/11/17
  - How can I utilize the literacy support resources in the TECHBook to support my students to content mastery through literacy scaffolding?
  - Which tools in the TECHBook interface allow my students to access leveled, differentiated text based content and then allow them to synthesize their learning in meaningful writing practices?
  - BRING BACK 11/8/17: Choose two different reading selections for upcoming content you plan to explore with your students. Think multiple exposures for your SWD students, specifically. Choose the text and a written activity to follow that is leveled to meet student needs. Work this process twice into your plans, deploy, reflect. Be prepared to debrief during this session. What did you learn? What do you still need to find out?
- Science 6 10/11/17
  - What support do I need to set up my classes and choose literacy resources for my students for upcoming content?
  - Which tools in the TECHBook interface allow my students to access leveled, differentiated text based content and then allow them to synthesize their learning in meaningful writing practices?
  - BRING BACK 11/8/17: Choose two different reading selections for upcoming content you plan to explore with your students. Think multiple exposures for your SWD students, specifically. Choose the text and a written activity to follow that is leveled to meet student needs. Work this process twice into your plans, deploy, reflect. Be prepared to debrief during this session. What did you learn? What do you still need to find out?
- MATH 8 10/18/17
  - How can we use math journaling to allow students to use writing to demonstrate understanding of a math concept that the data indicates is a trending weakness?
  - Which concept/topic does the data indicate an area of deficiency where additional exposures and/or alternate assessments would raise



student achievement, engagement, and deepen rigor?

- I'm not a writing teacher. Which techniques would I use to get my students actually writing - not just copying notes from my powerpoints?
- **BRING BACK 11/15/17:** During the coaching period, choose 3 locations in your lesson plans where you could plan for the use of math journaling - one launch, one formative assessment, and one summative assessment. Deploy the techniques. This is a great opportunity to invite the IC into your classroom to team teach or even set up a guest teacher (I have one in mind!) to try this technique with you. Document the results of each event - not just about the data, think student experience, student retention of concept understanding and information recall. Be prepared to debrief during this session about what worked well and what you need to examine further.
- **MATH 7 10/18/17**
  - How can we use math journaling to allow students to use writing to demonstrate understanding of a math concept that the data indicates is a trending weakness?
  - Which concept/topic does the data indicate an area of deficiency where additional exposures and/or alternate assessments would raise student achievement, engagement, and deepen rigor?
  - I'm not a writing teacher. Which techniques would I use to get my students actually writing - not just copying notes from my powerpoints?
  - **BRING BACK 11/15/17:** During the coaching period, choose 3 locations in your lesson plans where you could plan for the use of math journaling - one launch, one formative assessment, and one summative assessment. Deploy the techniques. This is a great opportunity to invite the IC into your classroom to team teach or even set up a guest teacher (I have one in mind!) to try this technique with you. Document the results of each event - not just about the data, think student experience, student retention of concept understanding and information recall. Be prepared to debrief during this session about what worked well and what you need to examine further.
- **MATH 6 10/18/17**
  - How can we use math journaling to allow students to use writing to demonstrate understanding of a math concept that the data indicates is a trending weakness?
  - Which concept/topic does the data indicate an area of deficiency where additional exposures and/or alternate assessments would raise student achievement, engagement, and deepen rigor?
  - I'm not a writing teacher. Which techniques would I use to get my students actually writing - not just copying notes from my powerpoints?
  - **BRING BACK 11/15/17:** During the coaching period, choose 3 locations in your lesson plans where you could plan for the use of math journaling - one launch, one formative assessment, and one summative assessment. Deploy the techniques. This is a great

opportunity to invite the IC into your classroom to team teach or even set up a guest teacher (I have one in mind!) to try this technique with you. Document the results of each event - not just about the data, think student experience, student retention of concept understanding and information recall. Be prepared to debrief during this session about what worked well and what you need to examine further.

- ELA 8 10/25/17

- How can we engage students in meaningful ways with content that is difficult, complicated, and requires multi-step processes? How can we get students up and moving during class to demonstrate understanding and build connections between content and experience? How can we incorporate writing every single day beyond Writing Wednesday?
- BRING BACK 11/29/17: During the coaching period, choose 3 specific techniques (action strategies, guided thinking, cold text integration, mentor text activity, creative processing). Plan, integrate, observe, reflect. During observation, document, invite the IC in for observation or team teaching (she loves that!), and be prepared to debrief during this session. What worked well? What will you use again? What requires further examination?

- ELA 7 10/25/17

- How can we use challenging, non-fiction and literary mentor texts to provide multiple exposures to the process of prompt writing and response to better prepare students for the standardized TDA event?
- The data indicates that students were unable to adequately address the prompt in the TDA (especially SWD) with appropriate and sufficient textual references. How can we teach our way out of this data pit?
- BRING BACK 11/29/17: During the coaching period, choose 3 mentor texts that are either cold or related in some way to the literary text you are studying. Have students work through some "element" of the TDA process (Highlight ONE skill per mini-lesson). Observe, document, invite the IC in for observation or team teaching (she loves this!), and be prepared to debrief during this session. What worked well? What requires further examination?

- ELA 6 10/25/17

- How can we use challenging, non-fiction and literary mentor texts to provide multiple exposures to the process of prompt writing and response to better prepare students for the standardized TDA event?
- The data indicates that students were unable to adequately address the prompt in the TDA (especially SWD) with appropriate and sufficient textual references. How can we teach our way out of this data pit?
- BRING BACK 11/29/17: During the coaching period, choose 3 mentor texts that are either cold or related in some way to the literary text you are studying. Have students work through some "element" of the TDA process (Highlight ONE skill per mini-lesson). Observe, document, invite the IC in for observation or team teaching (she loves this!), and be prepared to debrief during this session. What worked well? What requires further examination?

- RA 10/4/17
  - How can we use specialized texts to help the students to write and read in the Related Arts classes?
  - What types of writing techniques can we incorporate in RA to deepen student learning?
  - Bring Back 11/1/17: During this coaching cycle, choose two different writing techniques or activities that you would be willing to try in your classroom. Deploy, observe, document, and be prepared to debrief during this meeting. What went well? What didn't go as well as you had hoped? What questions do you have?

### **School Climate**

	2017	2018	2019	2020	2021	2022
Teacher Attendance Rate	89.4					
Student Attendance Rate	95.5					
Suspension/Expulsion Rate	0.6					
Students Older than Usual for Grade						
Percent of Teachers Satisfied with Physical/Social Environment	82.4					
Percent of Students Satisfied with Physical/Social Environment	82.4					
Percent of Parents Satisfied with Physical/Social Environment	88.2					
Percent of Teachers Satisfied with Learning Environment	70.5					
Percent of Students Satisfied with Learning Environment	78.8					
Percent of Parents Satisfied with Learning Environment	92.1					
Percent of Teachers Satisfied with Home-School Relations	97					
Percent of Students Satisfied with Home-School Relations	86					
Percent of Parents Satisfied with Home-School Relations	66.3					

Patterns:

1. Teacher attendance rate is well below expectations. Several teachers were out on FMLA for various reasons which has contributed to this.
2. Teachers are most satisfied with Home-School Relations but parents are not. This disconnect needs to be discussed with faculty, SIC, PTSA.
3. While parents are very satisfied with the learning environment at the school, teachers are not. There have been some teachers transitioning out of the building and multiple initiatives such as 1:1, Benchmark Testing, and other programs were introduced. Focus groups such as Department Chairs, Team Leaders, and School Leadership will review this disconnect further.

### Action Plan:

<b>Performance Goal Area:</b> 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
<b>PERFORMANCE GOAL: 1</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>  46  </u> % in 2016-17 to <u>  61  </u> % 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.	
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>  3  </u> % annually.	

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	49	52	55	58	61
		School Actual Middle					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>43</b> (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
		<b>District Actual Middle</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teacher/Admin. oversight	\$4,000	Flex Baseline	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teacher/Admin. oversight	Determined by District office	Determined by District office	Teacher PD portal, Observation Data, Lesson Plans
3.					

<b>Performance Goal Area:</b> <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							
<b>PERFORMANCE GOAL: 2</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <u>  46  </u> % in 2016-17 to <u>  61  </u> % in 2022-23.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>  3  </u> % annually.							
<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>
		<b>School Actual Middle</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>40</b> (2016-17)	<b>District Projected Middle</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
		<b>District Actual Middle</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teacher/Instructional Coach/Admin. Oversight			Attendance reports from District PD offerings and school on-site offerings. Lesson plans. Observation Data.
Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teacher/Instructional Coach/Admin. Oversight			MasteryConnect Usage and data reports. Teacher Observation Data; SLO Data
3.					



<b>Performance Goal Area:</b> <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							
<b>PERFORMANCE GOAL: 3</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by <u>  3  </u> % annually.							
<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

\*Beginning in 2017-18, grades 4, 6, and 8 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
Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teacher/Instructional Coach/Admin. Oversight			Attendance reports from District PD offerings and school on-site offerings. Lesson plans. Observation Data.
Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teacher/Instructional Coach/Admin. Oversight			MasteryConnect Usage and data reports. Teacher Observation Data; SLO Data

**Performance Goal Area:**
☒ Student Achievement\*
 ☐ Teacher/Administrator Quality\*
 ☐ 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							
<b>PERFORMANCE GOAL: 4</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by <u>  3  </u> % annually.							
<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teacher/Instructional Coach/Admin. Oversight			Attendance reports from District PD offerings and school on-site offerings. Lesson plans. Observation Data.
Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teacher/Instructional Coach/Admin. Oversight			MasteryConnect Usage and data reports. Teacher Observation Data; SLO 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: 5** 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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3	<b>Projected Hispanic</b>	44	47	50	53	56
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3	<b>Projected AA</b>	27	30	33	36	39
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3	<b>Actual AA</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected SWD</b>	5	8	11	14	17
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected LEP</b>	33	36	39	42	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected SIP (Students in Poverty)</b>	34	37	40	43	46
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected Hispanic</b>	39	42	45	48	51

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected AA</b>	27	30	33	36	39
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected SWD</b>	14	17	20	23	26
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected LEP</b>	19	22	25	28	31
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual LEP</b>					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Projected SIP</b>	34	37	40	43	46
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = 3	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected Hispanic</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected AA</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SWD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>



SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected LEP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected Hispanic</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual Hispanic</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected AA</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SWD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected LEP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SIP</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement Professional Learning Community support in schools	2018-20263	Administration	\$0	NA	Evidence of data driven conversations from PLC meetings (Team, SLO, Coaching cycle).
2. Provide strategy and content support for teachers	2018-2023	Administration/Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
3. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	School Counselors, Teacher Teams, Administration	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

<b>Performance Goal Area:</b>	<input checked="" type="checkbox"/> Student Achievement*	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy
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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							
<b>PERFORMANCE GOAL: 6</b> 100% of middle schools will have targeted literacy intervention classes by 2023.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	100%	100%	100%	100%	100%
PowerSchool		School Actual					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement Read 180	2018-2023	SPED Teachers	District funded	Determined by school district	Master Schedule/Data from Read 180 Benchmark Assessments
Implement System 44	2018-2023	SPED Teachers	District Funded	Determined by school district	Master Schedule/Data from System44 Benchmark Assessments
Implement Language Live	2018-2023	Designated instructor for program/course	District Funded	Determined by school district	Master Schedule/Data from Language Live Benchmark 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 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	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

**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** 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		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					



SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SC SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>District Actual Parents</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school.	2018-2023	School Administration/office personnel	\$0	NA	School Messenger reporting data.
2. Take an educational approach to safety drills. Drills are conducted on a regular basis.	2018-2023	Safety Administrator	\$0	NA	Safety Drill Logs

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

*Gifted and Talented Requires* ☐ District Priority

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

☐ 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

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)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
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					

### 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)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018 - 2023	Administration Team	\$0	NA	Information disseminated through various formats both print and digital.
2. Utilize In School Suspension (ISS) to keep students in school and provide educational/reflection opportunities while placed in ISS.	2018 - 2023	ISS Coordinator and School Administration	\$35	General Fund	ISS data analysis

**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	60	School Projected	63	66	69	72	75
		School Actual					
AdvancED Culture & Climate Surveys	MS and HS 51	District Projected	54	58	62	66	70
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Expand mentoring program for students	2018-2023	School Counselors	\$0	NA	Students assigned to an adult at the school
2. Establish protocols among all adults to communicate positively with students (Teaming, Leader In Me, and Capturing Kids Heart).	2018-2023	School Team	Unknown	Various approved sources	Documentation of communicating protocol to school staff.

**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	(2016-17) 95.5	School Projected					
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95



		District Actual					
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	School Counselors Teacher Attendance Clerk	\$0	NA	Documented contacts		
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned		

<b>Performance Goal Area:</b> <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           1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL: 6</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 1% Angry – 9%	<b>School Projected</b>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
		<b>School Actual</b>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	<b>District Projected Secondary</b>	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
		<b>District Actual</b>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	2018-2023	School Counselors	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	School Counselors Administrators	\$0	NA	Evidence demonstrating use of OnTrack with Fidelity

## Appendix A

Our 2015-2016 School Report Card can be found at the following link:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/knowledge/main/?d=2301&s=118&t=M&y=2017>

Information about the ESEA waiver/Every Student Succeeds Act (ESSA)  
is available at the following links:

ESEA: <http://ed.sc.gov/data/report-cards/federal-accountability/esea/>

ESSA: <http://ed.sc.gov/educators/educator-effectiveness/essa-evaluation-changes/>