

**SEVIER MIDDLE SCHOOL**

**SCHOOL RENEWAL PLAN  
2018-19 through 2022-23**

**Chad Maguire, Principal  
Dr. W. Burke Royster, Superintendent**

**GREENVILLE COUNTY SCHOOLS  
Greenville, South Carolina**

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Sevier Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)


### Required Signature Page

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

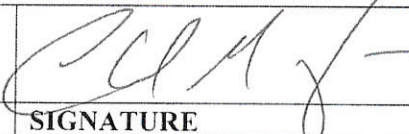
### Assurances for the School Renewal Plans

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

### SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

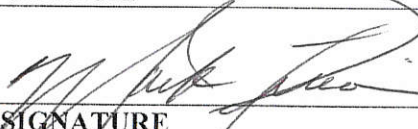
### PRINCIPAL

Mr. Chad Maguire		8/21/18
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mark Pechin		8/17/18
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

April Reese		8/21/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1000 Piedmont Park Road, Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-8200

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

## Stakeholder Involvement for School Renewal

	<b><u>Position</u></b>	<b><u>Name</u></b>
1.	Principal	Chad Maguire
2.	Teacher	Kevin Duncan
3.	Parent/Guardian	Susan Bishop
4.	Community Member	Alan Groome
5.	Paraprofessional	Karon Hege
6.	School Improvement Council Member	Mark Pechin
7.	Read to Succeed Reading Coach	Tara Whitmire
8.	School Read To Succeed Literacy Leadership Team Lead	April Reese
9.	Counselor	Tomi Long

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

## School Renewal Plan Assurances

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<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"/> Yes <input type="radio"/> No	<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

<input checked="" type="radio"/> N/A	locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><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.</p>

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**SEVIER MIDDLE SCHOOL**  
**Greenville County Schools**  
**1000 Piedmont Park Road**  
**Greenville, South Carolina 29609**  
**864.355.8200**

**Grades Served 6-8**



**2018-19**  
**W. BURKE ROYSTER, SUPERINTENDENT**  
**CHAD MAGUIRE, PRINCIPAL**

# INTRODUCTION

## Sevier Middle School Portfolio

The Sevier Middle School Portfolio documents 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. Each year the Sevier leadership teams and the School Improvement Council review our Action Plan and progress we are making toward our goals.

Sevier's Leadership teams, including Department Chairs and Team Leaders, meet monthly to discuss items that affect school-wide and long term success and lead implementation among the staff.

Members of Leadership Team:

- Principal: Chad Maguire
- Assistant Principals: Karon Daily and Brian Falls
- Instructional Coach: April Reese
- Media Specialist: Marilyn Murphy
- Guidance Counselor: Darcy Storm
- Department Chairs: Wendy Byrd (ELA), Jackie Waddell (Math), Anne Bolin (Science), Brandon Smith (Social Studies), and Dara Greeley (Special Education),
- Team Leaders: Terra Johns (Gr6), Carolyn Morris (Gr7), Brittany Harbin (Gr8), Colleen Marsh (Related Arts)

The School Improvement Council provides input and discusses our progress each year.

Members of SIC include:

Principal: Chad Maguire

School Counselor: Tomiko Long

Instructional Coach: April Reese

Teacher: Kevin Duncan

Parents: Mark Pechin, Susan Bishop, Stephanie Evans, Suzanne Higginbotham, Rhonda Rhodes,

Community Representative: Alan Groome, PTA Representative: April Stambaugh

This group meets monthly to receive curricular and instructional updates, study school organizational changes, and build support for our school. They contributed to the development of Sevier's Vision, Mission and Motto.

A-1

Over 75 members of the community, all students and all staff responded to the AdvanceED survey in 2018, and members of the SIC, PTA and leadership team reviewed the results during the self-assessment phase of the accreditation process. Additional results from the annual State Report Card survey have provided a clear view of strengths and weaknesses and informed continued discussion of our progress and planning toward meeting school goals.

The categories in this school portfolio are



- SDE Stakeholder Involvement and Assurances
- Introduction
- Executive Summary
- School Profile
- Mission, Vision, Beliefs
- Data Analysis and Needs Assessment
  - Student Achievement
  - Teacher and Administrator Quality
  - School Climate
- Action Plan
  - 5 Year Performance Goals
  - Annual Objectives
  - Strategies/Actions

This school portfolio is a living document that describes Sevier Middle School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

Please enjoy this story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the world of the future!

*The Staff of Sevier Middle School*

## **EXECUTIVE SUMMARY**

### **STUDENT ACHIEVEMENT**

The needs for our students to excel in a rigorous and innovative school curriculum along with the increasing demand for 21<sup>st</sup> Century skills are challenged by the gaps in student mastery of English Language Arts and Mathematics skills between multiple subgroups. The Sevier Middle School faculty must continue to enhance their instruction and assessment practices, refining academic literacy strategies, applied learning experiences, and extended support to meet student needs.

We continue attention to academic literacy. Content area and grade level teachers plan lessons to include research and presentation, and increased content literacy strategies, such as close/annotated reading, discussion, and argumentative writing.

Curriculum mapping through the district's academic portal system provides scope and sequence for all subjects along with rich lessons, differentiated supports and assessment resources.

The Sevier Middle School faculty adopted a STEAM focus for the school-wide curriculum in 2013, raising student skills in critical thinking, collaboration, creativity, and communication, delivering increasingly rigorous and engaging learning activities that incorporate the practices of science, technology, engineering, the arts/humanities, and mathematics. Project-based learning is used in classrooms as a means to deliver 21<sup>st</sup> century skills along with the STEAM focus.

Our Educational Support (tutorial) classes support reading comprehension using grade level content area text. During the 2017-2018 school year we implemented Read 180 and System 44 reading supports thorough our Educational Support Classes. We also implemented Language Live to support regular education students who are below grade level in reading.

In 2013-14 we extended our school day by 10 minutes providing for an adjusted bell schedule one day per week, when Support and Enrichment opportunities are provided for our students. When students need extra time or help, they work with teachers to improve understanding. Enrichment beyond the standard curriculum is available in cycles of 3 to 7 sessions focused on a special topic or experience, such as academic competition, service learning, or writing for publication. These opportunities challenge students to their highest achievement, preparing them for success at the next level.

In 2014-15, we began implementation of a 1 to 1 laptop initiative that transformed instruction and assessment while deepening our capacity for meaningful project-based learning. Devices for each child were in place by August of 2015.

### **TEACHER AND ADMINISTRATOR QUALITY**

Content area grade level teachers meet to plan aligned, rigorous, and engaging units and lessons. Teachers meet in designated grade level groups for training to include STEAM, formative assessment, technology strategies, inclusive practices, and best practice in student support and intervention. Google applications support cross-

grade and cross-content collaboration in these professional learning experiences and our collaboration includes text study, action research, and inquiry.

## **SCHOOL CLIMATE**

Sevier Middle School's vision, mission, and school structures are based on the National Middle School Association's "This We Believe" and the "Schools to Watch" criteria from the National Forum for Middle Level Reform. Sevier climate encourages innovative practice for individual student success.

Sevier faculty, parents, and community volunteers create opportunity for students to earn recognition, belong to a group, exercise choice, earn respect, fulfill their purpose, and affirm their sense of progress toward personal goals.

## **SIGNIFICANT CHALLENGES FROM THE PAST THREE YEARS**

Sevier's most recent challenges have been golden opportunities. The transition to a STEAM school began in the fall of 2013. STEAM planning challenged teachers to develop multi-content project-based units to meet carefully fitted standards. This planning continued into the 2014-2015 school year, and a theme of STEAM Everyday extended the efforts in development of smaller and partnered STEAM units. This STEAM focus has expanded community involvement in school activities and directly on projects.

During the 2017-2018 school year, we redesigned our Education Support program for Special Education students to focus on Literacy by identifying student needs and providing the appropriate supports. These supports included Read 180 and system 44.

Our program to provide Enrichment and Support allows teachers to help students in three to 6 week cycles of remediation, acceleration, or interest-based lessons. Sixth grade teachers implemented the 1-to-1 initiative in 2014, changing the structure of much classroom instruction and increasing student motivation and follow-through. Participation in Inclusive Practices training has solidified planning among general education and special education teachers and supported improved services to children with IEP's in 2015-16.

## **AWARDS, RESULTS, ACCOMPLISHMENTS**

- VEX Robotics State Champions, 2018 World Championship Qualifier.
- State Report Card Rating 2013 and 2014 – GOOD
- Palmetto Silver Awards, 2008, 2010, 2011, 2012, 2014
- Palmetto Award, Closing the Gap, 2013
- Nationally Recognized ASCA Model Program (RAMP) – School Counseling
- Multiple PSAT Junior Scholars, SAT Duke TIP Scholars and Grand Recognition Scholars
- Superior Rating: Orchestra; Excellent Rating: Chorus, Music Festival 2017
- PTA District and State Reflections Contest Winners
- Innovation Award and Design Award – State Gateway to Tech. Competition, USC
- SC Juried Art Show Winners
- Greenville County United Way Campaign Award of Excellence
- Youth in Government – Bills signed into Law in 2014, 2015, and 2016

- State PTA Membership Award, Goals Award
- 6 National Board Certified Teachers
- Top Ten Finalists, GC Teacher of the Year: Marilyn Murphy, Cheryl Cruell
- 2014 State PTA Support Staff Member of the Year – Chris Greggs
- 2015 Boys Soccer, Greenville County Middle School Champions
- 2016 8 Engineering Design students earn college credit from USC.
- 2017 4 Engineering Design students earn college credit from USC.
- 2016-2017 Boys Basketball Greenville County Middle School Champions
- 2017 Transform SC Designation by SC Council on Competiveness
- 6<sup>th</sup> Grade -- Winners of Flour Design Competition
- Seven rising 9<sup>th</sup> grade students to Fine Arts Center for Fall 2017

**For a closer look...**

For more in depth information on this school - including programs, course offerings, extra-curricular activities, and more - visit [www.greenville.k12.sc.us/sevier/index.asp](http://www.greenville.k12.sc.us/sevier/index.asp)

If you would like information about the School Report Card rating visit the State Department of Education Website <https://ed.sc.gov/data/report-cards/> or for more detailed testing information, visit <https://ed.sc.gov/data>

For more information call the district's INFOLine at 864-355-3100, log onto our website at [www.greenville.k12.sc.us](http://www.greenville.k12.sc.us)

# SCHOOL PROFILE

## SCHOOL COMMUNITY

Sevier Middle School is located in Greenville, South Carolina, and serves students in grades 6 through 8 in a suburban setting. The original junior high school was established in 1969, and was reorganized as a middle school in 1971. Our renovated and now state-of-the art facility opened in 2005.

Sevier was named for the World War I army training camp, located on the school site and surrounding area. Students learn about the history of the Sevier area. Each November Sevier hosts a special Veterans' Day program, and many armed service veterans participate. This event is well attended by the greater Greenville community.

Sevier has strong PTA and SIC representation and participation. Volunteer hours have increased tremendously over prior years and the presence of parents and community members is a regular part of school life. Numerous events are at standing-room-only and volunteer and visiting adults serve as models and mentors each day.

Sevier collaborates with community advisors through our School Counseling Advisory Group and STEAM Advisors. These groups provide invaluable insights into our program development and effective operation.

Each parent and community partner brings a unique perspective on educating our students in a real world context, expanding student understanding of the purpose of their education.

## SCHOOL PERSONNEL DATA: 2017-2018

### Education Levels of Professional Staff

Bachelors	13	27%
Bachelors Plus 18	7	14%
Masters	19	39%
Masters Plus 18	4	8%
Masters Plus 30	6	12%
<b>TOTAL</b>	<b>49</b>	

### Years of Service of Professional Staff

Years	Number	Percent
<b>0 – 5 Years</b>	<b>6</b>	<b>12%</b>
<b>6 – 10 Years</b>	<b>12</b>	<b>24%</b>
<b>11 – 15 Years</b>	<b>11</b>	<b>22%</b>
<b>16 – 20 Years</b>	<b>10</b>	<b>20%</b>
<b>21 – 25 Years</b>	<b>4</b>	<b>8%</b>
<b>26 Plus Years</b>	<b>6</b>	<b>12%</b>
<b>Total</b>	<b>49</b>	

### Gender -- All Staff, except Hourly FANS and Custodial

Male:	10 or 16%
Female:	53 or 84%

### Ethnicity -- All Staff

African-American:	8 or 13%
Hispanic	2 or 3%
White:	54 or 84%

Teacher Attendance from 2017 State Report Card: 94.6%

## STUDENT POPULATION DATA: 2017-2018

### Students by race:

Asian	23	3.1%
African-American	148	20.1%
Hispanic	142	19.3%
White	384	52.2%
Multi-race	35	4.8%
Other	<u>4</u>	<u>&lt; 1 %</u>
	736	100

### Students by Services

	2017-18
% Poverty	55.3%
Gifted and Talented	28%
ESOL	19.9%
With disabilities	17.7%

## MAJOR ACADEMIC AND BEHAVIORAL FEATURES

- Active, STEAM-focused, with multi-content area Project Based Learning
- Technology integrated and personalized instruction; 1 to 1 Laptop Initiative
- H.S. Credit Opportunities – English I, Algebra I, Geometry, Spanish I, Google Basics, Digital Literacy, Art I, Digital Media Arts, Intro to Engineering Design, and Introduction to Computer Science, Digital Citizenship.
- Engineering Design Program – Design & 3D Modeling; Robotics & Automation; Green Architecture; Energy & the Environment, Introduction to Engineering Design
- Fine Arts Program – Art, Digital Media, Band, Strings, Orchestra, Percussion, Chorus, Music and Theatre, and Electronic Music
- Inclusive Practices School – Stetson Model; Upstate Writing Project School
- Enrichment Program – Extra Time & Help, Academic Extension, and Special Interest
- Comprehensive School Counseling Model (RAMP) – Individual, Small Group and Academic Counseling, Career Interest/Awareness, and Individual Graduation Plans
- ABC monitoring and mentoring program – reducing course failure and disciplinary referrals
- Full service communications – Website, weekly phone messages, Facebook, Instagram, Twitter, Weekly media release, Remind messages
- Academic Competition – Youth in Government, National Geography Bee, VEX Robotic Teams, Science Clubs, Model U.N.
- Leadership Development -- Character and Academic awards, Beta Club, Student Council, Recycling, Outdoor Garden
- CATCH School – Wellness Break, Intramurals, Walking Club, Field Days
- Volleyball, Basketball, Soccer, Baseball, and Softball, Bass Federation Fishing team
- Extensive Business and Community involvement – STEAM Advisors, Project Mentors, Club Sponsors, Lunch and Learn, & Career Exploration

### Signature Events:

- “Return to Camp Sevier” Veterans Day celebration
- 1 to 1 Parent Conferences in Quarter 1
- “Flight of the Falcon” – 5<sup>th</sup> grade Open House
- “Falcon Flight Planning” – Showcase and Curriculum Planning Event
- VEX Robotics Invitational.

Instruction follows the Learning Focused teaching model. Students attend 4 core academic classes of 60 minutes and 2 related arts classes of 50 minutes daily. Sevier students have a daily wellness break during their lunch block. Students and teachers walk our 1/4 mile track and find that this relatively unstructured time supports the strengthening of teacher-student relationships and meets an important need that young adolescents have to interact with their peers.

A continued emphasis on Reading and Language Arts is required through all grade levels and all subject areas in order to increase student achievement for all subgroups at Sevier. In 2017-18, the staff developed Student Learning Objectives. Our emphasis on academic literacy, grounded in the work of Mike Schmoker (*Focus*) includes content-based authentic literacy strategies -- content vocabulary, informational text, reading with argumentative writing and discussion, along with the use of interactive lecture. These priority C-3 es provide teachers with the tools to support student ability to attack and understand informational text. Grade level content partners have developed common assessments which are correlated to standards taught and provide formative assessment feedback for re-teaching and reinforcement of standards. The ELA department adopted the Schaeffer Writing Model for body paragraph construction and informational writing. The other content areas are soon to follow suit.

Sevier is a full inclusion school and our services are expanding to provide more effective in-class and out of class supports under the Stetson Model. Each tutorial teacher has been developing their own classroom library with various reading levels for students' independent reading and for guided reading lessons.

At the start of the 2013-14 school year, we began a focus on STEAM learning principles throughout our curriculum. STEAM education is an interdisciplinary approach to learning which integrates science, technology, engineering, the arts/humanities and mathematics into real world, relevant learning experiences for all students. Teachers emphasize the Project Based Learning model in their lessons so incorporate 21<sup>st</sup> century skills and develop soft skills such as perseverance, problem solving, communication and collaboration. In 2017-18 Sevier was invited to join the TransformSC network to establish partnerships and alliances focused on the Project Based Learning Model.

## **MISSION, VISION, AND BELIEFS**

Sevier Middle School's vision, mission, and school structures are based on the National Middle School Association's "This We Believe" and the "Schools to Watch" criteria from the National Forum for Middle Level Reform.

Our commitment is to provide an academically excellent education that addresses the unique needs of adolescents, to provide equitable access to high levels of student achievement, and to foster a genuine community of learners.

In spring of 2014, we updated our Vision statement to reflect commitment to STEAM-focused learning.

In the spring of 2017, we updated our Mission statement to reflect our daily practice and to be user friendly. This update was performed through a series of meetings with parents, community members, teachers, and student.

### **MISSION STATEMENT**

Developing Innovative Leaders, One Student at a Time.

### **OUR VISION**

Students focused, challenged, and prepared for their next opportunity in life, ready to serve as leaders in our community.

### **OUR BELIEFS**

#### *Academic Excellence*

- Instruction has real-world relevance, and promotes higher level thinking and performance
- Assessments are meaningful measures of achievement and direction for future learning
- Students crave learning and share pride in their accomplishments

#### *Developmental Responsiveness*

- Adolescent needs and interests are high priority
- Students are supported and encouraged
- Instruction includes choice, creative expression, and real-world application

#### *Social Equity*

- All communities are actively engaged
- Students demonstrate learning in many ways
- Awareness respect for difference
- Classroom experiences that honor gender differences
- Enable access to all at the highest levels

#### *Organizational Structures*

- A purposeful and knowledgeable community of educators, support staff, parents, students, and business leaders
- Provision for student needs (academic, social, emotional, and personal),
- On-going growth and reflection

**OUR MOTTO:**    *Focus • Challenge • Prepare*



## DATA ANALYSIS and NEEDS ASSESSMENT

### GOAL AREA 1 - STUDENT ACHIEVEMENT

<b>SC READY 2016 – 2017 PERFORMANCE DATA BY GRADE LEVEL</b>			
	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>ELA</b>	<b>46.4</b>	<b>46.1</b>	<b>41.9</b>
<b>MATH</b>	<b>51.6</b>	<b>40.3</b>	<b>37.7</b>

<b>SC PASS 2016 – 2017 PERFORMANCE DATA BY GRADE LEVEL</b>			
	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>SCIENCE</b>	<b>66.8</b>	<b>55.3</b>	<b>49.6</b>
<b>SOCIAL STUDIES</b>	<b>86.4</b>	<b>78.8</b>	<b>67.8</b>

### THREE YEAR TREND DATA

<b>ELA</b>					
<b>YEAR</b>	<b>ASSESSMENT</b>	<b>Not Met</b>	<b>Approaches</b>	<b>Met</b>	<b>Exemplary</b>
2014-15	ACT ASP	7.9	18.4	35.3	38.5
2015-16	SCREADY	19.9	35.5	30.2	14.3
2016-17	SCREADY	22.4	33.6	29.4	14.6

<b>MATHEMATICS</b>					
<b>YEAR</b>	<b>ASSESSMENT</b>	<b>Not Met</b>	<b>Approaches</b>	<b>Met</b>	<b>Exemplary</b>
2014-15	ACT ASP	21.6	29.9	25.4	23.1
2015-16	SCREADY	23.3	34.8	24	17.8
2016-17	SCREADY	22.5	35.4	22.1	20

<b>SCIENCE</b>					
<b>YEAR</b>	<b>ASSESSMENT</b>	<b>Not Met</b>	<b>Approaches</b>	<b>Met</b>	<b>Exemplary</b>
2014-15	ACT ASP	26.1		42.5	31.4
2015-16	SCREADY	26.5		38.6	34.8
2016-17	SCREADY	21.1	22.6	26.8	29.5

<b>SOCIAL STUDIES</b>					
<b>YEAR</b>	<b>ASSESSMENT</b>	<b>Not Met</b>	<b>Approaches</b>	<b>Met</b>	<b>Exemplary</b>
2014-15	ACT ASP	18		34.5	47.6

2015-16	SCREADY	20.8		32	47.2
2016-17	SCREADY	24		34	43

EOC TREND DATA					
YEAR		2015	2016	2017	2018
<b>ALEGBRA I</b>	Number Tested	55	105		
	Percent Passed	98.2%	100%		
<b>ENGLISH I</b>	Number Tested	56	81		
	Percent Passed	100%	96.3%		

## **GOAL AREA 2 – TEACHER AND ADMINISTRATOR QUALITY**

Sevier Middle School’s vision, mission, and school structures are based on the National Middle School Association’s “This We Believe” and the “Schools to Watch” criteria from the National Forum for Middle Level Reform.

Our commitment is to provide an academically excellent education that addresses the unique needs of adolescents, to provide equitable access to high levels of student achievement, and to foster a genuine community of learners.

Sevier continues to focus on exemplary practice with emphasis on clear alignment with SC Standards, academic literacy across the curriculum, advocacy for the best in each student, and attention to results. With that in mind, our school structure includes flexible scheduling for 27 Fridays to provide Extra Time and Help/Enrichment opportunities for our students. Students are assigned to ETH (Extra Time and Help) based on their understanding of core content material. These class assignments are dynamic, based on student achievement results in the classroom. Teachers have planned Enrichment classes as well to support academic content extension and special interest. Sevier has also developed a 30-minute flight period every Monday through Thursday to focus on student mastery and enrichment.

Professional Development supports the areas of emphasis indicated in the document that follows. Content area grade level teachers meet to plan the priorities of core instruction, rigor, STEAM, and assessment. Teachers meet in designated grade level groups for training to include district initiatives, technology and best practices. They provide input into areas of study based on offerings such as text studies, action research, and inquiry.

In 2015-16, the Sevier Middle School faculty refined the STEAM focus for school-wide curriculum. This Project-based Learning approach is raising student skills in critical thinking, collaboration, creativity, and communication, and delivers increasingly rigorous and engaging learning activities incorporating the practices of science, technology, engineering, the arts/humanities, and mathematics. Future work in this area will expand the incidence of single content area PBL’s and strengthen the standards alignment of larger cross-curricular and multi-disciplinary units.

### **Professional Development Funds have supported:**

- Gateway To Technology training,
- Arts conferences for Band, Chorus, and Visual Arts
- School like us visits.

- Content Professional Conferences.
- Teacher led professional development.

See the 2017-2018 Professional Development Calendar in the Appendix.

**GOAL AREA 3 – SCHOOL CLIMATE NEEDS ASSESSMENT**

**DATA ANALYSIS AND NEEDS ASSESSMENT**

**2017 SCHOOL REPORT CARD SURVEY RESULTS**

	<b><u>Teachers</u></b>	<b><u>Students</u></b>	<b><u>Parents</u></b>
Percent satisfied with learning environment	95.0	73.0	88.0
Percent satisfied with social/physical environment	92.5	89.4	77.6
Percent satisfied with school-home relations	85.0	79.2	77.6

**2017 AdvancED CLIMATE & CULTURE PARENT SURVEY RESULTS**

**Which 4 phrases best describe things teachers say to students**

Explain your work – 64%  
 We will be working on – 64%  
 You will be working on – 46%  
 You are learning – 29%

**Which 4 phrases best describe things your child is doing at school**

Listening to teacher – 64%  
 Working with others – 54%  
 Taking Tests – 52%  
 Completing Worksheets – 41%

**Which 4 phrases best describe the interactions you have with staff**

Respectful – 66%  
 Supportive – 64%  
 Helpful – 61%  
 Comfortable – 48%

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 DE 2017  
 School  
 Report  
 Card  
 Link:  
[Sevier Middle 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: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 44 % in 2016-17 to 59 % 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 3 % 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 44 (2016-17)	<b>School Projected Middle</b>	<b>47</b>	<b>50</b>	<b>53</b>	<b>56</b>	<b>59</b>
		<b>School Actual Middle</b>	<b>47</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (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>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</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. ELA PLC's will plan with the support of GCS Curriculum maps, to implement aligned, rigorous and engaging instruction.	Fall 2018 – On Going	ELA Chairperson Instructional Coach			Lesson Plans PLC Minutes Department Minutes Classroom Observations
2. Support and intervention will be provided for students who do not readily master content through Enrichment, Flight Classes, Seminar, and assessment program.	Fall 2018 – On Going	Instructional Coach Principal Teachers Media Teacher			Mastery Connect Data Dives Benchmark Analysis Classroom Observation
3. Develop and implement consistent use of writing models and rubrics to guide and assess informational, argument, and text-dependent writing in ELA.	Fall 2018 – On Going	Instructional Coach ELA Chairperson ELA Teachers			Classroom Observations Unit Plans PLC Minutes



**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 42 % in 2016-17 to 57 % in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>42</b> (2016-17)	<b>School Projected Middle</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
		<b>School Actual Middle</b>	<b>47</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</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>					



<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. Math PLC's will plan with the support of GCS Curriculum maps, to implement aligned, rigorous and engaging instruction.	Fall 2018 – On Going	Math Chairperson Instructional Coach			Lesson Plans PLC Minutes Department Minutes Classroom Observations
2. Support and intervention will be provided for students who do not readily master content through Enrichment, Flight Classes, Seminar, and assessment program.	Fall 2018 – On Going	Instructional Coach Principal Teachers Media Teacher			Mastery Connect Data Dives Benchmark Analysis Classroom Observation
3. Teachers will use multiple representations and real life applications for problem-solving.	Fall 2018 – On Going	Math Teachers Math Chairperson			Unit Plans Classroom Observations PLC Minutes

**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   3  % 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>59</b>	<b>62</b>	<b>65</b>	<b>68</b>	<b>72</b>
		<b>School Actual Middle</b>	<b>61</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>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

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

<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. Science teachers will increase their use of inquiry and hands-on strategies, and use close reading, discussion, and writing, along with interpretation of charts, graphs, diagrams, and tables to deepen student understanding of science concepts.	Fall 2018 – On Going	Science Department Chair Science Teachers Instructional Coach			Lesson Plans Classroom Observation PLC Minutes
2. Science PLC's will plan with the support of GCS Curriculum maps, to implement aligned, rigorous and engaging instruction.	Fall 2018 – On Going	Science Chairperson Instructional Coach			Lesson Plans PLC Minutes Department Minutes Classroom Observations
3. Support and intervention will be provided for students who do not readily master content through Enrichment, Flight Classes, Seminar, and assessment program.	Fall 2018 – On Going	Instructional Coach Principal Teachers Media Teacher			Mastery Connect Data Dives Benchmark Analysis Classroom Observation

**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 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.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by   3  % 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>	<b>75</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 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>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

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

<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. Social Studies teachers will continue to incorporate use of primary/secondary source documents and informational texts in units and lessons.	Fall 2018 – On Going	Social Department Chair Instructional Coach Social Studies Teachers			Lesson Plans Classroom Observations PLC Minutes Department Minutes
2. Social Studies teachers will continue to integrate relevant simulations in classroom instruction	Fall 2018 – On Going	Social Department Chair Instructional Coach Social Studies Teachers			Lesson Plans Classroom Observations PLC Minutes Department Minutes
3. Social Studies PLC's will plan with the support of GCS Curriculum maps, to implement aligned, rigorous and engaging instruction.	Fall 2018 – On Going	Social Studies Chairperson Instructional Coach			Lesson Plans PLC Minutes Department Minutes Classroom Observations

**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 <b>33</b> (2016-17) Annual Increase =	<b>Projected Hispanic</b>	37	41	45	49	53
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>35</b> (2016-17) Annual Increase =	<b>Actual Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>17</b> (2016-17) Annual Increase =	<b>Projected AA</b>	21	25	29	33	37

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>17</b> (2016-17) Annual Increase =	<b>Actual AA</b>	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>4</b> (2016-17) Annual Increase =	<b>Projected SWD</b>	8	12	16	20	24
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>4</b> (2016-17) Annual Increase =	<b>Actual SWD</b>	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>22</b> (2016-17) Annual Increase =	<b>Projected LEP</b>	26	30	34	38	42
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>22</b> (2016-17) Annual Increase =	<b>Actual LEP</b>	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SIP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SIP</b>	TBD	TBD	TBD	TBD	TBD

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase =	<b>Projected Hispanic</b>	33	37	41	45	51
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase =	<b>Actual Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 13 (2016-17) Annual Increase =	<b>Projected AA</b>	17	21	25	29	33
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 13 (2016-17) Annual Increase =	<b>Actual AA</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 5 (2016-17) Annual Increase =	<b>Projected SWD</b>	9	13	17	21	25
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 5 (2016-17) Annual Increase =	<b>Actual SWD</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 21 (2016-17) Annual Increase =	<b>Projected LEP</b>	25	29	33	37	41



SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 21 (2016-17) Annual Increase =	<b>Actual LEP</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual AA</b>	TBD	TBD	TBD	TBD	TBD

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

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

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

<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>

<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. Teachers will analyze student achievement data (Benchmark/PASS/SCReady) to set department and classroom goals and targeted individual instructional support.	Fall 2018 – On Going	Principal Instructional Coach Teachers			Mastery Connect Data Dives Flight Class Observations
2. School staff will develop and implement a system of Formative Assessment and Progress Monitoring to Student Learning Objectives with an emphasis on mastery for each student	Fall 2018 – On Going	All Teachers			Mastery Connect Lesson Plans PLC Minutes
3. Corrective instruction and re-assessment will be provided to ensure that the most critical (Power) knowledge and skills are mastered by every student.	Fall 2018 – On Going	Instructional Coach Teachers			Classroom Observation PLC Minutes Assessment 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: 6** 100% of middle schools will have targeted literacy intervention classes by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool	Met	School Actual	Met	TBD	TBD	TBD	TBD
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual	TBD	TBD	TBD	TBD	TBD

<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. Continue to implement and identify students based on performance data for Language Live classes.	Fall 2018	Reading Support Teacher Principal			Master Schedule Student Achievement Data
2. Continue to implement and identify students based on performance data for Read 180 & System 44 programs.	Fall 2018	Special Education Teacher Principal			Master Schedule Student Achievement Data IEP's

**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.

<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>
Employment report	% of diverse teachers 2017-18 15%	<b>School Projected</b>	<b>11%</b>	<b>13%</b>	<b>15%</b>	<b>17%</b>	<b>19%</b>
		<b>School Actual</b>	<b>11%</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
Employment report	% of diverse teachers 2017-18	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</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. Principal trained and using Crown Global interviewing techniques and theories to recruit and hire the best practitioners.	Fall 2018	Principal		District	Certificate Interview notes.
2. Build partnerships with regional universities to attract quality candidates to Sevier, through research projects, field experiences and program support.	Fall 2018 – On Going	Principal Instructional Coach			Research Documentation Field Experience Records Letters from Colleges
3. Participate in recruiting events such as shinning starts and college job fairs.	Annual Events	Principal Assistant Principal Instruction Coach			Documentation from Job Fairs. New Hires

**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	82%	<b>School Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	82%	<b>School Actual Students</b>	TBD	TBD	TBD	TBD	TBD
SC SDE School Report Card Survey	100%	<b>School Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	100%	<b>School Actual Teachers</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC SDE School Report Card Survey	77%	<b>School Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
	77%	<b>School Actual Parents</b>	TBD	TBD	TBD	TBD	TBD
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students</b>	TBD	TBD	TBD	TBD	TBD
SC SDE School Report Card Survey	<b>94</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b>	TBD	TBD	TBD	TBD	TBD

SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents	TBD	TBD	TBD	TBD	TB

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to educate and train all stakeholders in emergency preparedness through enhanced emergency drills and instruction. Involve all stakeholders in communications regarding school and campus safety measures.	Fall 2018 – On Going	Principal Assistant Principal Counselors			Safety Drill Records Communication Logs Safety Plan
2. A program of bully prevention and intervention will be expanded and implemented.	Fall 2018 – On Going	Counselors Principal			State survey results Program records.
3. Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and	Fall 2018 – On Going every week.	Counselors Team Leaders			ABC Records Team meeting minutes.

<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>
intervention for students who exhibit problems with attendance, behavior, and class grades.					Incentive events.

**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 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) 0%	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>District Actual</b>					

Annual Expulsion Rate

<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>
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	<b>School Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual</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. Continue using ISS program as a mentoring and learning program, not a punitive program.	Fall 2018 – On Going	Assistant Principal ISS Teacher			IMS Data Student records ISS Goal Sheets
2. Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and intervention for students who exhibit problems with attendance, behavior, and class grades.	Fall 2018 – On Going every week.	Counselors Team Leaders			ABC Records Team meeting minutes. Incentive events.
3. Consistent 6 step plan for disruptive behavior to include interventions before referrals.	Fall 2018 – On Going	Principal Assistant Principal Counselors Teachers			IMS Data Six Step Intervention Document



**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		School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	TBD	TBD	TBD	TBD	TBD
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90

		<b>District Actual</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</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. Professional Development focusing on positively relating to students to include, rapport, communication, and empathy.	Fall 2018 – On Going	Principal Instructional Coach			PD Records Students Survey Results
2. Implement ‘social contracts’ to provide a framework on how we want to be treated and how we treat each other.	Fall 2018 – On Going	Principal Team Leaders Department Leaders			Social Contracts Student Survey Results

**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	(2017-2018) 95.76	<b>School Projected</b>	>95	>95	>95	>95	>95
	95.76	<b>School Actual</b>	TBD	TBD	TBD	TBD	TBD

ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	<b>District Projected</b>	95	95	95	95	95
		<b>District Actual</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 Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and intervention for students who exhibit	Fall 2018 – On Going	Counselors Attendance Clerk			Attendance Records ABC Meeting Records

<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>
problems with attendance, behavior, and class grades.					
2. Student attendance interventions at a student's fifth absence.	Fall 2018 – On Going	Attendance Clerk Counselors			Attendance Records Intervention Documents

**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		School Projected	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<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. Will bring on a Mental Health specialist on campus to provide service to our students and their families.	Fall 2018	Principal Assistant Principal		Mental Health	Directory Visitor Log
2. Continue to use the RAMP model for comprehensive school counseling program.	Fall 2018 – On Going	Counselors			Counseling Plan
3. Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and intervention for students who exhibit problems with attendance, behavior, and class grades.	Fall – On Going	Counselors Teachers Administrators			ABC Minutes