

SEVIER MIDDLE SCHOOL

**SCHOOL RENEWAL PLAN
2013-14 through 2017-18**

(Annual Update: 2015-16)

**Karen Kapp, Principal
W. Burke Royster, Superintendent**

**GREENVILLE COUNTY SCHOOLS
Greenville, South Carolina**

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Sevier Middle School

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mark Pechin		3/27/15
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Karen Kapp		3/27/15
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1000 Piedmont Park Road

SCHOOL'S TELEPHONE: (864) 355-8200

PRINCIPAL'S E-MAIL ADDRESS: kkapp@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.

- | <u>POSITION</u> | <u>NAME</u> |
|---|---------------|
| 1. PRINCIPAL | Karen Kapp |
| 2. TEACHER | Kevin Duncan |
| 3. PARENT/GUARDIAN | Tasha Darnell |
| 4. COMMUNITY MEMBER | James Groome |
| 5. SCHOOL IMPROVEMENT COUNCIL | Mark Pechin |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
Guidance Counselor_____	Tomiko Long
Parent _____	Susan Bishop
Parent_____	Trip Edwards
Teacher_____	Ginger Barbare
Teacher_____	Carolyn Morris
Teacher_____	Laura DiBlasio
Teacher_____	Ashley Fox
Instructional Coach_____	Lisa Major

***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

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.

X **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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

Grades Served 6-8



2015-16

W. BURKE ROYSTER, SUPERINTENDENT

KAREN KAPP, PRINCIPAL

INTRODUCTION

to the 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 staff and community 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 leads implementation among the staff.

Members of Leadership Team:

- Principal: Karen Kapp
- Assistant Principals: Jay Grady and Brian Falls
- Instructional Coach: Lisa Major
- Media Specialist: Marilyn Murphy
- Guidance Counselor: Darcy Storm
- Department Chairs: Rosetia Johnson (ELA), Jackie Waddell (Math), Anne Bolin (Science), Brandon Smith (Social Studies), and Ashley Fox (Special Education),
- Team Leaders: Laura DiBlasio and Terra Johns (Gr6), Ginger Barbare and Carolyn Morris (Gr7), Barb Karalash and Amber Jaquins (Gr8), Colleen Marsh and Kevin Duncan (Related Arts)

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

Members of SIC include:

Principal: Karen Kapp
Guidance Counselor: Tomiko Long
Media Specialist: Marilyn Murphy
Instructional Coach: Lisa Major
Career Development Facilitator: Jami Crisman
Teacher: Kevin Duncan
Parents: Tasha Darnell, Susan Bishop, Trip Edwards, and Mark Pechin
Community member: James Groome and Karen Salerno

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 tagline, Sevier Middle School: *Focus • Challenge • Prepare*.

A-1

Over 200 members of the community, all students and all staff responded to the AdvanceED survey in December of 2013. Later, members of the SIC and PTA reviewed the results of

the survey results in the self-assessment phase of the accreditation process. That self-assessment and on-going survey results assists action planning and school improvement.

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
- Appendix
 - 2013-14 School Report Card
 - 2013-14 ESEA (Federal Accountability Rating System)

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 comprehensive treasure as it provides the 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

STUDENT ACHIEVEMENT

The needs for our students to excel in a rigorous high school curriculum along with the increasing demand for 21st Century skills are challenged by the gap in student mastery of English Language Arts and Mathematics skills. The Sevier Middle School faculty must 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 Rubicon Atlas system provides scope and sequence for all subjects along with rich lessons and differentiated supports.

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 increasingly used in classroom instruction

Fountas and Pinnell literacy strategies are used in our Educational Support (tutorial) classes to support reading comprehension using grade level content area text. In 2015-16, we expanded and refined our support services under the Stetson Model of Inclusive Practices, and now provide support facilitation services in Social Studies and Science classes, in addition to the more typical English Language Arts and Math.

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.

See the following documents:

- *School Renewal Plan for 2013-14 through 2017-18*
- Data Analysis and Needs Assessment Document

TEACHER AND ADMINISTRATOR QUALITY

Professional Development will support the school district's areas of emphasis indicated in the document that follows. 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. Edmodo and Google Classroom support cross-grade and cross-content collaboration in these professional learning experiences and our collaboration includes text study, action research, and inquiry.

Data Sources:

- Sevier Middle School Professional Development Plan 2015-16
- Data Analysis and Needs Assessment Document

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 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.

Data Sources:

- Data Analysis and Needs Assessment Document

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.

Our program to provide Enrichment and Support allows teachers to help students in three to 7 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

- State Report Card Rating – GOOD
- Palmetto Silver Awards, 2008, 2010, 2011, 2012, 2014
- Palmetto Award, Closing the Gap, 2013
- Annual increase in absolute and growth calculations
- Nationally Recognized ASCA Model Program (RAMP) – School Counseling
- Multiple PSAT Junior Scholars and SAT Duke TIP Scholars
- Superior Rating – Orchestra, Excellent Rating – Chorus: Carowinds Music Festival
- PTA District and State Reflections Contest Winners
- Robotics teams sends several to State competition and were Champions of the Middle School Tourney at Dutch Fork in 2015
- Innovation Award and Design Award – State Gateway to Techn. Competition, USC
- SC Juried Art Show Winners
- Battle of the Brains, Elite Eight
- GC Book Bowl Champions
- Greenville County United Way Campaign Award of Excellence
- Youth in Government Mock Legislature – Bills signed into Law in 2014 and 2015
- 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
- 2012 State Licensed Practical Nurse of the Year – Linda Waters
- 2011 Upstate Writing Project Principal – Karen Kapp
- 2010 GC Support Staff Member of the Year – Melinda Howard

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

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

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: 2014-15

Education Levels of Professional Staff

Bachelors	13	31%
B+18	6	14%
Masters	17	40%
M+30	6	14%
<i>TOTAL</i>	42	

Gender -- All Staff, except Hourly FANS and Custodial

Male:	12 or 19%
Female:	50 or 81%

Ethnicity -- All Staff

African-American:	8 or 13%
Hispanic	1 or 2%
White:	54 or 85%

Teacher Attendance from 2015 State Report Card: 92.8%

STUDENT POPULATION DATA: 2015-16**Students by race:**

Asian	21	2.9%
African-American	136	19.0%
Hispanic	133	18.6%
White	401	56.0%
Multi-race	24	3.4%
Other	<u>1</u>	<u>< 1 %</u>
	716	100%

Students with Disabilities 2015-16:

DD	0
ED	1
EMD	3
LD	78
OHI	23
Speech Only	0
Autism	22
Total	127

Services	2015-16
FARMS	53%
Gifted and Talented	25%
ESOL	13%
Non-Speech IEP	13%

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, Spanish I, Google Basics, Digital Literacy, Art I, Digital Media Arts, Intro to Engineering Design, Introduction to Computer Science, Adding fall of 2016 -- Geometry
- Engineering Design Program – Design & 3D Modeling; Robotics & Automation; Green Architecture; Energy & the Environment
- 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
- PBIS School: Safe, orderly climate promoting 21st Century learning and collaboration
- Comprehensive School Counseling Model (RAMP) – Individual, Small Group and Academic Counseling, Career Interest/Awareness, and Individual Graduation Plans
- Full service communications – Website, weekly phone messages, Facebook, Instagram, Twitter, Weekly media release, Remind messages
- Academic Competition – Youth in Government, National Geography Bee, Battle of the Brains, Robotic Teams, Google 1st Cmptr. Science Clubs, Model U.N.
- Leadership Development -- Character and Academic awards, Beta Club, Student Council, Air Patrol, 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” – 5th grade Open House
- “Falcon Flight Planning” – Showcase and Curriculum Planning Event

Instruction follows the Learning Focused teaching model. Students attend 4 core academic classes of 63 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 2015-16, the staff developed Student Learning Objectives that focused on the comprehension of Informational text, text features (charts, graphs, and tables) and Informational Writing. Lessons and assessments in ELA, Social Studies, and Science were focused to improved

skills in the area. Our emphasis on academic literacy, grounded in the work of Mike Schmoker (*Focus*) includes content-based authentic literacy strategies -- content vocabulary, informational text, close reading with argumentative writing and discussion, along with the use of interactive lecture. These priority strategies provide teachers with the tools to support student ability to attack and understand informational text. All students are reading with annotation, note-making, discussion and doing argumentative writing across the curriculum. 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. In 2015-16, 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. To support special education teachers with reading instruction, these teachers have been trained in the Fountas and Pinnell balanced literacy program for use during their tutorial classes. This year-long training and on-going district support has helped tutorial teachers plan mini-lessons, literature study, guided reading lessons and authentic writing for that reading block of time. 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. All teachers have completed 2 semester-long STEAM ALIVE courses held on-site, have deepened skills in Project-based Learning and they create multiple hands-on, interdisciplinary lessons and units.

We implement PBIS school-wide. Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. Teachers effectively teach the routines and expectations for behavior and interaction expected of all students, and compliment their compliance and positive interactions by signatures of their Fly Card. The cards are exchanged for snacks each week or saved to exchange for special events or privileges.

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.

MISSION STATEMENT

We provide a safe, high-quality learning environment where all students become competent, self-reliant, curious, and creative citizens who pursue personal excellence and contribute meaningfully to their community.

OUR VISION

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

Focus • Challenge • Prepare

DATA ANALYSIS and NEEDS ASSESSMENT

GOAL AREA 1 - STUDENT ACHIEVEMENT

ACT Aspire Math	Students	2015 ACT Aspire Math > Total > Readiness Level	2015 ACT Aspire Math > Total > Scale Score	National Percentile
2015				
6	220	Ready - 419NA	422	70th
7	226	Close - 419NA	421	66th
8	210	Close - 412NA	422	55th

ACT Aspire Reading	Students	2015 ACT Aspire Reading > Total > Readiness Level	2015 ACT Aspire Reading > Total > Scale Score	National Percentile
2015				
6	219	Close-419NA	420	50th
7	224	Close-419NA	421	65th
8	210	Close-422NA	422	55th

ACT Aspire Writing	Students	2015 ACT Aspire Writing > Total > Readiness Level	2015 ACT Aspire Writing > Total > Scale Score	National Percentile
2015				
6	207	Close - 426NA	425	51st
7	223	Close - 423NA	425	65th
8	203	Close - 423NA	423	61st

ACT Aspire English	Students	English > Total > Readiness Level	English > Total > Scale Score	National Percentile
2015				
6	219	Ready - 424NA	424	60th
7	223	Ready - 425NA	426	55th
8	210	Ready - 426NA	427	42nd

PASS SCORES:	<u>Science</u>	<u>Soc. Studies</u>
2014	73.7%	79.6%
2015	74.0%	82.1%

<u>SCIENCE</u>	<u>GRADE</u>	2014	2015
	6	68.1	75.3
	7	79.4	71.6
	8	69	68.6
<u>SOC.STUDIES</u>	<u>GRADE</u>	2014	2015
	6	89.2	85.8
	7	78.9	76
	8	71.2	78.1

EOC Trend -- Algebra I	2011	2012	2013	2014	2015
Number Tested	29	26	27	61	55
Pass Rate	100.0%	100.0%	100.0%	98.4%	98.20%

EOC Trend -- English I	2011	2012	2013	2014	2015
Number Tested	52	49	56	83	56
Pass Rate	98.1%	98.0%	100.0%	98.8%	100%

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.

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.

- Data Sources

- Professional Development Calendars for 15-16 and 16-17

Professional Development Funds have supported:

- Gateway To Technology training,
- Arts conferences for Band, Chorus, and Visual Arts
- Text-based study of *The Data Teams Experience* and *Ahead of the Curve*

DATA ANALYSIS AND NEEDS ASSESSMENT
TEACHER/ADMINISTRATOR QUALITY: 2011-2015

	Teacher Retention	Teacher Attendance	Advanced Degrees	Teacher Certification (continuing contract)	Professional Development Days	Technology Proficiency
2011	85.4%	94.1%	64.5%	87.1%	11.3	66%
2012	88.2%	93.9%	58%	86%	13	45%
2013	85.7%	95%	59.5%	75.7%	15.5	100% at end of 2014
2014	87.2%	95%	59%	71.8%	18.5	100%
2015	88.3%	92.8%	56.4%	74.4%	19.7	95%

NEEDS ASSESSMENT:

Academic skill needs in our population drive the requirement that Sevier faculty enhance their instruction through engaging STEAM embedded project-based learning and academic literacy strategies. Formative assessment strategies must be refined to advance the most clearly targeted support or extension and close student learning gaps.

GOAL AREA 3 – SCHOOL CLIMATE NEEDS ASSESSMENT

Data Sources:

- SDE School Report Card -
<http://ed.sc.gov/assets/reportCards/2015/middle/c/m2301086.pdf>
- Data Analysis and Needs Assessment Document

DATA ANALYSIS AND NEEDS ASSESSMENT

SCHOOL CLIMATE: 2009-2014

SCHOOL REPORT CARD SURVEY RESULTS

		<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Percent satisfied with learning environment	2011	89.5	65.6	81.4
	2012	92.7	69	73.6
	2013	92.5	56	88
	2014	94.9	59.5	75.7
	2015	92	65	89
Percent satisfied with social/physical environment	2011	95	80.1	82.8
	2012	95.1	76.5	77.9
	2013	95	60.6	82.7
	2014	94.8	68.8	82.9
	2015	95	67	86
Percent satisfied with school-home relations	2011	95	84.6	70.7
	2012	87.8	76.6	72.5
	2013	90	73.9	78.4
	2014	100	90.5	71.4
	2015	95	87	63
Student Attendance				
	2011	95.40%		
	2012	96.90%		
	2013	96.40%		
	2014	94.20%		
	2015	95.7%		

NEEDS ASSESSMENT:

As we continue to use the PBIS program, we see an increase in positive student behavior as well as a positive difference in the interactions between teachers and students. Annually, our PBIS team reviews and modifies to the incentive feature of the program and they have refined the procedures for aspects of the program so that staff members can more easily support the positive behaviors of our students. In the 2013-14 school year the PBIS committee continued to refine incentives and established procedures. The district's adoption of Behavior Support Plan process in 2014 supports PBIS and we are further refining our self-assessment and accountability practices.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

EOCEP % ENGLISH I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated **End of Course test in English I** at **100%** as in 2012.

ANNUAL OBJECTIVE: Sustain current levels above 96% or increase by 2 percentage points annually the students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	98%	100%	98.8%	100%			
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)			

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

EOCEP % ALGEBRA I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated **End of Course test in Algebra I** at **100%** in 2012.

ANNUAL OBJECTIVE: Sustain current levels or increase by 2 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	100%	100%	98.4%	98.2%			
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1 (MS & HS)			

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

SC READY % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			

American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	Baseline	2015-16	2016-17	2017-18
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	2014-15			
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	76.4		
School Actual	74.0			
District Projected	X			
District Actual	72.9			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	83		
School Actual	82.1			
District Projected	X			
District Actual	81.2			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
School-wide Strategies: The middle school structure will reflect the recommendations of the National Forum for Middle Level Reform, which defines standards for: Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures that support Professional Learning Communities Activities: All Instruction will be aligned to SC Standards, using best practices for planning, delivery, and assessment. Instructional Alignment <ol style="list-style-type: none"> Content cohorts and related arts professionals will plan with the support of Rubicon Atlas, to implement aligned, rigorous and engaging instruction. All teachers will emphasize content area and disciplinary literacy strategies as aligned with their standards. Support and intervention will be provided for students who do not readily master content through Enrichment, morning seminar, individual support 	<p>From fall 2008/ on-going</p> <p>On-going</p> <p>Fall 2012, with updates on-going</p> <p>Fall 2012/on-going</p>	<p>Principal</p> <p>Instructional Coach/Content area teachers</p> <p>Instructional Coach/Content area teachers</p> <p>Content area teachers</p> <p>Content area</p>			<p>Leadership Team minutes PROGRESSING: CONTINUE</p> <p><i>Lesson Plan and Unit Plan Documents</i> PROGRESSING: CONTINUE</p> <p><i>Lesson Plan and Unit Plan Documents</i> PROGRESSING: CONTINUE</p> <p><i>Lesson Plan and Unit Plan Documents</i> PROGRESSING: CONTINUE</p>

<p>from teachers, and Math assistance classes.</p> <p>4. All students will engage in Enrichment seminars on Friday mornings for extra time and help, academic extension and special interest.</p> <p>5. Develop and implement consistent use of rubrics to assess informational, argument and narrative writing in all content areas.</p> <p>Formative Assessment</p> <p>1. School staff will develop and implement a system of Formative Assessment, to include an emphasis on learning targets and mastery for each student.</p> <p>2. Teachers will analyze individual student achievement data (MAP/PASS/SCReady) to set department and classroom goals and target instructional support.</p> <p>3. Achievement will be closely monitored through target attainment tracking, common formative assessment by grade and content, quarterly district common assessments. All will be aligned to the essential curriculum and state tests.</p>	<p>Fall 2013/on-going</p> <p>Fall 2013/on-going</p> <p>Fall 2013/on-going</p> <p>Fall 2014/on-going</p>	<p>teachers</p> <p>All certified staff</p> <p>Content area teachers</p>			<p>Rosters of service in Seminar and Enrichment Rosters</p> <p>PROGRESSING: CONTINUE</p> <p>Rosters of service in Seminar and Enrichment Rosters</p> <p>PROGRESSING: CONTINUE</p> <p>Artifacts of Student Work</p> <p>PROGRESSING: CONTINUE</p> <p>Department Meeting Agendas and Artifacts of System</p> <p>EMERGING: Continue to develop</p> <p>Department Goal-setting Documents</p> <p>PROGRESSING: CONTINUE</p> <p>Department Meeting Agendas and Artifacts of System</p> <p>EMERGING: Continue to develop</p>
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4. Corrective instruction and re-assessment will be utilized to ensure that the most critical (Power) knowledge and skills are mastered by every student.					Enrichment rosters and classroom plans PROGRESSING; CONTINUE
School-wide Strategies:					
STEAM					
1. School-wide focus on STEAM practices in curricular and co-curricular programming.	Fall 2013/ on-going	Full faculty			Unit and Lesson Plans PROGRESSING; CONTINUE
2. All teachers in every content area will implement STEAM practices as applicable to their content standards.	Fall 2014/ on-going				Unit and Lesson Plans PROGRESSING; CONTINUE
3. All teachers will implement strategies that advance the 4C's of 21 st Century Learning – <i>Collaboration, Critical Thinking, Communication, and Creativity</i> . Examples include student display, teamwork, broadcasts, communication to public, exhibitions, etc.	Fall 2013/ on-going				Unit and Lesson Plans PROGRESSING; CONTINUE
4. Classroom instruction at every grade level will include Project Based Learning opportunities. The frequency of this strategy will increase annually to include 2 projects per semester in individual classrooms, and at least 2 multi-content area units per year.	Fall 2014/ on-going				Unit and Lesson Plans PROGRESSING; CONTINUE
5. Teachers will be encouraged	Fall 2014/				Unit and Lesson Plans

<p>to use academic time flexibly to allow for concentrated collaborative work and integration between content area and related arts teachers.</p> <p>6. Partnerships with parents and the community will expand to provide project consultation, mentoring, speaking, expeditionary opportunity, and communication venues for student work.</p> <p>7. Technology will be used by teachers and students in a 1-1 environment, deepening student ownership of their learning and creating a rich and engaging platform for research and project based learning efforts.</p>	<p>on-going</p> <p>Fall 2014/ on-going</p> <p>Fall 2014/ on-going</p>	<p>Principal STEAM Advisors SIC Full faculty</p> <p>Principal Full faculty</p>	<p>\$250,000 – Year One</p> <p>\$110,000 – Year Two</p>	<p>District Funds</p> <p>Refresh \$ District Funds</p>	<p>PROGRESSING; CONTINUE</p> <p>Unit and Lesson Plans PROGRESSING; CONTINUE</p> <p>Assignment of Technology and Increasing integration into daily instruction PROGRESSING; CONTINUE</p>
<p>Departmental:</p> <p>ELA:</p> <p>a. Implement strategies to support student writing and reading. (Schaeffer Writing Model, etc.)</p> <p>b. Develop enrichment activities that compliment and extend authentic literacy and critical analysis skills that can be applied across the curriculum and have “real-life” applications</p>	<p>2013-14/on-going</p> <p>2013-14/on-going</p>	<p>ELA Department</p>			<p>PROGRESSING: CONTINUE</p> <p>Lesson plans PROGRESSING: CONTINUE</p>

<p><u>Math</u></p> <p>a. Teachers will use multiple representations and real life applications for problem-solving.</p> <p>b. The math curriculum will include accelerated placement in Math 678, leading to Geometry at 8th grade. Enrichment seminars and other extension activity will support a strong cadre of students for full class cohorts through grade 8.</p> <p>c. Selected students will complete semester long intervention courses in Math. Key activities include multiple representations for problem solving and computer-assisted modeling of concepts.</p>	<p>Fall 2013/on-going</p> <p>Spring 2014</p> <p>Fall 2008/on-going</p>	<p>Math Department</p> <p>Principal</p> <p>Principal</p>			<p>Lesson Plans reflect Common Core supports provided by district academic specialist. PROGRESSING: CONTINUE</p> <p>Master schedule PROGRESSING: CONTINUE</p> <p>Addition of 2 math support semester courses at each grade level IN PLACE; CONTINUE</p>
<p><u>Science</u></p> <p>a. Science teachers will increase their use of inquiry and hands-on strategies, and use academic literacy strategies, such as close reading, discussion, and writing, along with interactive lecture to deepen student understanding of science concepts.</p>	<p>Fall 2013/ on-going</p>	<p>Science Chair/ Science Department</p> <p>Instructional Coach</p>			<p>Lesson plans Classroom observations PROGRESSING: CONTINUE</p>
<p><u>Social Studies</u></p> <p>a. Social Studies teachers will continue to incorporate use of primary/secondary source documents and informational texts in units and lessons.</p>	<p>Fall 2013/on-going</p>	<p>Instructional Coach/Social Studies Department</p> <p>Instructional</p>			<p>Lesson plans PROGRESSING: CONTINUE</p>

b. Social Studies teachers will continue to integrate relevant simulations in classroom instruction.		Coach/Social Studies Department			Lesson plans Classroom observations PROGRESSING: CONTINUE
Intervention a. Students will participate in before school Math tutorial sessions to support core academic coursework. b. Teachers will provide support opportunities to students to include morning and afternoon availability, and on-line material to support learning and parent support of student work.	Fall 2008/on-going	Math Department			Posted morning schedule PROGRESSING: CONTINUE Artifacts in teacher websites and communications with parents EMERGING: CONTINUE
<u>Special Education and ESOL:</u> Provide services in an Inclusive Practices Stetson Model. Provide a range of services to include external support, in-class support to include co-teaching and support facilitation, and specialized support outside the general education classroom to include tutorial skills classes.	Fall 2014/on-going	Principal Special Education Department			EMERGING: CONTINUE
Teachers will analyze individual student achievement data (MAP/PASS) by class roster for instructional support.	Fall 2008/on-going	Instructional Coach			PD calendar Teacher PAS-T Goal-setting form PROGRESSING: CONTINUE

<u>Related Arts:</u> Expand access to vertically progressing courses to include Digital Media, Introduction to Engineering Design, Art I, and Google Basics.	Fall 2014/on-going	Principal			Master Schedule EMERGING

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will participate in professional development to develop requisite skills and plans for Project-based Learning, Formative Assessment, Inclusive Practices, and Standards-aligned instruction annually from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: 100% of teachers will in professional development to develop requisite skills and plans for STEAM, Formative Assessment, Inclusive Practices, and Standards-aligned instruction annually.

DATA SOURCE(S): professional development portal, sign-sheets, agendas

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	100%	100%	100%	100%	100%	100%
Actual	100%	100%	100%	100%	100%		

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
<p>Professional Development at Sevier will continue to focus on standards-aligned instruction and assessment, academic literacy, engagement, and rigor.</p> <p>All content areas will support mastery of key strategies to include close/annotated reading, discussion, and argumentative writing.</p> <p>b. Teachers will increasingly plan cross-content lessons/units connecting math and science and engineering principles. STEAM learning will be integral to classroom experience. We will continue development of project-based learning experiences, sharing of best practice, and collaboration with the community for enriched learning.</p> <p>a. Unit by unit integration of STEAM practices and principles in every classroom.</p> <p>b. Quarterly partnered content PBL experiences.</p> <p>c. 2 per year multi-content area transdisciplinary PBL units</p>	<p>2013-14/on-going</p> <p>January 2014-extending December 2014</p> <p>January 2014-on-going</p>	<p>Principal/Instructional Coach/Teachers</p> <p>Chris Burras/Sevier faculty</p> <p>Chris Burras/Sevier faculty</p>			<p>Lesson plans Classroom observations Common assessments Meeting agendas</p> <p>Professional Development Agendas/Artifacts</p> <p>Initial Training Complete: Continue through School-based planning and development</p>

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9%	96.4%	94.2	95.7			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

STUDENT EXPULSION

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.2%	0.2%	.6%	.5			
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%	0.7%			

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from **73.6%** in 2012 to **79.6%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by one percentage point annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		76.6%	77.6%	78.6%	79.6%
School Actual	73.6%	88%	75.7%	89.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from **69.0%** in 2012 to **75.0%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		72.0%	73.0%	74.0%	75.0%
School Actual	69.0%	56%%	59.5%	65%			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6%	83.9% (ES, MS, HS)			

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from **92.7%** in 2012 to **98.8%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		95.7%	96.7%	97.7%	98.8%
School Actual	92.7%	92.5%	94.9%	92%			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from **88.4%** in 2012 to **95.4%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		91.4%	92.4%	93.4%	95.4%
School Actual	88.4%	86.5%	89.5%	95.9			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from **85.3%** in 2012 to **91.3%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		88.3%	89.3%	90.3%	91.3%
School Actual	85.3%	79.0%	86.0%	100%			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from **97.5%** in 2012 to **100%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		100%	100%	100%	100%
School Actual	97.5%	97.5%	97.5%	100%			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

[illegible]

model to support student progress.	March and April 2014	members with strong skills in behavior management			
3. A program of character recognition and academic awards will be implemented to recognize students.	Fall 2013/ongoing	Guidance/all staff			PROGRESSING/CONTINUE
4. A program of bully prevention and intervention will be developed and implemented	Fall 2013/ongoing	Guidance/all staff			PROGRESSING/CONTINUE

