BEREA MIDDLE SCHOOL
Greenville County Schools

Success for Today, Preparation for Tomorrow, Learning for a Lifetime!

School Portfolio
2017 - 2018
Scope of Action Plan 2018 - 2019 through 2022 - 2023

Mrs. Robin Mill - Principal
Dr. Burke Royster - Superintendent

Table of Contents

School Renewal Plan Cover Page 3
Stakeholder Involvement for School Plan 4
Assurances for School Plan 5
Introduction 7
Executive Summary 8
- School Profile 8
- Student Achievement 8
  - SCREADY and SCPASS 9
  - SC READY 2016 10
  - SCREADY 2017 10
  - SCPASS 2016 11
  - SCPASS 2017 12
- Teacher and Administrator Quality 13
- School Climate 13
- Performance Goals from Action Plan 14
- Significant Challenges and Accomplishments 15

School Community 16
- Introduction 16
- School Personnel Data 17
- Student Population Data 18
- Major Academic and Behavioral Features/Programs 18

Mission, Vision and Beliefs 20
Data Analysis and Needs Assessments 21
- Student Achievement 21
  - SCREADY 21
  - SCPASS 37
- Teacher and Administrator Quality 60
- School Climate 61

School Renewal Plan 62
- Student Achievement 62
- Teacher and Administrator Quality 86
  - 2017 – 2018 Professional Development 87
- School Climate 93

Link To Report Card 106

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea 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	W. Burke Royster	8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Robin B. Mill	Robin B. Mill	7-16-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dollie Adams	Dollie Adams	7/31/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Johnny Wallace	Johnny M Wallace	8-17-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 151 Berea Middle School Road Greenville SC 29617

SCHOOL TELEPHONE: (864) 355-1700

PRINCIPAL E-MAIL ADDRESS: rmill@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Robin Mill
2.	Teacher	Rae Heath
3.	Parent/Guardian	Cheria Wood
4.	Community Member	Dr. Scott Henderson
5.	Paraprofessional	Yolanda Allen
6.	School Improvement Council Member	Teresa Floyd
7.	Read to Succeed Reading Coach	
8.	School Read To Succeed Literacy Leadership Team Lead	
9.	School Read To Succeed Literacy Leadership Team Member	Hannah Sweat

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

Position	Name
Title I Facilitator	Nancy Graham
Instructional Coach	Dr. Johnny Wallace

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

Read To Succeed Literacy Leadership Team: Nancy Wood, Maria Johnson, Rae Heath, Susan Bramlette, Joe McCall, Jennifer Czar, Hannah Sweat, Erin Nunley, Nancy Graham, Brandi Thompson, Vicki Inman, Tara Olenja

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

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

○ Yes ○ No ◉ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ◉ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
○ Yes ○ No ◉ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

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

INTRODUCTION

As a Title I school, Berea Middle is required to complete a comprehensive needs assessment that includes all stakeholders. The school compiles its needs based on SCPASS and SCREADY state tests; quarterly benchmark test results; teacher observations; teacher-made tests; attendance records; behavior referrals; teacher, parent, and student surveys; and any other pertinent data or information sources to assist in the improvement of student achievement. Throughout the year a series of Title I planning meetings, to which stakeholders are invited to attend, are held. At these meetings data and trends are discussed and reviewed and the Title I plan is prepared in conjunction with, and in consideration of all, processes and programs currently available.

In addition to the Title I meetings, other sources of information for the portfolio include analysis of

- data from various forms of assessment;
- parent, student, and teacher surveys for Berea Middle School; and
- previous school report cards.

Executive Summary

School Profile

Grades:	6th, 7th, 8th, resource and self-contained Special Education
Enrollment:	736
School Location:	Berea area near Furman University, Greenville SC
Principal:	Mrs. Robin Mill
School Colors:	Green and gold
School Mascot:	Bulldog
Mission:	To provide students with ***Success for Today, Preparation for Tomorrow and Learning for a Lifetime***

STUDENT ACHIEVEMENT

SCREADY and SCPASS

A brief perusal of the SCREADY data indicates the percentage of students scoring met or exemplary for

- ELA was 28.3% in 2016; then decreasing by 4% to 24.3% in 2017; and
- Math was 20.3% in 2016; then decreasing by 2.2% to 18.1% in 2017.

A brief perusal of the SCPASS data indicates the percentage of students scoring met or exemplary for

- Social Studies was 66.3% in 2015; increasing to 68.1% in 2016, and then decreasing to 60.4% in 2017, with an overall decrease from 2015 to 2017 of 5.9%
- The science test was changed in 2016 so there is no longitudinal data. However, the percentage of students scoring at met or exemplary of Science in 2017 was 39.1%

Berea Middle School students outperformed schools like ours in End-Of-Course (EOC) tests in Algebra I and English I for the years 2016 – 2017 with 100% of the students passing the EOC.

SC READY 2016

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2016 SCREADY Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of ELA.
- The percentage of females scoring meets or exceeds was greater in all grades and subject areas than males.
- The percentage of students scoring meets or exceeds by ethnicity was diverse among the grade levels.
    - In Sixth grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Sixth grade Math, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Seventh grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Seventh grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Eighth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Eighth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
      NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School
- The weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC READY 2017

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2017 SCREADY Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of ELA.
- The percentage of females scoring meets or exceeds was greater in all grades and subject areas than males.
    - In Sixth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Sixth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Seventh grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Seventh grade Math, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Eighth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Eighth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
      NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School.
- The weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC PASS 2016

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2016 SCPASS Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of Social Studies.
- The percentage of females scoring meets or exceeds was greater than males in grades six and seven and greater in grade eight for males than for females in the area of science.
- The percentage of females scoring meets or exceeds was greater than males in grades six and eight and greater in grade seven for males than for females in the area of social studies.
- The percentage of students scoring meets or exceeds by ethnicity was diverse among the grade levels.
    - In Sixth grade Science, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Sixth grade Social Studies, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Seventh grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Seventh grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Eighth grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Eighth grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Black subgroup.
      NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School
- For the most part, the weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC PASS 2017

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2017 SCPASS Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of Social Studies.
- The percentage of females scoring meets or exceeds was greater in all grades for Science.
- The percentage of females scoring meets or exceeds was greater than the percentage of males scoring meets or exceeds was greater in grades six and seven and less than the percentage of males scoring meets or needs in grade eight in the area of Social Studies.
    - In Sixth grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Sixth grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Seventh grade Science, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Seventh grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Eighth grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Eighth grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
      NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School.
- The weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

TEACHER AND ADMINSTRATOR QUALITY

- As a Title I school, Berea Middle is dedicated to ensuring 100% of the staff and faculty is highly qualified in the middle level content area in which they teach. Beginning with the 2013 – 2014 school year, all teachers will be highly qualified at the middle school level in the subject area for which the teacher provides instruction. One hundred percent of the faculty was highly qualified for the 2017 – 2018 school year.
- Teachers indicate there is a need for assistance in integrating subject content and higher level thinking into daily instructional delivery.
- To ensure teachers are current in the area of technology additional training in new and emerging technologies is provided as needed.
- During the 2017 – 2018 school year, teachers and administrators were provided with training in teaming and compassionate schools to enhance their professional abilities;
- Beginning in the 2015 – 2106 school year, Berea Middle School began the Stetson Inclusion program with all staff members being given professional development in this program.
- Teachers indicated a need for additional training in the Google suite software as the district moves toward becoming a Google district.
- The need for quarterly planning sessions for all core content areas continues to be a request of the faculty.
- School personnel take full advantage of the Title I Instructional Technology consultant to ensure full integration of technology into instructional delivery.

SCHOOL CLIMATE

- Beginning in the year 2012 – 2013 Berea Middle School implemented the Capturing Kids' Hearts discipline program as a result of the findings from the Robyn Jackson visit. This program is designed to increase the respect between teachers and students as well as among the students.
- Guidance Counselors continue delivery of the anti-bullying sessions.
- Survey results show that for the 2016 – 2017 school year
    - 81.5% of the faculty are satisfied with the learning environment in the school;
    - 83.4% of the parents are satisfied with the learning environment in the school; and
    - 74.3% of the students are satisfied with the learning environment in the school.
- Survey results show that for the 2016 – 2017 school year
    - 81.5% of the faculty are satisfied with the social and physical environment of the school;
    - 83.3% of the parents are satisfied with the social and physical environment of the school; and
    - 78.2% of the students are satisfied with the social and physical environment of the school.

- Implementation of a Leadership Class for students through the Capturing Kids' Hearts program was begun in 2015 -2016.
- During the 2017 – 2018 school year, teachers and administrators were provided with training in teaming and compassionate schools to help improve the overall school climate.

PERFORMANCE GOALS FROM ACTION PLAN

Goal One: Student Achievement

- ❖ Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the SCREADY from 24.0% in 2018 to 34.0% in 2023.
- ❖ Maintain the percentage of students who meet standard (test score of 60 or higher) on the state-mandated End of Course test in English I from 100% in 2018 to 100% in 2023.
- ❖ Increase the percentage of students meeting standard in mathematics as measured by the SCREADY from 18.0% in 2018 to 28.0% in 2023.
- ❖ Maintain the percentage of students who meet standard (test score of 60 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2018 to 100% in 2023.
- ❖ Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (SCPASS) at an annual rate of 2% per year from 2018 to 2023. This applies to grades 6 and 8 only.
- ❖ Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (SCPASS) at an annual rate of 2% per year from 2018 to 2023. This applies to grade 7.

Goal Two: Teacher and Administrator Quality

- ❖ Maintain the percentage of teachers who are highly qualified in the subject(s) for which they provide instruction at 100%.

Goal Three: School Climate

- ❖ Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they fell safe during the school day.
- ❖ Proactively address student behavior to maintain the percentage of students recommended for expulsion each year at less than 1% of the student population.
- ❖ Maintain a student expulsion rate below 0.07% of the total student population.
- ❖ Achieve an annual student attendance rate of 95%.

SIGNIFICANT CHALLENGES AND ACCOMPLISHMENTS

Berea Middle, like many other schools, is faced with challenges, many over which the school staff have no control. Significant challenges include

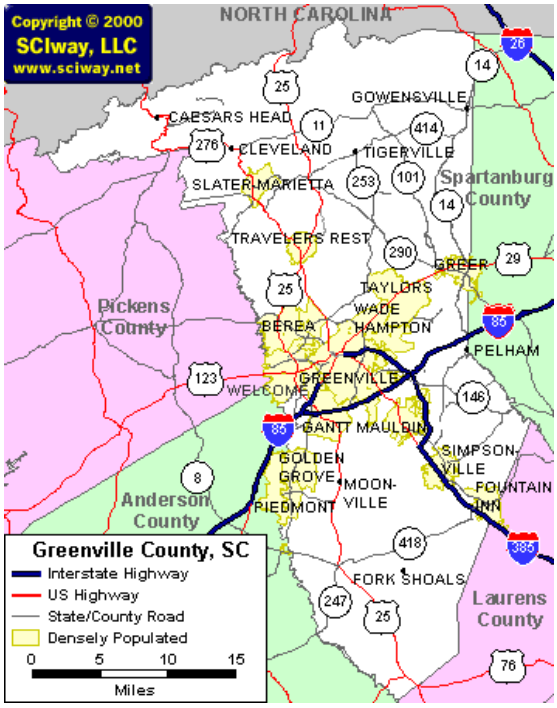
- an increase in the percentage of non-English speaking students enrolling in the school;
- a transient population which results in students coming in with a lack of content that may have not been taught at the previous school or coming in with content that has already been taught in another school and currently being taught at Berea Middle; and
- a lack of parental involvement in school activities.

Accomplishments at Berea Middle include

- conducting before school and after school tutoring sessions;
- incorporating online learning opportunities into the curriculum;
- continuation of quarterly planning meetings for grade level math and English teachers with assistance for PEP Literacy coaches in support of the implementation of the SC College and Career Ready Standards during the school year;
- quarterly planning meetings for grade level science and social studies teachers;
- during the 2015 – 2016 school year the 1:1 tablet initiative was completed, one year ahead of schedule;
- two staff members who are National Board Certified Teachers;
- continued implementation of the Capturing Kids' Hearts discipline program and the Teen Leadership class;
- implementation of Men Who Read Dress for Success and Berea's Outstanding Women Society programs;
- an on-site Greenville Health System health clinic;
- Community in Schools partnership and implementation of an Early Warning Response System; and
- continued implementation of the BELL Camp summer program to help prevent the summer side. In the summer of 2018, the BELL program was expanded to include rising seventh grade students who participated in the program as rising sixth graders in the summer of 2017.

School Community

Introduction



Berea Middle School is a suburban middle school located in the northwest quadrant of Greenville County. Our middle school serves students in grades six, seven, and eight. For the 2017 – 2018 school year, Berea had approximately 736 students enrolled and has seventy-three staff members, which includes professional and para-professional staff. The school has been fully accredited since it opened. Our school is one of nineteen middle schools in Greenville County School District that serves Greenville County, South Carolina.

Berea Middle School first opened in 1973 in support of a middle school plan adopted by the school district. A fire destroyed part of the structure in 1974. Major renovation took place beginning in the fall of 1997 with completion in 1998. Dedication of the new facility was held in April 1998. Two new computer labs were installed in the fall of 2001. Student enrollment continues to fluctuate due to family mobility. Many of our students have parents and siblings who attended the school.

Northern Greenville County
Berea Middle School

From a historical perspective, in order to meet the requirements of **No Child Left Behind** in 2002-2003, our school was chosen as an alternative middle school for students at Parker and Tanglewood Middle Schools. Enrollment increased by 100 students that year. In 2003-2004, additional alternative middle schools were chosen, and some students left our school. In the spring of 2004, the school district closed Parker Middle, a Title I school, and divided its student body among Beck Middle, Berea Middle, Lakeview Middle, and

Tanglewood Middle. Attendance lines for each school were redrawn to balance enrollment. To relieve overcrowding, Berea Middle did not allow special permission enrollment. Berea Middle received approximately 150 additional students. In September 2004, enrollment was 986. Parker Middle served as the District's Center for English as a Second or Other Language. When Parker closed, ESOL students returned to their home-base school. Rather than provide targeted assistance to the Title I identified students only, the District determined that Berea should become a school-wide Title I school, beginning in the fall of 2004. This designation allowed the school to provide assistance to all students at Berea. Berea lost its Title I status in 2006. However, due to an increase of low income families, and the rise of students qualifying for free and reduced meals, the status of Title 1 was reassigned to Berea Middle during the 2009 – 2010 school year.

There are numerous universities, colleges, and specialized educational centers in the local area. Greenville County is the site of The South Carolina Governor's School for the Arts, the Roper Mountain Science Center and an International Baccalaureate Program. Various magnet academies offer unique educational opportunities at the elementary, middle, and high school levels.

School Personnel Data

For the 2017 – 2018 Berea Middle had

- ✓ one principal, two assistant principals, one administrative assistant,
- ✓ thirty four regular classroom teachers,
- ✓ seven special education teachers,
- ✓ eleven related arts teachers
- ✓ one instructional coach,
- ✓ two full-time and one half-time guidance counselors,
- ✓ one nurse,
- ✓ one media specialist,
- ✓ three teacher's aides,
- ✓ one in-school suspension aide,
- ✓ one secretary, a receptionist, three clerks, and one school resource officer,
- ✓ four Title I Staff: a facilitator, social worker, parent involvement coordinator and nurse,
- ✓ one school-based mental health counselor,
- ✓ four Communities in Schools personnel.

Of the fifty-two teachers

- ❖ 75% are females and 25% are males;
- ❖ 26.9% are African American; 67.3% Caucasian, 3.8% Hispanic, and 2.0% Asian.

Seventy-three percent of the current faculty has a minimum of 3 years of teaching experience.

Longitudinal data show

Data Topic	Year	2013	2014	2015	2016	2017
Teachers with advanced degrees		51.1%	61.2%	62.2%	61.7%	60.0%
Continuing contract teachers		NAV	75.5%	80.0%	76.6%	74.0%
Teachers returning from the previous year		93.7%	86.3%	82.9%	83.5%	84.5%
Attendance rates		95.0%	94.9%	94.8%	93.5%	92.2%

Student Population Data

The current enrollment at Berea Middle is 736 students, based upon the 45th day of enrollment. The percentage of males is 54.9% and the percentage of females is 45.1%

The 2017 – 2018 school year breakdown by ethnicity was

- 25.4% black or African American;
- 37.6% Hispanic or Latino;
- 27.7% White; and
- 9.3% other races.

Additional historical data about our student population are

Data Topic	Year	2013	2014	2015	2016	2017
Students enrolled in high school credit courses		6.3%	52.4%	33.4%	18.0%	26.0%
Retention rate		1.2%	1.4%	0.9%	2.7%	1.0%
Attendance rate		94.5%	95.7%	94.7%	95.1%	94.2%
Eligible for gifted and talented		9.5%	10.7%	10.5%	8.8%	10.5%
Disabilities other than speech		17.2%	16.5%	15.9%	17.9%	18.1%
Out-of-school suspensions		0.3%	0.1%	5.0%	1.4%	0.7%

Major Academic and Behavioral Features/Programs

Berea Middle students are involved in various academic and behaviors initiatives. These initiatives include

- the continued implementation IXL Math, web-based software program designed to increase the fluency of the basic whole number math facts in the four operations;
- teaming at all grade levels with the four core subjects being represented on each team;
- continued implementation of the Capturing Kids' Hearts discipline program;
- common grade level planning for the core subject areas;
- administration of quarterly benchmarks in the four core subject areas; this is the tenth year of benchmark testing; Mastery Connect was implemented in the 2017 – 2018 school year
- implementation of an anti-bullying curriculum taught by the guidance counselors;

- integration of the Discovery Education online textbooks in the science curriculum;
- continued implementation of before and after school tutorial programs;
- continued implementation of the personal learning devices initiative to increase the use of technology in the daily delivery of instruction;
- continued implementation of Gateway to Technology classes;
- implementation of a monthly club schedule;
- enactment of the Early Warning Response System as part of the OnTrack Greenville initiative;
- weekly OnTrack Greenville meetings with Communities in Schools personnel with discussion focusing on individual students and wrap-around services needed to accelerate success;
- implementation of the Stetson Inclusive practices;
- implementation of a Teen Leadership class to promote self-advocacy and advocacy for others;
- weekly meetings with Public Education Partners' literacy coaches; implementation of an in-school health clinic through the Greenville Health System;
- integration of AR 360 and Big Universe to help increase the reading levels of all students;
- implementation of the Read 180, System 44 and Language Live reading programs to increase the overall reading levels of lower performing students;
- continued implementation of Brain POP ESL to help students with limited English Proficiency; and
- implementation of NewPath Learning and Newsela software programs.

Mission, Vision, and Beliefs

VALUES AND BELIEFS
Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us: they describe what we think about work and how we think a school should operate. Staff members were asked to brainstorm independently before we produced our core beliefs about instruction, curriculum and assessment, and how these positively impact our students' learning.

WE BELIEVE:

- Curriculum, instruction, and assessment must be aligned to meet the needs of all students and be aligned with state and national standards.

- Teachers must have high expectations of all students – all staff personnel must have high expectations of academic performance and social behavior (each student must be able to reach his/her full potential).

- Assessment needs to be efficient, regular, manageable, and used as a tool to determine where students are in order to adjust instructional practices.

- Students should feel safe, emotionally and physically, both inside and outside of the classroom. Students and teachers should respect and positively interact with each other.

- Curriculum and instruction must be standards-driven, uniform within each grade level, and articulated across grade levels.

- Grade-level meetings need to be focused on curriculum, instruction, and assessment, and reflective of teachers' needs, in order to build teacher capacity and increase student success.

VISION
The vision of Berea Middle School is to produce responsible citizens by meeting the needs of middle school students through quality education in a safe environment.

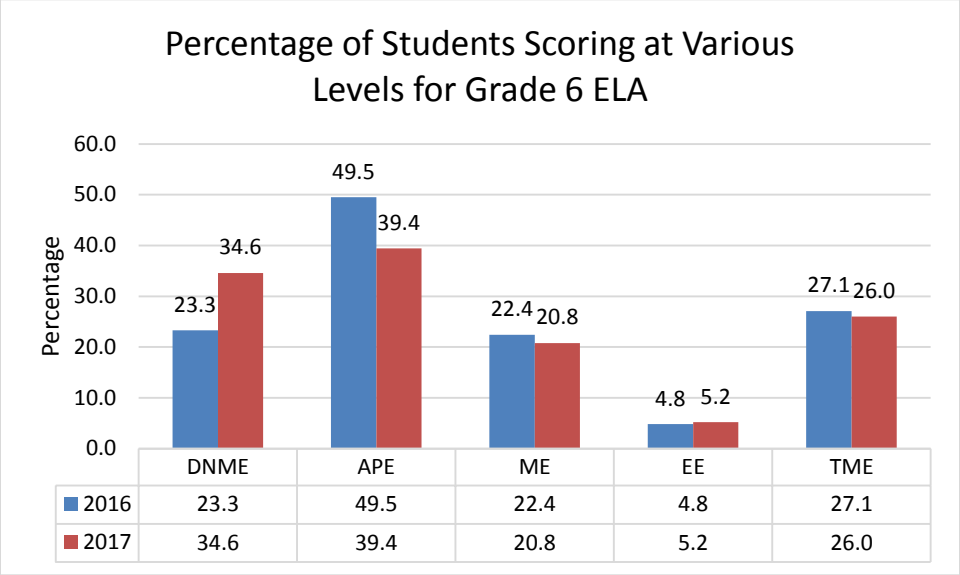
MISSION
The mission of Berea Middle School is to provide students with ***Success for Today – Preparation for Tomorrow* – and *Learning for a Lifetime*.**

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement

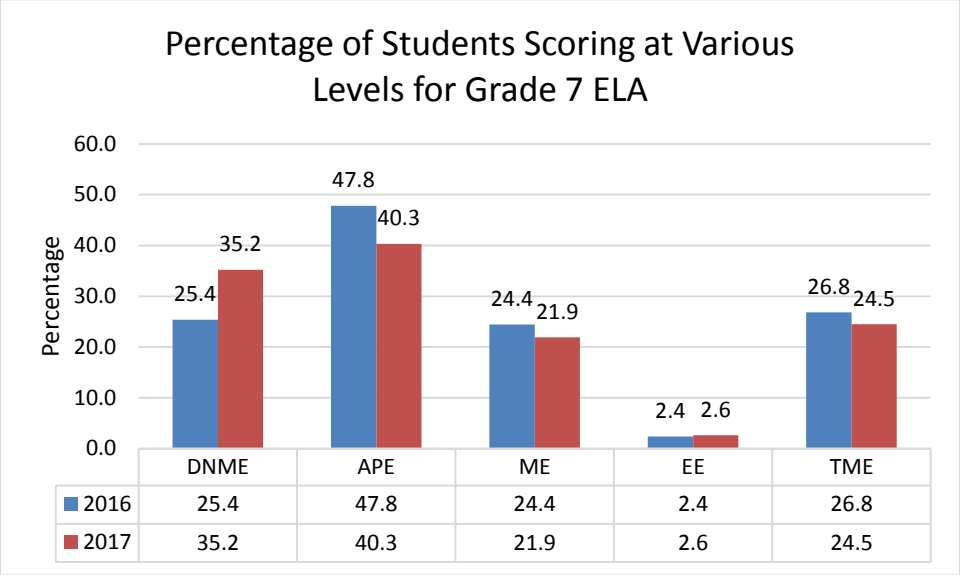
SCREADY

Four Levels of Scoring by Grade Level



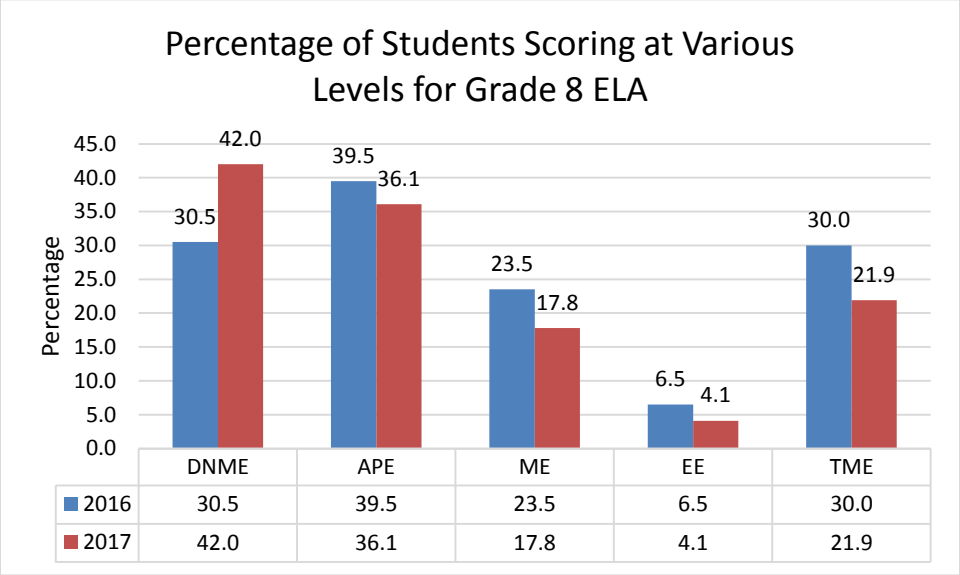
A review of the 2016 and 2017 administrations of the SCREADY test for Grade 6 ELA shows the following. The percentage of students scoring at the

- does not meet expectations level increased from 2016 to 2017.
- approaches expectations level decreased from 2016 to 2017.
- meets expectations level decreased from 2016 to 2017.
- exceeds expectations level increased from 2016 to 2017.
- total meets and exceeds expectations levels decreased from 2016 to 2017.



A review of the 2016 and 2017 administrations of the SCREADY test for Grade 7 ELA shows the following. The percentage of students scoring at the

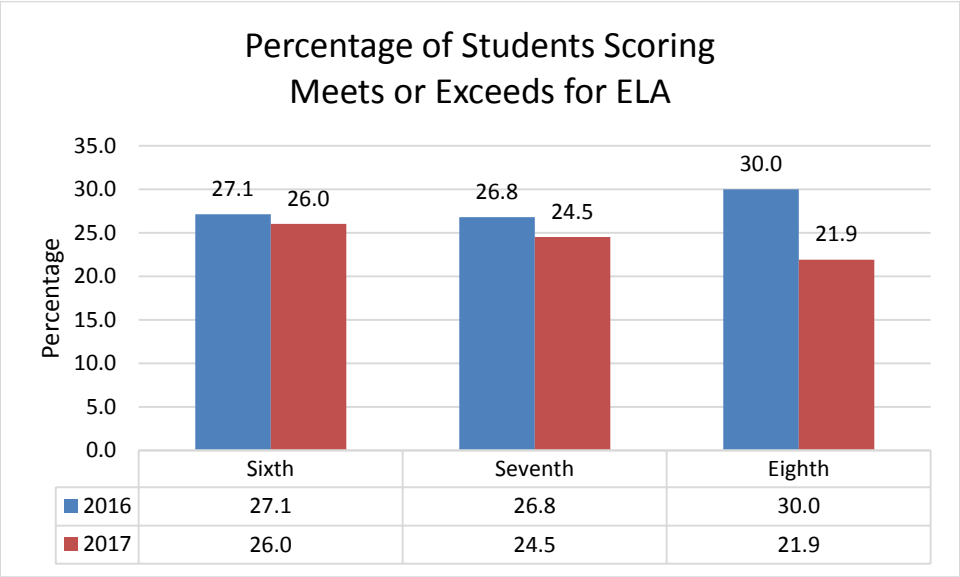
- does not meet expectations level increased from 2016 to 2017.
- approaches expectations level decreased from 2016 to 2017.
- meets expectations level decreased from 2016 to 2017.
- exceeds expectations level increased from 2016 to 2017.
- total meets and exceeds expectations levels decreased from 2016 to 2017.



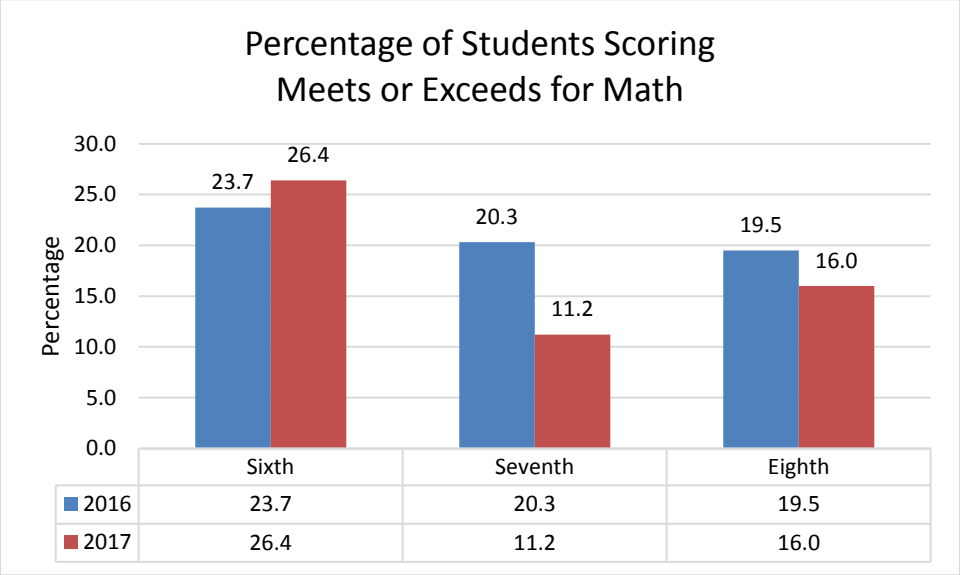
A review of the 2016 and 2017 administrations of the SCREADY test for Grade 8 ELA shows the following. The percentage of students scoring at the

- does not meet expectations level increased from 2016 to 2017.
- approaches expectations level decreased from 2016 to 2017.
- meets expectations level decreased from 2016 to 2017.
- exceeds expectations level decreased from 2016 to 2017.
- total meets and exceeds expectations levels decreased from 2016 to 2017.

Meets or Exceeds by Grade Level



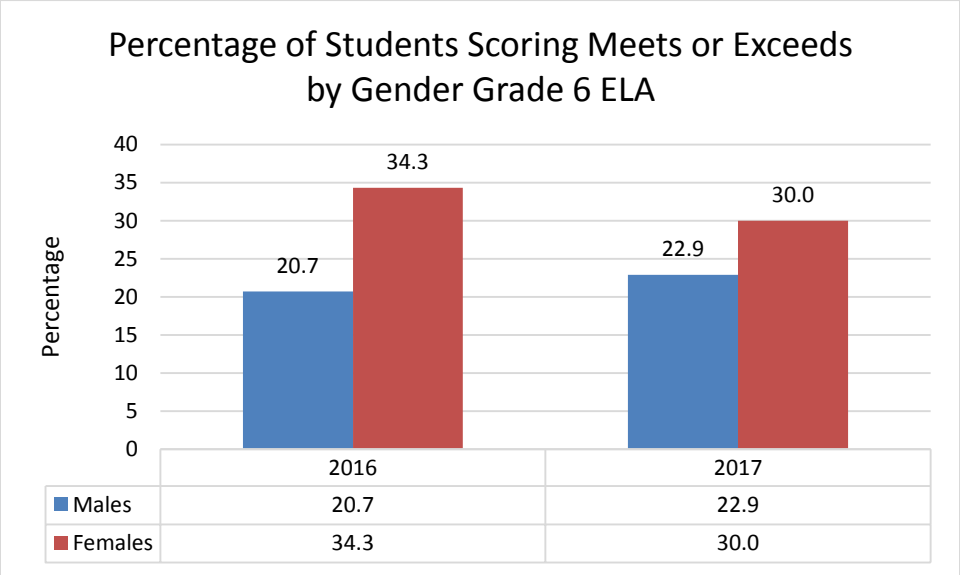
A review of the SCREADY data for the 2016 and 2017 administrations of the SCREADY test for ELA show a decrease in the percentage of students scoring Meets or Exceeds from the 2016 administration to the 2017 administration for all grade levels.



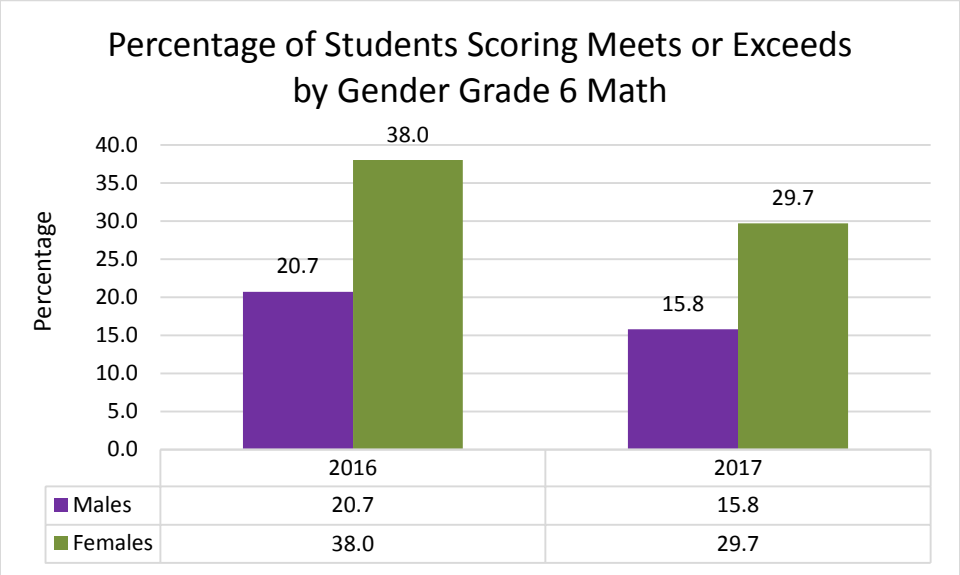
A review of the SCREADY data for the 2016 and 2017 administrations of the SCREADY test for math shows an increase in the percentage of the students scoring Meets or Exceeds in grade six from the 2016 administration to the 2017 administration and a decrease in the percentage of students scoring Meets or Exceeds from the 2016 administration to the 2017 administration for grades seven and eight.

SCREADY: Gender

Grade Six

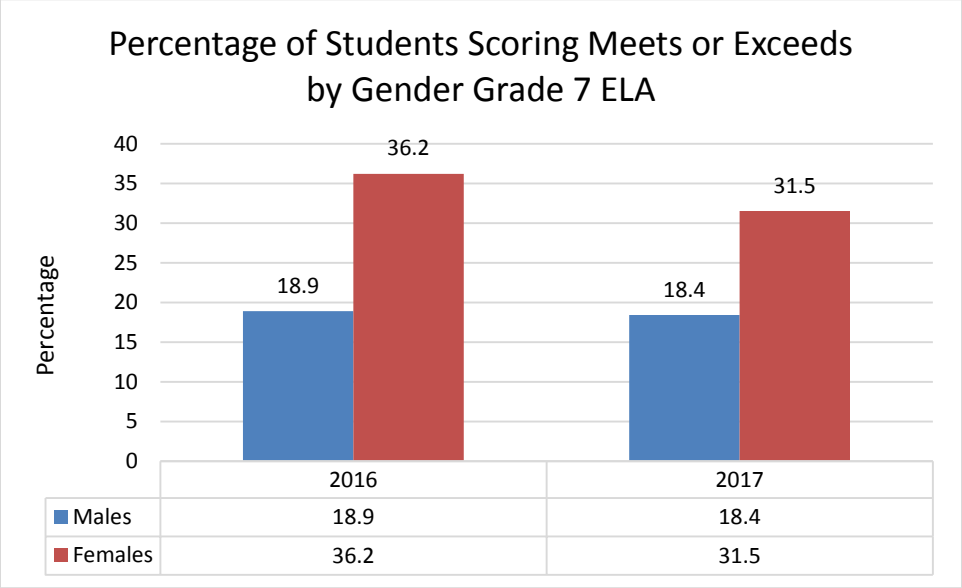


The percentage of students scoring meets or exceeds decreased for males and females from the 2016 to 2017 administration of the grade six ELA test.

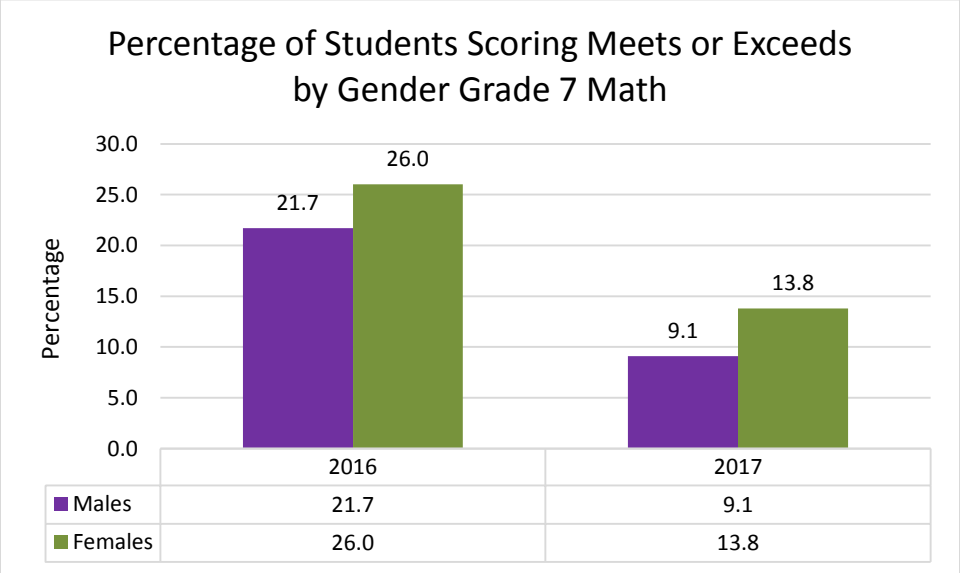


The percentage of students scoring meets or exceeds decreased for males and females from the 2016 to 2017 administration of the grade six Math test.

Grade Seven

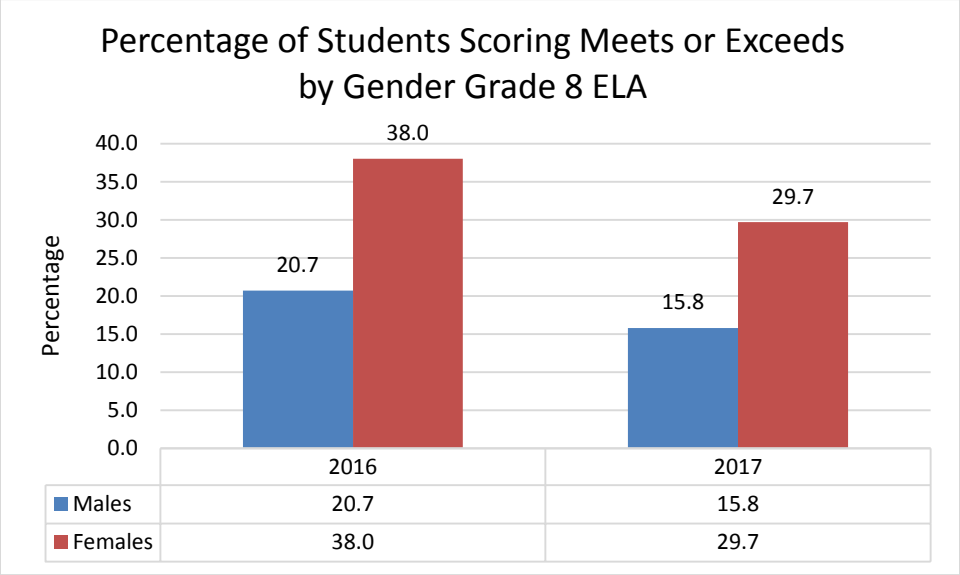


The percentage of students scoring meets or exceeds decreased for males and females from the 2016 to 2017 administration of the grade seven ELA test.

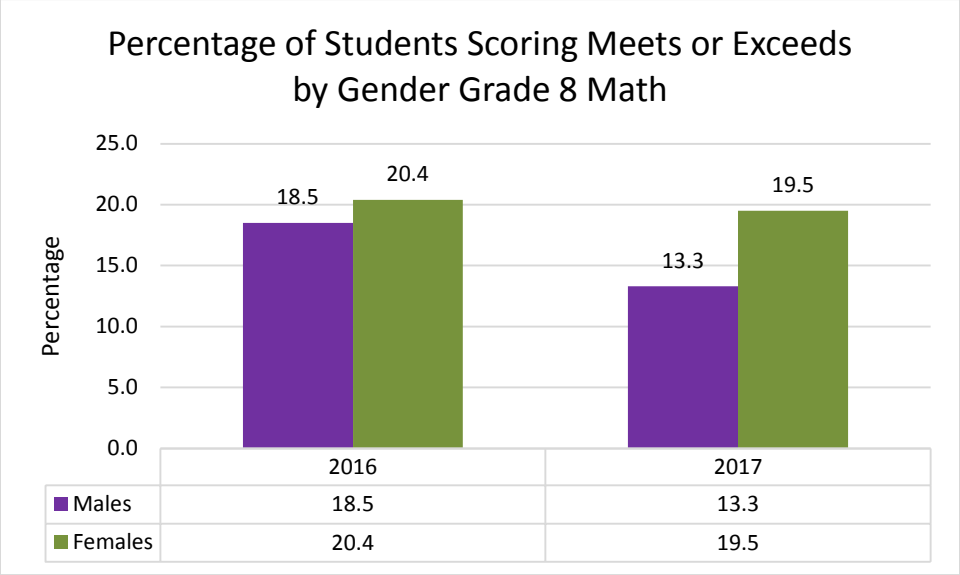


The percentage of students scoring meets or exceeds decreased for males and females from the 2016 to 2017 administration of the grade seven Math test.

Grade Eight



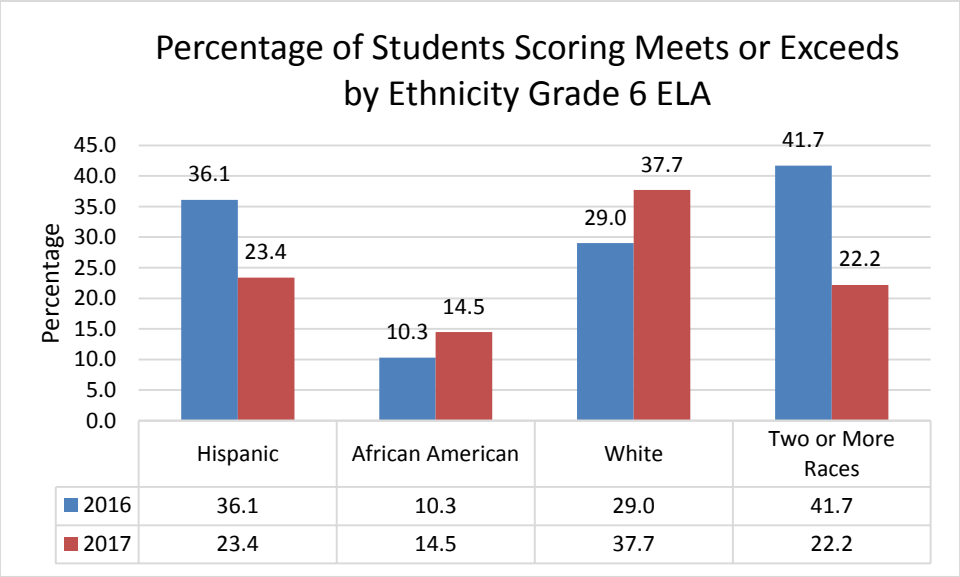
The percentage of students scoring meets or exceeds decreased for males and females from the 2016 to 2017 administration of the grade eight ELA test.



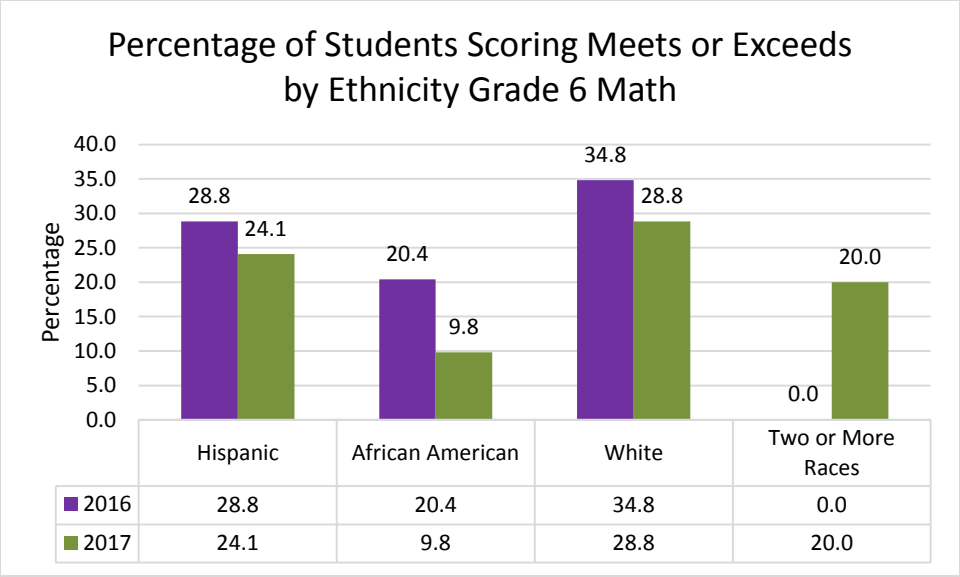
The percentage of students scoring meets or exceeds decreased for males and females from the 2016 to 2017 administration of the grade eight Math test.

SCREADY: Ethnicity

Grade Six

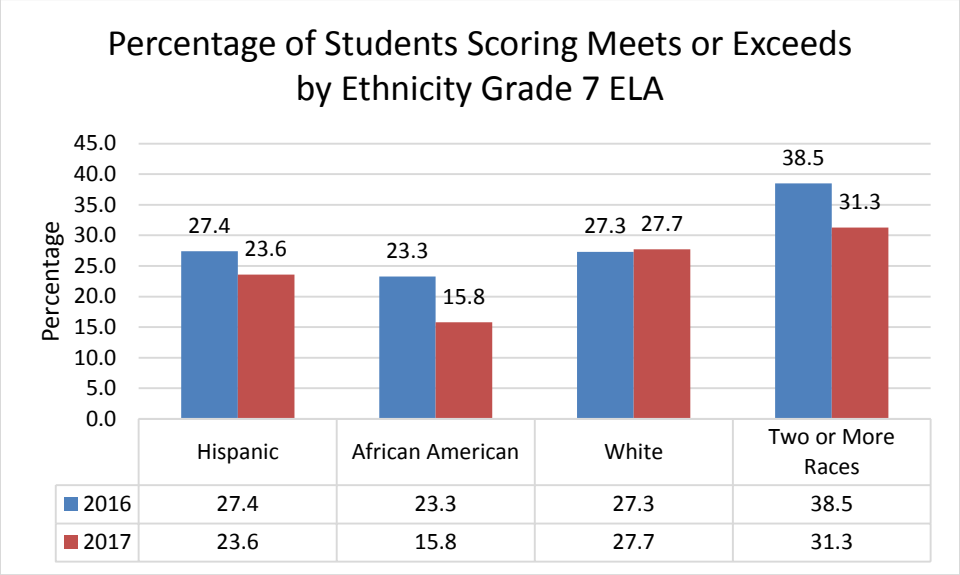


The percentage of students scoring meets or exceeds fell from the 2016 administration to the 2017 administration of the grade six ELA test for Hispanics and Two or More races and increased for African Americans and Whites.

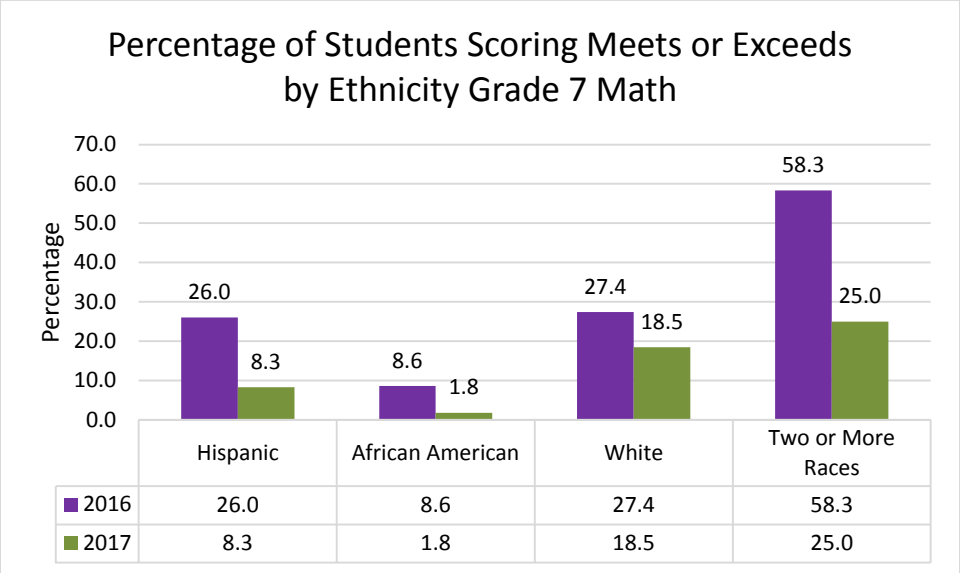


The percentage of students scoring meets or exceeds decreased from the 2016 administration to the 2017 administration of the grade six Math test for all ethnicities except for Two or More Races. There were no Two or More races students in 2016.

Grade Seven

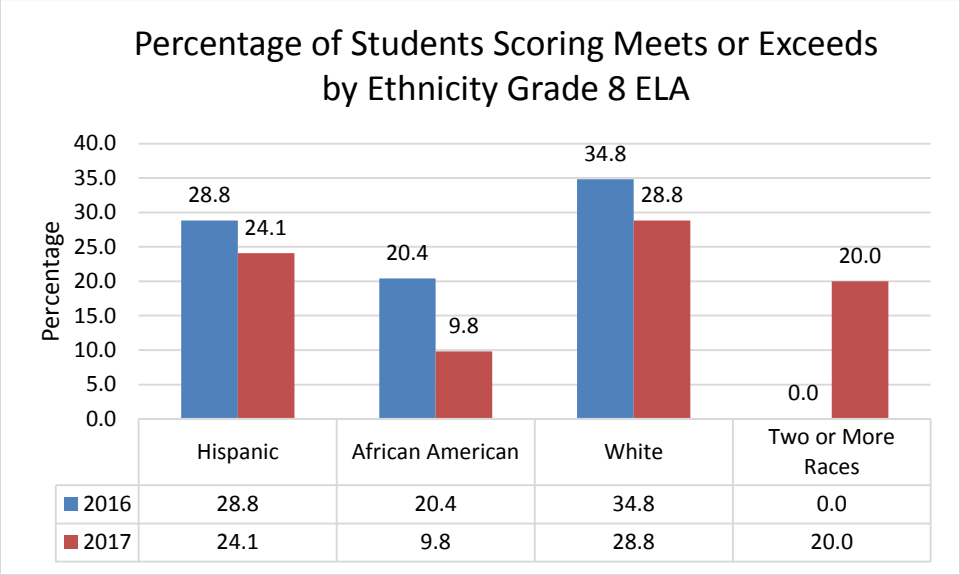


The percentage of students scoring meets or exceeds fell from the 2016 administration to the 2017 administration of the grade seven ELA test for all subgroups excepts Whites which showed an increase.

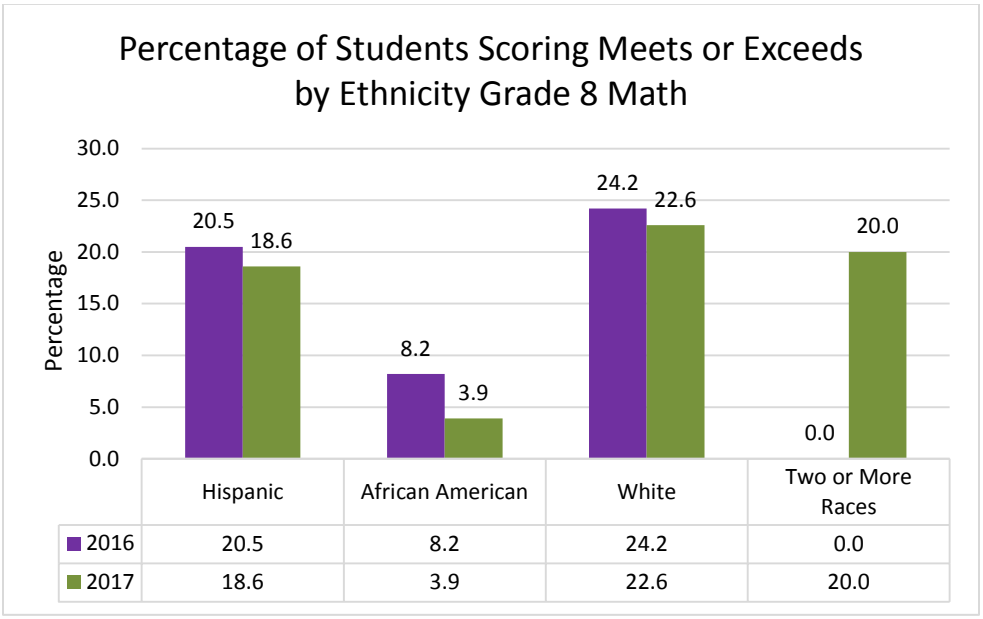


The percentage of students scoring meets or exceeds fell from the 2016 administration to the 2017 administration of the grade seven Math test for all subgroups.

Grade Eight



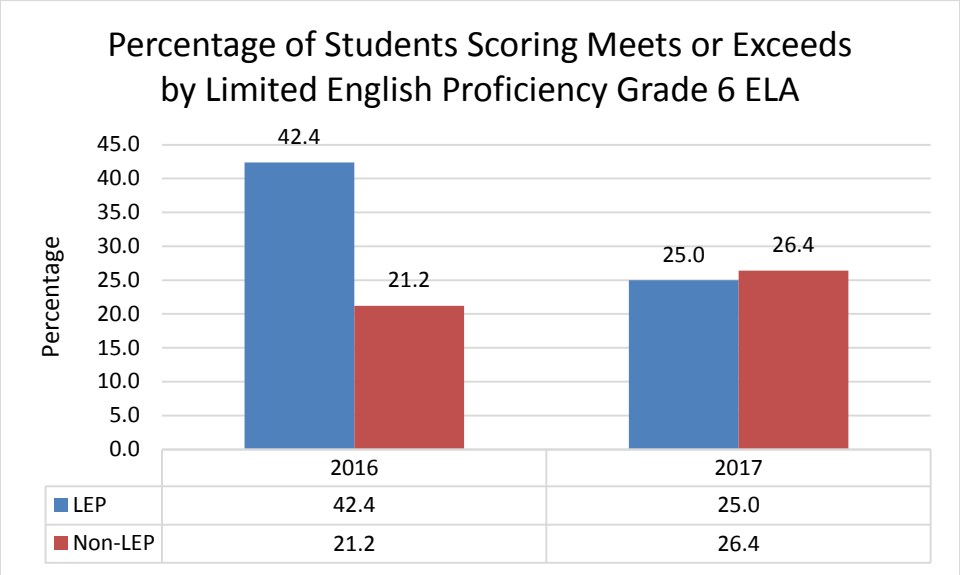
The percentage of students scoring meets or exceeds decreased from the 2016 administration to the 2017 administration of the grade eight ELA test for all ethnicities except for Two or More Races. There were no Two or More races students in 2016.



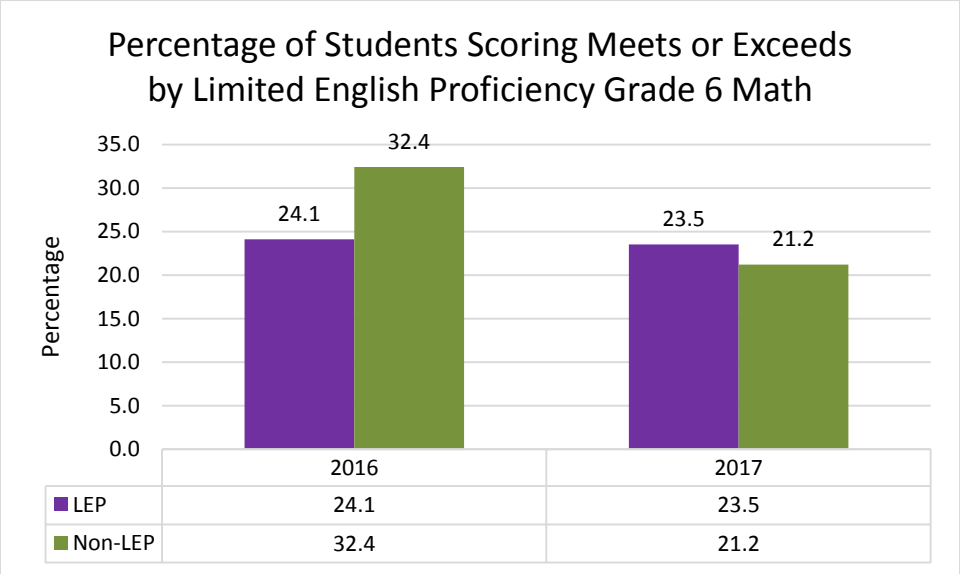
The percentage of students scoring meets or exceeds decreased from the 2016 administration to the 2017 administration of the grade eight Math test for all ethnicities except for Two or More Races. There were no Two or More races students in 2016.

SCREADY: Limited English Proficiency

Grade Six

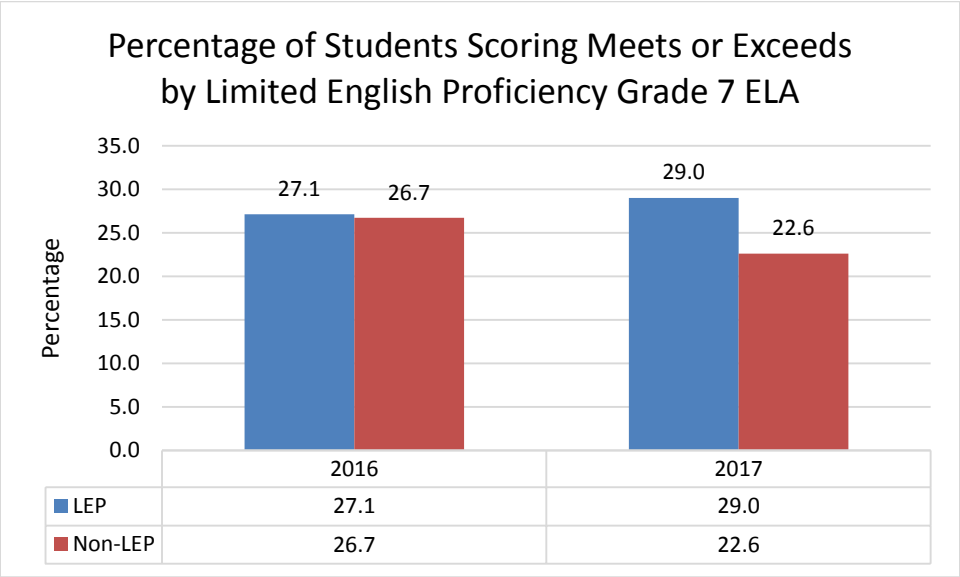


The percentage of LEP students scoring meets or exceeds on grade six ELA test decreased from the 2016 to 2017 administration of the test, while the percentage of Non-LEP students scoring meets or exceeds increased from the 2016 to the 2017 administration of the test.

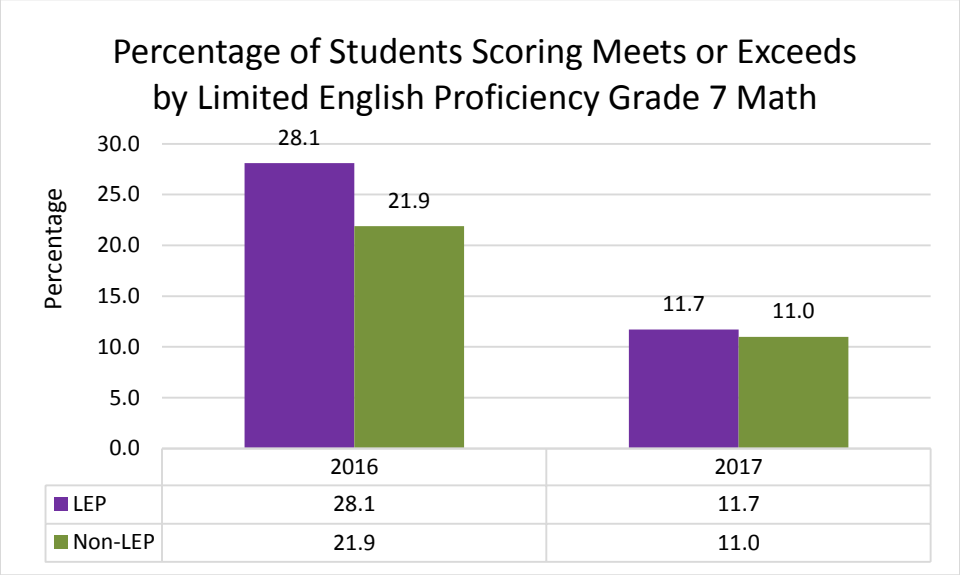


The percentage of LEP and Non-LEP students scoring meets or exceeds on grade six Math test decreased from the 2016 to 2017 administration of the test.

Grade Seven

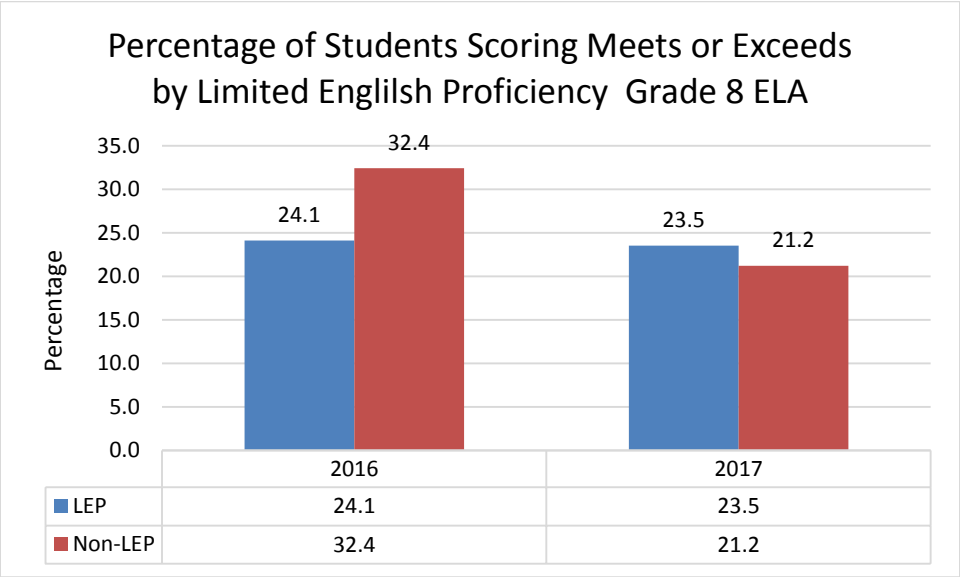


The percentage of LEP students scoring meets or exceeds on grade seven ELA test increased from the 2016 to 2017 administration of the test, while the percentage of Non-LEP students scoring meets or exceeds decreased from the 2016 to the 2017 administration of the test.

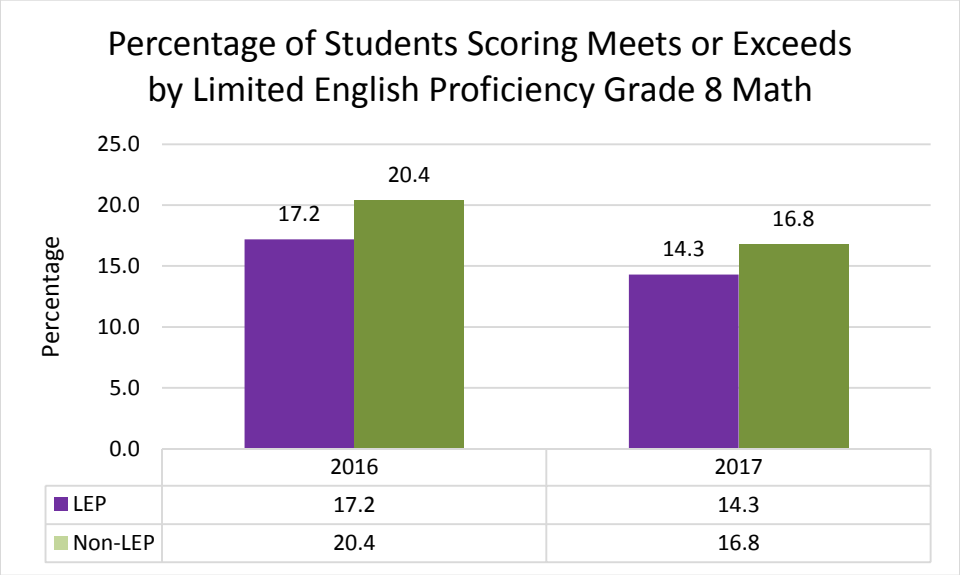


The percentage of LEP and Non-LEP students scoring meets or exceeds on grade seven Math test decreased from the 2016 to 2017 administration of the test.

Grade Eight



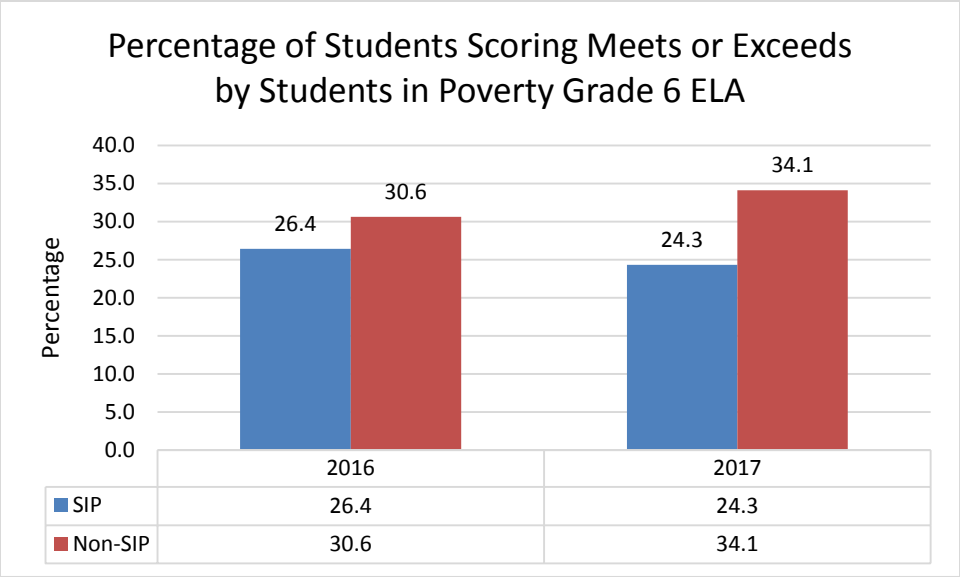
The percentage of LEP and Non-LEP students scoring meets or exceeds on grade eight ELA test decreased from the 2016 to 2017 administration of the test.



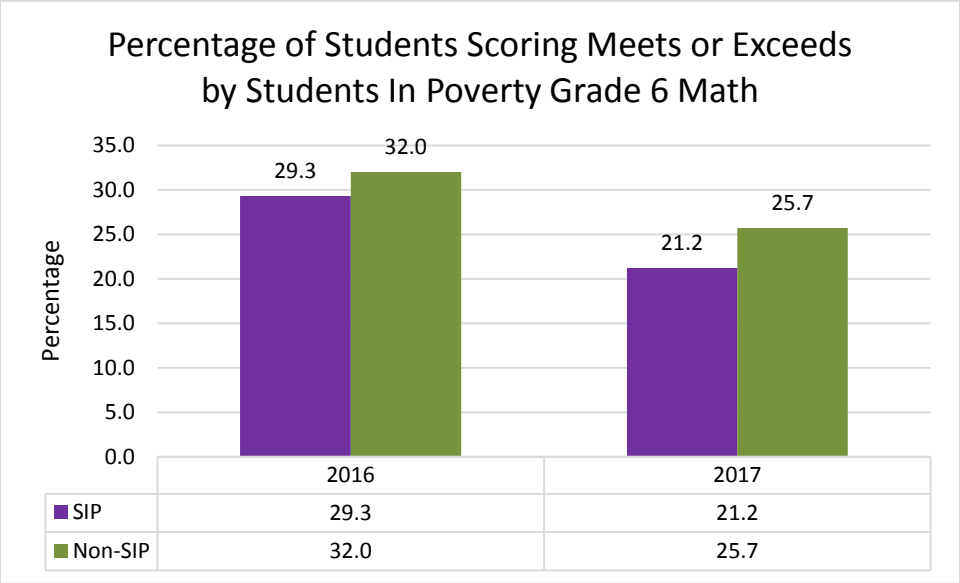
The percentage of LEP and Non-LEP students scoring meets or exceeds on grade eight Math test decreased from the 2016 to 2017 administration of the test.

SCREADY: Students in Poverty

Grade Six

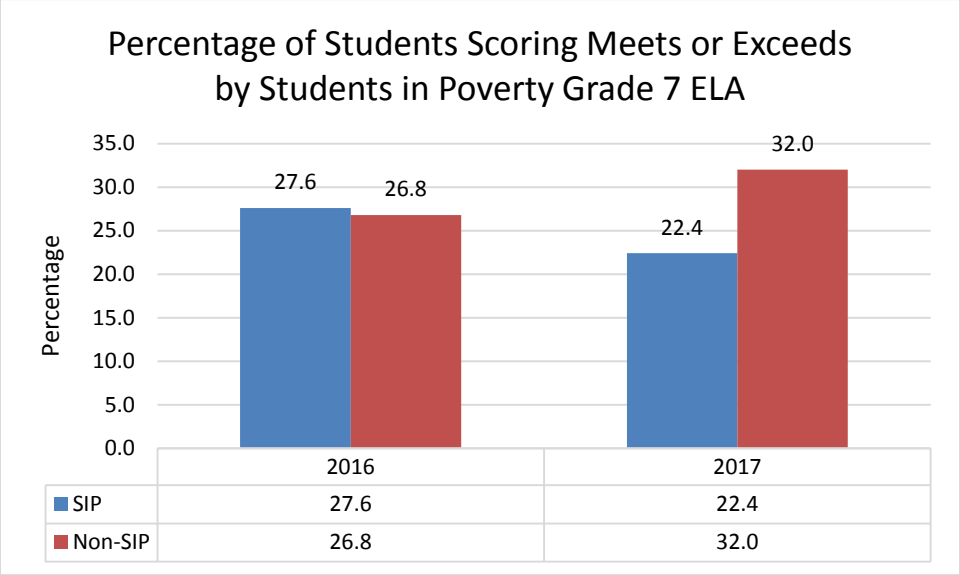


The percentage of Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade six ELA test. The percentage of Non-Students in Poverty scoring meets or exceeds increased from the 2016 to 2017 administration of the grade six ELA test.

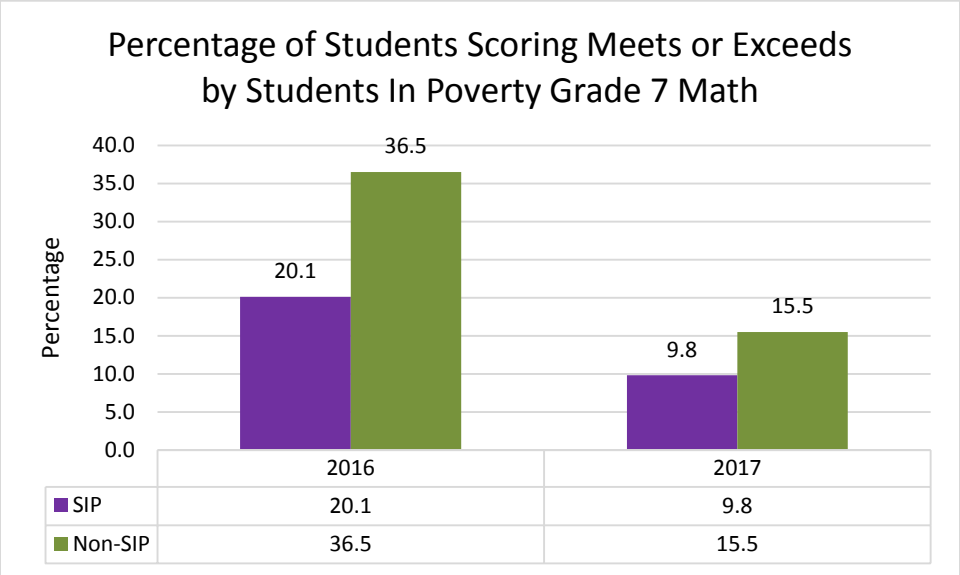


The percentage of Students in Poverty and Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade six Math test.

Grade 7

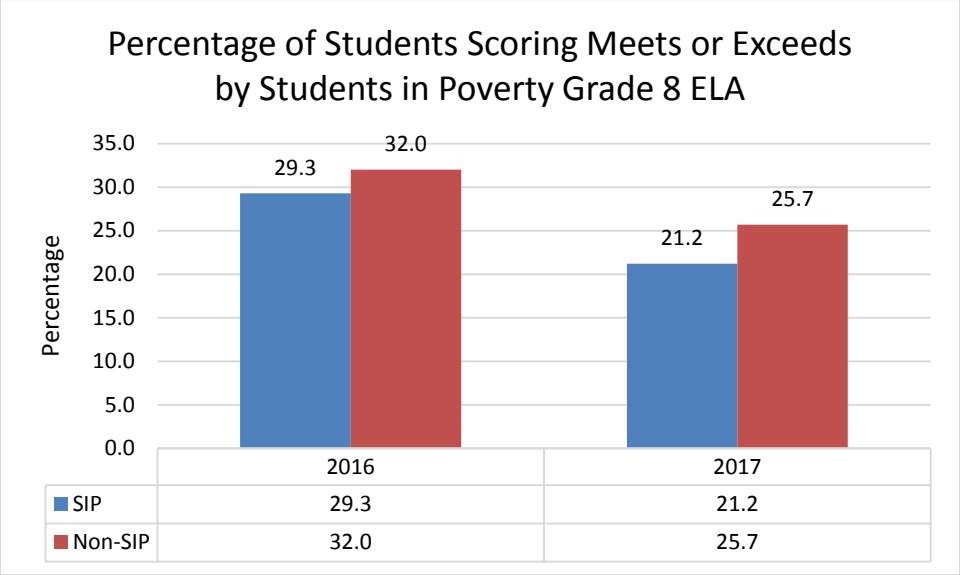


The percentage of Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade seven ELA test. The percentage of Non-Students in Poverty scoring meets or exceeds increased from the 2016 to 2017 administration of the grade seven ELA test.

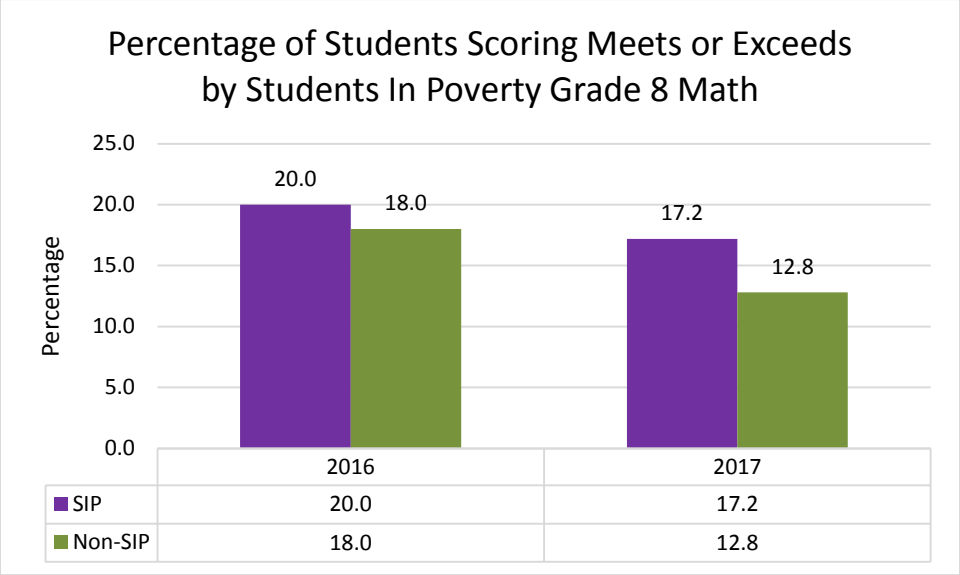


The percentage of Students in Poverty and Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade seven Math test.

Grade Eight



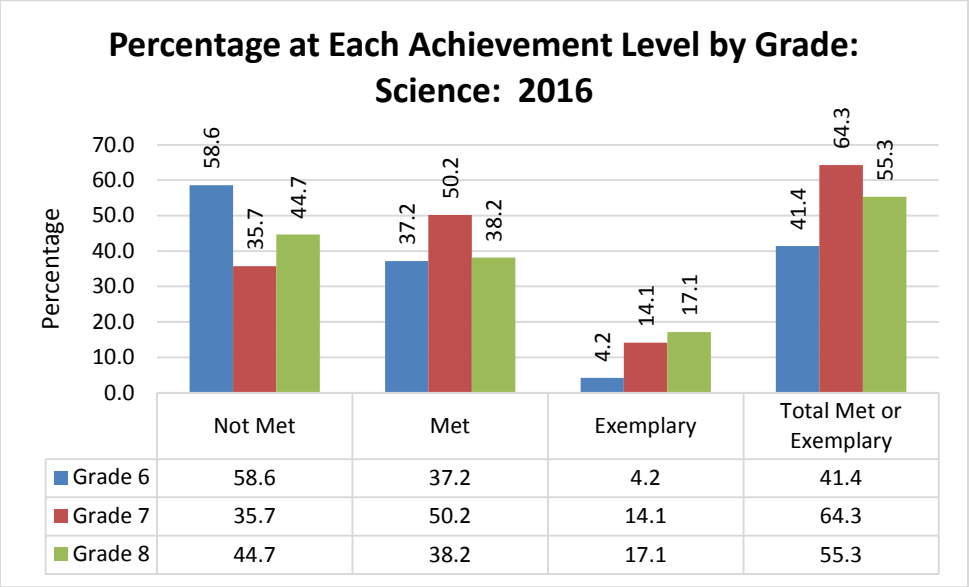
The percentage of Students in Poverty and Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade eight ELA test.



The percentage of Students in Poverty and Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade eight Math test.

SCPASS

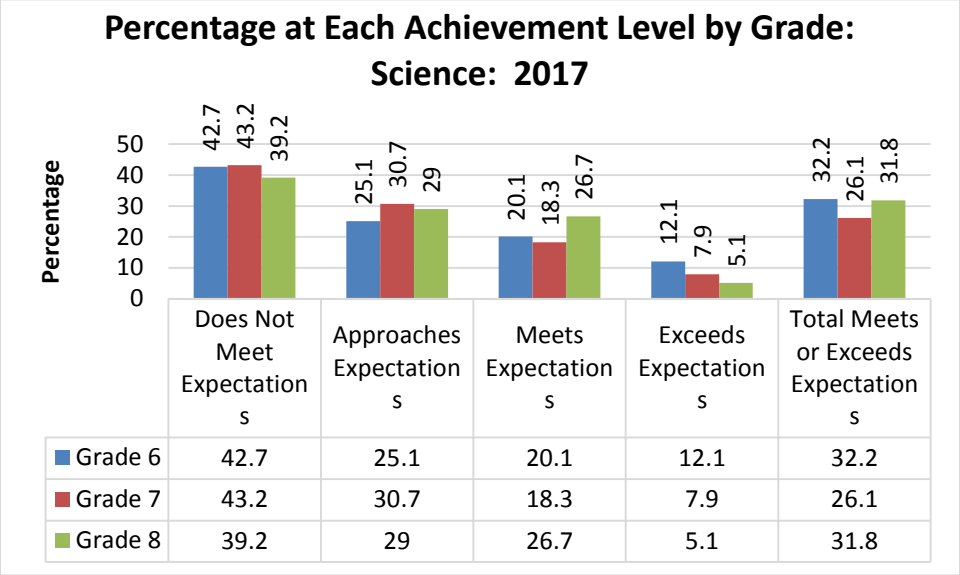
Science



	Not Met	Met	Exemplary	Total Met or Exemplary
Grade 6	58.6	37.2	4.2	41.4
Grade 7	35.7	50.2	14.1	64.3
Grade 8	44.7	38.2	17.1	55.3

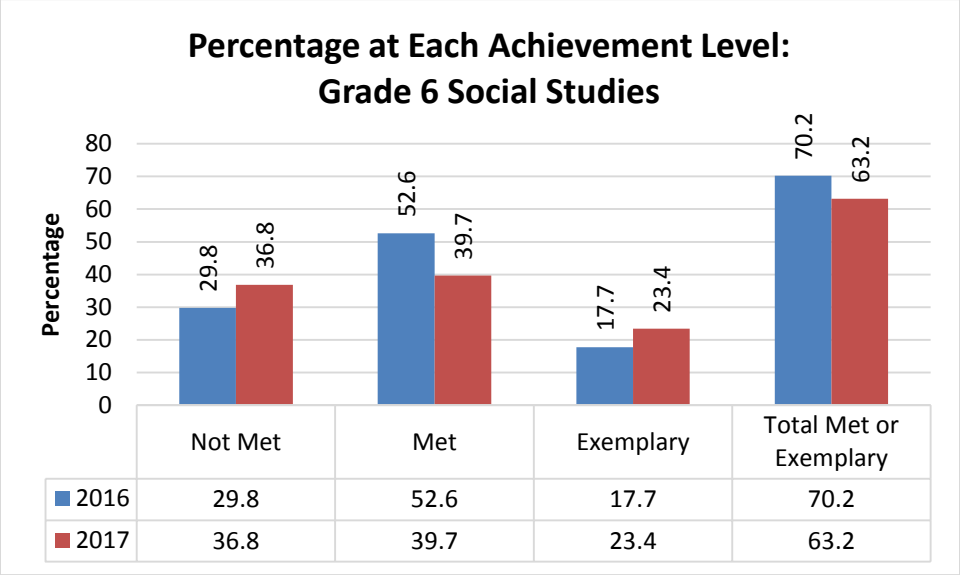
A review of the SCPASS Science data for the 2016 administration showed the greatest percentage of students scoring met or exemplary was at the seventh grade, followed by the eighth grade with the sixth grade having the smallest percentage scoring met or exemplary.

NOTE: For the 2017 administration of the SCPASS test for science, a new test, with different scoring categories was implemented. Therefore, the can be no direct comparison with the results of the 2016 and 2017 administrations of the SCPASS Science test.

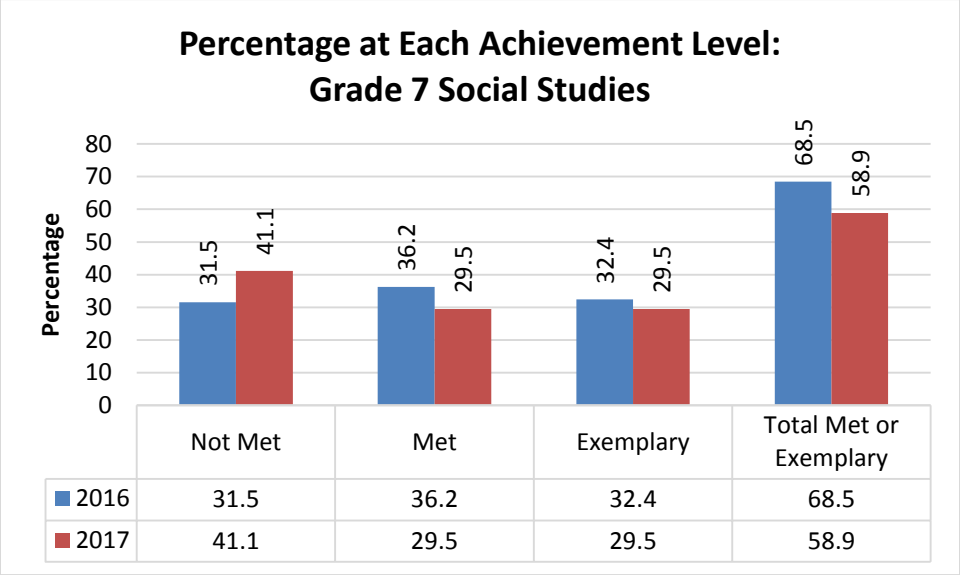


A review of the results from the 2017 administration of SCPASS Science shows the greatest percentage of meets and exceeds occurred at the sixth grade, followed by the eighth grade, with the lowest percentage scoring meets or exceeds at the seventh grade.

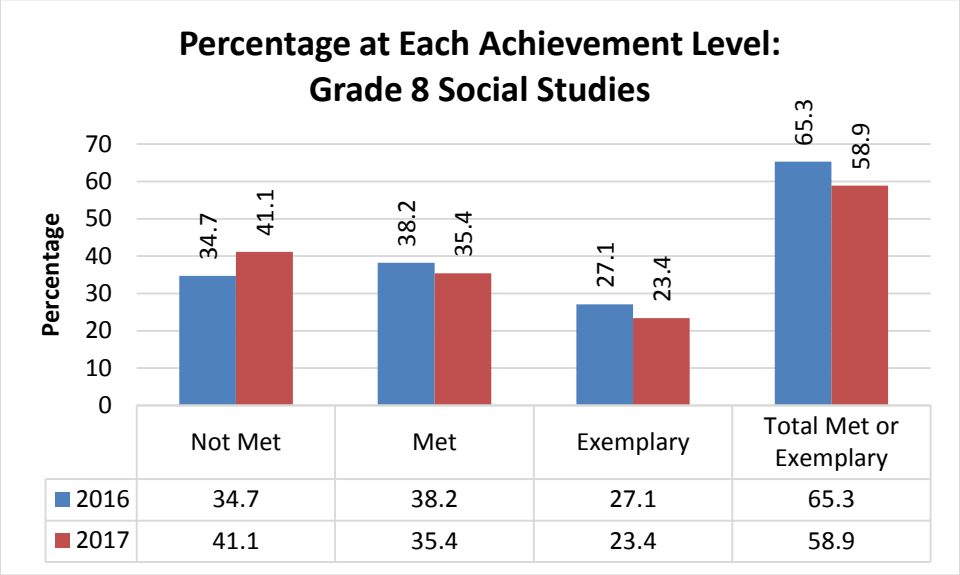
Social Studies



The percentage of students scoring met or exemplary decreased from the 2016 to 2017 administrations of the Grade Six Social Studies test.



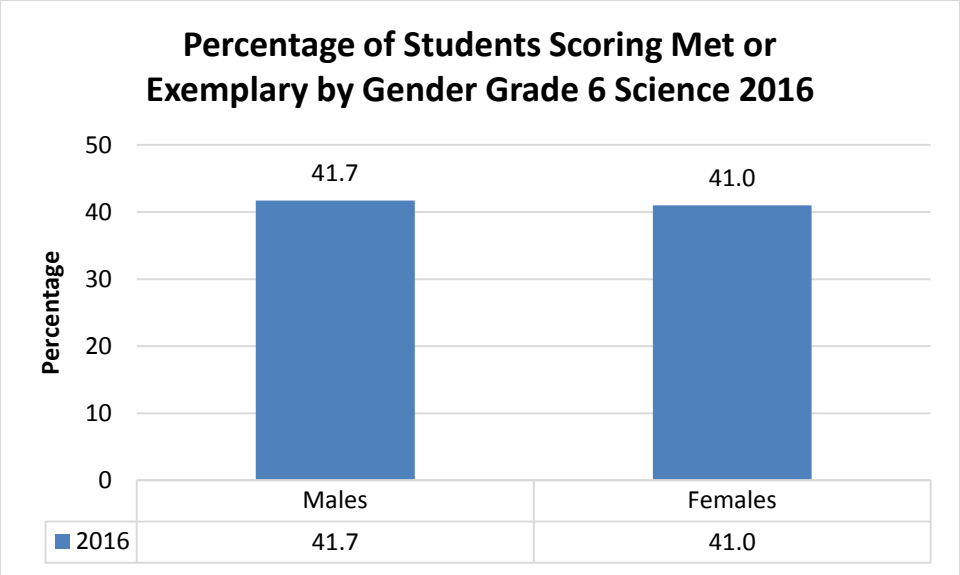
The percentage of students scoring met or exemplary decreased from the 2016 to 2017 administrations of the Grade Seven Social Studies test.

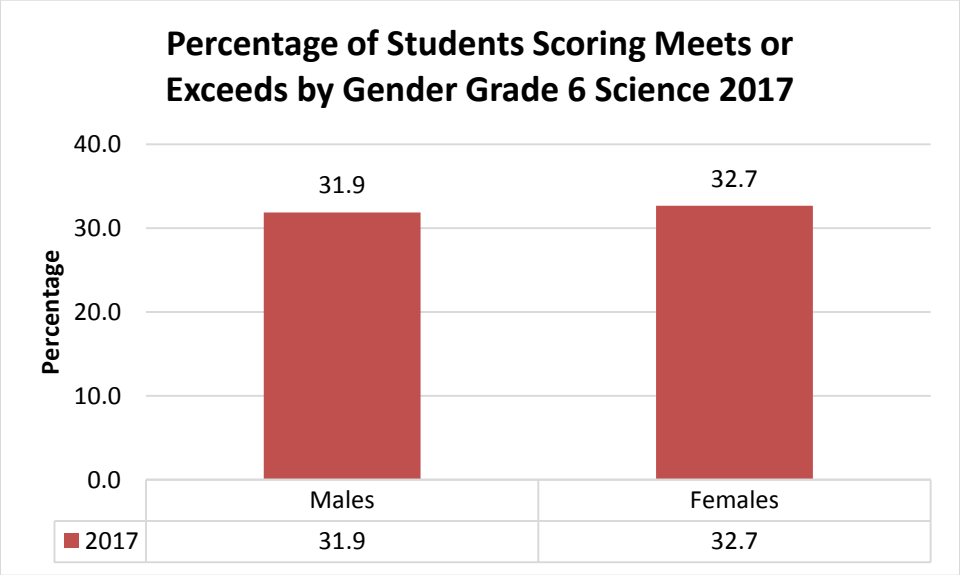


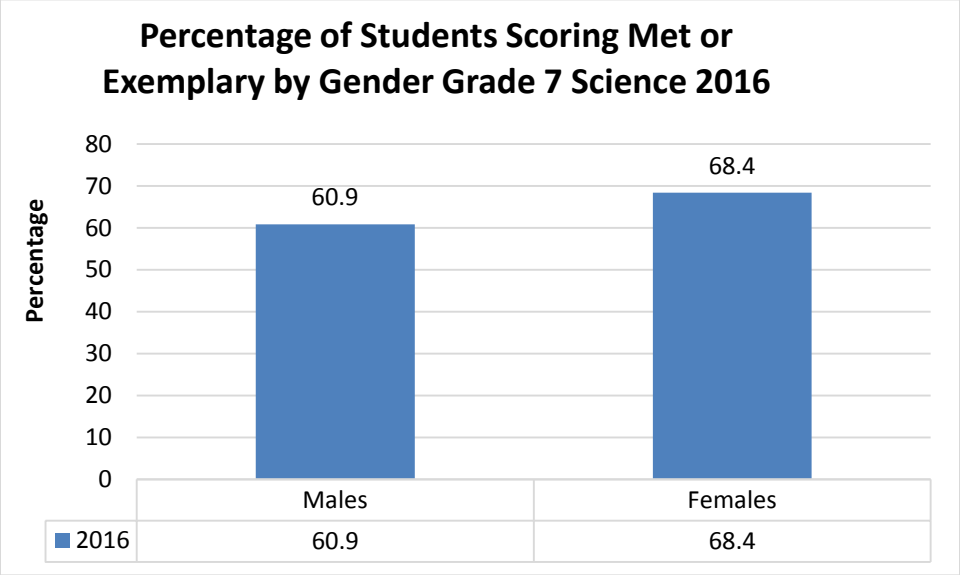
A brief review of the Social Studies data shows a decrease in the percentage of The percentage of students scoring met or exemplary decreased from the 2016 to 2017 administrations of the Grade Eight Social Studies test.

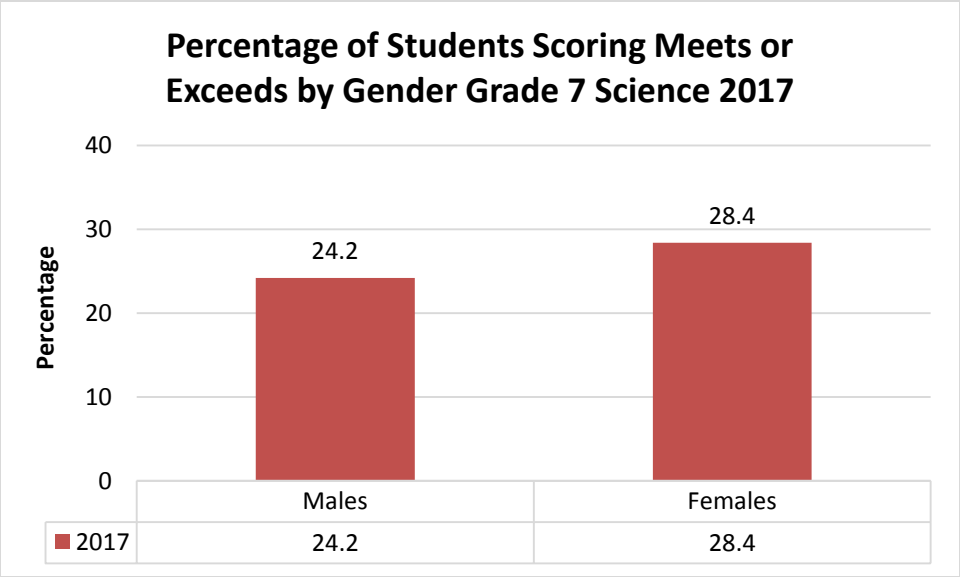
SCPASS: Science

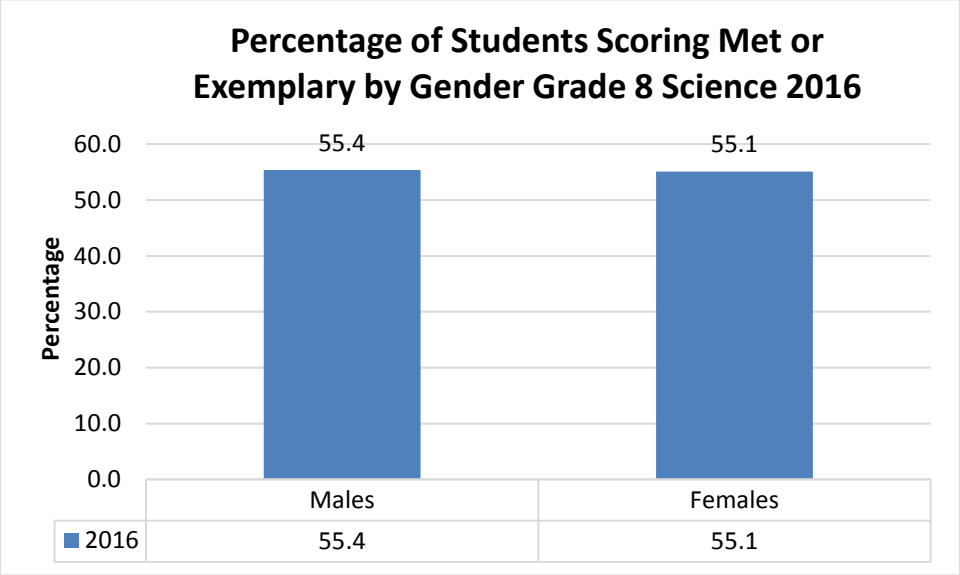
Gender

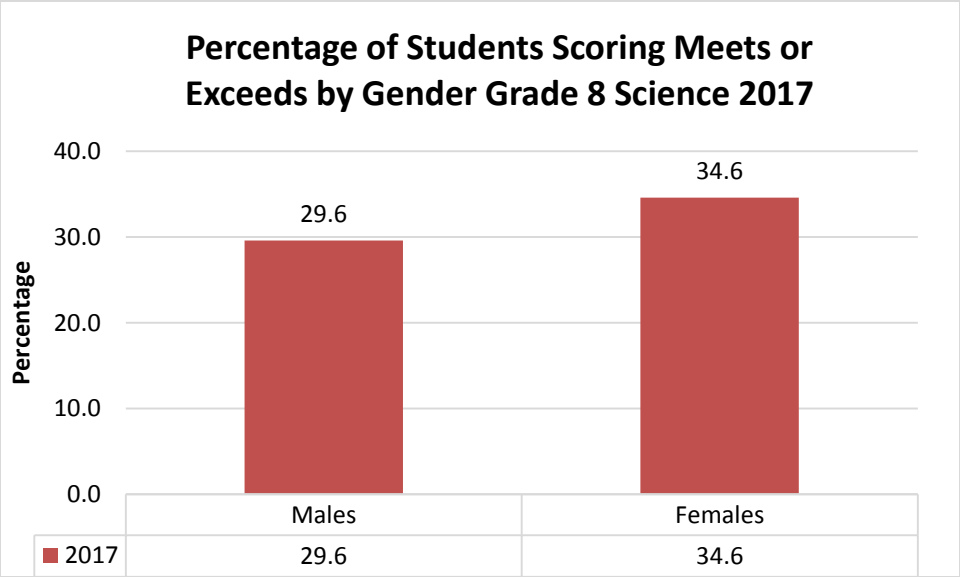




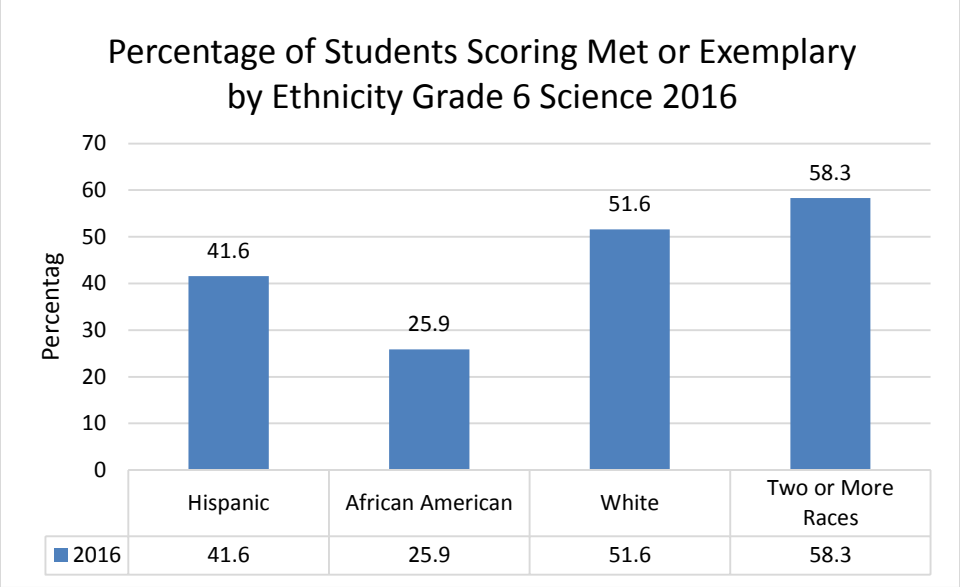

Percentage of Students Scoring Met or Exemplary by Gender Grade 7 Science 2016
Percentage
80
70
60
50
40
30
20
10
0
60.9
68.4
Males
Females
2016
60.9
68.4

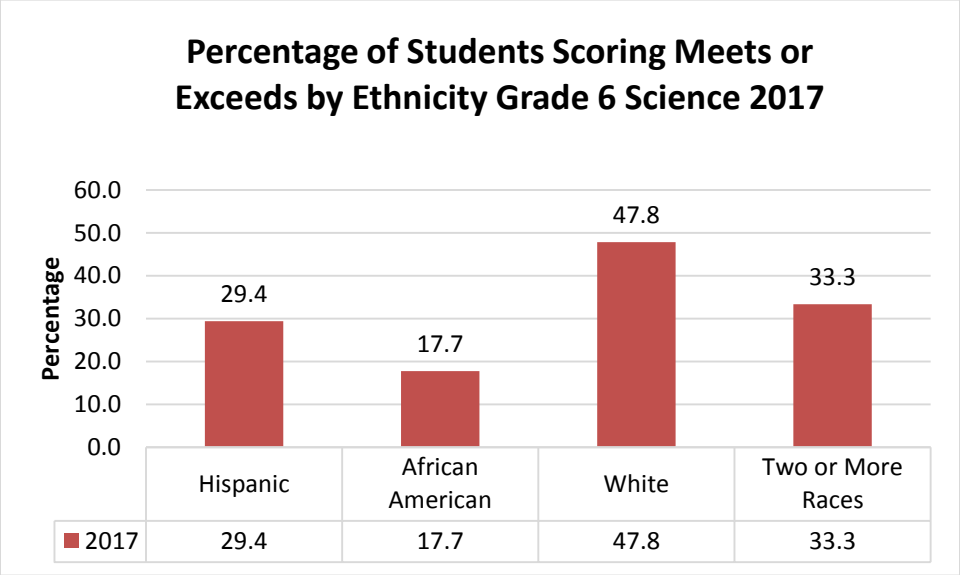

Percentage of Students Scoring Meets or Exceeds by Gender Grade 7 Science 2017
Percentage
40
30
20
10
0
24.2
28.4
Males
Females
2017
24.2
28.4

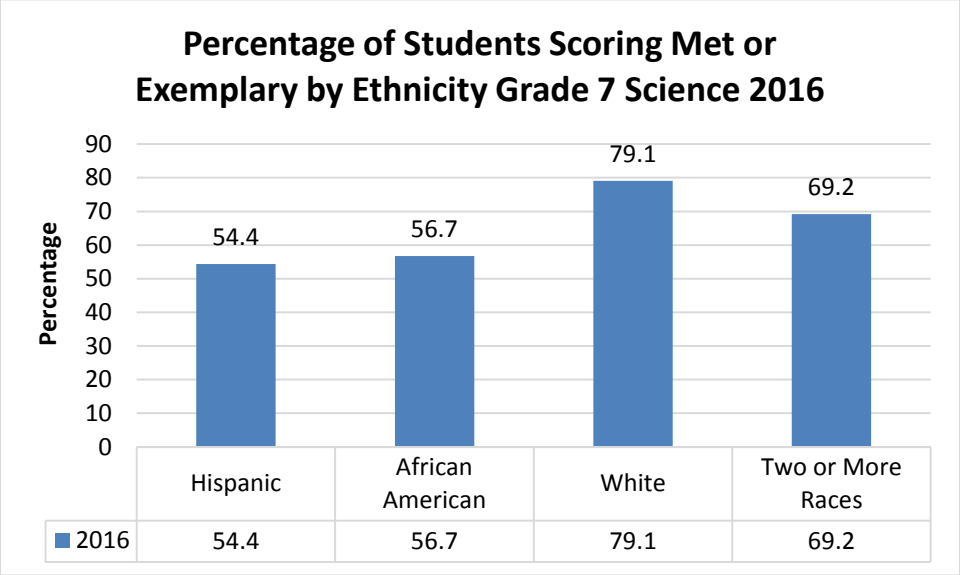

Percentage of Students Scoring Met or Exemplary by Gender Grade 8 Science 2016
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
55.4
55.1
Males
Females
2016
55.4
55.1

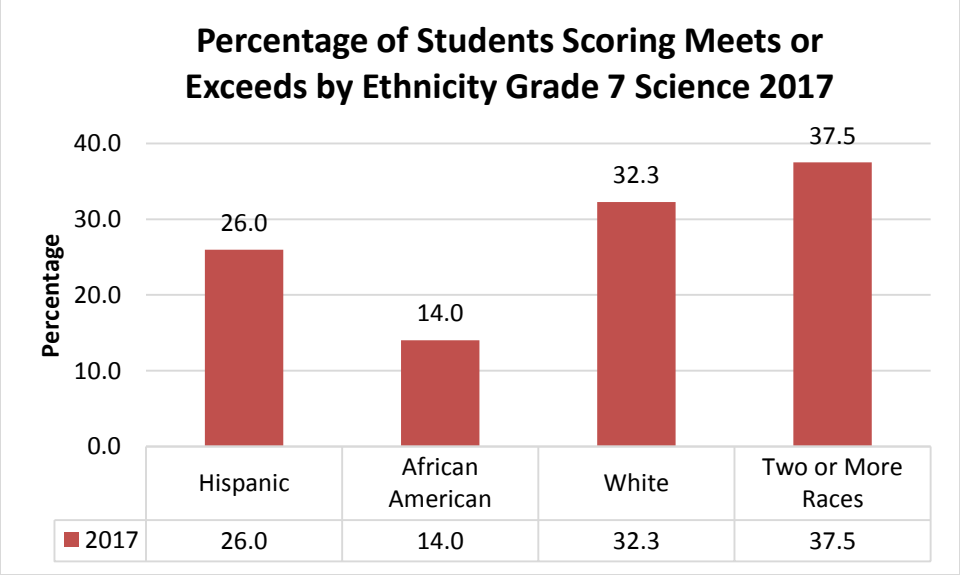

Percentage of Students Scoring Meets or Exceeds by Gender Grade 8 Science 2017
40.0
30.0
20.0
10.0
0.0
Percentage
29.6
34.6
Males
Females
2017
29.6
34.6

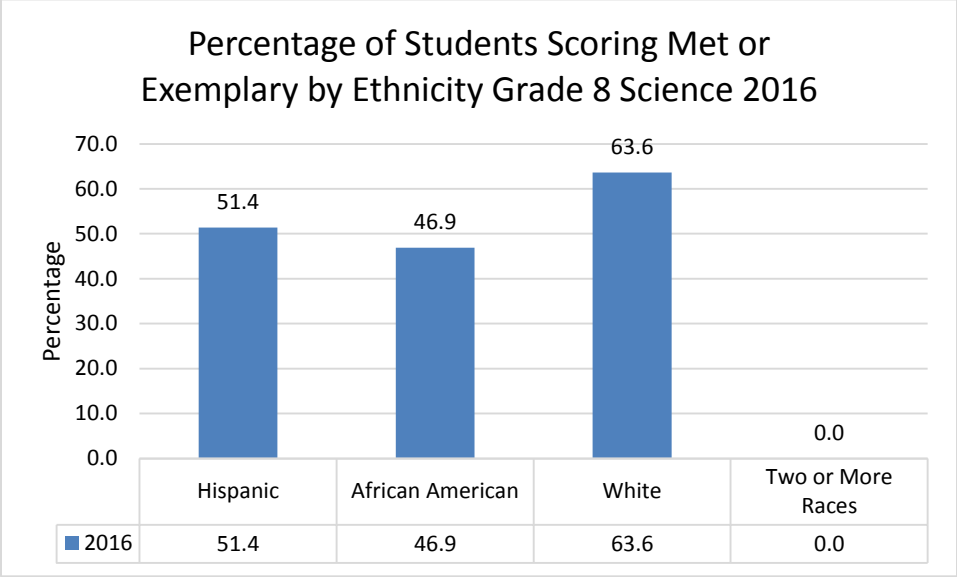
Ethnicity

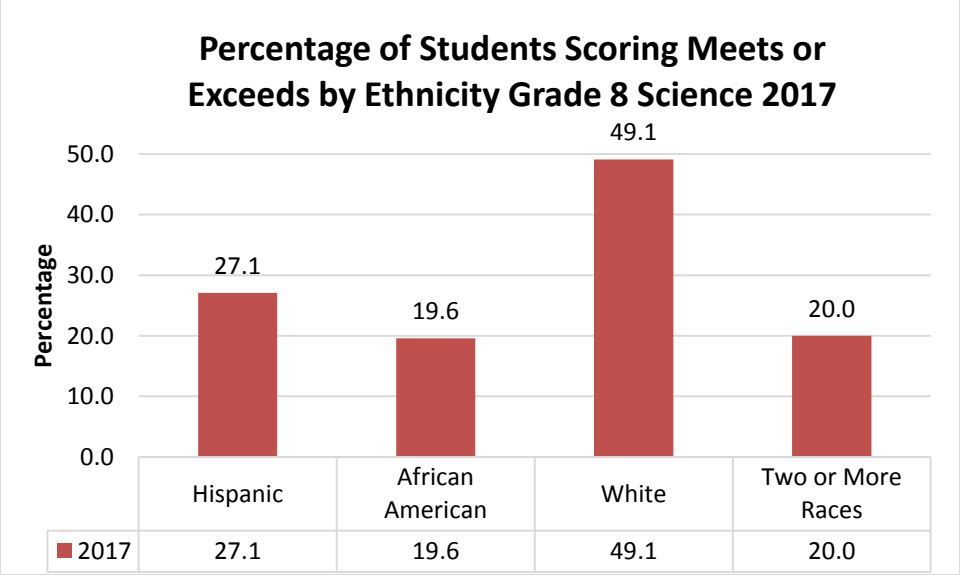

Percentage of Students Scoring Met or Exemplary by Ethnicity Grade 6 Science 2016
Percentag
70
60
50
40
30
20
10
0
41.6
25.9
51.6
58.3
Hispanic
African American
White
Two or More Races
2016
41.6
25.9
51.6
58.3


Percentage of Students Scoring Meets or Exceeds by Ethnicity Grade 6 Science 2017
Percentage
60.0
50.0
40.0
30.0
20.0
10.0
0.0
29.4
17.7
47.8
33.3
Hispanic
African American
White
Two or More Races
2017
29.4
17.7
47.8
33.3

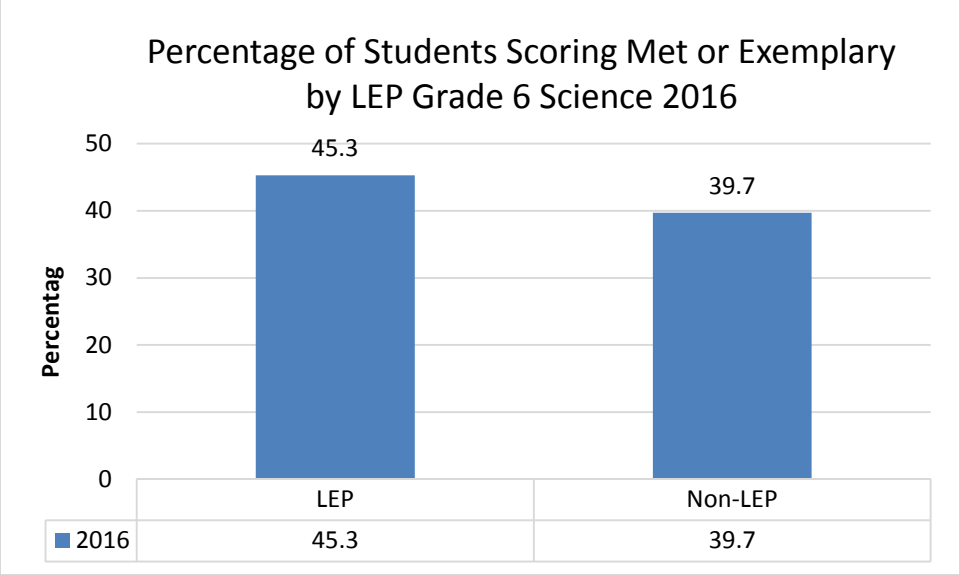

Percentage of Students Scoring Met or Exemplary by Ethnicity Grade 7 Science 2016
Percentage
90
80
70
60
50
40
30
20
10
0
54.4
56.7
79.1
69.2
Hispanic
African American
White
Two or More Races
2016
54.4
56.7
79.1
69.2

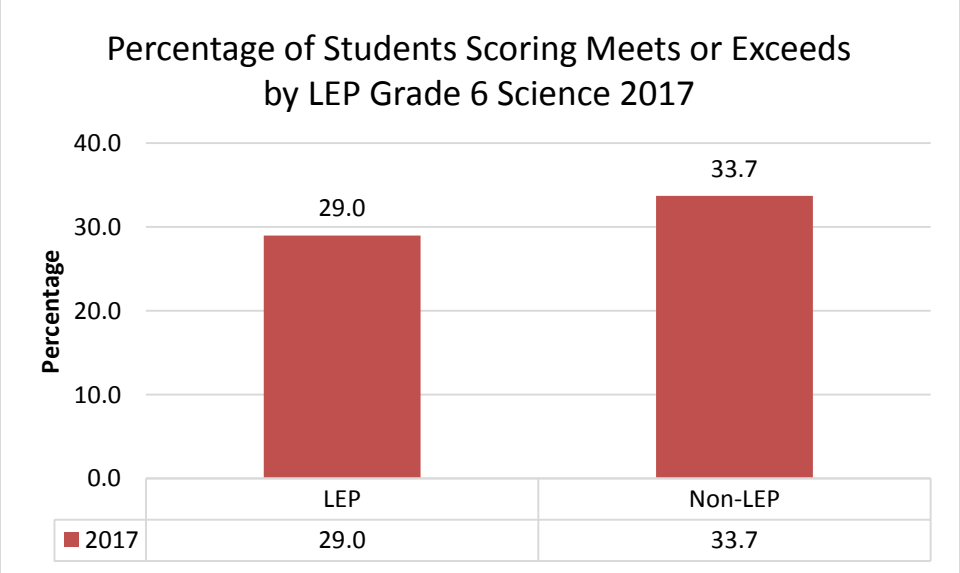

Percentage of Students Scoring Meets or Exceeds by Ethnicity Grade 7 Science 2017
Percentage
40.0
30.0
20.0
10.0
0.0
26.0
14.0
32.3
37.5
Hispanic
African American
White
Two or More Races
2017
26.0
14.0
32.3
37.5

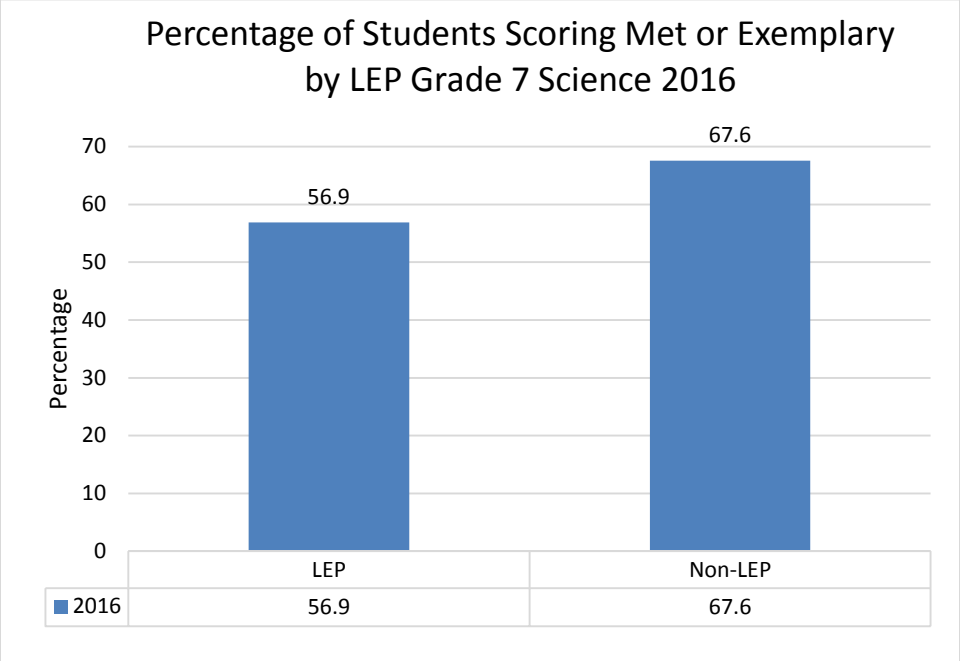

Percentage of Students Scoring Met or Exemplary by Ethnicity Grade 8 Science 2016
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
51.4
46.9
63.6
0.0
Hispanic
African American
White
Two or More Races
2016
51.4
46.9
63.6
0.0

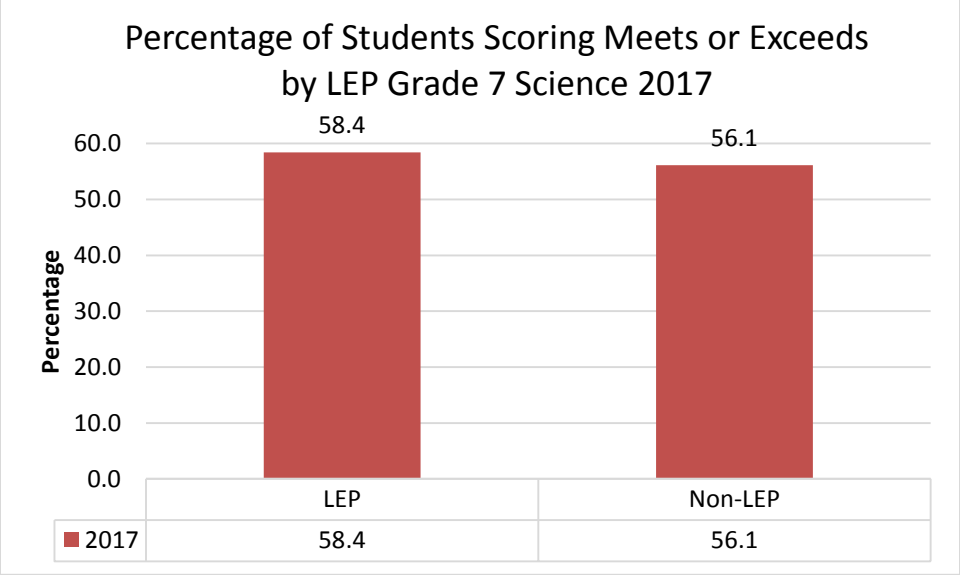

Percentage of Students Scoring Meets or Exceeds by Ethnicity Grade 8 Science 2017
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
27.1
19.6
49.1
20.0
Hispanic
African American
White
Two or More Races
2017
27.1
19.6
49.1
20.0

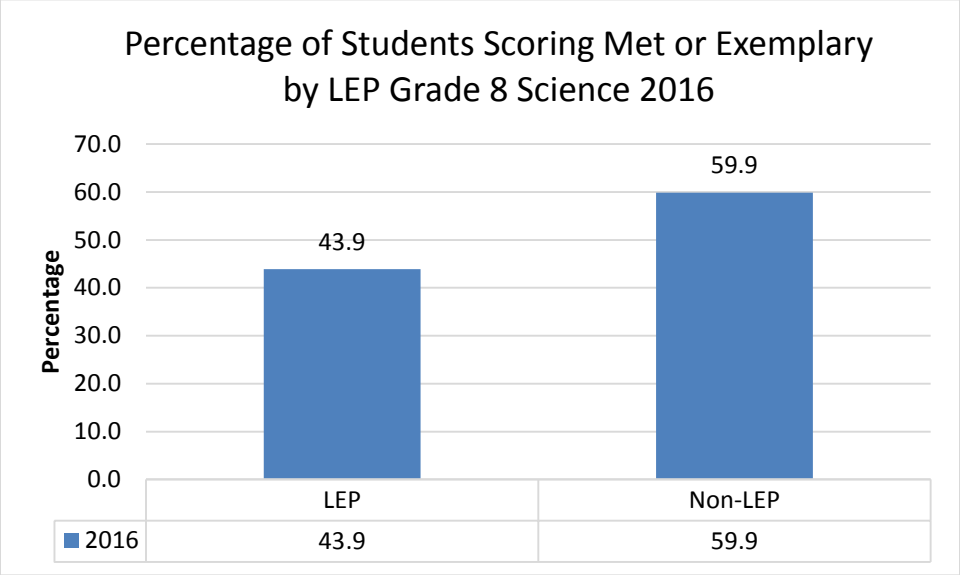
Limited English Proficiency

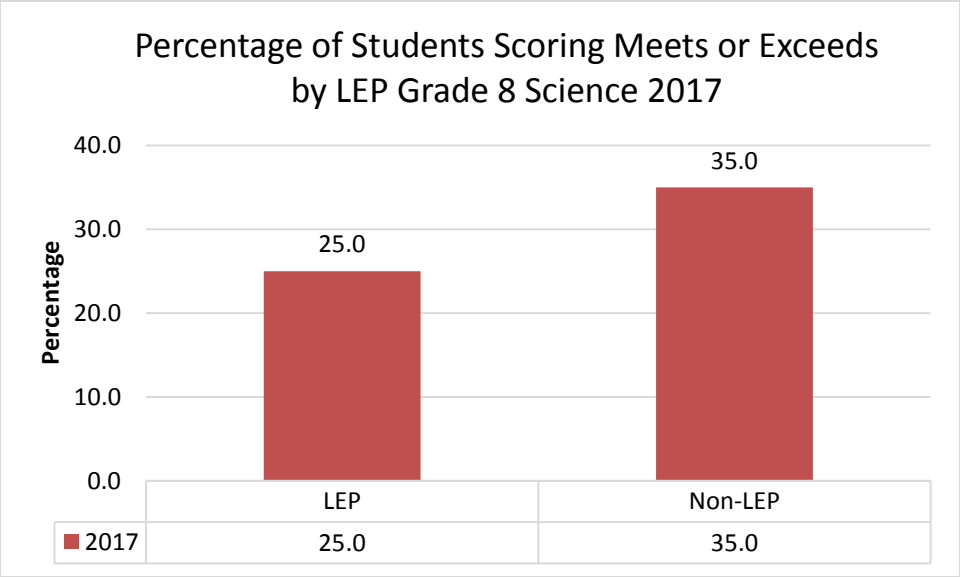




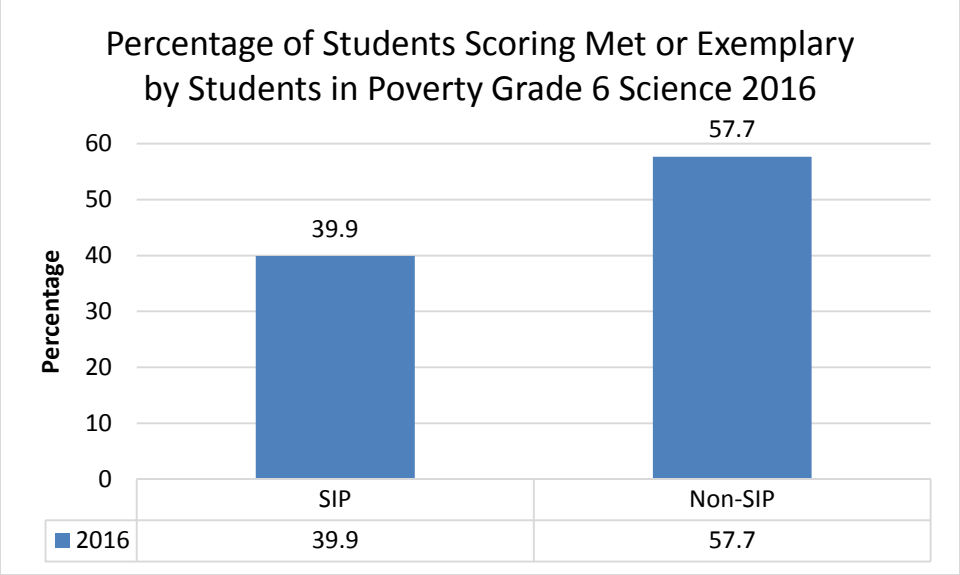

Percentage of Students Scoring Met or Exemplary by LEP Grade 7 Science 2016
70
60
50
40
30
20
10
0
Percentage
56.9
67.6
LEP
Non-LEP
2016
56.9
67.6

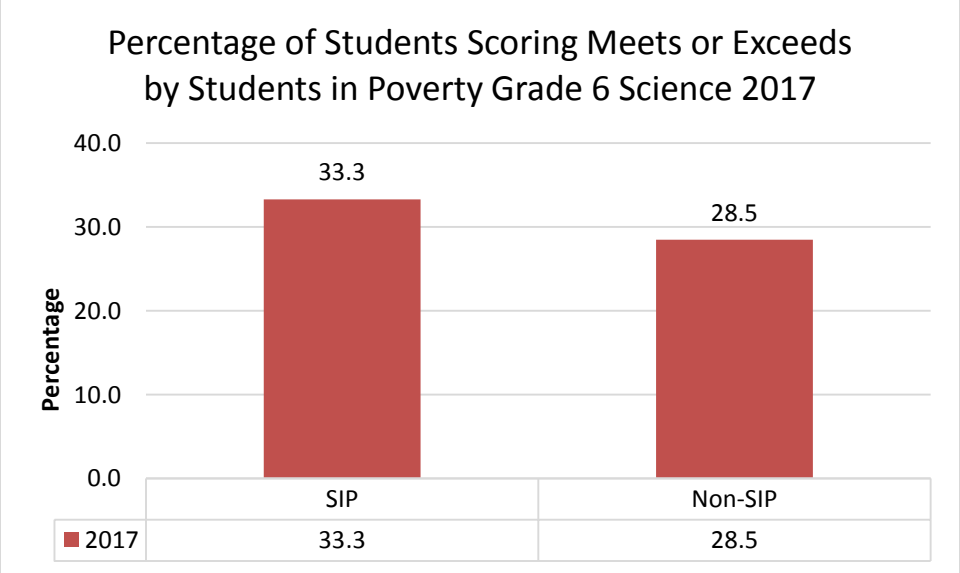

Percentage of Students Scoring Meets or Exceeds by LEP Grade 7 Science 2017
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
58.4
56.1
LEP
Non-LEP
2017
58.4
56.1

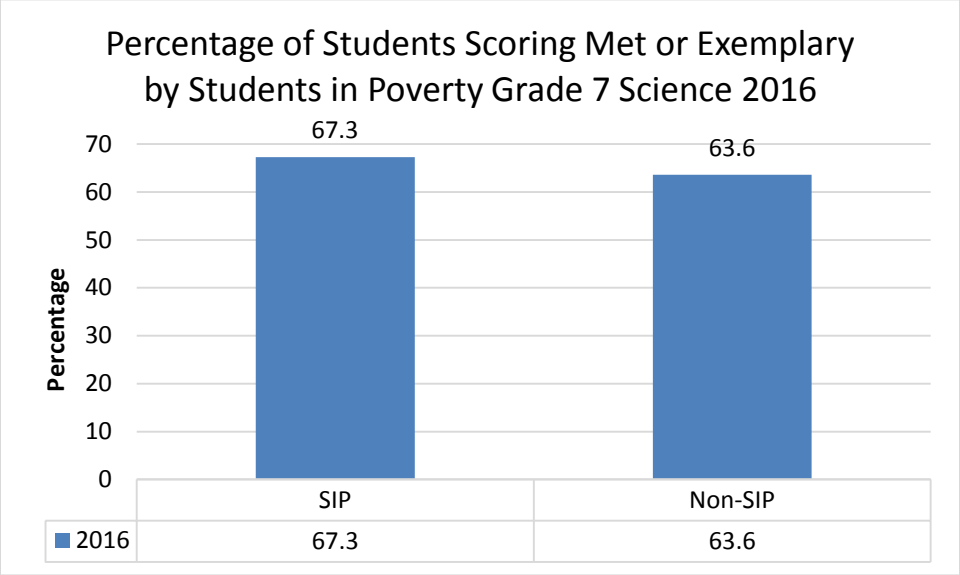

Percentage of Students Scoring Met or Exemplary by LEP Grade 8 Science 2016
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
43.9
59.9
LEP
Non-LEP
2016
43.9
59.9

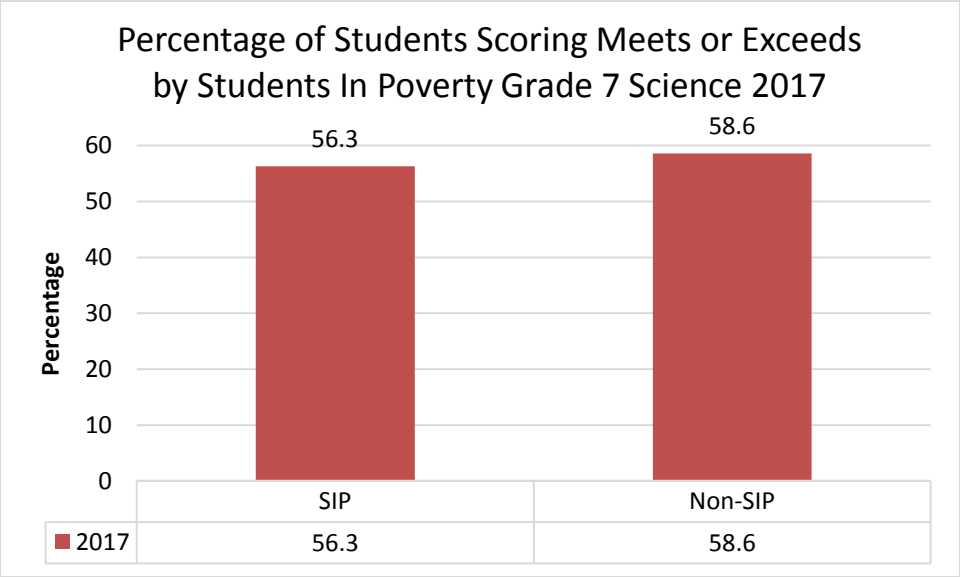

Percentage of Students Scoring Meets or Exceeds by LEP Grade 8 Science 2017
40.0
30.0
20.0
10.0
0.0
Percentage
25.0
35.0
LEP
Non-LEP
2017
25.0
35.0

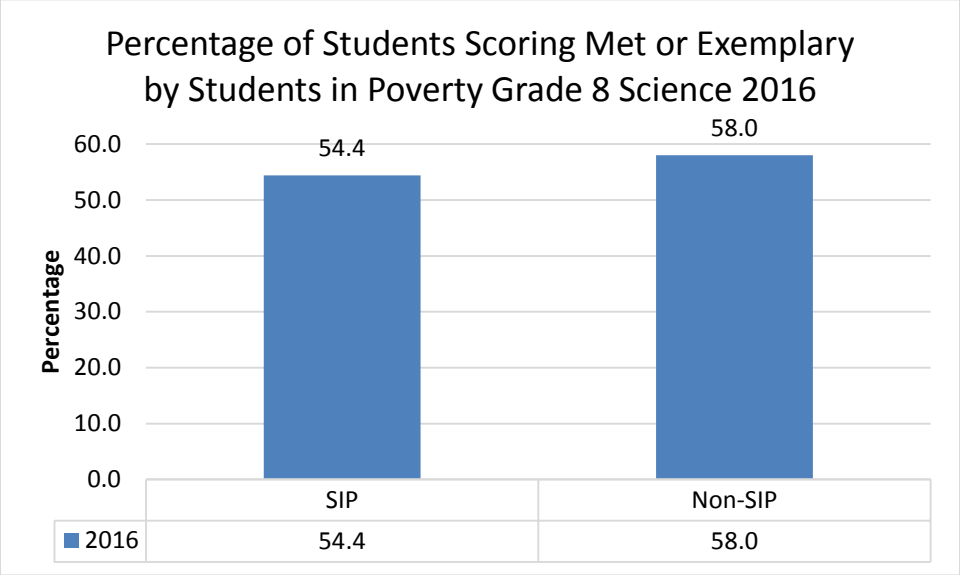
Students in Poverty

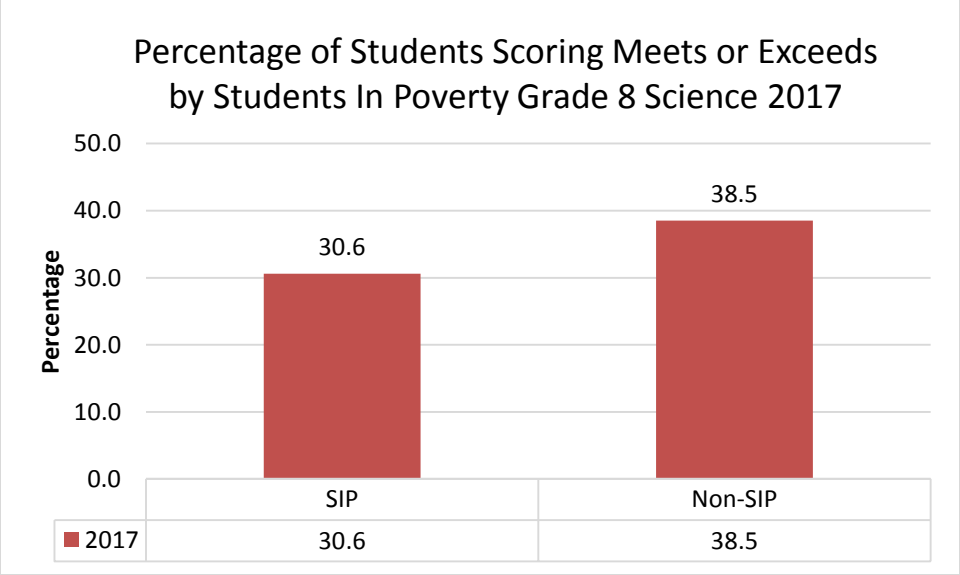





Percentage of Students Scoring Met or Exemplary by Students in Poverty Grade 7 Science 2016
67.3
63.6
70
60
50
40
30
20
10
0
Percentage
SIP
Non-SIP
2016
67.3
63.6

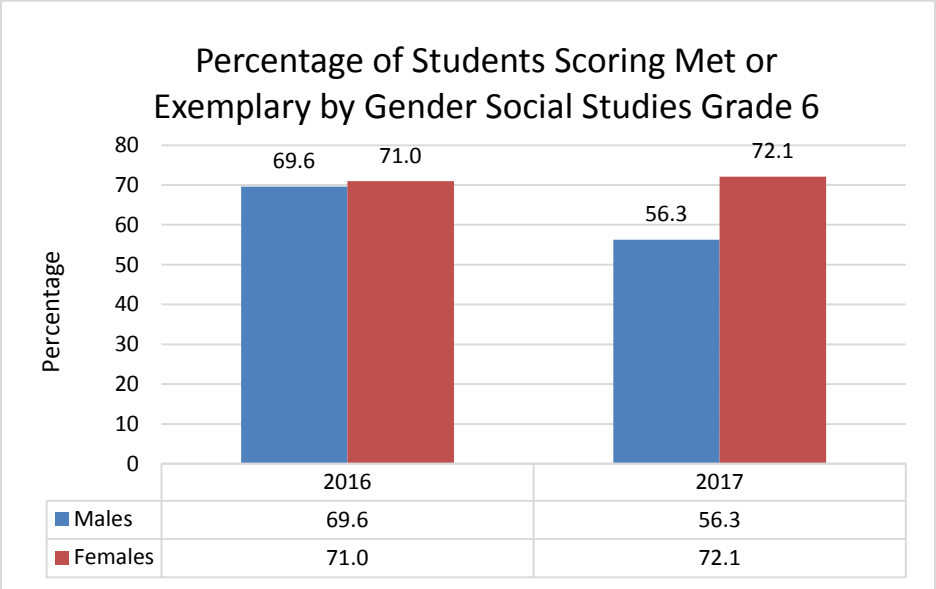

Percentage of Students Scoring Meets or Exceeds by Students In Poverty Grade 7 Science 2017
56.3
58.6
60
50
40
30
20
10
0
Percentage
SIP
Non-SIP
2017
56.3
58.6


Percentage of Students Scoring Met or Exemplary by Students in Poverty Grade 8 Science 2016
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
54.4
58.0
SIP
Non-SIP
2016
54.4
58.0

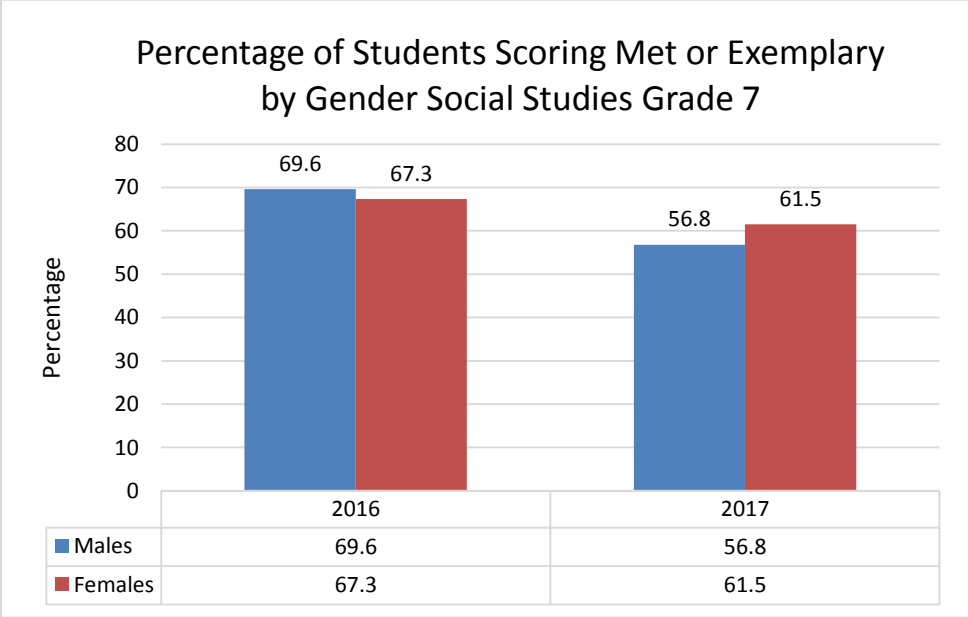

Percentage of Students Scoring Meets or Exceeds by Students In Poverty Grade 8 Science 2017
50.0
40.0
30.0
20.0
10.0
0.0
Percentage
30.6
38.5
SIP
Non-SIP
2017
30.6
38.5

SCPASS: Social Studies

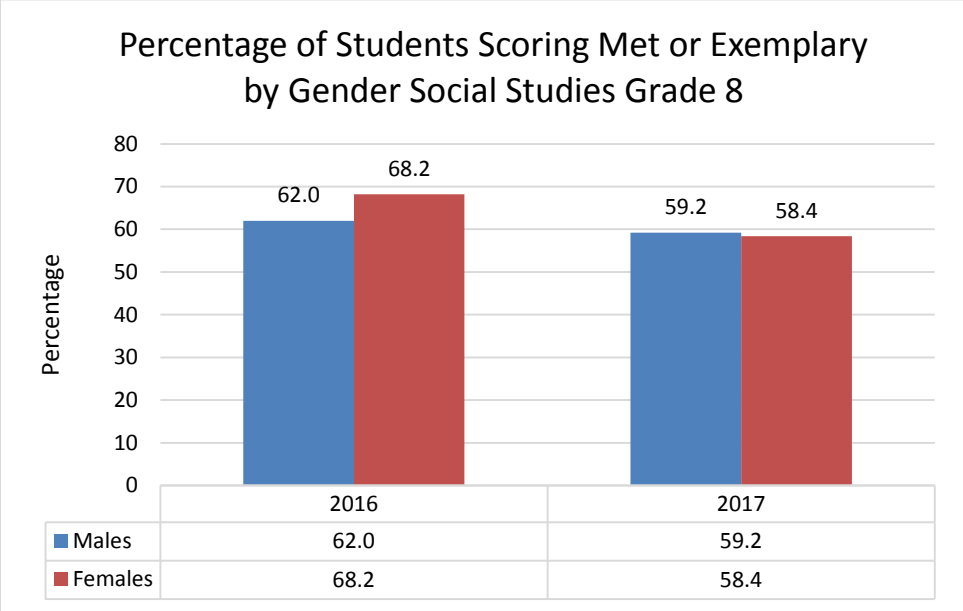
Gender



The percentage of males scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test while the percentage of females scoring met or exemplary increased over the same time period.

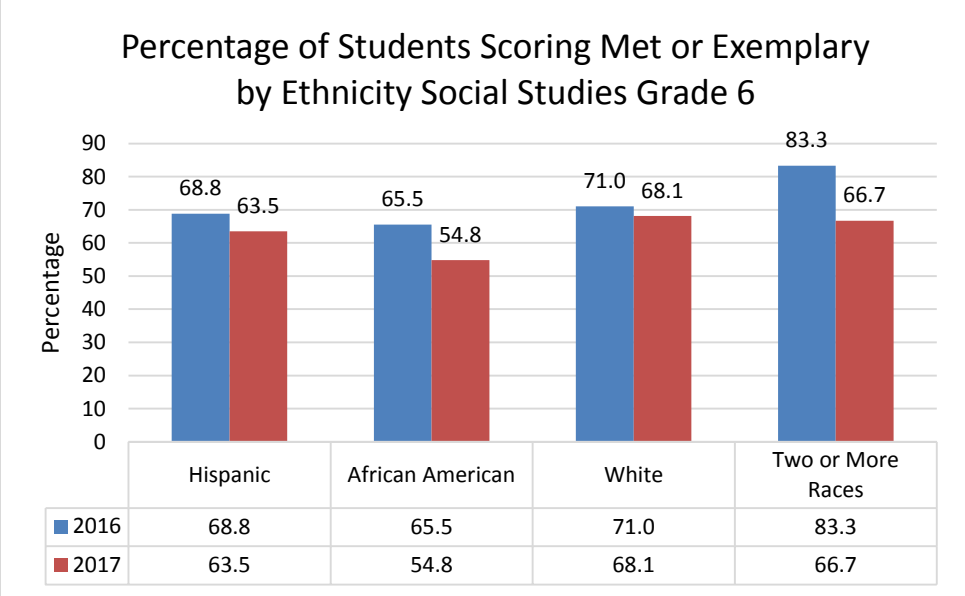


The percentage of males and females scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Seven Social Studies test.

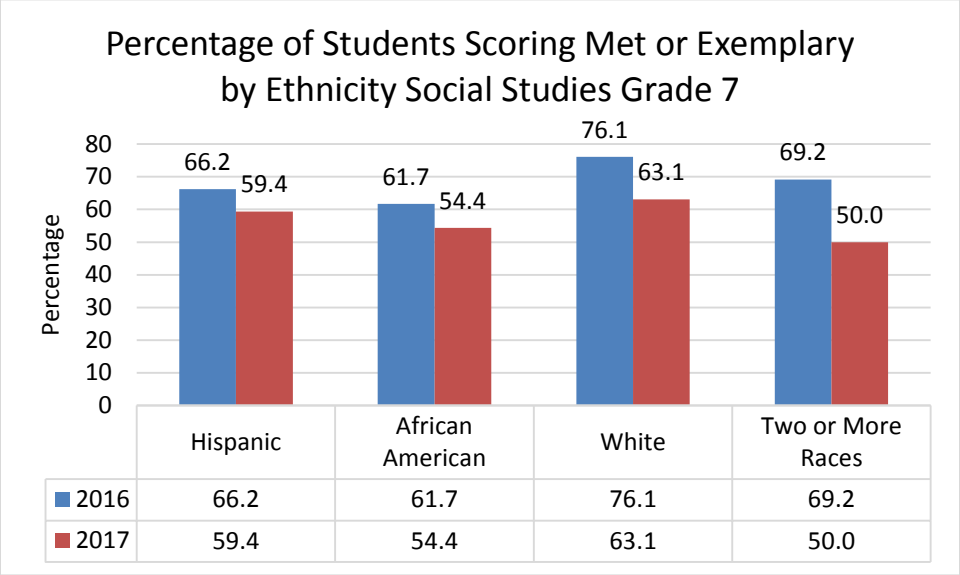


The percentage of males and females scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test.

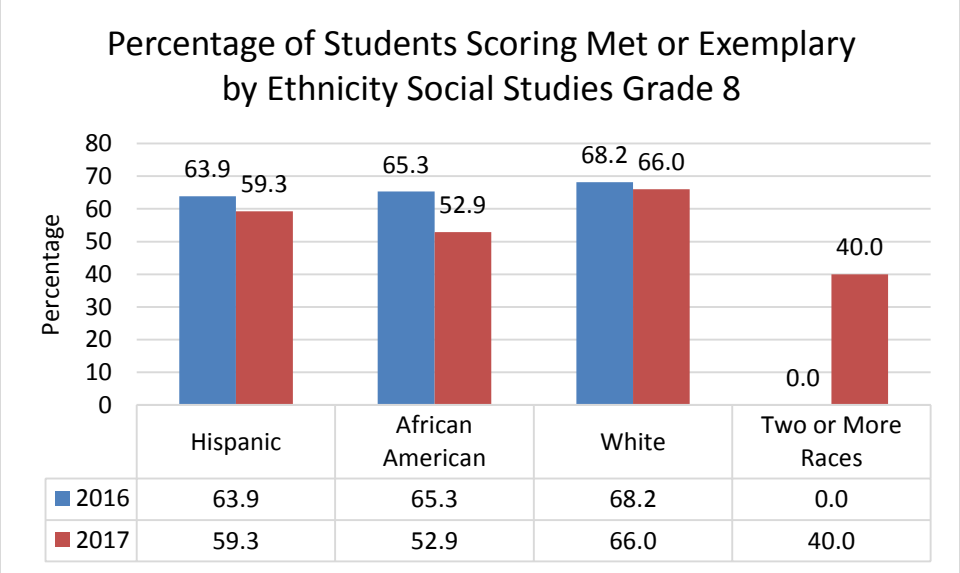
Ethnicity



The percentage of students, based upon ethnicity, scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test for all subgroups.

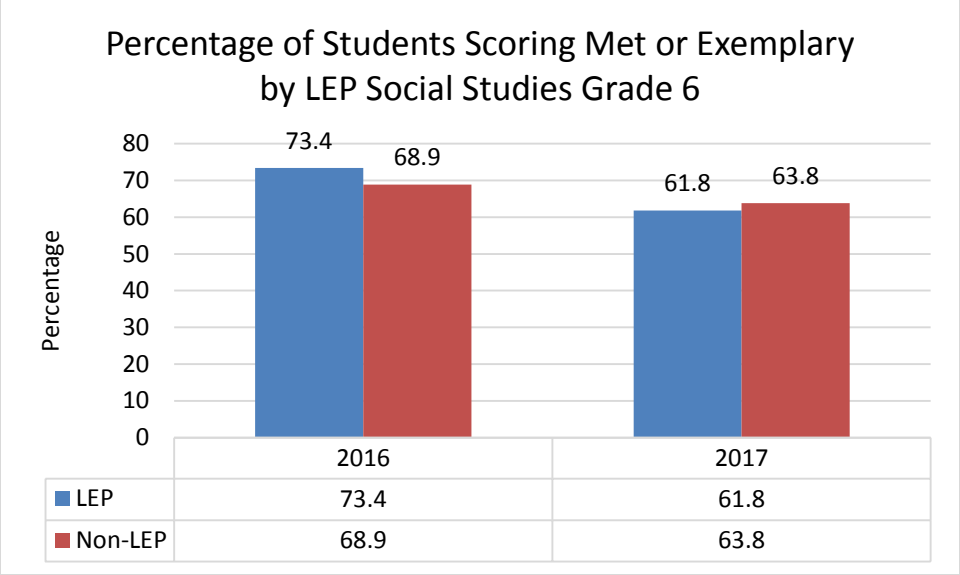


The percentage of students, based upon ethnicity, scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Seven Social Studies test for all subgroups.

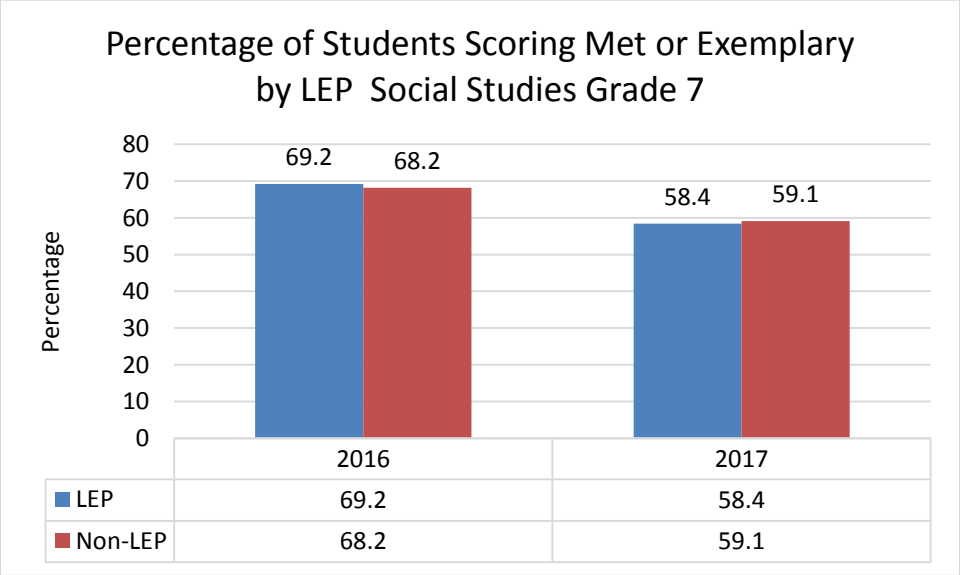


The percentage of students, based upon ethnicity, scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test for all subgroups. The only exception is the Two or More Races subgroup which did not have any students for the 2016 administration.

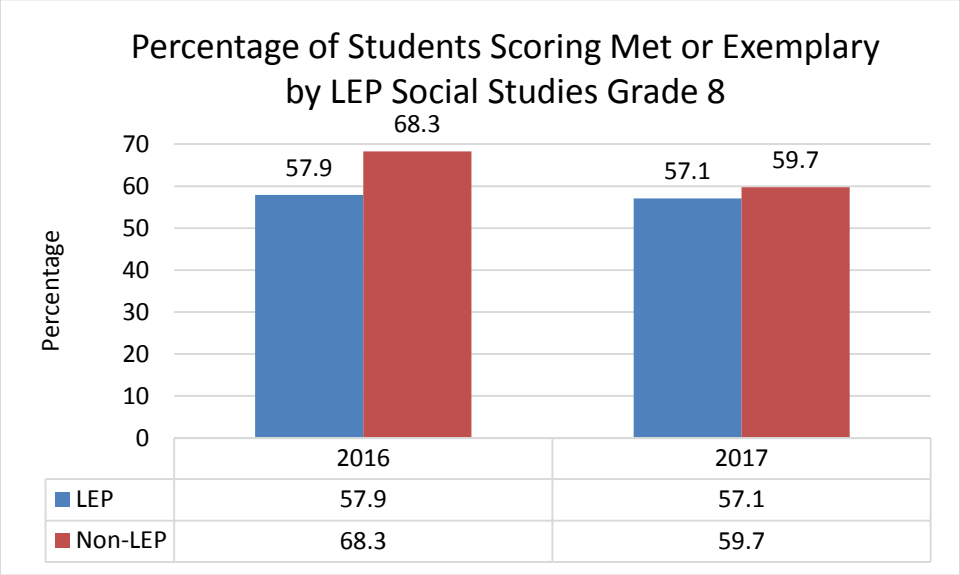
Limited English Proficiency



The percentage of students, based upon Limited English Proficiency (LEP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test for LEP and Non-LEP students.

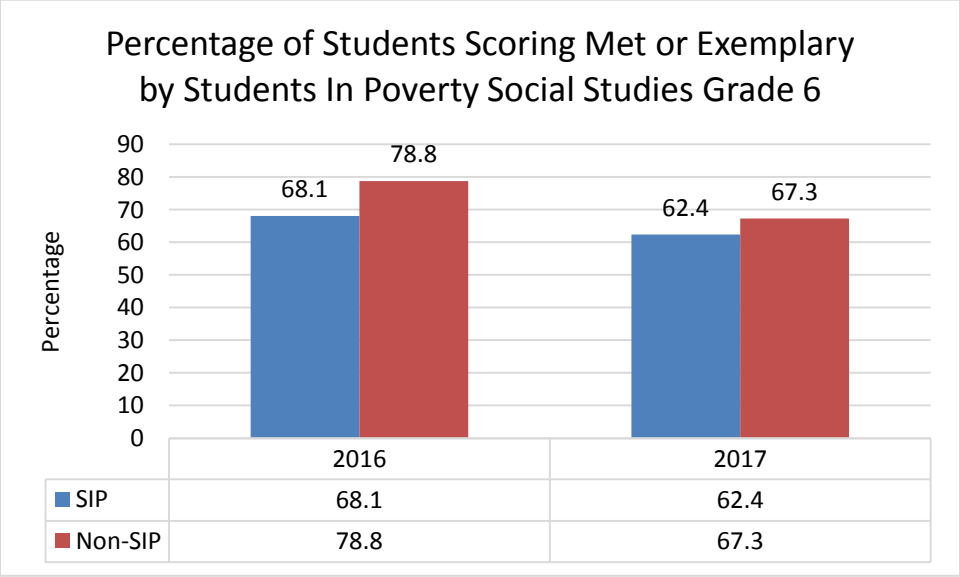


The percentage of students, based upon Limited English Proficiency (LEP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Seven Social Studies test for LEP and Non-LEP students.

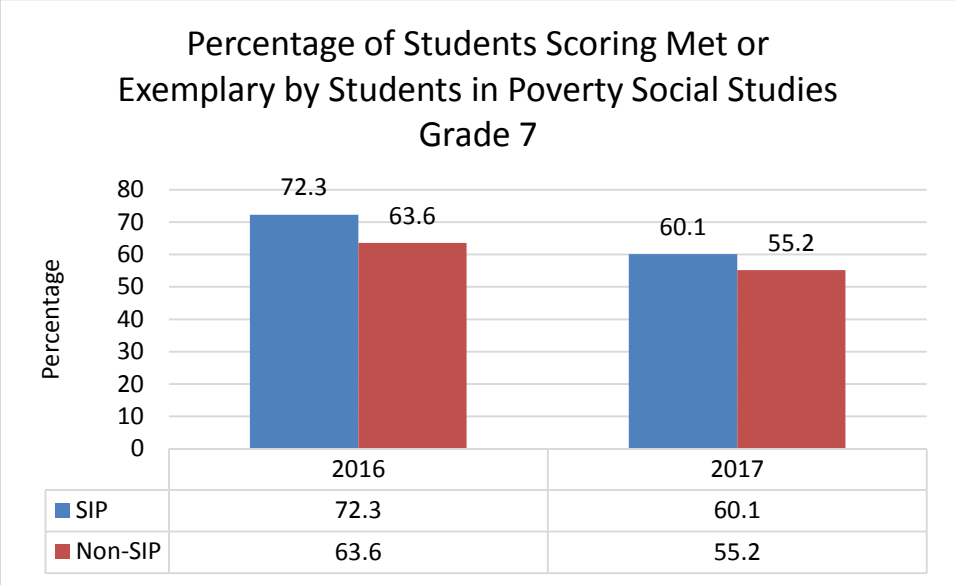


The percentage of students, based upon Limited English Proficiency (LEP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test for LEP and Non-LEP students.

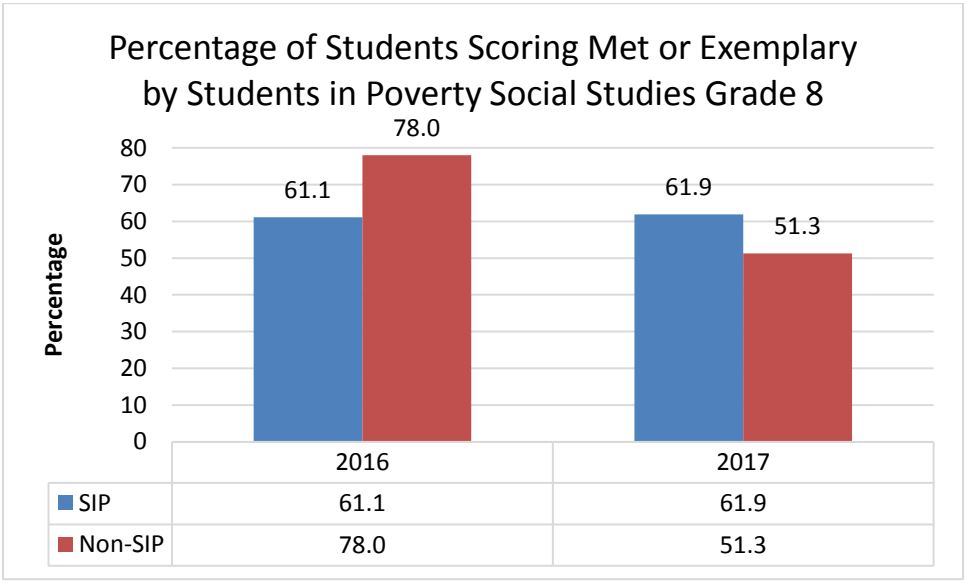
Students in Poverty



The percentage of students, based upon poverty level (SIP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test for SIP and Non-SIP students.



The percentage of students, based upon poverty level (SIP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Seven Social Studies test for SIP and Non-SIP students.



The percentage of students, based upon poverty level (SIP), scoring met or exemplary increased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test for SIP students but decreased for Non-SIP students.

The data indicate the need for

- Continued review of results from the administration and analysis of locally and district developed benchmarks in the areas of ELA, math, science and social studies to identify areas of weaknesses and steps to take to strengthen the identified weaknesses;
- Continued review of state test data to identify any trends associated with increases and/or decreases in the percentage of students scoring meets/met or exceeds/exemplary on the state exam to increase the overall percentage of students scoring meets/met or exceeds/exemplary;
- Participation in various professional development activities designed to create a greater awareness of teaching children of poverty and ways in which the faculty and staff can reach out to children of poverty, as well as the other students, to increase overall academic success;
- Identification of possible ways in which to work with African American males to increase the overall percentage of this population scoring meets/met or exceeds/exemplary on the state tests;
- An increased emphasis on the study of those students who fall into the Approaches or Not Met achievement level to identify and implement research-based strategies into daily instructional delivery to move the students to the meets/met achievement level;
- Full integration of the Mastery Connect benchmark program to identify areas of strengths and weaknesses to help identify how to improve areas of weaknesses within the daily classroom instruction;
- Effective use of formative assessments to inform instruction at a rigorous level; and
- Delivery of professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.

Teacher and Administrator Quality

Our school principal is Mrs. Robin Mill. This is Mrs. Mill's tenth year as principal. Prior to her principalship, she served as an Assistant Principal for five years. Before coming to Berea Middle School, Mrs. Mill was an Administrative Assistant at Mauldin High School.

Berea Middle School has three assistant principals: Steven Sokol, Yolanda Crittendon-Jones, and Teresa Floyd. Their duties and responsibilities include: supervising, monitoring, and disciplining the student body; supervising and evaluating the faculty using ADEPT and/or other appropriate instruments; and attending District and school meetings and parent conferences. Each administrator has other specialized duties and responsibilities.

One Instructional Coach, Dr. Johnny Wallace, met with the faculty regularly to discuss various instructional issues and to provide workshops and teaching materials that enhance learning. Meetings are held to discuss teaching and learning strategies that have been successful and often involve text-based discussions and allow teachers to focus on positive/successful experiences as well as areas that need improvement.

For the 2017 – 2018 school year, Shasta Looper and Terry Dew, from the Public Education Partners met with faculty throughout the year to assist with coaching and to help teachers improve their overall classroom instructional delivery.

The Title I program, under the direction of Nancy Graham, also provides opportunities for professional development.

The following chart provides longitudinal data regarding teacher quality at Berea Middle School.

Data Topic	Year	2014	2015	2016	2017
Teachers with advanced degrees		61.2%	62.2%	61.7%	60.0%
Continuing contract teachers		75.5%	80.0%	76.6%	74.0%
Teachers returning from the previous year		86.3%	82.9%	83.5%	84.5%
Attendance rates		94.9%	94.8%	93.5%	92.2%

School Climate

Data for school climate are collected in several ways, including parent surveys, student surveys and teacher surveys. The following charts present longitudinal data from the school report card over the past three years.

Student Perception Survey Analysis

	2013 - 2014	2014 – 2015	2015 – 2016	2016 - 2017
"I am satisfied with the learning environment in my school."	**65.4%**	**69.0%**	**78.8%**	**74.3%**
"I am satisfied with the social and physical environment at my school."	**66.5%**	**69.0%**	**81.4%**	**78.2%**
"I am satisfied with home-school relations."	**81.3%**	**88.0%**	**88.0%**	**78.0%**

Parent Perception Survey Analysis

	2013 - 2014	2014 – 2015	2015 – 2016	2016 - 2017
"I am satisfied with the learning environment in my school."	**71.5%**	**84.0%**	**84.2%**	**83.4%**
"I am satisfied with the social and physical environment at my school."	**60.2%**	**82.0%**	**82.4%**	**83.3%**
"I am satisfied with home-school relations."	**65.7%**	**82.0%**	**76.8%**	**62.8%**

Teacher Perception Survey Analysis

	2013 - 2014	2014 – 2015	2015 – 2016	2016 – 2017
"I am satisfied with the learning environment in my school."	**81.8%**	**83.0%**	**84.9%**	**81.5%**
"I am satisfied with the social and physical environment at my school."	**92.8%**	**85.0%**	**84.9%**	**81.5%**
"I am satisfied with home-school relations."	**58.2%**	**41.0%**	**57.7%**	**51.8%**

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 24% in 2016-17 to 34% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.43% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **26.3** (2016-17)	School Projected **28.69**	**31.12**	**33.55**	**35.98**	**38.41**	**40.84**
		School Actual					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **43** (2016-17)	District Projected Middle	**46**	**49**	**52**	**55**	**58**
		District Actual Middle					

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Effectively use formative assessments (benchmarks) to inform instruction at a rigorous level	2018 – 2023	Administrative Team	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coach	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Data analysis of reading and writing scores will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Copies of analysis reports

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 18% in 2016-17 to 28% 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 Math will increase by 2.77% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **20.24** (2016-17)	School Projected **23.01**	**25.78**	**28.55**	**31.32**	**34.09**	**36.86**
		School Actual Middle					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **40** (2016-17)	District Projected Middle	**43**	**46**	**49**	**52**	**55**
		District Actual Middle					

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core Math instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Effectively use formative assessments (benchmarks) to inform instruction at a rigorous level	2018 – 2023	Administrative Team	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coaches	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Data analysis of math scores will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Copies of analysis reports

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core Math instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability
Implement tasks that promote reasoning and problem solving	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations of problem solving and reasoning

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core Math instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Rigorous, aligned formative assessment, evidence of students independently persevering through problem solving, effective and strategic use of mathematical tools, evidence of contextual and conceptual reasoning.

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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.

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 SCPASS Science will increase by **TBD%** annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	School Projected **TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	District Projected Middle	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Middle					

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

ACTION PLAN FOR STRATEGY #3: Provide consistent targeted core Science instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Effectively use formative assessments to inform instruction at a rigorous level	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coach	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports

ACTION PLAN FOR STRATEGY #3: Provide consistent targeted core Science instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teach	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Implement tasks that promote reasoning and problem solving	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations of problem solving and reasoning
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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.

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 SCPASS Social Studies will increase by **TBD%** annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	School Projected **TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Middle					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	District Projected Middle	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Middle					

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

ACTION PLAN FOR STRATEGY #4: Provide consistent targeted core Social Studies instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Effectively use formative assessments (benchmarks) to inform instruction at a rigorous level	2018 – 2023	Administrative Team	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coach	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports

ACTION PLAN FOR STRATEGY #4: Provide consistent targeted core Social Studies instruction to meet identified student needs by increasing rigor and relevance across the content area.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teach	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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).

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 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) will increase by indicated percentage for each subgroup annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **25** (2016-17) Annual Increase = **2.5%**	**Projected Hispanic 27.5**	**30.0**	**32.5**	**35.0**	**37.5**	**40.0**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **25** (2016-17) Annual Increase =**2.5%**	**Actual Hispanic**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **17** (2016-17) Annual Increase = **2.94%**	**19.94 Projected AA**	**22.88**	**25.82**	**28.76**	**31.70**	**34.64**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **17** (2016-17) Annual Increase = **2.94%**	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **4** (2016-17) Annual Increase = **3.67%**	**7.67 Projected SWD**	**11.34**	**15.01**	**18.68**	**22.35**	**26.02**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **4** (2016-17) Annual Increase = **3.67%**	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **19** (2016-17) Annual Increase = **2.83%**	**21.83 Projected LEP**	**24.66**	**27.49**	**30.32**	**33.15**	**35.98**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **19** (2016-17) Annual Increase = **2.83%**	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **Baseline will be determined in the 2017 – 18 school year**	**TBD Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **Baseline will be determined in the 2017 – 18 school year**	**Actual SIP**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **18** (2016-17) Annual Increase = **2.89%**	**20.89 Projected Hispanic**	**23.78**	**26.67**	**29.56**	**32.45**	**35.34**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **18** (2016-17) Annual Increase = **2.89%**	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **7** (2016-17) Annual Increase = **3.5%**	**10.5 Projected AA**	**14.0**	**17.5**	**21.0**	**24.5**	**28.0**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **7** (2016-17) Annual Increase = 3.5**%**	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **1** (2016-17) Annual Increase = **3.83%**	**4.83 Projected SWD**	**8.66**	**12.49**	**16.32**	**20.15**	**23.98**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **1** (2016-17) Annual Increase = **3.83%**	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **13** (2016-17) Annual Increase =**3.12%**	**16.12 Projected LEP**	**19.24**	**22.36**	**25.48**	**28.60**	**31.72**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **13** (2016-17) Annual Increase = **3.12%**	**Actual LEP**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **Baseline will be determined in the 2017 – 18 school year**	**TBD Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **Baseline will be determined in the 2017 – 18 school year**	**Actual SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**TBD Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**TBD Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual AA**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**TBD Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual SWD**					

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

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**TBD Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual SWD**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**TBD Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual LEP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**TBD Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual SIP**					

ACTION PLAN FOR STRATEGY #5: Increase the effectiveness of data-based core instruction to strengthen learning outcomes for traditionally underperforming student demographic groups.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Provide strategy and content support for teachers	2018 – 2023	Administrative Team	NA	NA	school-based professional development offerings that provide best practice strategies and content to teachers
Provide professional learning opportunities for instructional strategies for diverse learners	2018 – 2023	Administrative Team	NA	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018 – 2023	Administrative Team	NA	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
Scaffold student thinking through modeling, think alouds, and/or guided	2018 – 2023	Administrative Team	NA	NA	Evidence of teacher modeling and think

ACTION PLAN FOR STRATEGY #5: Increase the effectiveness of data-based core instruction to strengthen learning outcomes for traditionally underperforming student demographic groups.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
practice to support stamina, decision making, and understanding of content.					alouds, evidence of scaffolds for thinking including visuals, thought prompts, and question stems, students articulate and use scaffolds to answer questions and solve problems
Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018 – 2023	Administrative Team	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
Coach teachers in instructional best practices	2018 – 2023	Administrative Team	NA	NA	Documentation of coaching cycles provided by members of school leadership teams and academic specialists
Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs	2018 – 2023	Administrative Team	NA	NA	Evidence of students identified for intervention based on results of assessments

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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: Design and implement targeted literacy intervention classes at each grade level.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017 - 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**2021 – 22**	**2022 – 23**
PowerSchool	TBD	**TBD School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
PowerSchool		**School Actual**					
PowerSchool	**50**	**District Projected**	**75**	**100**	**100**	**100**	**100**
PowerSchool		**District Actual**					

ACTION PLAN FOR STRATEGY #6: Design and implement targeted literacy intervention classes at each grade level.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implement a professional learning plan to support school leadership teams (administrators and instructional coaches) in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018 – 2023	Administrative Team	NA	NA	Observations, anecdotal notes, and lesson plans.
Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018 – 2023	Administrative Team	NA	NA	Documentation of ongoing instructional rounds including implications for instructional growth
Support intentional unit and lesson planning reflective of responsive to student needs	2018 – 2023	Administrative Team	NA	NA	Collaborative planning, data analysis, unit planning, protected daily planning times
Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018 – 2023	Administrative Team	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
Coach teachers in instructional best practices	2018 – 2023	Administrative Team	NA	NA	Documentation of coaching cycles provided by members of school leadership teams and academic specialists

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
Employment report	% of diverse teachers 2017-18	**TBD School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide mentoring and support for entry-level employees to effect consistent understanding and implementation of the knowledge and skills required for success.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Comply with ESSA components of educator qualification requirements	2018 – 2023	Principal	NA	NA	HR reports will document educator qualification requirements of all newly hired core academic teachers; the school/district will comply with ESSA components of educator qualification requirements
Identify, train and support highly-skilled teachers to mentor entry-level teachers.	2018 – 2023	Principal	NA	NA	Highly skilled teachers trained to mentor

2017 – 2018 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
8/2/2017	Read 180	District SPED Department	SPED Teachers
8/3/2017	System 44	District SPED Department	SPED Teachers
8/7/2017	Q1 Planning	Shasta Looper Tarasha Williams	7th Grade ELA Teachers
8/8/2017	Q1 Planning	Terri Dew Tamara Glover	7th Grade Math Teachers
8/9/2017	New Teacher Orientation	Yolanda Crittendon-Jones	Teachers new to Berea Middle
8/10/2017	Q1 Planning	Shasta Looper Tarasha Williams	6th Grade ELA Teachers
8/10/2017	Q1 Planning	Terri Dew Tamara Glover	6th Grade Math Teachers
8/14/2017	Q1 Planning	Terri Dew Tamara Glover	8th Grade Math Teachers
8/14/2017	Q1 Planning	Johnny Wallace	6th Grade Science Teachers
8/16/2017	Taming the Team	Jerry Berkemeyer	Berea Middle Faculty
8/24/2017	Mastery Connect Part I	Johnny Wallace Nancy Graham	Berea Middle Faculty
8/29/2017	ESOL Strategies for Teachers	Sherona Frye	Berea Middle Faculty
8/31/2017	Discovery Education	Chena Flood	Science Faculty
9/18/2017	Data Drive Content Planning	Karen Ambrose	Social Studies Teachers

2017 – 2018 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
9/18/2017	High Yield Routines for Middle School Math	Valerie Muller	Teachers of Grades 6-8 and Algebra I
9/19/2017	Data Drive Content Planning	Karen Ambrose	Social Studies Teachers
9/19/2017	Algebra Expressions – Technology Enhanced with PHET and Desmos	Valerie Muller	Math 6 and Math 6/7 Teachers
9/19/2017	Study Island	Craig Richard Nancy Graham	Berea Middle Faculty
9/21/2017	They Can't Write: What Do I Do?	Debbie Barron	ELA Teachers
9/26/2017	Algebra Expressions – Technology Enhanced with PHET and Desmos	Valerie Muller	Math 7 and Math 7/8 Teachers
9/27/2017	Discovery Education	Chena Flood	Science Faculty
9/28 – 30/2017	SC Social Studies Conference	Various	Social Studies Faculty
10/5/2017	English I EOC and the TDA	Debbie Barron	English I Teachers

2017 – 2018 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
10/5/2017	English I EOC and the TDA	Debbie Barron	English I Teachers
10/6/2017	Q2 Planning	Johnny Wallace	7th Grade Math Teachers
10/10/2017	Q2 Planning	Johnny Wallace Tamara Glover	8th Grade Math Teachers
10/10/2017	Mastery Connect Part II	Johnny Wallace Nancy Graham	Berea Middle Faculty
10/10/2017	Q2 Planning	Johnny Wallace	7th Grade Social Studies Teachers
10/10/2017	CPI Training	Ivan Anderson	Selected Berea Middle SPED Teachers and Administrators
10/11/2017	Q2 Planning	Johnny Wallace	6th Grade Social Studies Teachers
10/12/2017	CPI Training	Ivan Anderson	Selected Berea Middle SPED Teachers and Administrators
10/12/2017	Q2 Planning	Johnny Wallace Tamara Glover	6th Grade Math Teachers
10/12/2017	Guidance PLCs	Various	Guidance Counselors
10/13/2017	Q2 Planning	Shasta Looper Tarasha Williams	7th Grade ELA Teachers
10/16/2017	Engaging Students through Technology: Historical Inquiry Student Videos	Karen Ambrose	Social Teachers

2017 – 2018 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
10/17/2017	Net Support	Becca Fowler Johnny Wallace	Berea Middle Faculty
10/17/2017	Q2 Planning	Johnny Wallace	6th Grade Science Teachers
10/18/2017	Q2 Planning	Shasta Looper Tarasha Williams	6th Grade ELA Teachers
10/18/2017	Discovery Education	Chena Flood	Science Faculty
10/19/2017	Compassionate School Training	USC Upstate Staff	Berea Middle Faculty
10/24/2017	Q2 Planning	Johnny Wallace	7th Grade Science Teachers
10/24 – 27/ 2017	SCATA	Various	Selected Faculty
11/8 – 10/ 2017	SC Science Conference	Various	Jonathan Gordon Sam McCoy
11/9/2017	Norming departmental scoring with a rubric	Debbie Barron	ELA Teachers
10/12/2017	Guidance PLCs	Various	Guidance Counselors
11/16 – 17/ 2017	SCCTM	Various	Selected Math Faculty
11/28/2017	Engaging Students through Technology: Mastery Connect and Socrative	Karen Ambrose	Social Studies Teachers

2017 – 2018 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
11/28/2017	Engaging Students through Technology: Mastery Connect and Socrative	Karen Ambrose	Social Studies Teachers
11/30/2017	Digital Leader Corps (DLC)	Taryn Hailstock	DLC Cohort
12/4/2017	Building Powerful Numeracy for Middle School with Number Strings	Valerie Muller	Teachers of Grades 6 – 8 Math and Algebra I
12/20/2017	Digital Leader Corps (DLC)	Taryn Hailstock	DLC Cohort
1/4/2018	Digital Leader Corps (DLC)	Taryn Hailstock	DLC Cohort
1/08/2018	Engaging Students with Primary Documents	Karen Ambrose	Social Studies Teachers
1/11/2018	Writing on Demand: How is this Different	Debbie Barron	ELA Teachers
1/17/2018	Discovery Education	Chena Flood	Berea Middle Science Faculty
1/30/2018	Guidance PLCs	Various	Guidance Counselors
2/5/2018	Data-driven Content Planning	Karen Ambrose	Social Studies Teachers

2017 – 2018 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
2/6/2018	Data-driven Content Planning	Karen Ambrose	Social Studies Teachers
2-6/2018	Functions Technology Enhanced with PHET and Desmos	Valerie Muller	Grade 8 Math and Algebra I Teachers
2/8/2018	Mentor tests: How they enhance writing instruction	Debbie Barron	ELA Teachers
2/13/2018	Guidance PLCs	Various	Guidance Counselors
2/22 – 24/ 2018	SCIRA	Various	Selected ELA Faculty
3/8/2018	Writing Digitally: Infographics, blogs and emails—oh, no	Debbie Barron	ELA Teachers
3/15/2018	Guidance PLCs	Various	Guidance Counselors
4/16/2018	Engaging Students Through Accountable Talk and Flexible Seating	Karen Ambrose	Social Studies Teachers

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

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

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC SDE School Report Card Survey	**88.5%**	**≥ 90 School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
SC SDE School Report Card Survey	**96.3%**	**≥ 90 School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					

SC SDE School Report Card Survey	**78.6%**	**≥ 90 School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents					
SC SDE School Report Card Survey	**91**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students					
SC SDE School Report Card Survey	**94**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers					
SC SDE School Report Card Survey	**88**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018 – 2023	Administrative Team, Guidance Staff	NA	NA	Students in need being matched with services
Continue with the anti-bullying program currently being conducted by the guidance department	2018 – 2023	Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Continue implementation of Capturing Kids' Hearts discipline program	2018 – 2023	Administration	NA	NA	Decrease in the number of referrals
Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student handbooks	2018 – 2023	Administration	NA	NA	Documentation of the communications in the various forms
Reduce the incidents of being bullied as measured by reports of bullying	2018 – 2023	Administration Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Increase interactions with business, religious and community leaders to share information and to solicit additional involvement/support	2018 – 2023	Administration	NA	NA	Increase in the number of school and community partnerships

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

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.9%**	**≤1.0 School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 1.2%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.15%**	**≤ .07 School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		School Actual 0.14%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **.04**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		District Actual					

ACTION PLAN FOR STRATEGY #2: Increase community and student based education about various levels of infractions and the criminal and disciplinary consequences					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018 – 2023	Administrative Team, Guidance Staff	NA	NA	Students in need being matched with services
Continue with the anti-bullying program currently being conducted by the guidance department	2018 – 2023	Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Continue with implementation of the Capturing Kids' Hearts discipline program	2018 – 2023	Administration	NA	NA	Decrease in the number of referrals
Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student handbooks	2018 – 2023	Administration	NA	NA	Documentation of the communications in the various forms
Reduce the incidents of being bullied as measured by reports of bullying	2018 – 2023	Administration Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Increase interactions with business, religious and community leaders to share information and to solicit additional involvement/support	2018 – 2023	Administration	NA	NA	Increase in the number of school and community partnerships

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

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
AdvancED Culture & Climate Surveys	**58%**	**School Projected 60**	**62**	**64**	**66**	**68**	**70**
		School Actual 58%					
AdvancED Culture & Climate Surveys	**MS and HS 51**	**District Projected**	**54**	**58**	**62**	**66**	**70**
		District Actual					

ACTION PLAN FOR STRATEGY #3: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Enhance professional development to increase staff awareness and understanding of community being served	2018 – 2023	Administrative Team	NA	NA	Bus ride to communities Visit to community
Provide opportunities for support staff to be inclusive in school culture.	2018 – 2023	Administrative Team	NA	NA	Support staff included in decision making and support of students
Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018 – 2023	Administrative Team	NA	NA	Documentation of communicating protocol to staff

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

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **94.2**	**≥ 95% School Projected**	**≥ 95%**	**≥ 95%**	**≥ 95%**	**≥ 95%**	**≥ 95%**
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **95.0**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

ACTION PLAN FOR STRATEGY #4: Implement and maintain a proactive attendance program					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018 – 2023	OnTrack Coordinator Social Worker Attendance Clerk Administrative Team	NA	NA	Students are identified and appropriate supports are assigned
Promote attendance with students and parents as an important component of school success	2018 – 2023	Administrative Team	NA	NA	Teacher/school direct contact with parents.
Continue to increase hands-on, real world learning experiences to enhance student engagement	2018 – 2023	Classroom Teachers	NA	NA	More real-world learning
More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018 – 2023	Director of Counseling	NA	NA	Students setting goals and plans
Increase staff awareness and understanding of the community served by the school	2018 – 2023	Administrative Team	NA	NA	Visit to community

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

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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**	**2017 - 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**2021 – 22**	**2022 – 23**
AdvancED Culture & Climate Surveys	Afraid – 8% Lonely – 12% Angry – 12%	**School Projected**	**Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 11%**	**Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 11%**	**Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 10%**	**Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 10%**	**Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 9%**
		School Actual Afraid = 8% Lonely = 12% Angry = 12%	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	**Afraid – 7% Lonely – 14% Angry 15%**	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #5: Improve understanding of students' social-emotional needs; reduce incidents of bullying through awareness training and promotion of healthy relationships.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Become a RAMP-Certified School	2018 – 2020	Director Of Guidance, Principal	NA	NA	RAMP Certification
Train staff and students on the anonymous reporting process	2018 – 2023	Administrative Team	NA	NA	Students and staff aware and able to report
Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018 – 2023	Administrative Team, Classroom Teachers	NA	NA	Discipline consequences highlighted in materials for distribution
Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019 – 2023	Administrative Team, Classroom Teachers	NA	NA	Evidence of strategies being used in classrooms during observations
Continue with the anti-bullying program currently being conducted by the guidance department	2018 – 2023	Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Schools will explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018 – 2023	Principals School Teams	NA	NA	Consequences discussed systematically

ACTION PLAN FOR STRATEGY #5: Improve understanding of students' social-emotional needs; reduce incidents of bullying through awareness training and promotion of healthy relationships.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Build a positive learning community supportive of all students	2018 – 2023	Administrative Team	NA	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. • established classroom norms, expectations, and procedures. • students exercising autonomy and respect for peers and adults.

Berea Middle School
2016 – 2017 Report Card

Please click on the following link to access the Berea Middle School 2016 – 2017 Report Card.

https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=M&d=2301&s=042