Greer Middle School

"Empowering Learners for a World Class Education"

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

School Portfolio 2017-2018
Updated and Revised July 2018

Daniel Bruce
Principal

Dr. W. Burke Royster
Superintendent

Greenville County Schools

SCHOOL NAME: Greer 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
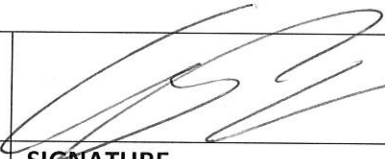
135 assurance pages.

SUPERINTENDENT

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

PRINCIPAL

Daniel Bruce	*Daniel Bruce*	8/17/18
PRINTED NAME	SIGNATURE	DATE
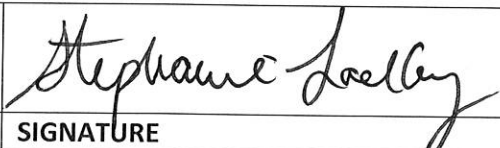
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*(signature)*	8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Thea Wilson	*Thea Wilson*	8·18·18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Stephanie Lackey	*Stephanie Lackey*	8·18·18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 3032 East Gap Creek Road, Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-5800

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

Stakeholder Involvement for School Renewal

Position: Name

1. Principal: Daniel Bruce

2. Teacher: Lee Alba

3. Parent/Guardian: Blair Keeley

4. Community Member: Angel Santana

5. Paraprofessional: Nicole Smart

6. School Improvement Council Member: Thea Wilson

7. Read to Succeed Reading Coach: n/a

8. School Read To Succeed Literacy Leadership Team Lead: Stephanie Lackey

9. School Read To Succeed Literacy Leadership Team Member: Anne Kelsey-Zibert

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

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

Position	Name
Principal	Daniel Bruce
Teacher	Lee Alba
Parent/Guardian	Blair Keeley
Community Member	Angel Santana
School Improvement Council	Thea Wilson
School Read to Succeed Literacy Leadership Team Lead	Stephanie Lackey
Career Development Facilitator	Allison Rosemond
Guidance	Karen Clinkscale
Media Specialist	Amelia Sinclair
8th Grade Teacher	Julie Phillips
7th Grade Teacher	Thea Dirton
6th Grade Teacher	Michelle Higdon
Instructional Coach	Anne Kelsey-Zibert
Instructional Technology Interventionist	P. Sloan Joseph

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
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	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	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	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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	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).
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.

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.
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.
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	**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	**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.

Table of Contents

Introduction

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

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

Executive Summary

Summary of needs assessment for student achievement:

- We are improving instruction in order to meet the following learning targets for state testing in 2018:
  - 35% of students score met or higher on SC READY ELA
  - 33% of students score met or higher on SC READY Math
  - 49% of students score met or higher on SCPASS Science
  - 75% of students score met or higher on SCPASS Social Studies
- We are working to improve our writing process in all grade levels, as a result of the findings from the 2017 SC READY ELA assessment.
- Through our Read to Succeed ratings analysis, we have found a need for students to take more ownership in the area of reading improvement.

Summary of needs assessment for teacher and administrator quality:

- We are increasing the number of teachers who have met the Read to Succeed literacy requirement.
- We need to continue to provide access to professional development in the area of student engagement.
- For the ELA department we are providing comprehensive professional development on the teaching of writing.

Summary of needs for school climate:

- We are expanding our social media presence in order to better inform our stakeholders of school happenings, initiatives, and events.
- We are working to empower students to take responsibility for their educational and behavioral decisions through Capturing Kids' Hearts.
- We are working to encourage our students to be more connected to our school community through the involvement in extracurricular activities, ensembles, clubs, and via community service opportunities.

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

- Personnel changes at the AP and AA level.
- Implementation of effective instructional and management strategies for use of 1:1 Chromebooks.
- Effective teacher-parent communication.
- Increased social media access and its effects on students' emotional and behavioral well-being.
- Adaptation to the changing instructional and emotional needs of our students.

Highlights of our schools significant awards, results, and accomplishments:

- 2017-2018 ** High School Credits Earned through English I, Algebra I, Spanish I, and Geometry
- 2017-2018 ** Junior Scholars
- 2017-2018 Girls Volleyball were the Greenville County Runners-Up.
- 2017-2018 Band received the Outstanding Performance Award.

- 2017-2018 Beta Club represented Greer Middle School at the South Carolina state conference.
- 2017-2018 Band, Chorus, and Strings all participated in the State Performance Assessments, all earning Superior and Excellent ratings.
- 2017-2018 Four classroom projects were fully funded through Donors Choose.
- 2017-2018 Our school had the most presentations accepted for the Upstate Technology Conference.
- 2017-2018 Our faculty was the 1st place GCS middle school and 2nd place in GCS overall for United Way donations.
- 2017-2018 Two faculty members are Read to Succeed instructors for the district.
- 2017-2018 Three faculty members participated in district curriculum writing.
- 2017-2018 All ELA teachers completed the Upstate Writing Project year-long professional development.
- 2017-2018 7th Grade Science student-created periodic table on display at Greer Public Library.
- 2016-2017 Girls Volleyball were the Greenville County Runners-Up.
- 2016-2017 Girls Basketball were region champions.
- 2016-2017 Boys Basketball were region champions.
- 2016-2017 Boys Baseball were the Greenville County Runners-Up.
- 2016-2017 and 2015-2016 Boys Soccer were region champions.
- 2016-2017 Honor Band and Honor Choir both performed at Festival Disney, earning Excellent Ratings.
- 2016-2017 The GMS Honor Band earned a Superior rating (the highest rating) in Grade 3 music at the state level Concert Performance Assessment and a Gold rating (the highest rating) at the Heritage Music Festival in Orlando, Florida.
- 2016-2017 The 6th grade beginner band earned an Excellent rating at the Carowinds Festival of Music for the 3rd year in a row.
- 2016-2017 At the state level Solo/Ensemble Performance Assessment, fourteen students earned a Superior rating and 4 students earn an excellent rating.
- 2016-2017 Greer Middle School had five students earn a chair in the Limestone Honor Band Clinic.

School Profile

Description of School Community

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

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

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

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

  The new Greer Middle School building is located on 3032 East Gap Creek Road and opened in the fall of 1999.
- Facilities: During the school day, visitors can only access the school through our main office entrance. These doors and all other remaining doors are locked throughout the day. Visitors can only enter the main office or other parts of the building after they are admitted by school personnel.

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

  In 2017-2018, all computer labs except for one were turned into regular academic classrooms as a result of our school community going 1 to 1 with Chromebooks for all students. Due to the increased interest in band this school year, we now have two band classrooms.   Additionally, orchestra, art, and chorus courses have their own classrooms. Greer Middle has nine science labs, three per grade level.   All classrooms contain Interactive Promethean Boards. Our sports facilities consist of four tennis/basketball courts and baseball, softball, and soccer fields. The gym floor was replaced in Summer 2018

- Leadership:

Our Principal, Mr. Daniel Bruce, has led our school since 2015-16. Prior to becoming Principal of Greer Middle, Mr. Bruce served as an administrator at Hillcrest High School and Berea High School. Prior to entering administration, Mr. Bruce taught 7th grade Social Studies at Northwest Middle School. He is a product of Greenville County Schools, having graduated from Travelers Rest High School.

Our Assistant Principal, Mrs. Stephanie Lackey, has been a part of our administrative team since 2013. Originally from Upstate New York, Mrs. Lackey began her career in education teaching English Language Arts in Philadelphia. In addition to teaching, she also served as an Instructional Coach before becoming an administrator.

Our Administrative Assistant, Mr. Justin Saul, is joining our Greer Middle team for the 2018-2019 school year. He has previously taught 8th Grade Math and Social Studies at Northwest Middle School.

Description of School Personnel

Currently, Greer Middle School faculty includes 58 teachers, 4 administrators, 1 media specialist, 3 guidance counselors, 1 instructional coach, and 1 technology specialist. The percentage of teachers with an advanced degree is 73.6%. The percentage of teachers on a continuing contract is 86.8%. The percentage of teachers returning from the 2016-17 school year was 82.8%. The teacher attendance was 91.5%. Four teachers hold National Board Certification.

Description of Student Population

Greer Middle School served an enrollment of 945 students. Our ethnic statistics reflected the following percentages: 22.7% Hispanic-American, 52.3% Caucasian-American, 18.6% African-American, and 6.4% other. Currently we have 53.64% male population to 46.36% female. The poverty index for Greer Middle School for the 2017-2018 school year is 64.3%. Our Gifted and Talented population is 15.6%. Our Special Education population is 12.7%. Our ESOL population is 22.2%.

Major Academic and Behavioral Features/Programs/Initiatives

Professional Learning Communities: Teachers meet weekly as a grade level, subject area PLC. At the beginning of the school year, each PLC set its own mission, vision, values, goals, and norms, which were also shared with the school's leadership team, to help guide their PLC work throughout the year. Each PLC used a shared PLC toolkit document that helped guide the teachers in working as an effective PLC and addressing the following four questions:
- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when our students do not learn?
- How will we respond if our students already know the content/excel at learning the content?

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

Academic Teaming: Students are grouped in academic teams at the 6th, 7th, and 8th grade levels. Each grade level has three academic teams comprised of a Math, ELA, Science, and Social Studies teacher, one of whom was the Team Leader. Teams of teachers shared the same students in almost all cases at the 6th and 7th grade levels and in the majority of cases at the 8th grade level. Teachers met weekly with their academic team. At the beginning of the school year, each team set its own mission, vision, values, goals, and norms, which were also shared with the school's leadership team, to help guide their work throughout the year. Each team used a shared team toolkit document that helped guide the teachers in working as an effective team, which included sections for the team to focus on the following:

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

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

Vertical Department Meetings with Greer High School: In February 2018, all teachers took part in a vertical meeting with the faculty of Greer High School. This vertical meeting focused on high school expectations, programs, and how middle school teachers can best work to prepare our students for the challenges and opportunities they will have at Greer High School.

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

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

Student of the Month Recognition: The Greer Middle School Student of the Month program provides a program for teachers to recognize students who demonstrate outstanding character. Teams and departments had the opportunity to nominate students based on the following character traits:

- Responsibility
- Caring
- Trustworthiness
- Teamwork
- Respect
- Kindness
- Giving
- Leadership

In total, 90 students had the opportunity to have breakfast with the principal and receive recognition for their excellent character.

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

Instructional Technology Team: The Instructional Technology Team is made up of teachers, administrators, and the Instructional Technology Interventionist. This team met to determine best practices and procedures for implementing personalizing learning at our school during the 2017-18 school year. The Instructional Technology Team also organized and led two Technology Nights for parents during Fall 2017 to inform parents about what they needed to know about our new 1 to 1, Personalized Learning Initiative.

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

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

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

Mission, Vision, Beliefs

"Empowering Learners for a World Class Education"

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

Mission

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

Vision

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

Beliefs

We believe our students should:

- give and be given respect.

- be constantly challenged with standards driven curriculum and instruction.

- share the accountability for education with parents, teachers, and the community.

- receive curriculum, instruction, and assessment aligned to meet their individual needs

- be able to communicate effectively and solve problems.

- feel safe both emotionally and physically in and out of the classroom.

Data Analysis and Needs Assessment

2016-2017 School Report Card: https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?y=2017&t=M&d=2301&s=060

Student Achievement Needs Assessment

English Language Arts

Spring 2017 - SC Ready								
ELA Performance Level								
	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	Count	%	Count	%	Count	%	Count	%
GREER	265	30%	348	40%	205	23%	60	7%
District*	7819	22%	10972	32%	10303	30%	5691	16%

Spring 2017 - SC Ready			
ELA Performance Level By Grade			
	Does Not Meet Expectations (GCS in parentheses)	Approaches Expectations (GCS in parentheses)	Meets or Exceeds Expectations (GCS in parentheses)
6th	25.5 (21.8)	45.6 (35.3)	28.9 (42.9)
7th	36.5 (25.7)	38.2 (33.9)	25.3 (40.4)
8th	28.5 (24.0)	34.9 (30.2)	36.6 (45.7)

SC Ready								
ELA - Level 3 or Higher 2016 and 2017								
Spring 2016				Spring 2017				DIFFERENCE
1 and 2	1 and 2	3 and 4	3 and 4	1 and 2	1 and 2	3 and 4	3 and 4	
603	69%	275	31%	613	70%	265	30%	-1%

Mathematics

Spring 2017 - SC Ready								
Math Performance Level								
	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	Count	%	Count	%	Count	%	Count	%
GREER	263	30%	367	42%	155	18%	98	11%
District*	7687	22%	10722	31%	8538	24%	8111	23%

Spring 2017 - SC Ready			
Math Performance Level By Grade			
	Does Not Meet Expectations (GCS in parentheses)	Approaches Expectations (GCS in parentheses)	Meets or Exceeds Expectations (GCS in parentheses)
6th	26.8 (22.4)	37.5 (31.0)	35.8 (46.6)
7th	31.2 (26.8)	49.7 (37.2)	19.1 (35.9)
8th	31.5 (27.3)	37.4 (34.4)	31.1 (38.3)

SC Ready								
Math - Level 3 or Higher 2016 and 2017								
Spring 2016				Spring 2017				
1 and 2	1 and 2	3 and 4	3 and 4	1 and 2	1 and 2	3 and 4	3 and 4	DIFFERENCE
650	73%	237	27%	630	71%	253	29%	+2%

Science

Spring 2017 - SC PASS								
Science Performance Level								
	Does Not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations	
	Count	%	Count	%	Count	%	Count	%
GREER	240	27%	235	27%	225	25%	185	21%
District*	6695	23%	6999	24%	7942	28%	7202	25%

Spring 2017 - SC PASS			
Science Performance Level By Grade			
	Does Not Meet Expectations (GCS in parentheses)	Approaches Expectations (GCS in parentheses)	Meets or Exceeds Expectations (GCS in parentheses)
6th	35.1 (25.5)	26.5 (21.1)	38.4 (53.4)
7th	24.5 (26.8)	28.5 (23.4)	47.0 (49.8)
8th	21.4 (22.2)	24.6 (24.5)	54.0 (53.3)

Social Studies

Spring 2017 - SC PASS						
Social Studies Performance Level						
	Not Met		Met		Exemplary	
	Count	%	Count	%	Count	%
GREER	263	30%	356	40%	264	30%
District*	6727	23%	11540	40%	10565	37%

SC PASS								
Social Studies - Met & Exemplary 2016 and 2017								
Spring 2016				Spring 2017				
Not Met	Not Met	Met/Ex.	Met/Ex.	Not Met	Not Met	Met/Ex.	Met/Ex.	DIFFERENCE
258	29%	628	71%	263	30%	620	70%	-1%

Spring 2017 - SC PASS		
Social Studies Performance Level By Grade		
	Does Not Meet Expectations (GCS in parentheses)	Approaches Expectations (GCS in parentheses)
6th	21.9 (22.6)	78.1 (77.4)
7th	36.6 (32.6)	63.4 (67.4)
8th	31.0 (27.6)	69.0 (72.4)

* grades 3-8

Teacher and Administrator Quality

Professional Development Plan

GOALS:
This professional development plan aims to improve student learning and achievement at Greer Middle School through a focus on:
- increased student engagement
- effective implementation of personalized learning (Chromebooks)
- instruction that is standards-based and data-driven
- Professional Learning Communities that focus on student learning
- Academic Team Meetings that focus on student learning and overall well-being

LEARNING TARGETS/ ESSENTIAL QUESTIONS:
- How can we increase student engagement?
- What are the best practices for student use of Chromebooks?
- How can we use data to drive instructional planning?
- How can we make learning more standards-based?
- In what ways can we collaborate as professionals in Professional Learning Communities to increase student learning, achievement, and well-being?

ANTICIPATED OUTCOMES:
- Teachers will create standards-based lessons with common pacing and common summative assessments that promote student engagement. Evidence of the following can be seen through walk throughs, formal observations, PLC conversations, PLC toolkit minutes, and weekly planners:
  - The learning target for the lesson is clearly communicated to students
  - All students are communicating about what they know
  - Students are asking questions

- Teachers are supporting students' ability to do for themselves
- The vast majority of what students are writing involves summarizing, analyzing, evaluating, etc.
- Students feel challenged by the learning process
- Students can describe what they are learning to another person
- Teachers will use Chromebooks to increase student engagement and to gather data about mastery of the standards using standards-based formative and summative assessment. Evidence of this can be seen through walk throughs, formal observations, PLC conversations, and weekly planners.
- Teachers will work in collaborative groups and individually to look critically at student achievement on high-stakes tests as well as teacher-created formative and summative assessments. Analyzing available data, we will work in collaborative groups to develop effective instructional strategies that reach the needs of all of our students. Evidence of this will be shown through data analysis worksheets, data chats, PLC conversations, PLC toolkit minutes, walk throughs, formal observations, and test scores (including formative and summative assessment, quarterly benchmarks, and state testing).
- Teachers will meet as academic teams to improve student outcomes. Evidence of the following will be seen through Team Meeting Toolkit minutes, team meeting conversations, walk throughs, and observations:
  - opportunities for interdisciplinary connections
  - scheduling best practices
  - students who need support and how to offer support
  - successes
  - concerns that need to be addressed

PD Offerings by Month 2017-2018

August	January
● PLCs meet weekly	● PLCs meet weekly
● Academic Teams meet weekly	● Academic Teams meet weekly
● Planning for Student Engagement	● SLO conferences
● PowerTeacher Gradebook setup	● Digital Tools and Best Practices for Student Engagement - Accountable Talk
● Best Practices for Introducing Personalized Learning	● MasteryConnect Best Practices
● Google Classroom	● New Teachers – Focus on Engagement
● Google Calendar	● Upstate Writing Project-ELA Department
● New Google Sites	
● New Teachers – Orientation to Greer Middle	
● Upstate Writing Project-ELA Department	
September	February
● PLCs meet weekly	● PLCs meet weekly

● Academic Teams meet weekly ● Mastery Connect Training ● Digital Classroom Management ● Data Analysis for Better Planning for ELA ● New Teachers – Classroom Management - Relationships ● Upstate Writing Project-ELA Department	● Academic Teams meet weekly ● Digital Tools and Best Practices for Student Engagement ● Data Analysis from Benchmark Testing ● Data Chats with PLCs ● Upstate Writing Project-ELA Department
October ● PLCs meet weekly ● Academic Teams meet weekly ● Mastery Connect Training ● SLO writing & conferences ● Characteristics of Student Engagement – New Walk Through Form ● Donors Choose ● New Teachers – Classroom Management – High and Specific Expectations & Consistency ● Upstate Writing Project-ELA Department	**March** ● PLCs meet weekly ● Academic Teams meet weekly ● Digital Tools and Best Practices for Student Engagement ● Mastery Connect Best Practices ● New Teachers – Testing and Review Best Practices ● Upstate Writing Project-ELA Department
November ● PLCs meet weekly ● Academic Teams meet weekly ● Data Analysis from Benchmark Testing (if available) ● Digital Tools and Best Practices for Student Engagement - Openers/Activating Strategies ● Data Chats with PLCs ● Enrich ● New Teachers – Lesson Planning and Instruction ● Upstate Writing Project-ELA Department	**April** ● PLCs meet weekly ● Academic Teams meet weekly ● Digital Tools and Best Practices for Student Engagement ● State Testing Training ● Data Analysis from Benchmark Testing ● New Teachers – End of the Year What to Expect ● Upstate Writing Project-ELA Department
December ● PLCs meet weekly ● Academic Teams meet weekly ● Digital Tools and Best Practices for Student Engagement - Accountable Talk ● New Google Sites ● Upstate Writing Project-ELA Department	**May/June** ● PLCs meet weekly ● Academic Teams meet weekly ● New Teachers – Celebrating our Successes ● SLO conferences

PD Presenters/Facilitators
- Anne Kelsey-Zibert, Instructional Coach
- Sloan Joseph, Instructional Technology Interventionist
- Lance Curry, Technology Facilitator for GCS Instructional Technology
- Teacher Leaders
- Clemson Writing Project Teachers

School Climate Needs Assessment

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents	Teachers	Students*	Parents*
Number of surveys returned	39	257	24
Percent satisfied with learning environment	56.4%	78.2%	87.5%
Percent satisfied with social and physical environment	69.2%	82.9%	83.4%
Percent satisfied with school-home relations	53.8%	86.5%	66.7%

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

AdvancEd Climate & Culture Survey - 2017-18

Parents (13 Responses)

1. Which four of the following phrases best describe, in general, the kinds of things teachers say to your child? (top 3 responses)
- Explain your work. (9)
- You should do it this way. (7)
- You will be working on… (6)

2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school? (top 3 responses)
- Taking tests (7)
- Completing worksheets (6)
- Writing (5)
- Working with others (5)

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school? (top 3 responses)

- Supportive (9)
- Respectful (8)
- Helpful (6)
- Brief (6)

Teachers (52 Responses)

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

- Students are learning. (51)
- Students are able to explain. (45)
- Students understand. (29)

2. Which four of the following phrases best describe, in general, the kinds of things you say to your students? (top 3 responses)
- Explain it. (34)
- We will be working on… (28)
- You got it right! (26)

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

- Never enough time (37)
- Hurried (28)
- Rushed (27)

4. Which four of the following words or phrases best describes what you think of your colleagues, in general? (top 3 responses)

- Caring (48)
- Active (31)
- Honest (30)

5. Which four of the following words or phrases best describe, in general, what students most often DO in your classroom? (top 3 responses)

- Work with others (35)
- Challenging work (37)
- Think (37)

6. Which four of the following words best describe the interactions you have with other teachers at your school? (top 3 responses)

- Respectful (43)

- Supportive (41)
- Collaborative (36)

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

- Comfortable (40)
- Inviting (37)
- Bright (30)

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

- Challenged (34)
- Supported (29)
- Interested (25)

Students (620 Responses)

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

- I am learning (77%)
- I am expected to be good at some things (54%)
- I understand (53%)

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

- Explain it (53%)
- We will be working on … (52%)
- You got it right! (45%)

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

- Calm (48%)
- Pressured (48%)
- Usually enough time (47%)

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

- Honest (56%)
- Caring (53%)
- Fun (51%)

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

- Listen to teachers (59%)
- Take tests (45%)
- Think (40%)

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

- Normal (42%)
- Challenging (40%)
- Working in Groups (35%)

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

- Respectful (73%)
- Helpful (66%)
- Supportive (47%)

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

- Comfortable (53%)
- Stressful (46%)
- Open (40%)

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

- Tired (58%)
- Bored (52%)
- Happy (37%)

Action Plan

Five Year Renewal Plan begins on next page.

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

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

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

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

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

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

	(2016-17)						
		District Actual Middle					

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **29** (2016-17)	**School Projected Middle 31.28**	**33.56**	**35.84**	**38.12**	**40.4**	**42.68**
		School Actual Middle					
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 #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. Use of common summative and formative assessments by grade level PLCs.	2018-2023	Admin Team Instructional Coach	n/a to school	n/a	PLC meeting notes Teacher Weekly Planners
3. Math PLCs will work with GCS Academic Specialist to integrate more performance tasks into teaching to promote conceptual understanding.	2018-2019	Admin Team Instructional Coach	n/a to school	GCS Academics	PLC meeting notes Teacher Weekly Planners

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

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

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

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by _____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**School Projected Middle**					
		School Actual Middle					
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 #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. Use of common summative and formative assessments by grade level PLCs.	2018-2023	Admin Team Instructional Coach	n/a to school	n/a	PLC meeting notes Teacher Weekly Planners
3. Science PLCs will work with GCS Academic Specialist to improve instruction and better address SEPs.	2018-2019	Admin Team Instructional Coach	n/a to school	GCS Academics	PLC meeting notes Teacher Weekly Planners

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by _____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		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 5 only	**School Projected Middle**					
		School Actual Middle					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 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 #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. Use of common summative and formative assessments by grade level PLCs.	2018-2023	Admin Team Instructional Coach	n/a to school	n/a	PLC meeting notes Teacher Weekly Planners
3. Social Studies PLCs will work with GCS Academic Specialist to improve instruction and create more authentic learning.	2018-2019	Admin Team Instructional Coach	n/a to school	GCS Academics	PLC meeting notes Teacher Weekly Planners

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **23** (2016-17) Annual Increase =	**Projected Hispanic 25.61 (2017-18)**	28.22	30.83	33.44	36.05	38.66
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **23** (2016-17) Annual Increase =	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **12** (2016-17)	**Projected AA 15.22 (2017-18)**	18.44	21.66	24.88	28.1	31.32

	Annual Increase =						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **12** (2016-17) Annual Increase =	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **5** (2016-17) Annual Increase =	**Projected SWD 8.61 (2017-18)**	12.22	15.83	19.44	23.05	26.66
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **5** (2016-17) Annual Increase =	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **9** (2016-17) Annual Increase =	**Projected LEP 12.39 (2017-18)**	15.78	19.17	22.56	25.95	29.34
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **9** (2016-17)	**Actual LEP**					

	Annual Increase =						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase =	**Projected SIP 24.67 (2017-18)**	27.34	30.01	32.68	35.35	38.02
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase =	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **23** (2016-17) Annual Increase =	**Projected Hispanic 25.61 (2017-18)**	28.22	30.83	33.44	36.05	38.66
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **23** (2016-17) Annual Increase =	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **11** (2016-17)	**Projected AA 14.28 (2017-18)**	17.56	20.84	24.12	27.40	30.68

	Annual Increase =						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **11** (2016-17) Annual Increase =	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **5** (2016-17) Annual Increase =	**Projected SWD 8.61 (2017-18)**	12.22	15.83	19.44	23.05	26.66
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **5** (2016-17) Annual Increase =	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **14** (2016-17) Annual Increase =	**Projected LEP**	17.11	20.22	23.33	26.44	29.55
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **14** (2016-17)	**Actual LEP**					

	Annual Increase =						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **21** (2016-17) Annual Increase =	**Projected SIP 23.72 (2017-18)**	26.44	29.16	31.88	34.6	37.32
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	**Actual SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Projected Hispanic**					
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	**Projected AA**					
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	**Projected SWD**					
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	**Projected LEP**					
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	**Projected SIP**					
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	**Projected Hispanic**					
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	**Projected AA**					
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	**Projected SWD**					
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	**Projected LEP**					
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	**Projected SIP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual SIP**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. System 44, Read 180, Language! Live programs to support struggling readers	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program
2. Inclusion model for ELL students in ELA.	2018-2023	ESOL Teacher ELA Co-Teachers	n/a to school	n/a	Weekly Planners, observations
3. Student academic support offered by Instructional Technology Interventionist.	2018-2023	Instructional Technology Interventionist	n/a to school	n/a	Meeting notes

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

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

PERFORMANCE GOAL: 6 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	Dir. of Prof. Employment	$0	NA	Plans in place for schools
2. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	$0	NA	Ongoing identification of candidates
3. Offer a ProTeam class to 8th Grade students during a Related Arts time to increase interest in the teaching profession.	2018-19	Admin School Counselors Instructional Coach	TBD	TBD	Course offered at our school

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

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

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	**93.7 (2106-17)**	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	93.7 (2106-17)	**School Actual Students**					
SC SDE School Report Card Survey	**87.2 (2016-17)**	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	87.2 (2016-17)	**School Actual Teachers**					

SC SDE School Report Card Survey	87.5 (2016-17)	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	87.5 (2016-17)	School Actual Parents					
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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts Program	2018-2023	All faculty and staff	$0	SC DOE Grant	All teachers and staff have attended training Decrease in discipline referrals
2. Take a proactive approach by periodically pushing out information about the safety measures at our school	2018-2023	Social Media Admin/Website Admin	$0	NA	Social Media sites, website
3. Communicate clearly and effectively with all stakeholders that school-wide emergency response plan is in place and include explanations of the training and drills that take place.	2018-2023	Admin Team	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

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

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

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

		District Actual					

Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts Program	2018-2023	All faculty and staff	$0	SC DOE Grant	All teachers and staff have attended training Decrease in discipline referrals
2. Meetings with school counseling staff for students as part of the school discipline plan.	2018-2023	Admin School Counselors	$0	n/a	Meeting log
3. Seek support from community organizations to implement programs that meet the needs of the whole child.	2018-2023	Admin School Counselors Teachers	$0	n/a	Documentation of community support

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

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	53 (2017-18)	**School Projected**	54	58	62	66	70
		School Actual					
AdvancED Culture & Climate Surveys	51	**District Projected**	54	58	62	66	70
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Through Capturing Kids Hearts, establish protocols among all adults to communicate positively with students.	2018-2023	School team	$0	NA	Documentation of faculty and staff taking part in CKH Training.
2. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	$0	NA	Support staff included in decision making and support of students. Documentation of support staff taking part in CKH Training.
3. Mentoring program for students	2018-2023	School counselors	TBD	Local	Students assigned to an adult at the school.

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

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

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	**95.02 (2016-17)**	**School Projected**	95	95	95	95	95
		School Actual 94.2 (2017-18)					
ESSA Federal Accountability and SDE School Report Card	**(2016-17) 95**	**District Projected**	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Attendance Clerk	$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team OnTrack Coordinator	$0	NA	Students are identified and appropriate supports are assigned

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 8 Lonely – 16 Angry – 17 (2017-18)	**School Projected**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		School Actual	**Afraid ≤ 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**	**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 #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Through Capturing Kids Hearts, establish protocols among all adults to communicate positively with students.	2018-2023	School team	$0	NA	Documentation of faculty and staff taking part in CKH Training.
2. Ensure character education program addresses bullying behaviors	2018-2023	School Counselors Principal	TBD	TBD	Appropriate programs utilized by school
3. Provide an annual community resource fair for staff and parents	2018-2023	School Counselors Principal	TBD	Local	Fair takes place