



## *School Portfolio*

*Woodmont Middle School  
Gregg Scott, Principal*



*Greenville County School District*

*Dr. W. Burke Royster, Superintendent*

*2018-2019 through 2022-2023*

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodmont Middle School

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

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


### Required Signature Page

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

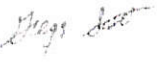
### Assurances for the School Renewal Plans

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

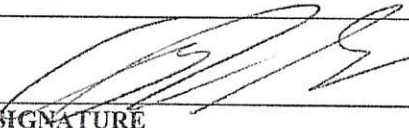
#### SUPERINTENDENT

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


#### PRINCIPAL

Gregg Scott		8/1/2018
PRINTED NAME	SIGNATURE	DATE


#### CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

	Frank Hernandez	8/17/18
PRINTED NAME	SIGNATURE	DATE

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

Judy J Davis		8-17-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 325 N. Flat Rock Road Piedmont, SC 29673

SCHOOL TELEPHONE: (864)355-8500

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

## Stakeholder Involvement for School Renewal

Position	Name
1.	Principal Gregg Scott
2.	Teacher Carlotta Dei
3.	Parent/Guardian Frank Martinez
4.	Community Member Ron Young
5.	Paraprofessional Janet Shumpert
6.	School Improvement Council Member Judy Davis
7.	Read to Succeed Reading Coach NA
8.	School Read To Succeed Literacy Leadership Team Lead Judy Davis
9.	School Read To Succeed Literacy Leadership Team Member Gregg Scott. Judy Davis, Tonya Woods, Paula Shaw, Adrienne Sellars, Janice Hughey, Chris Lawrence, Sheralyn Smith, Tim Sexton and Gail Rodrigues

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

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

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## INTRODUCTION

Woodmont 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. Each year the Woodmont staff and community review our Action Plan and progress we are making toward our goals.

Woodmont Middle School wants to improve student achievement, to gain and develop resources, and to build and maintain positive relationships with our community. Our stakeholders support our school and its programs by working with us to promote our school's mission and beliefs.

### Committees

**Student Achievement Needs Assessment Committee:** Reviewed achievement data such as SC READY, SC PASS, EOCE, MAP, benchmark, classroom assessments etc.

#### ELA

Adrienne Sellars  
Farah Loveless  
Melissa Price  
Carlotta Dei  
Gail Rodrigues  
Amy Schrader  
Ryan Dafforn  
Corinne Twigg

#### Math

Janice Hughey  
Angie Schwieger  
Milton Parks  
Loretta Garrett  
Kathryn Hedberg  
Jarrod Hermann  
Wil Ravenhorst

#### Science

Kim Ashworth  
Emily Tyler  
Albert Moore  
Susan Perham  
Sheralyn Smith  
Andrea Atkins  
Jinga Desai

#### Social Studies

Sarah Trimpe  
Chris Lawrence  
Paul Black  
Lisa Bondy  
Jennifer Olson  
Penny Boswell  
Cheryl Mosher

The School Leadership Team as well as the School Improvement Council reviewed data and the portfolio to determine areas that needed further work as well as areas of significant improvement. Other committees reviewed information and gathered data as needed. The Portfolio committees included:

**School Profile ---- School Personnel:** Reviewed certification and years of experience data.

Gregg Scott  
Judy Davis

**School Profile ---- Student Population:** Provided student demographic (45 Day) information.

Racquel McCrary  
Gregg Scott  
Gale Sopko  
Jennifer Fennell  
Christi Dumit  
Amber Puckette

**School Profile---- Academic and Behavior Features / Programs / Initiatives:** Reviewed discipline data, surveys, data regarding Rookie Camp, teaming, and STEAM initiatives.

Administration

**Action Plan ---- School Administration:** Developed Goals and Action Plans.

Administration  
Judy Davis



## **Executive Summary**

The needs assessment for student achievement revealed that the percent of students scoring meets or exceeds on SC Ready Reading declined from 2016 to 2017 at all grade levels. The percent scoring meets and exceeds on SC Ready Math declined from 2016 to 2017 at all grade levels. The PASS data showed the percent of students scoring Met or Exemplary in Science and Social Studies declined at all grade levels from 2016 to 2017.

In 2017 of the students who took the Algebra I end of course test 88.4% passed and 96.3% of the students who took the English I EOC passed.

The teacher and administrator quality assessment revealed that the percent of teachers with advanced degrees decreased from 52.5% in 2016 to 48.8% in 2017. The percent of teachers returning from the previous year increased from 86.5 % in 2016 to 87.9 % in 2017. Teacher attendance rate decreased from 94.7% in 2016 to 93.5% in 2017.

The needs assessment for school climate revealed that student attendance decreased from 94.8% in 2016 to 94% in 2017.

The professional development days for teachers increased from .9 in 2016 to 5.4 in 2017.

The Report Card Survey revealed that 50% of the teachers, 74.2% of the students and 71.5% of the parents were satisfied with the learning environment.

The Survey revealed that 70% of the teachers, 70.2% of the students, and 80.5% of the parents are satisfied with the social and physical environment.

The survey showed that 33.3% of the teachers, 84.2% of the students, and 59% of the parents are satisfied with school-home relations.

Survey results revealed that 81 % of the students, 83% of the parents and 93.4% the teachers feel safe at school.

We have three performance goal areas detailed in our Action Plan:

### **Student Achievement**

### **Teacher/ Administrator Quality**

### **School Climate**

The significant challenges for Woodmont Middle for the past three years include closing the IB Middle Years Program and moving toward changing the identity of the school to a STEAM school, decrease in enrollment, the lack of remediation teachers/programs for reading and math, lack of significant parental involvement, and lack of sufficient technology.

The significant accomplishments over the past three years include expanding the related arts department to include strings, art, drama chorus, band, and dance. Sixth grade teachers and administrators developed and implemented a Rookie Camp for incoming sixth graders. The mentoring Program with Michelin has expanded and the company does mini grants for teachers. Students received awards at the YMCA Model UN Conference. Several students received PTSA Refection

Awards and art awards. The school received an ABC Arts Grant that provided Artists in Residence, teacher training, art supplies and field experiences that included visits to the Art Museum, Peace Center, Milltown Players Theater, Furman, and the high school for productions. In 2017 the school was recognized as the South Carolina ASCD Whole Child Award Winner!

## School Profile

### School Community

Woodmont Middle School is a sixth through eighth grade public school located in a rural setting in southern Greenville County. The school opened in 1982 and later was totally renovated and reopened in January 2008 with the capacity to accommodate 1000 students.

With the new renovation and expansions, Woodmont Middle School has an area for each grade level. Each grade level area is color-coded and has storage spaces for books and teaching supplies, science labs, planning areas, restrooms, and an administrative office.

All classrooms are equipped with telephones, Promethean Boards and new laptop computers with docking stations for each teacher. There are three newly furnished computer labs and six rolling wireless laptop computer carts for classroom use. The school went through technology refresh in October 2018.

Since the opening of the Southern Connector in 2001, more industrial and commercial development has occurred. Within the last few years, several strip malls and fast food restaurants have opened.

In addition, numerous housing developments have opened and other housing communities are in the process of being developed.

Though many of the parents work during the school day, we have a dedicated core of parents who are able to volunteer their time. Parents operate a school store, provide refreshments for the faculty and furnish meals for athletic teams.

Woodmont Middle works closely with members of the faith community, and nearly 150 students attend the Christian Release Program each week.

Michelin, one of our business partners, provides mentors at lunchtime for our students and teacher grants. Another business 3M provides office supplies.

### School Personnel

The staff is comprised of a principal, an assistant principal, an administrative assistant, an instructional coach, two and one half guidance counselors, a Media Specialist, an ESOL teacher, 5.5 special education teachers, 10 related arts teachers, and 28 regular education teachers. There are 4.5 clerical staff members, an in school suspension teacher and a classroom aide. Agency partners housed on campus include a resource officer and a mental health counselor.

For 2016-2017 teacher attendance was **94.8 %**; teachers with advanced degrees were **52.5%**; and teachers returning from the previous year were **86.5 %**.

Of the professional staff, thirty-three (33) are female and ten (12) are male. Eight (10) are African-American; one (1) is Hispanic and forty (38) are White. The experience levels of the professional staff are detailed below:

### **Years of Experience of Professional Staff 2017-2018**

<b>0-5 years</b>	<b>6-10 years</b>	<b>11-15 years</b>	<b>16-20 years</b>	<b>21-25 years</b>	<b>26-30 years</b>	<b>30+ years</b>
<b>21</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>7</b>

Our principal, Mr. Gregg Scott has 20 years of educational experience as a teacher and administrator. He became principal at the beginning of the 2007-2008 school year. Ms. Jennifer Couch, our assistant principal, is in her first year at Woodmont Middle School and has been in education for twenty years. Ms. Tonya Woods, administrative assistant, is in her fourth year at Woodmont Middle and has been in education for twenty years.

### **Student Population Data**

As of March 23, 2018 Woodmont Middle School had an enrollment of 661 students. This marks an increase of 12 students from the 2016-2017 school year when the enrollment was 649.

The current population consists of 49.9 % White, 35.9 % African American/ Black, 7% Hispanic/Latino, 6.5% two or more races, and .1 % American Indian/Alaskan Native.

The student attendance percentage for 2016-2017 was 94 %. This is a decrease of .8 % from the previous year. Efforts to improve attendance and increase awareness include the use of daily announcements, posted charts, various incentives, intervention conferences and parent communication using the School Messenger.

As of March 23, 2018, one hundred and one students were identified as having special learning needs. They are served through self-contained classes, inclusion classes, and tutorial classes.

Ninety-three (93) students are identified as Gifted and Talented. They are served in GT or Honors ELA classes.

Currently 62.9% of the students receive free or reduced priced meals. This is the same as 2016-17.

No students were retained during the 2016-17 or the 2017-18 school year.

There are currently 322 female students and 339 male students. English is the language spoken in the home for 94% of the students and Spanish is the language spoken in 6% of the homes.

### **Major Academic and Behavioral Features**

The organizational structure for Woodmont Middle School centers on teacher and student learning teams. A team of teachers typically consists of about 4 teachers who teach a group of about 100- 120 students that they commonly instruct. The teachers on the team teach all the core academic subjects and share common blocks of time for all collaborative and independent planning. This time is also used for in-service training, curriculum mapping, creation and monitoring of pacing guides, horizontal curriculum planning, parent conferences, and individual student conferences. Students receive

four periods of academic instruction and two periods of related arts classes. Vertical teaming with other grades is achieved through academic departmental meetings among teachers.

## **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 school and how we think it should operate.

We believe curriculum at Woodmont Middle should be:

- 1 Based on State standards
- 2 Meaningful, engaging and challenging
- 3 Relevant to real life
- 4 Infused with a wide variety of related arts
- 5 Complemented by updated materials and textbooks
- 6 Developmentally and socially responsible to the whole child
- 7 Inclusive of technology and research skills
- 8 In-depth and concise
- 9 Replete with thinking skills
- 10 Inclusive of Community and Service opportunities

Instruction at Woodmont Middle should be:

- 1 Connected to previous knowledge and learning
- 2 Articulated with an interdisciplinary focus
- 3 Woven together using best practices such as cooperative learning, Learning Focused, team teaching, and technology
- 4 Provided by highly qualified teachers
- 5 Complemented by logical scheduling
- 6 Delivered in classes with a low student-teacher ratio
- 7 Aligned with state and district expectations
- 8 Varied in approaches to teaching and interesting to create curiosity

- 9 Consistent with IEP or student learning goals
- 10 Delivered so that every student gets what he/she needs
- 11 Infused with critical thinking skills, inquiry based projects, active learning strategies, and direct instruction
- 12 Able to enhance individual learning styles
- 13 Inclusive of high expectations for all students

Assessment at Woodmont Middle should:

- 1 Demonstrate student progress
- 2 Include peer assessments
- 3 Utilize both traditional and alternative, performance-based assessments
- 4 Be aligned with state and district and objectives
- 5 Be aligned with state and district assessment criteria
- 6 Be fair, authentic, and reflective
- 7 Reveal acquisition and application of knowledge
- 8 Be aligned with state tests
- 9 Use a variety of formats, structures, and outcomes
- 10 Utilize focused learning
- 11 Include pre and post assessments
- 12 Display student strengths

The school environment at Woodmont Middle should:

- 1 Be supportive of a rigorous curriculum
- 2 Provide opportunities for success
- 3 Include extra-curricular activities for students
- 4 Encourage a diverse faculty
- 5 Provide an inviting, nurturing, comfortable, safe, and clean school

- 6 Be accepting of differences
- 7 Provide consistence links to real life expectations
- 8 Be orderly and organized
- 9 Celebrate diversity

## **Purpose**

The purpose of Woodmont Middle School is to prepare our students both academically and socially, to create an atmosphere of inquiry, and to foster a love of learning.

## **Mission**

The mission serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and will move Woodmont Middle School forward. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible.

Our mission statement is:

***Woodmont Middle School will prepare students academically and socially to become responsible, productive citizens of a global society.***

## **Shared Vision**

Our vision is a specific description of what Woodmont Middle School will be like when the mission is achieved.

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Woodmont Middle School students:

Curriculum must be up-to-date, aligned with state curriculum standards and IB aims and objectives, and designed to help students meet achievement goals. Therefore, curriculum will be:

- Meaningful, engaging and challenging
- Coordinated with state standards
- Combined with appropriate materials, textbooks and technology
- Suffused with technology and research skills
- Reflective of cross curricular connections



Instruction will be tailored to student needs in such a way as to ensure active participation by all. Instruction will include;

- A connection to previous knowledge and learning
- Best practices such as cooperative learning, focused learning, team teaching, Critical thinking skills, active learning strategies, and direct instruction
- A knowledge and appreciation of individual learning styles
- High expectations for all students

Assessment will be varied, and aligned with material taught. Assessments will be:

- Both traditional and alternative
- Performance-based
- Designed to demonstrate student progress
- Fair, authentic and reflective
- Aligned with state tests assessment and standards criteria

The learning environment will provide a safe and nurturing atmosphere where differences are celebrated. The environment will include:

- Support for a rigorous curriculum
- Opportunities for success
- A stimulating, positive, congenial and cooperative atmosphere
- An inviting, nurturing, comfortable, safe and clean school
- Low student-teacher ratio

## **Vision Narrative**

When Woodmont Middle's vision is realized, students will be actively involved in learning. The learning environment for students will be positive, safe, inviting and focused. Students will leave Woodmont Middle with the necessary academic and social skills to successfully meet their personal goals while moving forward to the next level in their educational experience.

Woodmont Middle teachers and administrators will work together to provide a safe and nurturing environment in which all students may experience success. Teachers will use professional development obtained from conferences, university classes and /or work with consultants to learn effective ways of teaching and becoming a resource for each other. Parent and community partnerships will be an invaluable asset for improving student achievement. Testing will encompass a broad spectrum of real-life, authentic, and performance based assessments. Pride in our accomplishments, paired with public recognition of a job well done at award programs, will enable us to celebrate our success.

## Data Analysis and Needs Assessment

### Student Achievement

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=M&d=2301&s=052>

#### SC Ready ELA–Grade 6

	2016	2017
Exceeds Expectations	5.3	5.4
Meets Expectations	22.3	16.7
Approaches	51.5	40.5
Does Not Meet	20.9	37.4

#### SC Ready ELA–Grade 7

	2016	2017
Exceeds Expectations	5.2	3.8
Meets Expectations	21.4	14.3
Approaches	43.3	40.0
Does Not Meet	30.0	41.9

#### SC Ready ELA–Grade 8

	2016	2017
Exceeds Expectations	13.7	6.9
Meets Expectations	31.9	20.7
Approaches	34.8	40.0
Does Not Meet	19.6	41.9

#### SC Ready Math–Grade 6

	2016	2017
Exceeds Expectations	9.7	10.8
Meets Expectations	16.5	16.2
Approaches	39.8	42.8
Does Not Meet	34.0	30.0

**SC Ready Math–Grade 7**

	2016	2017
Exceeds Expectations	3.8	6.6
Meets Expectations	17.6	9.5
Approaches	45.7	43.6
Does Not Meet	32.9	40.3

**SC Ready Math–Grade 8**

	2016	2017
Exceeds Expectations	5.8	8.2
Meets Expectations	20.9	10.5
Approaches	45.6	37.0
Does Not Meet	27.7	44.3

**SC PASS Science–Grade 6**

	2015	2016
Exemplary	9.8	12.1
Met	51.7	45.1
Not Met	38.5	42.7

**SC PASS Science–Grade 7**

	2015	2016
Exemplary	17.2	19.0
Met	51.0	42.9
Not Met	31.9	38.1

**SC PASS Science–Grade 8**

	2015	2016
Exemplary	25.1	29.8
Met	35.9	35.6
Not Met	39.0	34.6

**SC PASS Science–2017**

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Exceeds Expectations	11.3	10.6	10.0
Meets Expectations	23.9	22.6	19.6
Approaches	26.6	32.7	33.3
Does Not Meet	38.3	34.1	37.0

**SC PASS Social Studies–Grade 6**

	2015	2016	2017
Exemplary	20.0	13.6	11.7
Met	53.3	53.4	44.6
Not Met	26.8	33	43.7

**SC PASS Social Studies–Grade 7**

	2015	2016	2017
Exemplary	24.5	21	13.5
Met	42.2	34.8	30.8
Not Met	33.3	44.3	55.8

**SC PASS Social Studies–Grade 8**

	2015	2016	2017
Exemplary	32.3	33.7	22.6
Met	34.5	36.6	41.5
Not Met	33.2	29.8	35.9

Achievement data reflects a need for targeted interventions for students who are underperforming. A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

**Teacher/Administrator Quality**

The following table reveals teacher quality as defined by the School Report Card:

Teachers	2013	2014	2015	2016	2017
Teacher with advanced degrees	56.1%	51.3%	44.7%	52.5%	48.8%
Continuing contract teachers	N/A	82.1%	78.9%	82.5%	78.8%
Teachers returning from previous year	86.9%	85.2%	84.9%	86.5%	87.9%
Teacher attendance	94.5%	94.5%	94.7%	94.8%	93.5%
Professional development days/teacher	16.8 days	15.8 days	17 days	.9 days	5.4 days

**Classes Not Taught by Highly Qualified Teachers**

<b>Year</b>	<b>Percent</b>
2013	4.8%
2014	0%
2015	0%
2016	0%
2017	0%

The data reveals that the teacher attendance was up significantly in 2013, 2014, 2015 and 2016 as compared to 2017. Over the last four years there has been an increase in the percent of teachers returning from the previous year. All teachers are certified. All continuing contract teachers have technology proficiency endorsement. The percent of classes not taught by highly qualified teachers remained at 0% for 2014, 2015, 2016 and 2017.

## PROFESSIONAL DEVELOPMENT FOR 2017-2018

## STAFF DEVELOPMENT FOR 2017-2018

DATE	NAME	DESCRIPTION	RESPONSIBLE PERSON
<b>AUGUST</b>	1.) New teacher Orientation 2.) Power School websites, orientation, teaming, goals of the year, inclusion and roles of teachers 3.) Intro Arts Integration 4.) Introduction to Steam Training	1.) To help new teachers become familiar with the school and the curriculum. 2.) To empower teachers to be ready for the year and to help teachers and students understand their expectations. 3.) discuss ways to infuse the arts into other content area 4.) Overview of the STEAM class	Mr. Scott and Administration  Davis, Shaw Scott  Arts Teachers ,Davis  Chris Burris
<b>SEPTEMBER</b>	1.) Test Analysis, standards, SC READY , SC PASS, EOC assessment 2.) STEAM	1.) Teachers will examine assessment results and adjust teaching strategies to improve learning and to match assessment methods. 2.) Teachers will start the STEAM class	Davis          Burris

<b>OCTOBER</b>	1.) Arts Integration 2.) Literacy across subject areas 3.) Aligning Instruction to SC Tests 4.) STEAM	1.) Teachers will learn practices for arts integration	Davis and artists  Department Chairs  Burris  District Consultants, administrators, and teachers  Related Arts Teachers Literacy Leadership Team
<b>NOVEMBER</b>	1.) Benchmark Assessment and Corrective Instruction 2.) Arts integration 3.) Disciplinary Literacy 4.) Assessment Strategies 5.) STEAM 6.) Discovery Education	1.) Departments and grade levels will review test data 2.) Teachers will provide examples of their arts integration 3.) Department Chairs will provide literacy training in content areas 4.) Teachers will develop their STEAM Projects	Department chairs, IC  Teachers  Teachers  Burris
<b>DECEMBER</b>	1.) STEAM Projects	1.) Teachers will present their projects	



<b>JANUARY</b>	1.) Arts Integration Teaching Strategies for including the arts 2.) Preparing for State Assessment 3.) STEAM	1.) Arts and Regular Ed teachers will demonstrate how the arts are being used in the regular subjects. 2.) Content teachers, Department chairs will provide in service on how to best help students for the tests. 3.) Admin will observe best steam practices in classrooms.	Arts Teachers  Department Chairs  Admin
<b>FEBRUARY</b>	1.) Planning for Special Student Night	1.) Decide on the criteria and theme for the night.	Admin  J. Davis Leadership Team
<b>MARCH</b>	1.) Preparing for end of the year assessments	1.) Teachers will review as needed	Teachers, Admin
<b>APRIL</b>	1.) Steam	1.) Review of where the school is in terms of STEAM	Burris

**Staff Development 2017-2018**

**Professional Learning Communities Meetings**

Teachers will meet by subjects and grade levels each week to plan instruction and share strategies. The emphasis will be on the new standards and the new assessment instrument. The schedule is as follows:

Wednesdays - Science and Social Studies

Thursdays – ELA

Fridays – Math

**Department Meetings**

Teachers meet for vertical articulation and to exchange ideas on the second Wednesday of each month.

**District Professional Development Areas of Emphasis for 2017-2018:**

**ELA**

- Text Complexity
- Opinion/Argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessments ( with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments

## **Science**

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructive performance assessments
- Formative assessment ( with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments
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## **Social Studies**

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments ( with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments

## **Mathematics**

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments
- Literacy
- Standards and Assessments

## **World Languages**

- Overview of the World Language standards and curriculum
- Linking the communication modes and culture to assessment
- Proficiency levels and the impact on assessment

## **PE/Health**

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness

- SPARK-CATCH training

### **Visual and Performing Arts**

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21<sup>st</sup> Century

### **ESOL/RTI/GT/SPED**

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

### **School Climate**

The State of South Carolina Annual School Report Card for 2017 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Percent satisfied with the learning environment</b>	<b>50.0%</b>	<b>70.2%</b>	<b>71.5%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>70.0%</b>	<b>70.2%</b>	<b>80.5%</b>
<b>Percent satisfied with school-home relations</b>	<b>33.3%</b>	<b>84/2%</b>	<b>59.%</b>

### **School Climate**

The State of South Carolina Annual School Report Card for 2016 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Percent satisfied with the learning environment</b>	<b>61.4%</b>	<b>74.9%</b>	<b>89.3%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>75%</b>	<b>80.8%</b>	<b>81.4%</b>
<b>Percent satisfied with school-home relations</b>	<b>40.9%</b>	<b>81.1%</b>	<b>55.9%</b>

### **School Climate**

The State of South Carolina Annual School Report Card for 2015 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
<b>Percent satisfied with the learning environment</b>	<b>78%</b>	<b>71%</b>	<b>75%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>93%</b>	<b>69%</b>	<b>79%</b>
<b>Percent satisfied with school-home relations</b>	<b>51%</b>	<b>82%</b>	<b>44%</b>

AdvancedED Climate & Culture Middle & High School Student Survey

Which four of the following words best describe, in general, what you think of your teachers?

Word	%
Interesting	35
Caring	38
Fun	41
Honest	43

Which four of the following words best describe, in general, the interactions you have with adults at your school?

Word	%
Brief	41
Supportive	41
Helpful	57
Respectful	58

Which four of the following words best describe, in general, how you feel while at school?

Word	%
Challenged	31
Confused	33
Bored	64
Tired	64

The School Climate data reveals a need for a systematic advisory/mentoring program to support student needs and to increase emotional outreach. Also, there is a need to improve the school-home relationship.

## Action Plan

**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 28% in 2016-17 to 42% 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 2.3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 28 (2016-17)	<b>School Projected Middle 30.3</b>	<b>32.6</b>	<b>34.9</b>	<b>37.2</b>	<b>39.5</b>	<b>41.8</b>
		<b>School Actual Middle</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>

		<b>District Actual Middle</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

<b>ACTION PLAN FOR STRATEGY #2:</b> Increase rigor and expectations in both instruction to improve student achievement.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Academic Specialists School Principals Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Principals Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Academic Specialists School Principals Instructional Coach	\$0	NA	MasteryConnect Reports

**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 22% in 2016-17 to 38.2% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.7% 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 22 (2016-17)	<b>School Projected Middle 24.7</b>	<b>27.4</b>	<b>30.1</b>	<b>32.8</b>	<b>35.5</b>	<b>38.2</b>
		<b>School Actual Middle</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	<b>District Projected Middle</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>



		<b>District Actual Middle</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

<b>ACTION PLAN FOR STRATEGY #2:</b> Increase rigor and expectations in both instruction to improve student achievement.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Academic Specialists Principal Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists Principal Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Academic Specialists Principal Instructional Coach	\$0	NA	Mastery Connect Reports

**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	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

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

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

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

**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	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 32 (2016-17) Annual Increase = 2.1	<b>Projected Hispanic 34.1</b>	36.2	38.3	40.4	42.5	44.6
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2016-17) Annual Increase = 2.8	<b>Projected AA 22.8</b>	25.6	28.4	31.2	34	36.8
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual AA</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 1 (2016-17) Annual Increase = 3.8	<b>Projected SWD 4.8</b>	8.6	12.4	16.2	20	23.8
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2016-17) Annual Increase = 2.8	<b>Projected LEP 22.8</b>	25.6	28.4	31.2	34	36.8
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Projected SIP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 22 (2016-17) Annual Increase = 2.7	<b>Projected Hispanic 24.7</b>	27.4	30.1	32.8	35.5	38.2



SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 14 (2016-17) Annual Increase = 3.1	<b>Projected AA 17.1</b>	20.2	23.3	26.4	29.5	32.6
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 1 (2016-17) Annual Increase = 3.8	<b>Projected SWD 4.8</b>	8.6	12.4	16.2	20	23.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 16 (2016-17) Annual Increase = 3	<b>Projected LEP 19</b>	22	25	28	31	34
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual LEP</b>					

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

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

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

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SIP</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> Increase the effectiveness of data-based core instruction.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Principal Instructional Coach			Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Provide strategy and content support for teachers	2018-2023	Principal Instructional Coach			Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Principal Instructional Coach			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.

**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					

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core reading instruction to meet identified student needs.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement 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.	2018-23	Principal Instructional Coach	\$0	NA	Observations, anecdotal notes, and lesson plans.
2. Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-23	Principal Instructional Coach	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
3. Support intentional unit and lesson planning reflective of responsive to student needs	2018-23	Principal Instructional Coach	\$0	NA	Collaborative planning, data analysis, unit planning, protected daily planning times
4. Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018-23	Principal Instructional Coach	\$0	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
5. Coach teachers in instructional best practices	2018-23	Principal Instructional Coach	\$0	NA	Documentation of coaching cycles provided by members of school

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

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

**PERFORMANCE GOAL: 1** The 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 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					

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



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	81	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	93.4	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

SC SDE School Report Card Survey	83	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents</b>					
SC SDE School Report Card Survey	91	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students</b>					
SC SDE School Report Card Survey	94	<b>District Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Teachers</b>					
SC SDE School Report Card Survey	88	<b>District Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$

		<b>District Actual Parents</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> Enhance lines of communication between the school and stakeholders regarding existing safety measures.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that are taken at the school.	2018-2023	Principal	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns	2018-2023	Principal Media Specialist	\$0	NA	Tips received from multiple stakeholder groups

**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)	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	Baseline will be established 2017-18	<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>0.7</b>	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>District Actual</b>					

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
	Baseline will be established 2017-18	<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> 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.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Further develop peer mentoring	2018-2023	School Counselor	TBD	General Fund	Peer mentoring in schools

<b>ACTION PLAN FOR STRATEGY #1:</b> 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.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
programs to support students and develop empathy.		Principal			
2. Ensure every student connected with a caring adult.	2018-2023	School Counselor Principal	TBD	TBD	Students connected with adults in school buildings or buses

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 4</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

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<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
AdvancED Culture & Climate Surveys	<b>38</b>	<b>School Projected</b>	<b>45</b>	<b>50</b>	<b>55</b>	<b>60</b>	<b>65</b>
		<b>School Actual</b>					
AdvancED Culture & Climate Surveys	<b>MS and HS 51</b>	<b>District Projected</b>	<b>54</b>	<b>58</b>	<b>62</b>	<b>66</b>	<b>70</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.						<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>		<b>INDICATORS OF IMPLEMENTATION</b>

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Expand mentoring program for students	2018-2023	Principal School counselors	TBD	NA	Students assigned to an adult at the school.
2. Establish protocols among all adults to communicate positively with students (PBIS)	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
3. 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

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



<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 94	School Projected	95	95	95	95	95
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Admin team	\$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	\$0	NA	Students are identified and appropriate supports are assigned

<b>ACTION PLAN FOR STRATEGY #1: Implement and maintain a proactive attendance program.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Promote attendance with students and parents as an important component of school success	2018-2023	Attendance Clerk	\$0	\$0	Teacher/school direct contact with parents.
2. Hold Attendance Awareness Week Activities	2018-2023	Attendance Clerk	\$0	\$0	List of Activities Attendance Data

ACTION PLAN FOR STRATEGY #1: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Attendance Clerk will encourage students with poor attendance practices by checking in with them weekly.	2018-2023	Attendance Clerk	\$0	\$0	Increased student attendance and record of contacts.

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional

<i>1 Academic Goal and 1 Additional Goal</i>	<input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 6</b> The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.	
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.	

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 9% Lonely – 15% Angry – 22% (2017-18)	School Projected	Afraid ≤ 8 Lonely ≤ 14 Angry ≤ 21	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 20	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 19	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 18	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 17
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students' social-emotional needs.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement relationship-building programs/strategies in schools	2018-2023	Principal	\$0	NA	Programs implemented with fidelity
2. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Dir. of Guidance	\$0	NA	Menu developed and distributed

