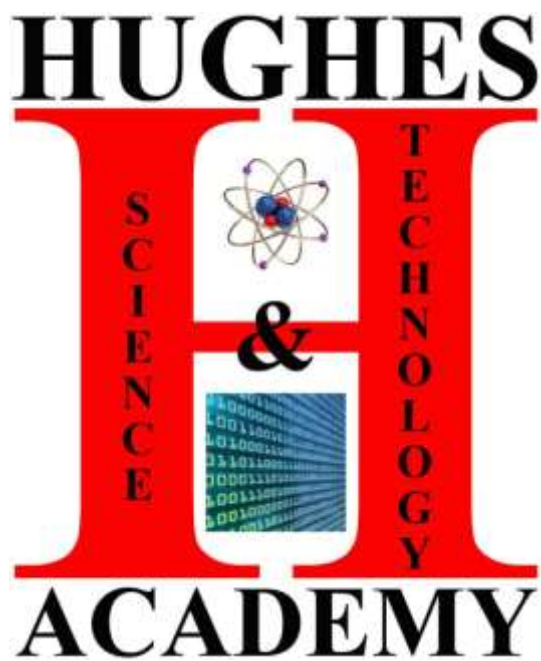


# Hughes Academy of Science and Technology



Action Plan  
2018-19 through 2022-23

Principal: Jordan Finlay  
Greenville County Schools  
Superintendent: Dr. W. Burke Royster

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal:	Mr. Jordan Finlay
2. Teacher:	Rob Sessions
3. Parent/Guardian:	Ben Renfrow
4. Community Member:	Pam McCoy
5. Paraprofessional:	
6. School Improvement Council Member:	Lauren Price
7. Read to Succeed Reading Coach:	Yvonne Allison
8. School Read To Succeed Literacy Leadership Team Lead:	Caroline McCuen-Bohnenberger
9. School Read To Succeed Literacy Leadership Team Member:	Michael Coggins
<b>OTHERS:</b>	
1.) Carrie McCain	School Counselor Dept. Head
2.) Marsha Patry	Magnet Coordinator
3.) Sallisha Dendy-Jones	Instructional Technology Specialist
4.) Stephani Ecklund	Special Education Dept. Head
5.) Kevin Morgan	Assistant Principal
6.) Julie Marlowe	Instructional Coach

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

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**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Technology</b>          The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Innovation</b>          The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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).</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><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.</p>
<input type="radio"/> Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>          The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into</p>

<input type="radio"/> No <input checked="" type="radio"/> N/A	account the student's social and cultural context.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b></p> 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b></p> 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	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

## **Introduction**

Hughes Academy used the strategic planning process to include all stakeholders in developing the portfolio. Teachers gave input for our strategic plan. Other stakeholders helped develop strategies for success and provided input regarding our goals for the next five years. Our new leadership team and devoted staff are determined to improve student achievement, to gain and develop resources, and to build stronger relationships with our community.

## **EXECUTIVE SUMMARY**

Hughes Academy of Science and Technology has been in existence and in the same physical location for 64 years. Our school was named for Charles E. Hughes, a beloved professor and principal in Greenville County. For over half a century, the numerous accomplishments of our school have been made possible through the conscious efforts of our teachers, parents, administrators and community members.

### Student Achievement

After review and analysis of student performance data, our leadership team found that various subgroups of students in our school typically perform below school and district expectations (i.e. LEP, SPED, AA). In effort to close the achievement gap, our school has implemented the following programs and strategies:

- Reading intervention and literacy programs (i.e. Language Live, Read 180/System 44, literacy coaching, ESOL services, and inclusion services).
- Gifted and Talented course offerings
- Implementation of STEAM and PBL units of instruction
- Support class for students who are identified as “approaching” in the area of Math.
- Remediation for students who are behind through 1-on-1 tutoring
- Instruction and assessment based on content mastery

### Teacher Administrator Quality

All teachers at Hughes Academy hold Highly Qualified status. Ten percent of our staff are National Board Certified while two teachers will be going through the National Board process in the fall. Teachers continue to participate in professional development that promotes best practices. All members of our administrative team hold advanced degrees in educational leadership. Over half of our teachers hold advanced degrees, with ten staff members currently pursuing additional degrees and certifications in the areas of school leadership, literacy, curriculum and instruction, and project based learning.

### School Climate

Based on the school report card surveys, parent, student, and teacher feedback, as well as various other surveys given throughout the year, the majority of our stakeholders are satisfied with our school’s climate. In order to continue fostering a positive school climate, we have implemented the following strategies and programs:

- Collaborating with feeder elementary schools and high schools for transition support from elementary school and to high school.
- Expanding student and staff achievement celebration and recognition (i.e. ROCKstar students, Teacher of the Month, PBIS, quarterly reward days, teacher and student attendance awards)
- Daily advisory time to support students.
- Initiating first semester parent meetings and community outreach events (i.e. PTSA Health Fair, Study Skills workshop, GPA lessons, Immersion Night, Magnet Night, Hughes Experience)
- Collaborating with Bon Secours St. Francis and Mentor Upstate to provide adult mentors for at-risk students.
- Extra-curricular clubs to encourage student involvement and sense of community.
- School Counselors work closely with grade level administrators and loop with the students for the three years they are in middle school.

### Significant Challenges

- Teacher retention has been a challenge at Hughes over the past three years, but appears to have improved going into the 2019-20 school year.
- Meeting the unique needs of the diverse population of learners at Hughes Academy.
- Recruiting and retaining “zoned” students, many of whom had previously attended other schools of their choice.

- Hiring teachers and staff members that reflect the diverse student population.
- Due to physical challenges with facilities and infrastructures, our staff has worked hard to maintain a successful learning environment (i.e. broadband and Wi-Fi issues, HVAC issues, limited space due to location - impacting school traffic flow and ease of entry)

Significant Awards, Results, or Accomplishments:

- Palmetto Silver School Recipient
- Superior ratings for strings and band students
- Student artwork selected for Greenville County Drug Awareness Calendar
- Student publications in local media
- National Qualifiers in Junior Beta Club events
- National Junior Beta Club School of Excellence and Leadership School
- Junior Beta Club State President
- Special Olympic Gold, Silver, and Bronze Athletes
- 7 National Board Certified Teachers
- Increase in student enrollment from 848 in 2014 to 1009 in 2018
- Increase in magnet applications from 127 in 2014 to 234 in 2018
- Increasing the number of high school credit course offered from 6 in 2014 to 11 in 2018
- PTSA School of Excellence
- PTSA Middle Finalist in Enrichment Programs
- PTSA Middle Winner in Legislative Advocacy
- PTSA Middle finalist in Student Involvement
- PTSA Middle Winner in Communication
- PTSA Outstanding Administrator of the Year Finalist
- PTSA Outstanding Support Staff of the Year Finalist
- PTSA Outstanding Teacher of the Year - Middle School Winner
- PTSA Outstanding Local Unit of the Year Winner

## **SCHOOL PORTFOLIO**

The community we serve is one of the most culturally diverse in Greenville County. Our school has been through many distinct transitions to meet the changing needs of the community we serve over our years of existence. The diversity of the socio-economic levels can create a challenging environment for meeting the educational and physical needs of all students. Hughes Academy is fortunate to have dedicated staff and parent and community volunteers to help meet these needs. The SIC meets regularly to ensure the community and school remain in sync. PTSA parents donate countless hours to provide for the needs of both students and staff.

It is a well-known fact that children from affluent families tend to find higher success rates in school, and while the gap has lessened, there still exists a large gap in achievement between races. The major goal of Hughes Academy of Science and Technology is to provide a solid and well-rounded education for each and every one of our students. We want to bridge the gap of student achievement between our diverse groups of students. One way we are addressing this is with a vibrant mentoring program. Students who need positive adult role models are paired with community and business volunteers who have positive conversations over lunch. It is also common for our mentors to take a proactive role in helping their mentees with classroom assignments. We are proud of the work our mentors put into making connections with Hughes students and have seen the positive results both academically and personally in our students.

Each of our three grade levels has a dedicated administrator and school counselor. Our school is proud to have separate wings for each grade level. These separate wings provide students with a close-knit feel to help them deal with the changes that middle school life brings. Our counselors loop with the students so that students have the same school counselor for the three years they are at Hughes. These relationships enable the school counselors the time to really get to know the students so that they can help them successfully navigate through middle school. We feel that our resources and time are best spent in close proximity to our students; our first priority.

We have also implemented a school wide behavior management program using the acronym ROCK. This program is intended to help support a productive learning environment. We will promote a positive culture by infusing the acronym ROCK into everything we do, say, and how we think. ROCK stands for Respect, Order, Communication, and Kindness.



**Respect:** Thinking and acting in a positive way about yourself and others.

**Order:** The arrangement or disposition of people or things in relation to each other according to a particular sequence, pattern, or method that makes your day easier.

**Communication:** The way people share their thoughts and feelings which is vital for building and maintaining relationships with friends and family, and for success in school and employment.

**Kindness:** Showing others they are valuable by how you treat them.

Hughes is a magnet school for Science, Technology, and Partial Spanish Immersion. We offer tracks of study in both technology and Spanish Immersion as part of our magnet program. In an effort to close another gap between what the corporate world needs in their workforce and how we educate our children, Hughes Academy of Science and Technology has implemented STEAM (Science, Technology, Engineering, Arts, Math). STEAM is a philosophy that provides students a project based learning experience. Students and teachers work together using the South Carolina state standards to incorporate multiple disciplines in providing solutions to real world issues. The STEAM holistic approach to teaching involves breaking the barriers of traditional individualized subject centered classes and creating cross-curricular, real world lessons with a project-based core. Through creating integrated units, our teachers facilitate learning environments that are fluid, dynamic, and relevant to solving problems of today and tomorrow. We have partnered with businesses who provide representatives to guide our students through real world applications. This allows our students to work in teams to problem solve which in turn develops 21<sup>st</sup> century skills. Our strong technology program accents STEAM well, as students not only learn, but apply the knowledge they acquire through our wide variety of technology course offerings.

Our Spanish Immersion Program is one of a kind and features rigorous academic curriculum aligned with the Foreign Language Standards Balanced Literacy Framework. Participating students develop second language proficiency in an academic context under the direction of bilingualism and biliteracy taught in Spanish Language Arts and Social Studies. The program features rigorous academic curriculum delivered through hands-on activities and opportunities for active involvement. Students develop the ability to think critically about the language and cultures across a broad range of subjects. The course offerings we have for our students are listed below.

<b>6<sup>th</sup> Graders will take:</b>	<b>7<sup>th</sup> Graders will take:</b>	<b>8<sup>th</sup> Graders will take:</b>
Spanish Language Arts	Spanish Language Arts (Spanish I high school credit)	Spanish Language Arts (Spanish II high school credit)
Social Studies in English	Social Studies in Spanish	Social Studies in Spanish
English GT or Literature Studies	English GT or Literature Studies	English I Honors or English Studies
Science	Science	Science
Math	Math	Math
Elective #1	Elective #1	Elective #1
Elective #2	Elective #2	Elective #2

## SCHOOL PROFILE

### Hughes Academy Teaching Staff

- 61 teachers, with 66% holding advanced degrees
- 80% of teachers returned from the previous year.
- Our teachers held a 92% attendance rate, which is a 2% decrease from the previous year.

CATEGORY	Data	
Number of Teachers	61	
Highly Qualified	58	95.1%
Advanced Degree	36	59.0%
Technology Proficient (based on state criteria)	34	55.7%
African American Males	3	4.9%
African American Females	2	3.3%
Caucasian Males	13	21.3%
Caucasian Females	36	59.0%
Hispanic Males	1	1.7%
Hispanic Females	4	6.6%
Asian Female	2	3.3%

### Hughes Academy Student Population 2018-19

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Two or More Race Categories
6	360	0	7	143	0	116	75	18
7	340	1	3	118	0	139	69	10
8	329	3	3	101	0	137	78	5
<u>Total</u>	<u>1,029</u>	<u>4</u>	<u>12</u>	<u>362</u>	<u>0</u>	<u>392</u>	<u>222</u>	<u>33</u>

## **MISSION**

### **Hughes Academy's Mission**

The mission of our school is to provide a safe and positive learning environment, while striving to address the changes, pressures and uncertainties that middle school age student's experience. Our school program is designed to recognize the uniqueness of this growth stage that takes students from childhood to adolescence. Our primary commitment is to promote excellence in academics, fine arts, athletics and other areas of student interest. Our motto is:

### **One Team, One Vision, One Hughes**

#### **Our Beliefs:**

- Every child deserves a high quality education and we will strive to meet the unique developmental needs of our middle school students.
- A quality middle school education is more than academic success. The school experience will provide opportunities to engage the "whole child."
- School curriculum and instructional practices will be based on current research, professional reflection and analysis of student performance.
- Hughes Academy will work together with parents and community stakeholders to provide the best possible experience for students.
- All students can learn and should be actively engaged in the learning process.

#### **Our Shared Vision**

Hughes Academy is a diverse and collaborative community developing growth-minded learners.

## Data Analysis and Needs Assessment

### Student Achievement Needs Assessment:

**Science\***  
**SCPASS**

	Performance Level	SCPASS 2017		SCPASS 2018	
		%	Count	%	Count
<b>All Students</b>					
	Exceeds	18.2%	171	24.9%	163
	Meets	23.9%	224	22.3%	146
	Approaches	24.7%	222	21.1%	138
	Does Not Meet	32.4%	304	31.8%	208
<b>6th Grade</b>					
	Exceeds	12.4%	42	25.5%	84
	Meets	23.5%	81	17.0%	56
	Approaches	19.1%	66	20.1%	66
	Does Not Meet	40.0%	138	37.4%	123
<b>7th Grade</b>					
	Exceeds	26.5%	90		
	Meets	19.5%	66		
	Approaches	25.1%	85		
	Does Not Meet	28.9%	98		
<b>8th Grade</b>					
	Exceeds	15.3%	39	24.2%	79
	Meets	30.2%	77	27.6%	90
	Approaches	27.8%	71	22.1%	72
	Does Not Meet	26.7%	68	26.1%	85

\*For the 2018 the SCPASS, the science test was only administered to 6<sup>th</sup> and 8<sup>th</sup> grade students.

**Social Studies  
SCPASS**

	Performance Level	SCPASS 2017		SCPASS 2018	
		%	Count	%	Count
<b>All Students</b>					
	Exemplary	21.0%	197	26.1%	86
	Met	42.4%	398	30.1%	99
	Not Met	36.6%	344	43.8%	184
<b>6th Grade</b>					
	Exemplary	18.0%	62		
	Met	50.7%	175		
	Not Met	31.3%	108		
<b>7th Grade</b>					
	Exemplary	27.7%	94	26.1%	86
	Met	34.2%	116	30.1%	99
	Not Met	38.1%	129	43.8%	184
<b>8th Grade</b>					
	Exemplary	16.1%	41		
	Met	42.0%	107		
	Not Met	42.0%	107		

\*For the 2018 the SCPASS, the social studies test was only administered to 7<sup>th</sup> grade students

**ELA  
SCREADY**

	Performance Level	SCREADY 2017		SCREADY 2018	
		%	Count	%	Count
<b>All Students</b>					
	Exceeds	13.9%	130	17.1%	169
	Meets	26.5%	248	22.4%	222
	Approaches	59.6%	313	2.9%	296
	Does Not Meet	26.1%	245	30.7%	304
<b>6th Grade</b>					
	Exceeds	17.2%	59	18.5%	62
	Meets	29.4%	101	21.7%	73
	Approaches	29.7%	102	28.9%	97
	Does Not Meet	23.6%	57	30.7%	104
<b>7th Grade</b>					
	Exceeds	27.6%	94	18.1%	59
	Meets	24.1%	82	22.7%	74
	Approaches	35.9%	122	27.9%	91
	Does Not Meet	27.6%	94	31.3%	102
<b>8th Grade</b>					
	Exceeds	11.4%	29	14.6%	48
	Meets	25.5%	65	22.8%	75
	Approaches	34.9%	89	32.8%	108
	Does Not Meet	28.2%	72	29.8%	98

**Math  
SCREADY**

	Performance Level	SCPASS 2017		SCPASS 2018	
		%	Count	%	Count
<b>All Students</b>					
	Exceeds	14.5%	136	18.4%	183
	Meets	21.2%	199	17.1%	170
	Approaches	30.7%	288	28.9%	288
	Does Not Meet	33.3%	312	35.6%	355
<b>6th Grade</b>					
	Exceeds	20.9%	72	19.5%	66
	Meets	21.4 %	73	17.5%	59
	Approaches	29.3%	101	26.6%	90
	Does Not Meet	28.4%	98	36.4%	123
<b>7th Grade</b>					
	Exceeds	10.1%	33	18.5%	61
	Meets	21.1%	71	15.2%	50
	Approaches	30.9%	104	31.3%	103
	Does Not Meet	38.8%	128	35.0%	115
<b>8th Grade</b>					
	Exceeds	12.2%	31	17.0%	56
	Meets	21.6%	55	18.5%	61
	Approaches	32.5%	83	28.9%	95
	Does Not Meet	33.7%	86	35.6%	117

We are at the point where our work is quite focused and teachers and staff support our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, next year we plan to —

- purposefully examine student assessment data regularly, as a whole faculty and in grade-level teams to drive instruction
- utilize related arts teachers more effectively to help enhance the core curriculum and STEAM driven curriculum
- educate students on the use of test data to help them understand their own progress
- become involved in action research in our individual classrooms
- develop a non-threatening process for peer coaching
- share our work, so that every child in the school can benefit from each teacher’s talents through peer observations and teacher led PD
- collect authentic assessment data so we can use it for action research
- develop a better data collection system so that we can use data for decision making in order to improve student achievement
- track the success of our students after they leave Hughes through communication with 9<sup>th</sup> grade academies

**Link to Hughes Academy School Report Card**

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZaWQ9MjMwMTA2Mg>



## Hughes Academy 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 41% in 2016-17 to 50.66% 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% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	41 % Meets Expectations and Exceeds Expectations  (2016-17)	<b>School Projected Middle</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>50</b>	<b>50</b>
		<b>School Actual Middle 39</b>					
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations  (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 44</b>					

ACTION PLAN FOR STRATEGY #1: Increase ELA content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase ELA content and skills mastery learning at all levels 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>
rigorous level					Data
2. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023  2018-2019	Administration and Teachers	\$0  \$13,900	NA  Local Funds	Mastery Connect/TE21 data  IXL Program data
3. Provide professional development to ensure all teachers are providing rigorous instruction.	2018-2013	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance  Evidence of rigorous instruction

**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 35% in 2016-17 to 46.64% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	35% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	38	40	42	44	46
		School Actual Middle 35					
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43					

ACTION PLAN FOR STRATEGY #1: Increase mathematics content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase mathematics content and skills mastery learning at all levels 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>
2. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK	2018-2023  2018-2019	Administration and Teachers	\$0	NA	Mastery Connect/TE21 data,
3. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance  Evidence of rigorous instruction

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	<b>School Projected Middle</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
		<b>School Actual Middle</b> <b>42</b>					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle</b> <b>53</b>					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 8 only	<b>School Projected Middle</b>	<b>54</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>
		<b>School Actual Middle</b> <b>51</b>					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 8 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>

		<b>District Actual Middle 53</b>					
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\*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

<b>ACTION PLAN FOR STRATEGY #1: : Increase science content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect/TE21 data
3. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance Evidence of rigorous instruction

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

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by   3  % annually.

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>59</b>	<b>62</b>	<b>65</b>	<b>68</b>	<b>71</b>
		<b>School Actual Middle</b> <b>56</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Middle</b>	<b>74</b>	<b>77</b>	<b>80</b>	<b>83</b>	<b>86</b>
		<b>District Actual Middle</b> <b>71</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase social studies content and skills mastery learning at all levels 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	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Use formative assessments to inform remediation and	2018-19	Administration and Teachers	\$0	NA	Mastery Connect/TE21 data

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase social studies content and skills mastery learning at all levels 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>
enrichment for the purpose of increasing DOK					
3. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance Evidence of rigorous instruction

**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 tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC SDE Website	34% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	36	39	42	45	48
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b>  <b>34</b>					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b>  <b>36</b>	36	39	42	45	48



<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic 36</b>					
SC READY ELA SC SDE Website	18% Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	20.89	23.78	26.67	29.56	32.45
SC READY ELA SC SDE Website		<b>School Actual AA 11</b>					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b>	25	28	31	34	37
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	2% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	5	8	12	15	18
SC READY ELA SC SDE Website		<b>School Actual SWD 6</b>					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	14	17	20	23	26
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>					

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC SDE Website	14% Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	33	34	36	38	29
SC READY ELA SC SDE Website		<b>School Actual LEP 31</b>					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>					
SC READY ELA SC SDE Website	18% Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	18	21	24	27	30
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	<b>School Actual SIP 18</b>					
SC READY ELA SC SDE Website	18% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	38	41	44	47	50
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Actual SIP 33</b>					
SC READY Math SC SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	35	37	39	41	43

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SC SC SDE Website		<b>School Actual Hispanic 32</b>					
SC READY Math SC SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	39	42	45	48	51
SC READY Math SC SC SDE Website		<b>District Actual Hispanic 42</b>					
SC READY Math SC SC SDE Website	13 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	16	19	22	25	28
SC READY Math SC SC SDE Website		<b>School Actual AA 9</b>					
SC READY Math SC SC SDE Website	24 % Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	27	30	33	36	39
SC READY Math SC SC SDE Website		<b>District Actual AA 28</b>					
SC READY Math SC SC SDE Website	2% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	5	9	13	17	20
SC READY Math SC SC SDE Website		<b>School Actual SWD 6</b>					

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SC SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30
SC READY Math SC SC SDE Website		<b>District Actual SWD 16</b>					
SC READY Math SC SC SDE Website	17% Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	30	32	34	36	38
SC READY Math SC SC SDE Website		<b>School Actual LEP 28</b>					
SC READY Math SC SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SC READY Math SC SC SDE Website		<b>District Actual LEP 42</b>					
SC READY Math SC SC SDE Website	% Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>					
SC READY Math SC SC SDE Website		<b>School Actual SIP</b>					
SC READY Math SC SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 36</b>	36	39	42	45	48

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SC SC SDE Website		<b>District Actual SIP 38</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core 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. Provide strategy and content support for teachers	2018-2023	Administrators, Instructional Coach and Literacy Specialist	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
2. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	School team	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations  Professional Development offerings on diverse learner strategies
1. Utilize GCSource data to identify student needs and to determine strategies to increase student performance among student groups	2018-2023	School team	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

**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		School Projected					
PowerSchool		School Actual YES					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100				

ACTION PLAN FOR STRATEGY #1: Maintain targeted literacy intervention classes.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Schedule literacy intervention classes in master schedule	2018-2023	School team	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
2. Support intentional unit and lesson planning reflective of responsive to student needs	2018-2023	School team	\$0	NA	Collaborative planning, data analysis, unit planning, protected daily planning times

ACTION PLAN FOR STRATEGY #1: Maintain targeted literacy intervention classes.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery	2018-2023	School team	\$0	NA	Lesson planning, formative assessments (i.e. within Mastery Connect) teams and reflective practices.

**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  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	Baseline will be established at the end of the 2018-2019 school year.	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-2019 school year.	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify quality candidates who are diverse	2018-2023	Leadership Team	\$0	NA	Ongoing identification of candidates

**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):	2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	85	School Actual Students 84					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	85	School Actual Teachers 100					



<b>DATA SOURCE(s):</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE School Report Card Survey		<b>School Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
	85%	<b>School Actual Parents 84</b>					
SC SDE School Report Card Survey		<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
	92	<b>District Actual Students 86</b>					
SC SDE School Report Card Survey		<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
	98	<b>District Actual Teachers 97</b>					
SC SDE School Report Card Survey		<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
	91	<b>District Actual Parents 88</b>					

<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 emergency response plans are in place.	2018-2023	Leadership Team	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures taken	2018-2023	Leadership Team	\$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 or issues	2018-2023	School team	\$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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 0.84	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 2.80					
GCS Expulsion Report	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 0.0	School Projected	≤.07	≤.07	≤.07	≤.07	≤.07

		<b>School Actual 0.0</b>					
GCS Expulsion Report	(2016-17) .04	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual .04</b>					

<b>ACTION PLAN FOR STRATEGY #1: Empower all adults to establish a positive rapport with students.</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. Mentoring program for students	2018-2023	Mentor Coordinator School counselors	TBD	TBD	Students assigned to an adult at the school
2. Establish protocols among all adults to communicate positively with students (Cougar Cards, etc.)	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff  Documentation of positive communications

**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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	<b>Baseline established in 2017-18</b>	<b>School Projected</b>	53	57	61	65	69
		<b>School Actual 50%</b>					
AdvancED Culture & Climate Surveys	<b>Baseline established in 2017-18</b>	<b>District Projected</b>	54	58	62	66	70
		<b>District Actual</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Seek opportunities to develop empathy among students	2018-2023	School Team	TBD	TBD	School initiatives to end social isolation and build empathy
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in	2019-2023	School Team	\$0	NA	Evidence of strategies being used in classrooms during observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
students					

**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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> Day Attendance Report	(2016-17) 95	School Projected	95	95	95	95	95
		School Actual 95.3%					
180 <sup>th</sup> Day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

<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>
Consistently monitor attendance trends	2018-2023	Attendance Clerk Administrative team	\$0	NA	Attendance reports Review of attendance policies
Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Administrative team Teachers Attendance Clerk	\$0	NA	Documented contacts
Promote attendance with students and parents as an important component of school success	2018-2023	School team	\$0	NA	Teacher/school direct contact with parents

**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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	<b>School Projected</b>	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%
		<b>School Actual</b> Afraid – 7% Lonely – 12% Angry – 12%	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	<b>District Projected Secondary</b>	<b>Afraid ≤ 7</b> <b>Lonely ≤ 13</b> <b>Angry ≤ 14</b>	<b>Afraid ≤ 7</b> <b>Lonely ≤ 13</b> <b>Angry ≤ 14</b>	<b>Afraid ≤ 6</b> <b>Lonely ≤ 12</b> <b>Angry ≤ 13</b>	<b>Afraid ≤ 6</b> <b>Lonely ≤ 12</b> <b>Angry ≤ 13</b>	<b>Afraid ≤ 5</b> <b>Lonely ≤ 11</b> <b>Angry ≤ 12</b>
		<b>District Actual Secondary</b>	<b>Afraid ≤ 7</b> <b>Lonely ≤ 16</b> <b>Angry ≤ 14</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Seek opportunities to develop empathy among students	2018-2023	School Team	TBD	TBD	School initiatives to end social isolation and build empathy
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students	2019-2023	School Team	\$0	NA	Evidence of strategies being used in classrooms during observations