

BEREA MIDDLE SCHOOL

Greenville County Schools



Building Relationships, Shaping Leaders

School Portfolio **2020 - 2021**

Scope of Action Plan 2018-2023

Mr. Corey Collington - Principal
Dr. Burke Royster - Superintendent

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (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		3-8-2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Corey O. Collington		3-8-2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		3-8-2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Stacy Ashmore		3-8-2021
PRINTED NAME <i>Stacey Ashmore</i>	SIGNATURE <i>Stacey Ashmore</i>	DATE <i>3-10-21</i>

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Melissa Dacus		3-8-2021
PRINTED NAME <i>Melissa Dacus</i>	SIGNATURE <i>Melissa Dacus</i>	DATE

Stakeholder Involvement for School Renewal

	<u>Position</u>	<u>Name</u>
1.	Principal	Corey Collington
2.	Teacher	Adam Devlin
3.	Parent/Guardian	Christi Laws
4.	Community Member	Stacy Ashmore
5.	Paraprofessional	Yolanda Allen
6.	School Improvement Council Member	Stacy Ashmore
7.	Read to Succeed Reading Coach	
8.	School Read To Succeed Literacy Leadership Team Lead	
9.	School Read To Succeed Literacy Leadership Team Member	Hannah Sweat

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

<u>Position</u>	<u>Name</u>
Instructional Coach	Dr. Susan Burnett

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

Read To Succeed Literacy Leadership Team:

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

_____ **Academic Assistance, PreK–3**

The district 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).

✓ _____ **Academic Assistance, Grades 4–12**

The district 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).

✓ _____ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

✓ _____ **Staff Development**

The district 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*.

✓ _____ **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

✓ _____ **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

✓ _____ **Collaboration**

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

Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

Developmentally Appropriate Curriculum for PreK–3

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

√ Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

√ Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Introduction

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

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

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

Executive Summary

Student Achievement

As a result of the self-study process we will continue to meet the needs of a diverse learning group. Based on test data there is a strong need for a continued focus on strategies that support the learning of all subgroups. During our PLC's and coaching cycles we are concentrating on reading strategies that improve student access to all content areas. In math we are using the Carnegie Math program which provides systematic procedure which helps students not only to "do the math, but to apply the math to solve real-life problems.

Teacher and Administrator Quality

We have a highly qualified staff that is continuously involved in professional development programs in their content area and technology. Teachers work together in professional learning communities to improve content and delivery of lessons. In order to complete the transition to an inquiry-based instruction our Social Studies teachers are attending special professional development to help them move to a very different way of teaching. All content teachers attend weekly PLC's with a coach to plan assessments and instruction. Currently we have seven teachers who are pursuing alternative certification. We are providing support through grade level planning, observations small group professional development and one-to-one coaching.

School Climate

A majority of students and parents are satisfied with the school environment (including the learning environment, the physical and social environment and home-school relations). However, a majority of teachers express dissatisfaction with the learning environment, the physical and social environment and home-school relations.

Significant Challenges

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

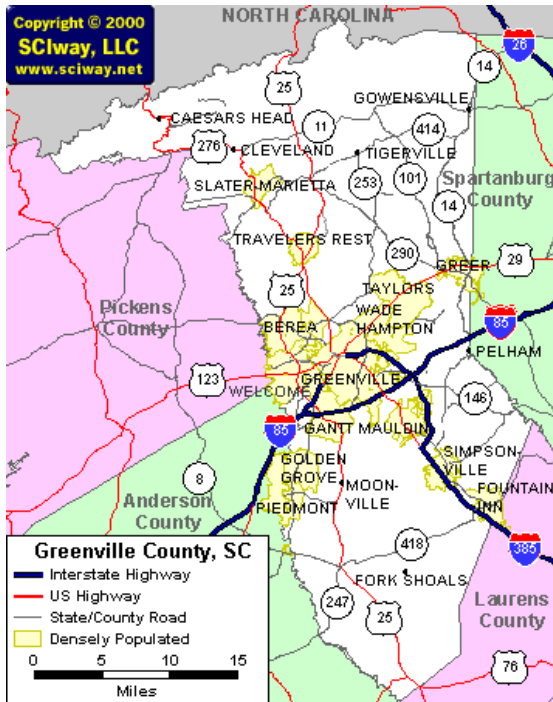
- an increase in the percentage of non-English speaking students enrolling in the school;
- a transient population which results in students coming in with a lack of content that may have not been taught at the previous school or coming in with content that has already been taught in another school and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

Significant Accomplishments

- STEAM Grant for Gateway to Technology Classes
- Careers Grant for Guidance
- United way Chairman's Award
- United Way Campaign Award
- Healthy and Ready to Learn Grant Initiative
- Students in Excellence in Social Studies Award
- Artist in Residence
- Boys Soccer Team District Runner Up
- Palmetto Silver Award
- 2019 All Girls Robotics team won Judges Award for Excellence.
- Students selected for USC PMECS* summer program for 2015-present)
- AKJ Book STEMs Lesson Contest (1 of 4 in the country) (recipient of 100 books)
- Publix Cares Grant in support of Book Club (2017-Present)
- Partners for Minorities in Engineering in Computer Science

School Profile

School Community



Berea Middle School is a suburban middle school located in the northwest quadrant of Greenville County. Our middle school serves students in grades six, seven, and eight. For the 2018–2019 school year, Berea had approximately 785 students enrolled (45th day of school) and has eighty staff members, which includes professional and paraprofessional staff. The school has been fully accredited since it opened. Our school is one of nineteen middle schools in the Greenville County School District that serves Greenville County, South Carolina.

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

To meet the requirements of **No Child Left Behind**, in 2002-2003, our school was chosen as an alternative middle school for students at Parker and Tanglewood Middle Schools. Enrollment increased by 100 students that year. In 2003-2004, additional alternative middle schools were chosen, and some students left our school. In the spring of 2004, the school district closed Parker Middle, a Title I school, and divided its student body among Beck Middle, Berea Middle, Lakeview Middle, and Tanglewood Middle. Attendance lines for each school were redrawn to balance enrollment. To relieve overcrowding, Berea Middle did not allow special permission enrollment. Berea Middle received approximately 150 additional students. In September 2004, enrollment was 986. Parker Middle served as the District's Center for English as a Second or Other Language. When Parker closed, ESOL students returned to their home-base school. Rather than provide targeted assistance to the Title I identified students only, the District determined that Berea should become a school-wide Title I school, beginning in the fall of 2004. This designation allowed the school to provide assistance to all students at Berea. Berea lost its Title I status in 2006. However, due to an increase of low income families, and the rise of students qualifying for free and reduced meals, the status of Title I was reassigned to Berea Middle during the 2009 – 2010 school year.

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

School Leaders

Corey Collington - Principal

Corey Collington was born and raised in Greenville, South Carolina. He graduated from Wade Hampton High School in 1997 and after graduation attended Greenville Technical College and University of South Carolina-Upstate where he earned a Bachelors of Arts in Secondary Education with an emphasis in English. Following his college graduation, he began teaching English at his alma mater at Wade Hampton High. For four years, he taught Sophomores and Juniors. He also formed a mentoring program My Brother's Keeper which addressed the needs of young males who needed some extra attention to be successful. After graduating with a Masters of Arts in School Leadership from Furman University in 2008, he became an assistant principal in Greenwood School District 50. After three years as an assistant principal at Northside Middle School and two years as an assistant principal at Greenwood High School, he became the principal of Brewer Middle School. He spent three years there where he implemented programs such as Responsive Classroom and arts integration. After serving 8 years in Greenwood, Mr. Collington felt the need to come back home where he spent a year as an assistant principal at Carolina High School. Following his one year at Carolina High School, he was appointed the principal at Berea Middle School.

In his third year as principal at Berea Middle School, he has worked to improve community relationships, effective home/school relationships as well as building relationships with all stakeholders.

Mr. Collington firmly believes in the motto: Building Relationships and Shaping Leaders. Relationships is key to ensuring ALL students' success. His philosophy is that ALL students can learn given the proper environment as well as teaching strategies given to students.

Mr. Collington enjoys reading, traveling and learning new things. His wife Deniela is an English teacher at Westside High School in Anderson School District 5 and they have two daughters Kerrington (12) and Kyleigh (6).

Steven Sokohl

Mr. Sokohl was raised in Atlanta, Georgia where he graduated from Killian Hill Christian School in 2007. Upon graduation, he attended North Greenville University where he played on the soccer team and majored in Elementary Education. His teaching career began at Monarch Elementary in the fall of 2012 where he taught fifth grade for five years. He graduated with his Masters in Supervision and Leadership from Anderson University in the spring of 2017. He began his administrative career at Berea Middle School in the fall of 2017 as the Administrative Assistant where he served in that role for two years. He is currently the Assistant Principal at Berea Middle School.

Mr. Sokohl is the son of Ray and Mary Ellen Sokohl who reside in Chattanooga, Tennessee. His passion for education began at an early age in large part to his mother also being a teacher. He has

one brother that lives in Atlanta, Georgia. In his free time, he enjoys reading, traveling, camping, and being physically active.

Melissa Dacus

Melissa Dacus was born in Traveler’s Rest, South Carolina. She is a 2009 graduate of Radford University located in Radford, Virginia where she played on the softball team and majored in interdisciplinary studies—middle grades ELA and social studies. She has taught middle school in Virginia, Florida and South Carolina. She graduated with her master’s degree in educational leadership from The University of South Carolina in 2018. She began her administrative career at Northwest Middle School in the fall of 2018 as the Administrative Assistant. She is currently the Assistant Principal at Berea Middle School. Ms. Dacus currently resides in Easley, South Carolina with her husband Tyler and their dog Beau. In her free time she enjoys reading, working outside, and walking her dog.

Brittany McCants

Brittany McCants was born and raised in Columbia, South Carolina. She attended Columbia High School, and knew at an early age that she wanted to follow in the footsteps of her family members and become an educator. After graduation, she attended the University of South Carolina Upstate, where she received her Bachelor’s degree in Middle Grades Education with concentrations in English and Social Studies. She then moved to Charleston, South Carolina, where she taught for 7 years at Morningside Middle, which was a single gender school. Early in her career, Ms. McCants knew that she wanted to do more than just to simply “teach the standards.” Ms. McCants knew that she wanted to see what drives students. Therefore in 2013, Brittany received her Master’s degree in Divergent Learning from Columbia College, in Columbia, South Carolina. After her first Master’s degree, Ms. McCants wanted to expand her horizons. She moved to Berkeley County to teach sixth grade English at Sangaree Middle School, in Ladson, South Carolina. In the spring of 2019, Ms. McCants graduated with her second Master’s degree from Charleston Southern University, in Charleston, South Carolina, in Educational Leadership. Currently, Ms. McCants is an Administrative Assistant at Berea Middle School in Greenville, South Carolina.

Professional Learning Communities

Berea Middle School teachers participate in weekly grade level PLC’s, grade level team PLC’s, and grade level department PLC’s. They also attend monthly Department meetings where information is shared by the Department Chair. Each of these meetings focus on how to increase student achievement for all students.

Trauma Informed School

Berea Middle School has aspects of being a trauma informed school. With being an On Track School, we have services that assist students who have experienced trauma. BMS has two mental health counselors, two Community In Schools Specialists, three and a half school counselors and a social worker.

Literacy Focus

Professional development and coaching on the literacy framework has been offered and implemented by the literacy facilitator to all ELA and Special Education teachers at the school level. The literacy facilitator has also planned with all ELA grade levels weekly during the weekly grade level planning meetings. Focus on executing the literacy framework and the implementation and analysis of common assessments has been the main focus of the weekly collaborative planning meetings and coaching cycles. Professional development and coaching lead by the literacy facilitator on reading strategies to support disciplinary literacy for all content areas and related arts teachers has also been a focus. Each month the literacy facilitator teaches and coaches content area teachers a new reading strategy to use. The teachers individually and in coaching cycles implement the strategy, and after a month of implementing the strategy, the teachers along with the facilitator reflects on the effectiveness of the strategy. Currently the literacy facilitator is working with a committee of teachers to calibrate academic vocabulary so that teachers will have common language and explanations of academic vocabulary throughout content areas and the school. System 44, Reading 180, and Language Live are all used and the literacy coach along with district coaches support teachers in the effective implementation of the programs.

Personalized Learning

In 2016, GCS began rolling out Chromebooks for every student in grades 3-12. One year prior to the rollout, teachers received professional development through the Personalized Learning Academy's G Suite for Education. The district also received a grant to provide Wi-Fi on every school bus so students can focus on learning while traveling to and from school.

This year, every student in grades 3-12 was issued a Chromebook as a learning tool, and every teacher will be trained in G suite for Education with instruction focused on creation, collaboration, and research.

By introducing the use of technology in every subject area, personalized learning gives students equal access to technology, provides more opportunities for student engagement, and supports the district's Graduation Plus initiative focusing on college and career readiness for all students.

Project Lead the Way

Project Lead the Way (PLTW) Gateway to Technology program is designed to a) provide underrepresented populations (females & minorities) with the opportunity to explore STEMs and Computer Science and b) encourage students to explore a career in STEMs. Students learn to apply the Design Principles in order to identify and solve problems. In addition students learn skills in CAD and 3D printing, video game design, coding, peer programming, etc. Medical Detectives course students learn how to record and understand the importance of Vital signs, how to prevent & treat diseases, how to apply science to solve medical mysteries.

We currently offer:

- Design & Modeling*: Intro to Engineering, Advanced DM
- Medical Detectives: Pathology & Forensic
- Automation & Robotics:
- Robotics for Competition
- Fundamentals of Computer Science

PTA

With the reorganization of the PTA at the end of the 2018-2019 school year, it has become an integral part of the Berea Middle school community. Several student-centered activities were planned for the 2019-2020 school year. With the nature of the 2020-2021 school year and the COVID-19 pandemic, these activities have been significantly reduced.

Additional Academic and Behavioral Features/Programs

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

- implementation of an anti-bullying curriculum taught by the guidance counselors;
- integration of the Discovery Education online textbooks in the science curriculum;
- continued implementation of the personal learning devices initiative to increase the use of technology in the daily delivery of instruction;
- continuation of the Early Warning Response System as part of the OnTrack Greenville initiative;
- weekly OnTrack Greenville meetings with Communities in Schools personnel with discussion focusing on individual students and wrap-around services needed to accelerate success;
- implementation of the Stetson Inclusive practices;
- implementation of a Teen Leadership class to promote self-advocacy and advocacy for others;
- implementation of an in-school health clinic through the Greenville Health System

School Personnel Data

For the 2020 – 2021 Berea Middle had

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

Of the fifty-five teachers

- ❖ 85% are females and 26% are males;
- ❖ 15% are African American; 61% Caucasian, and 4% Hispanic.

Sixty-one percent of the current faculty has a minimum of 3 years of teaching experience.

Our staff includes nine teachers who are currently pursuing alternate certification.

- PACE--4 teachers
- GATE--2 teachers
- Teachers of Tomorrow--1 teacher
- International Certification--2 teacher

Longitudinal data show

Data Topic	Year	2017	2018	2019	2020
Teachers with advanced degrees		60.0%	59.6%	68.5%	59.3%
Continuing contract teachers		74.0%	75.0%	55.6%	54.2%
Teachers returning from the previous year		84.5%	87.8%	78.0%	70.2%
Attendance rates		92.2%	92.0%	90.8%	*

* Data not available

Student Population Data

The current enrollment at Berea Middle is 851 students. The percentage of males is 58.2% and the percentage of females is 41.8%

Student Population by Ethnicity

Ethnicity	American Indian	Asian	Black or African-American	Native Hawaiian or Other Pacific Island	White	Hispanic-Latino	Multi-Racial
Number of Students/ Percentage	11 2.1%	6 1.1%	126 24.0%	0 0.0%	117 22.2%	233 44.3%	33 6.3%

Additional Historical Data

Data Topic	Year	2017	2018	2019	2020
Students enrolled in high school credit courses		26.0%	15.0%	8%	9%
Retention rate		1.0%	0.3%	1%	0.6%
Attendance rate		94.2%	NA	95.54%	N/A
Eligible for gifted and talented		10.5%	11.5%	9%	8.7%
Disabilities other than speech		18.1%	NA	10%	N/A
Out-of-school suspensions		0.7%	NA	4%	N/A
Poverty Index		76.04%	78.97%	84.53%	85.5%

Mission, Vision, and Beliefs

VALUES AND BELIEFS

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

WE BELIEVE:

- Curriculum, instruction, and assessment must be aligned to meet the needs of all students and be aligned with state and national standards.
- Teachers must have high expectations of all students – all staff personnel must have high expectations of academic performance and social behavior (each student must be able to reach his/her full potential).
- Assessment needs to be efficient, regular, manageable, and used as a tool to determine where students are in order to adjust instructional practices.
- Students should feel safe, emotionally and physically, both inside and outside of the classroom. Students and teachers should respect and positively interact with each other.
- Curriculum and instruction must be standards-driven, uniform within each grade level, and articulated across grade levels.
- Grade-level meetings need to be focused on curriculum, instruction, and assessment, and reflective of teachers' needs, in order to build teacher capacity and increase student success.

VISION

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

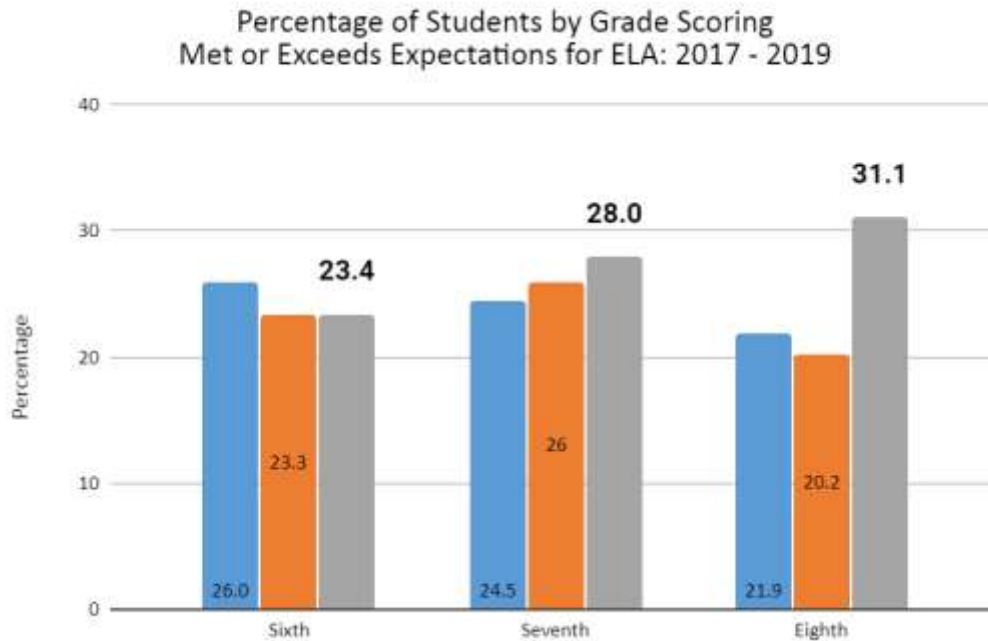
MISSION

The mission of Berea Middle School is to assist students in ***Building Relationships*** and work with students in ***Shaping Leaders***.

Data Analysis and Needs Assessment: Student Achievement

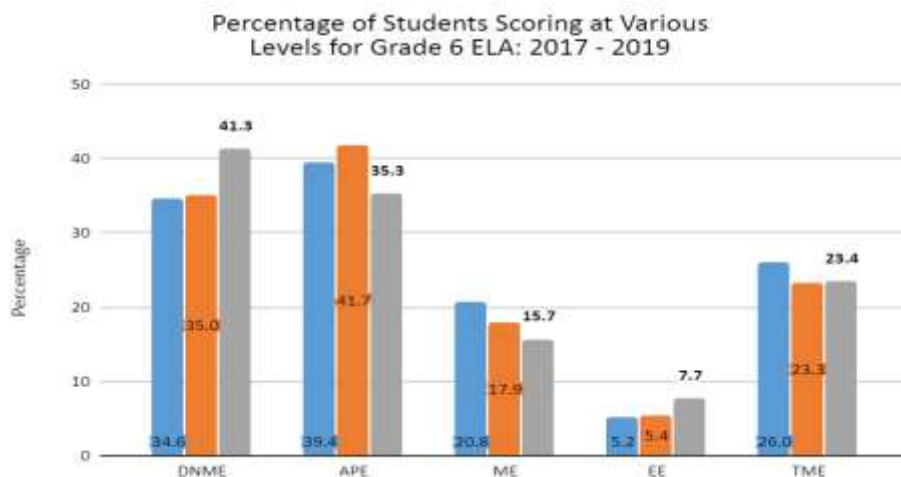
SCREADY: ELA

Meets or Exceeds by Grade Level



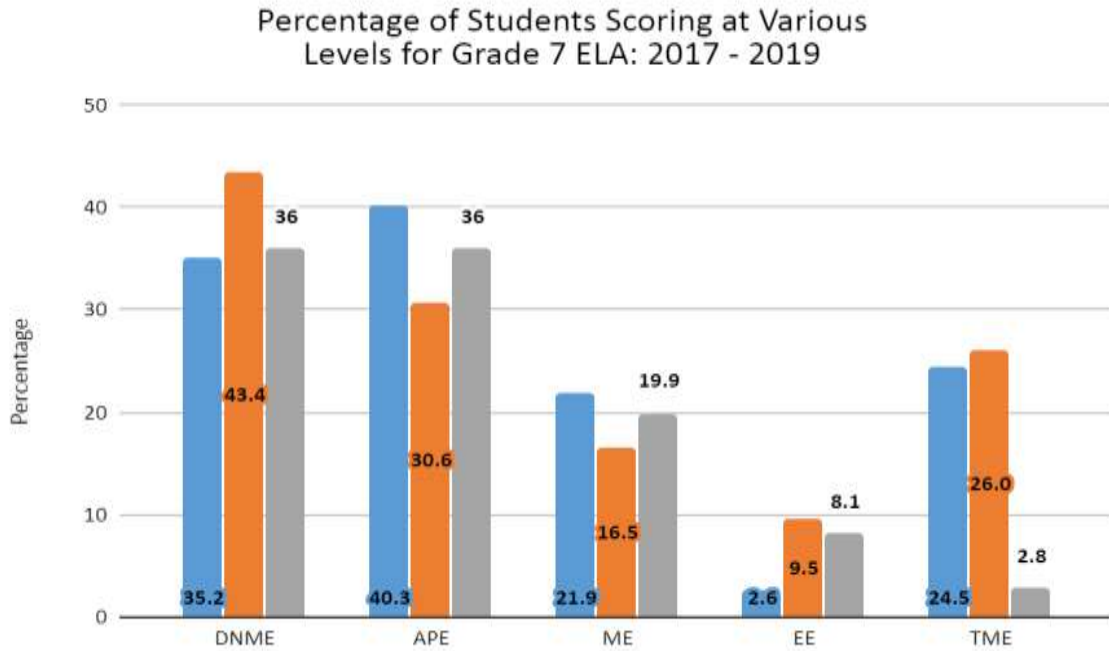
A review of the SCREADY data for the 2017, 2018 and 2019 administrations of the SCREADY test for ELA shows no change in the 6th grade performance, a slight rise in the number of 7th graders who Meet or Exceed Expectations, and a significant increase of 11% in the number of 8th graders who Meet or Exceed Expectations.

Four Levels of Scoring: 6th Grade ELA



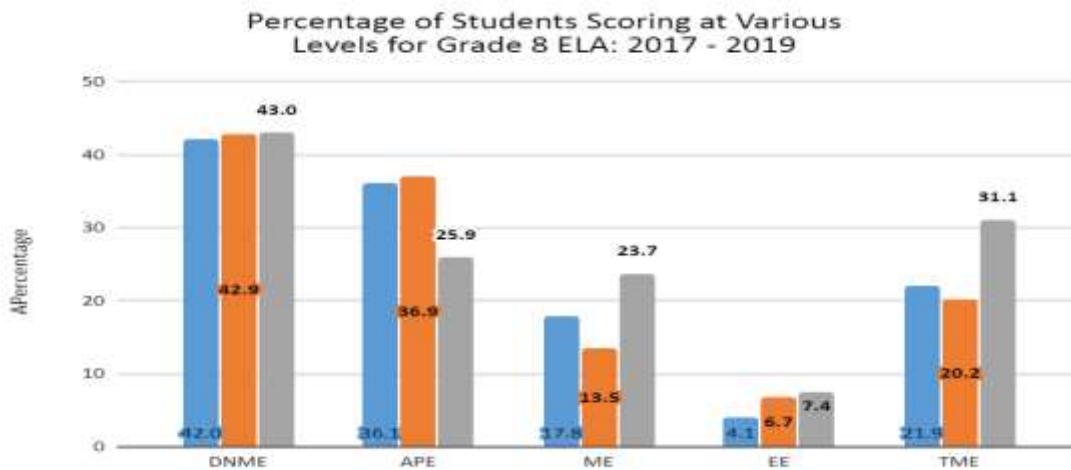
A review of the 2017 – 2019 administrations of the SCREADY test for Grade 6 ELA shows the number of students who Do Not Meet Expectations and who Approach Expectations continues to remain high. In 2019, the number of 6th graders Exceeding Expectations rose slightly.

Four Levels of Scoring: 7th Grade ELA



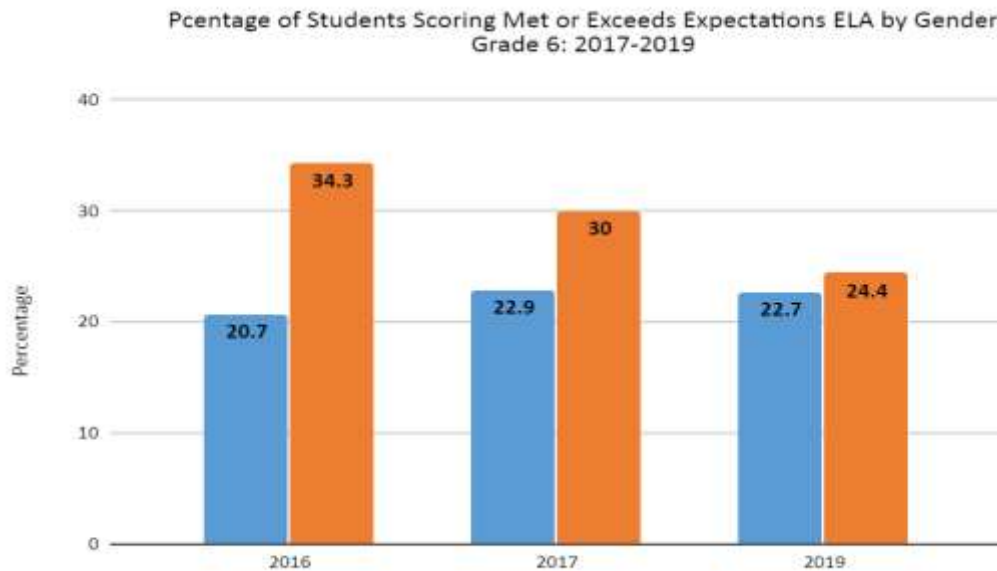
A review of the 2017 – 2019 administrations of the SCREADY test for Grade 7 ELA shows improvement in the number of students who Approach Expectations and Meet Expectations.

Four Levels of Scoring: 8th Grade ELA



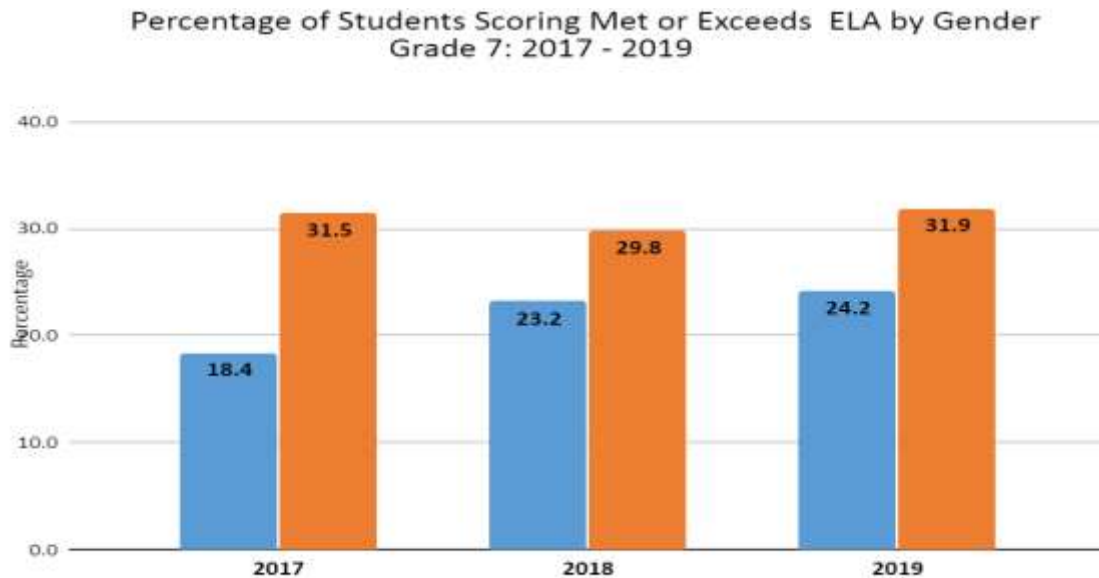
A review of the 2017 – 2019 administrations of the SCREADY test for Grade 8 ELA shows an increase of 10% in the number of students who Meet Expectations.

Meets or Exceeds by Gender: 6th Grade ELA



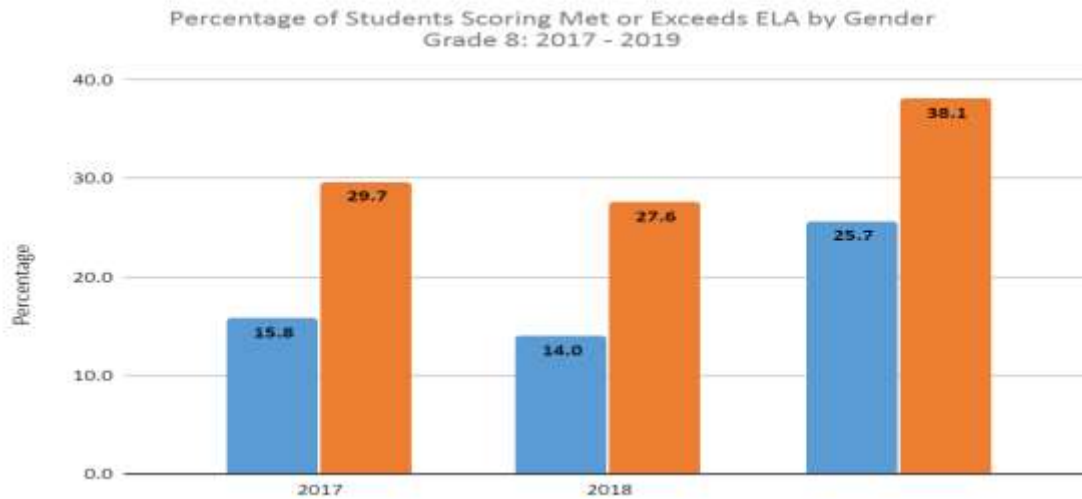
The percentage of females scoring Meets or Exceeds Expectations continues to decline while the percentage of males scoring at those levels remains steady in 6th Grade.

Meets or Exceeds by Gender: 7th Grade ELA



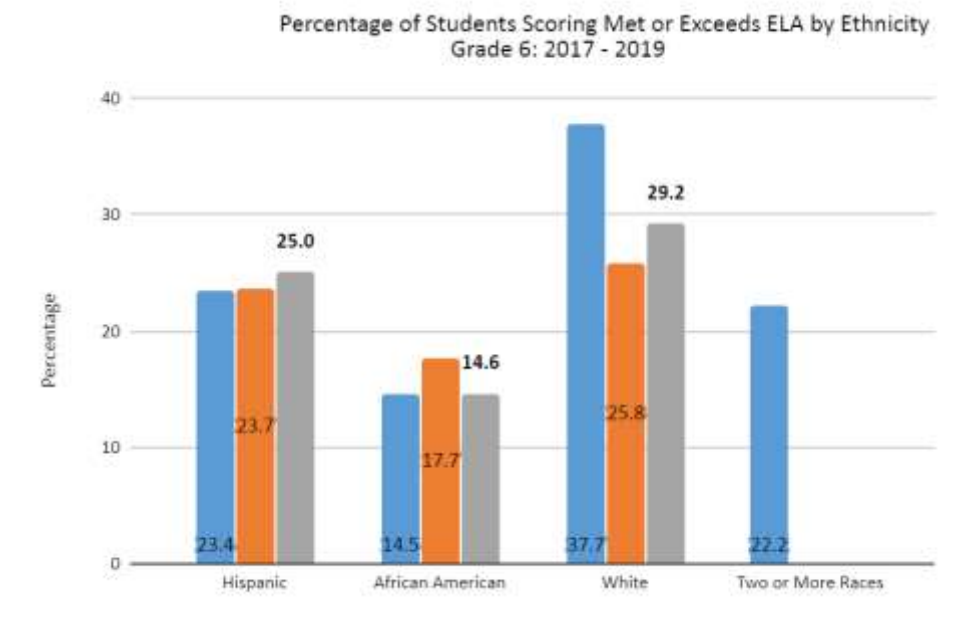
The percentage of females scoring Meet or Exceeds Expectations in 7th Grade ELA continues to rise and remains significantly higher than the number of males scoring at those levels.

Meets or Exceeds by Gender: 8th Grade ELA



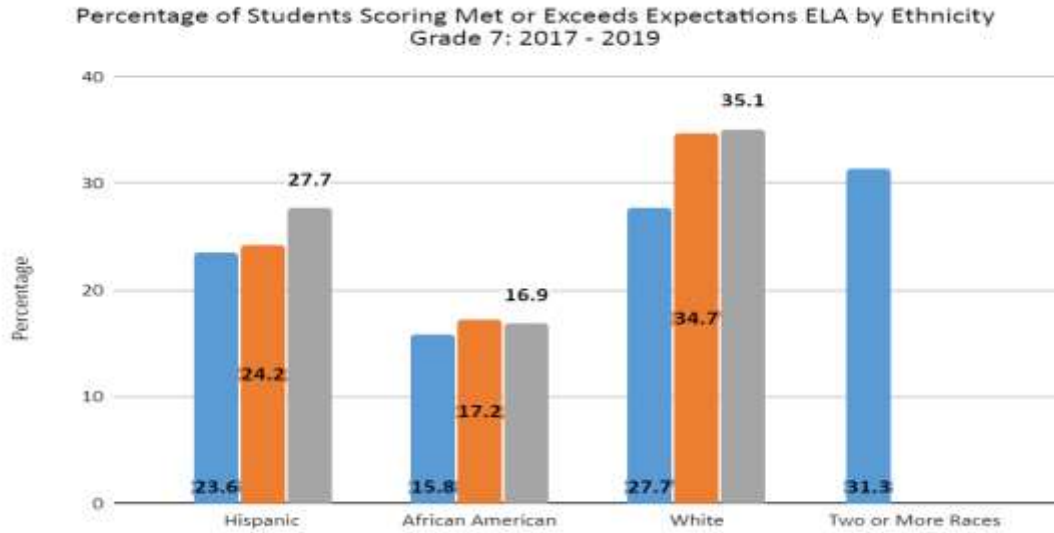
The percentage of females scoring Meet or Exceeds Expectations in 8th Grade ELA continues to rise and remains significantly higher (13%) than the number of males scoring at those levels.

Meets or Exceeds by Ethnicity: 6th Grade ELA



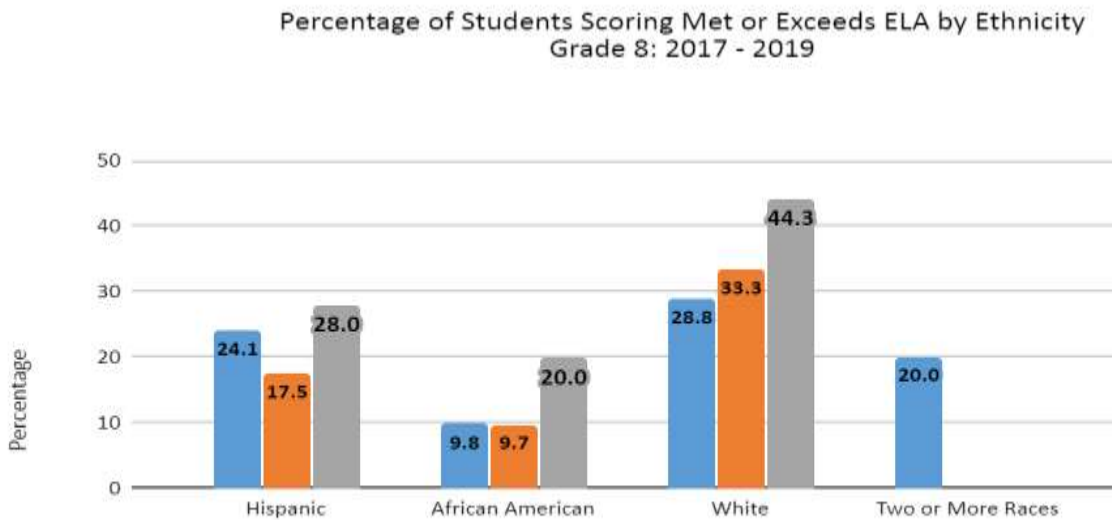
The percentage of students scoring Meets or Exceeds Expectations shows increases for the Hispanic and white populations in 6th Grade ELA. The number of African Americans scoring Meets or Exceeds remains significantly lower.

Meets or Exceeds by Ethnicity: 7th Grade ELA



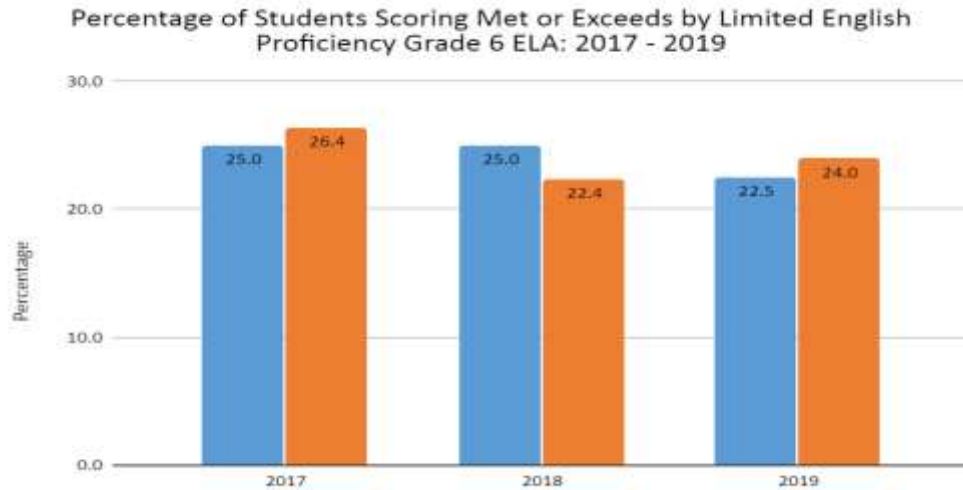
The percentage of students scoring Meets or Exceeds Expectations for 7th Grade ELA increased slightly in all subgroups in the 2019 administration of SCREADY.

Meets or Exceeds by Ethnicity: 8th Grade ELA



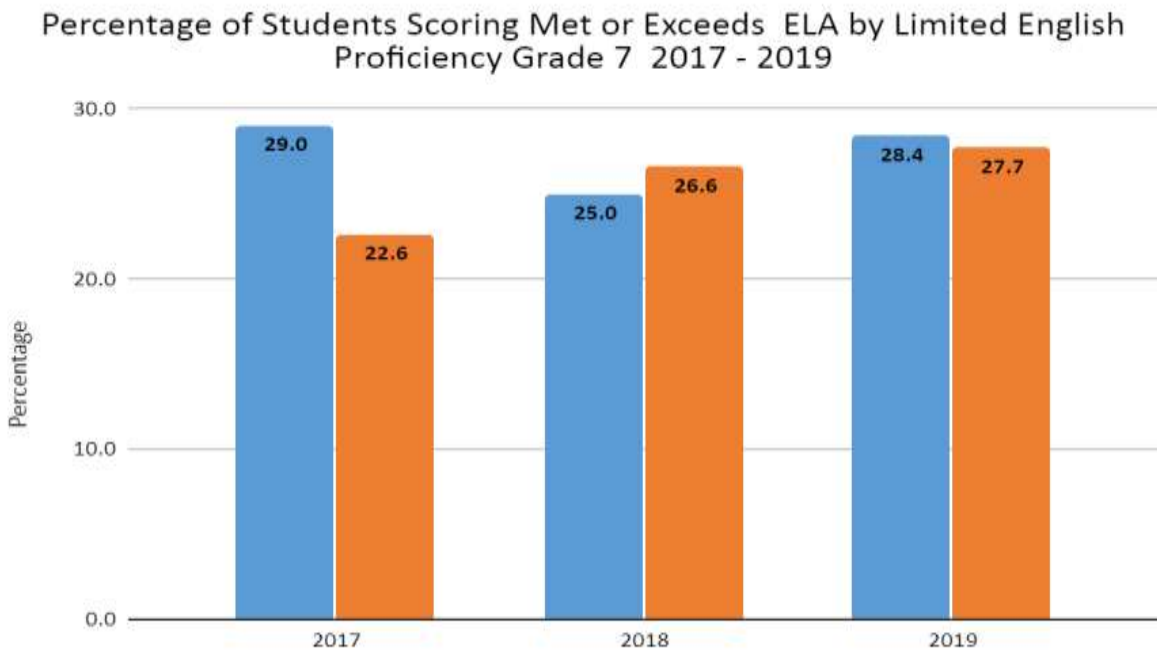
The percentage of students scoring Meets or Exceeds Expectations in the 2019 administration of SCREADY improved significantly in all ethnic subgroups.

Meets or Exceeds by Limited English Proficiency (LEP): 6th Grade ELA



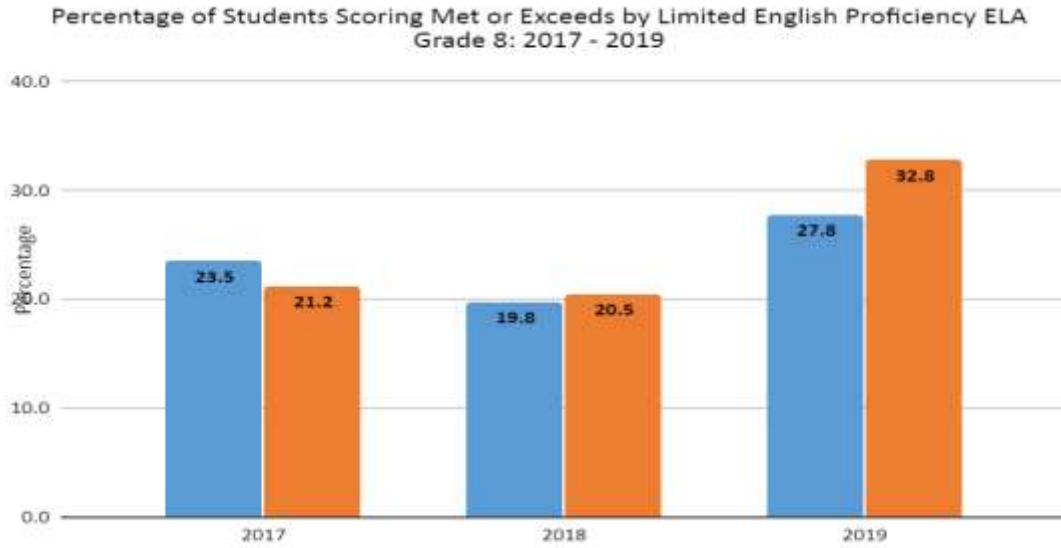
The percentage of LEP students scoring Meets or Exceeds Expectations on the 6th grade ELA test decreased slightly in 2019 while the number of Non-LEP students increased slightly in 2019.

Meets or Exceeds by Limited English Proficiency (LEP): 7th Grade ELA



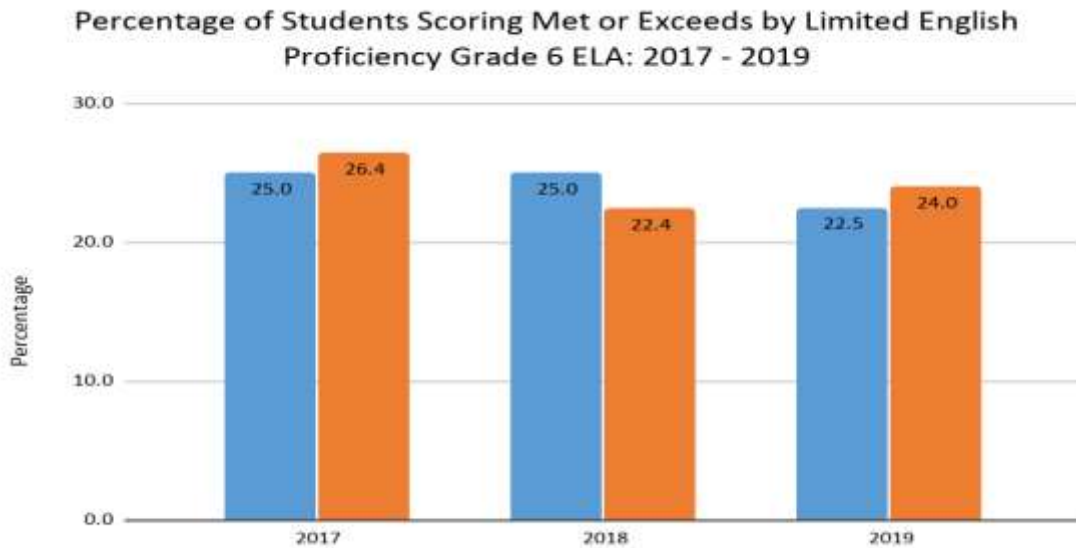
The percentage of LEP students scoring Meets or Exceeds Expectations on the 7th Grade ELA test increased slightly in 2019 while the number of Non-LEP students scoring at those levels remained steady..

Meets or Exceeds by Limited English Proficiency (LEP): 8th Grade ELA



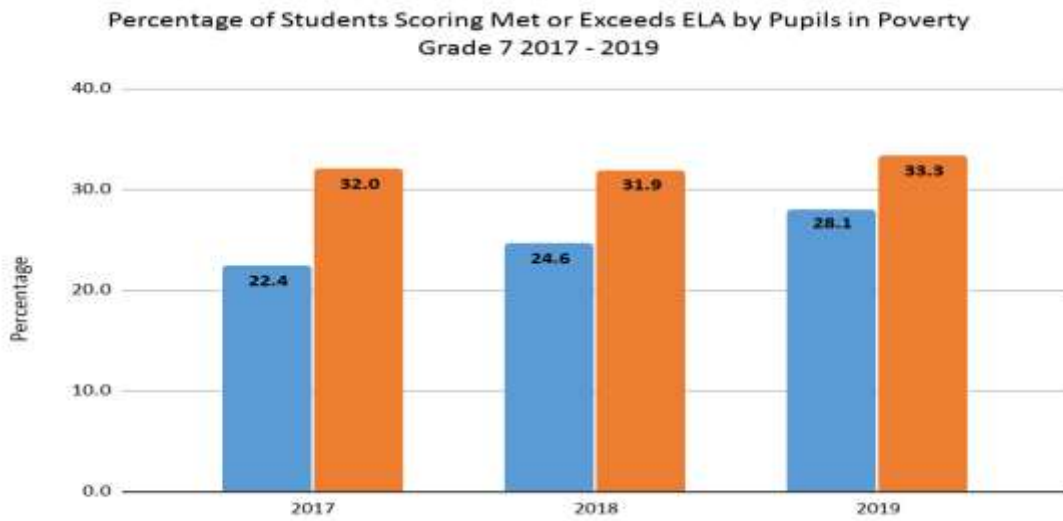
The percentage of LEP students (8%) and non-LEP students (%%) scoring Meets or Exceeds Expectations on the 8th Grade ELA test increased in 2019

Meets or Exceeds by Pupils in Poverty (PIP): 6th Grade ELA



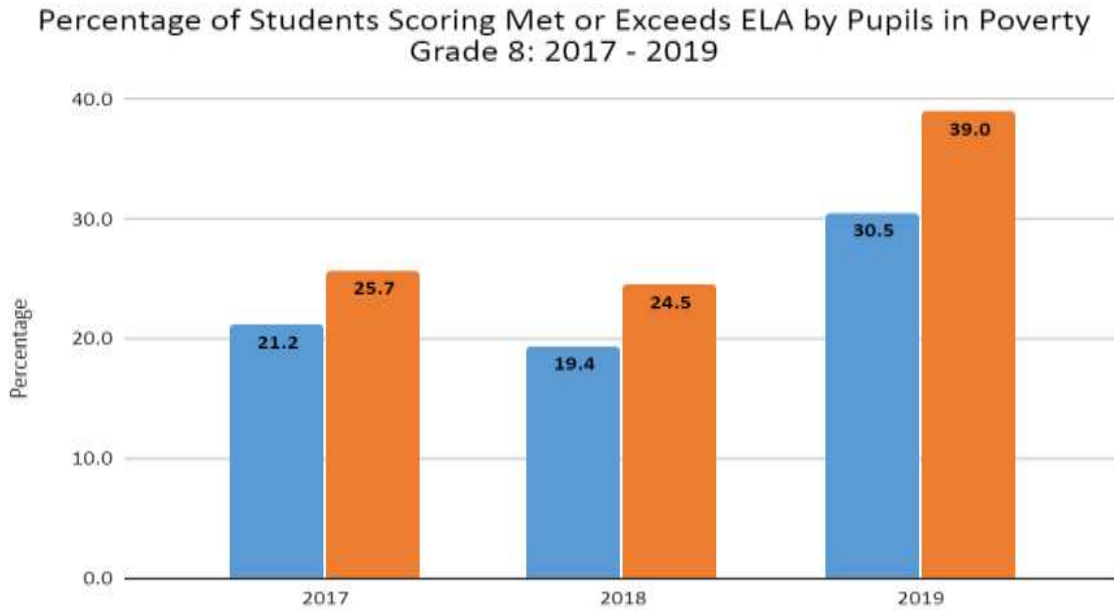
The number of PIP scoring at Meets or Exceeds Expectations in 6th Grade ELA showed a slight decline in the 2019 administration while the number of Non-PIP students showed a slight increase.

Meets or Exceeds by Pupils in Poverty (PIP): 7th Grade ELA



The percentage of Students in Poverty and the number of Non-poverty students scoring Meets or Exceeds Expectations in 7th Grade ELA rose in the 2019 administration.

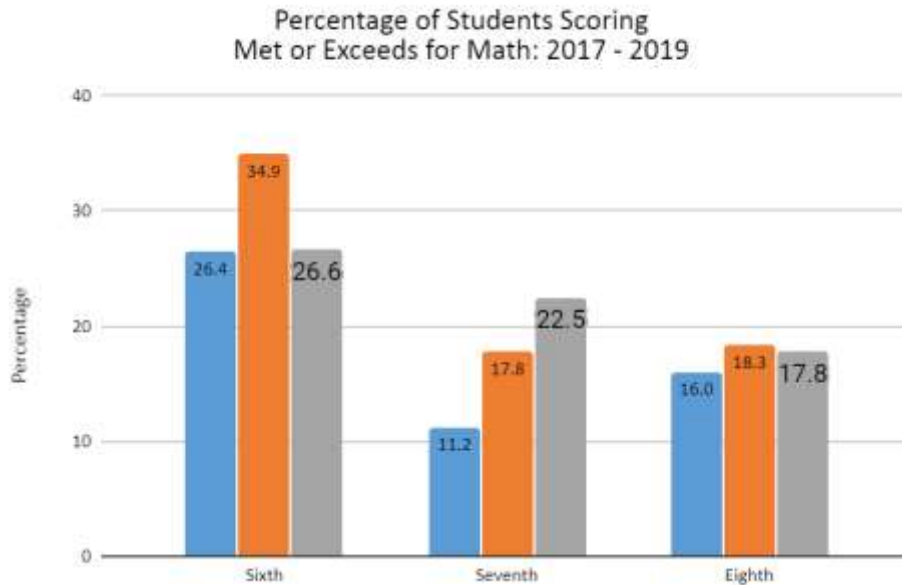
Meets or Exceeds by Pupils in Poverty (PIP): 8th Grade ELA



The percentage of Students in Poverty and the number of Non-poverty students scoring Meets or Exceeds Expectations in 8th Grade ELA rose significantly in the 2019 administration.

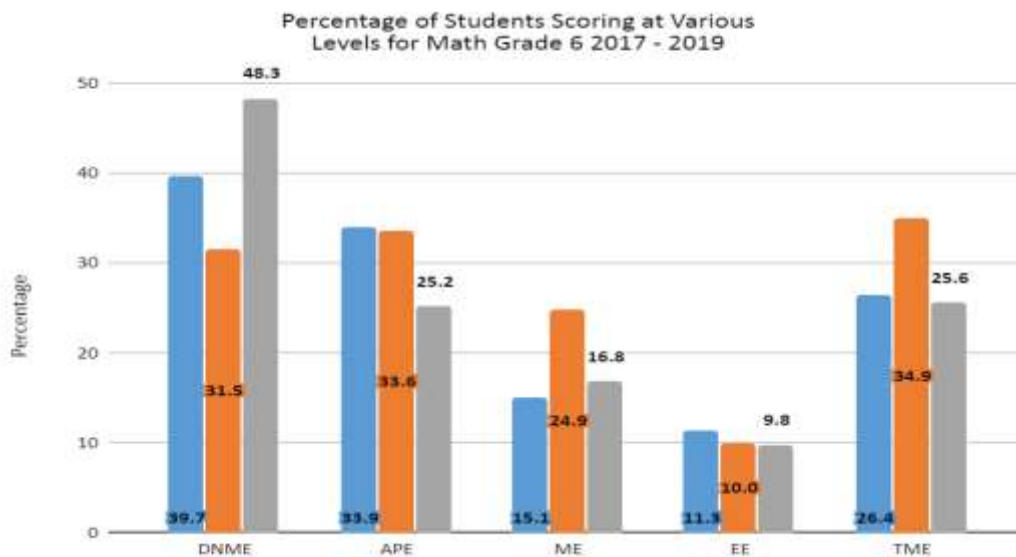
SCREADY: Math

Meets or Exceeds by Grade Level



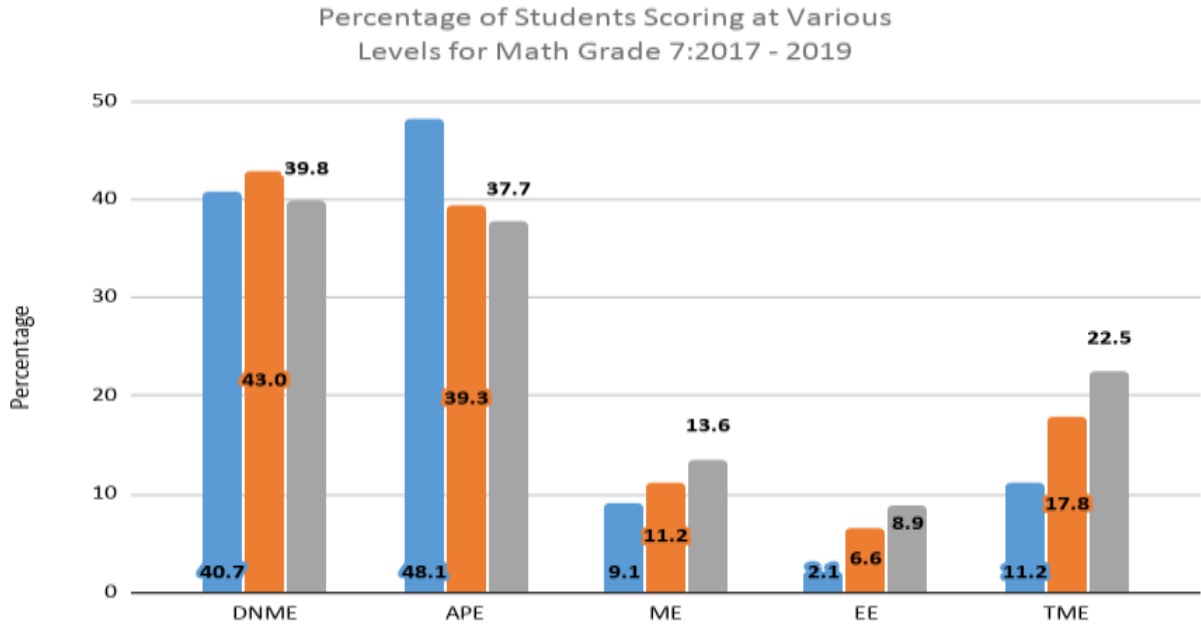
A review of the SCREADY data for the 2017 – 2019 administrations of the SCREADY test for math shows a decrease in the number of 6th grade students scoring Meets or Exceeds Expectations, a rise in the number of 7th graders who achieved those levels, and a slight decrease in the number of 8th graders who scored Meets or Exceeds Expectations.

Four Levels of Scoring: 6th Grade Math



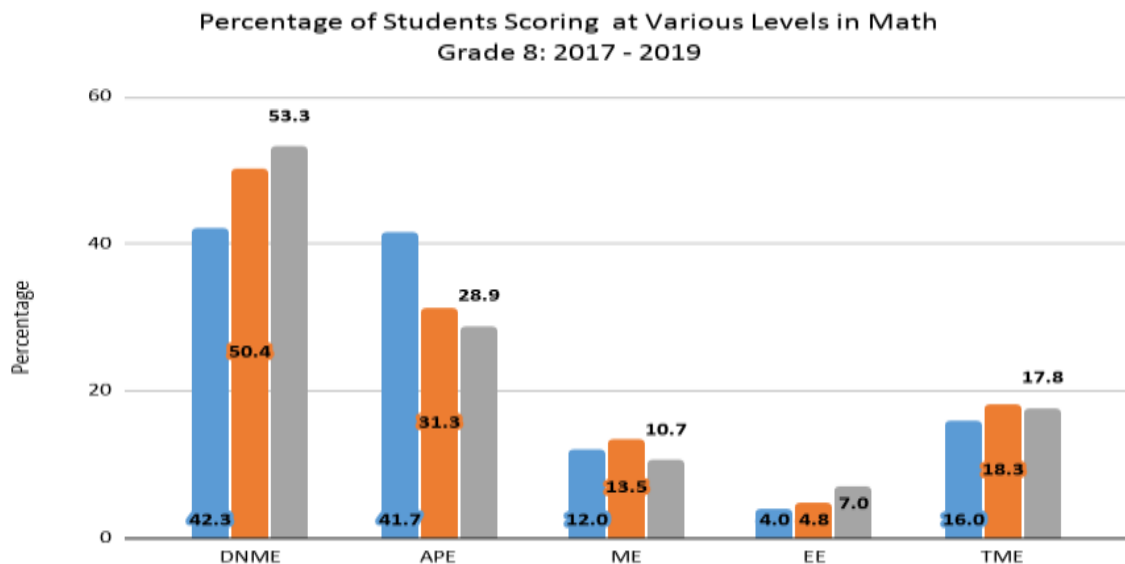
The number of 6th grade students scoring Meets or Exceeds Expectations in math declined in the 2019 administration of SCREADY.

Four Levels of Scoring: 7th Grade Math



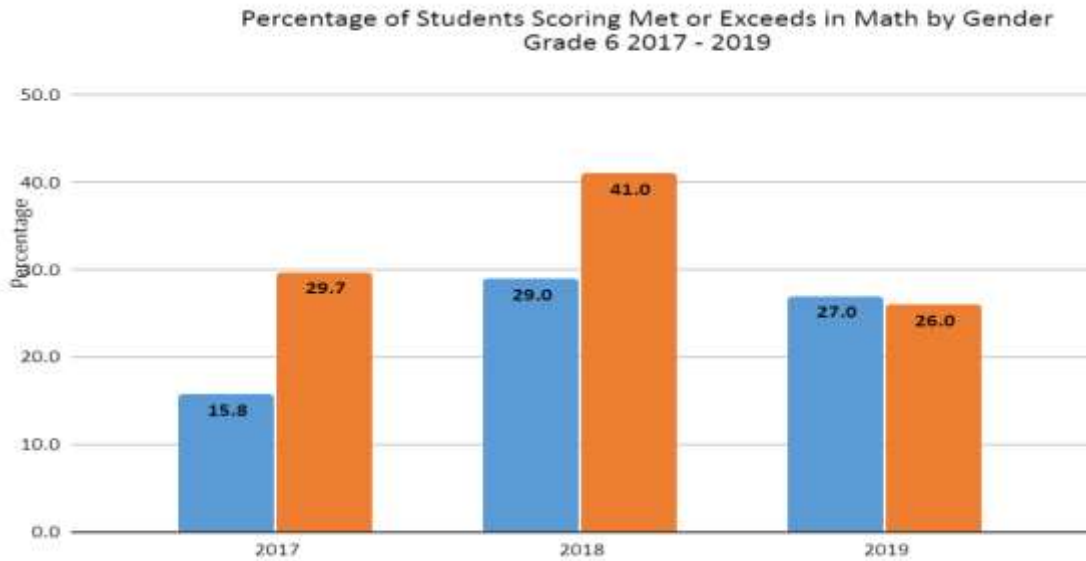
The number of 7th grade students scoring Meets or Exceeds Expectations in math rose by 5% in 2019.

Four Levels of Scoring: 8th Grade Math



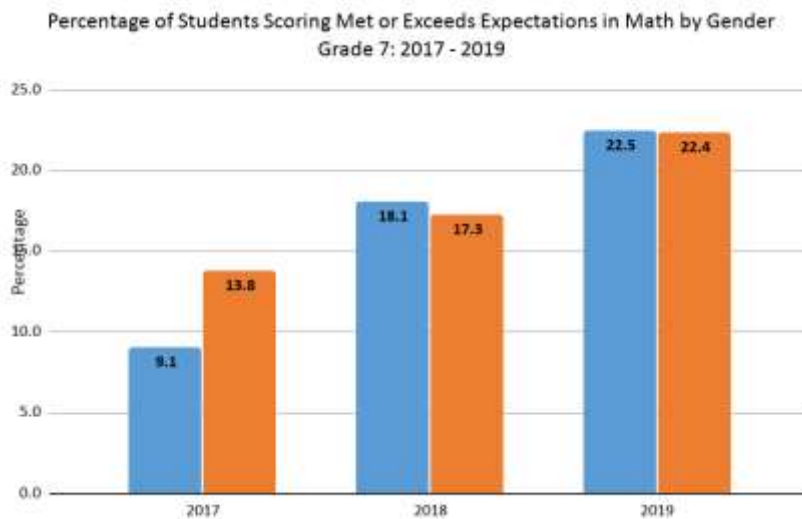
The number of 8th grade students scoring Meets or Exceeds Expectations fell slightly in the 2019 administration of SCREADY.

Meets or Exceeds Expectations by Gender: 6th Grade Math



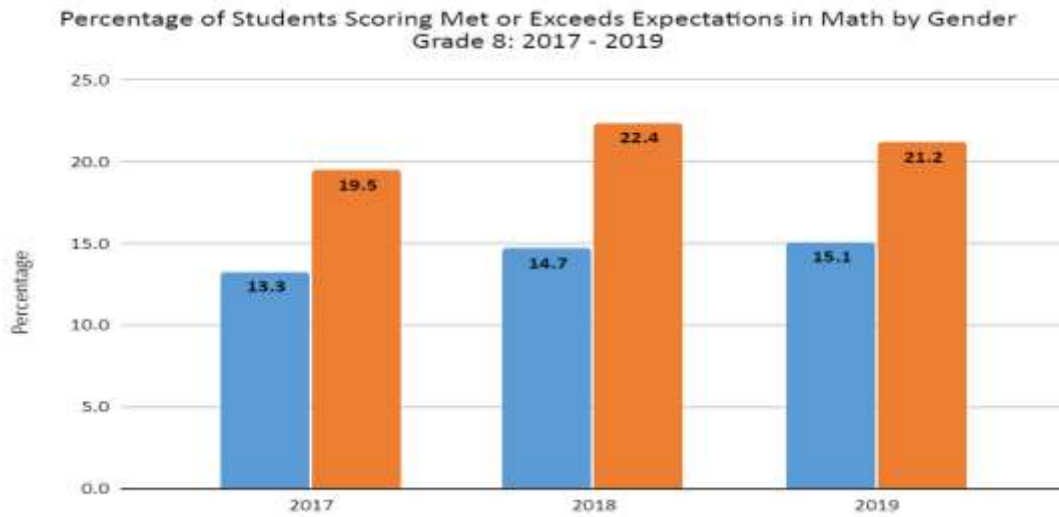
The percentage of females scoring Meets or Exceeds Expectations in 6th grade decreased significantly (15%) in 2019; the number of males scoring at those levels showed a slight decrease.

Meets or Exceeds Expectations by Gender: 7th Grade Math



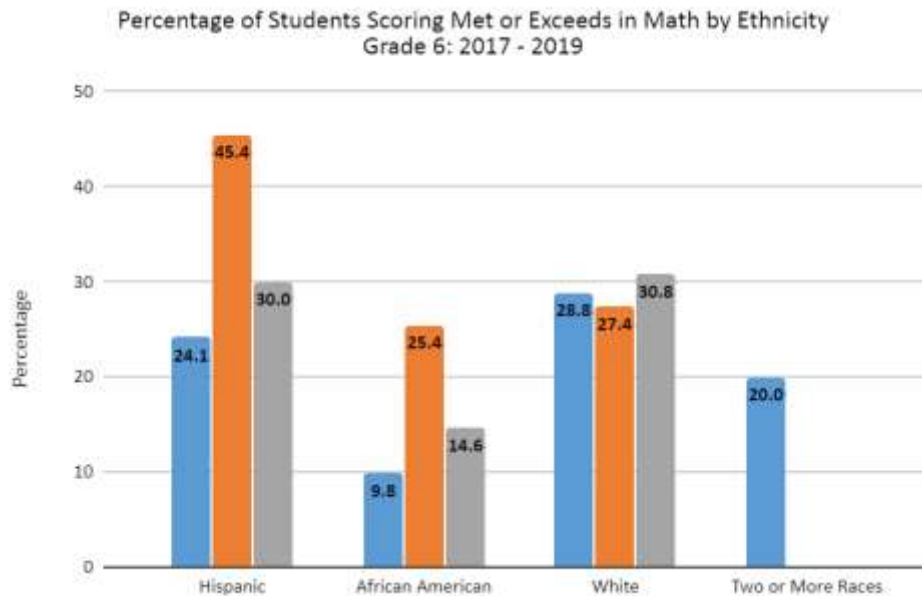
The percentage of students by gender scoring Meets or Exceeds Expectations rose in the 2019 administration of SCREADY in 7th grade math.

Meets or Exceeds Expectations by Gender: 8th Grade Math



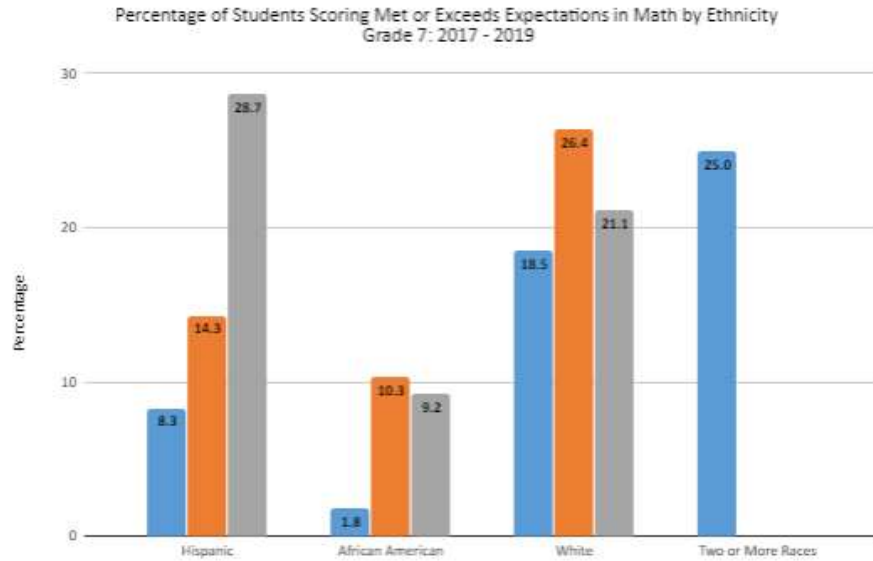
The percentage of students by gender scoring Meets or Exceeds Expectations in 8th Grade math showed little change in the 2019 administration. Male performance improved slightly, while the performance of females decreased slightly.

Meets or Exceeds Expectations by Ethnicity: 6th Grade Math



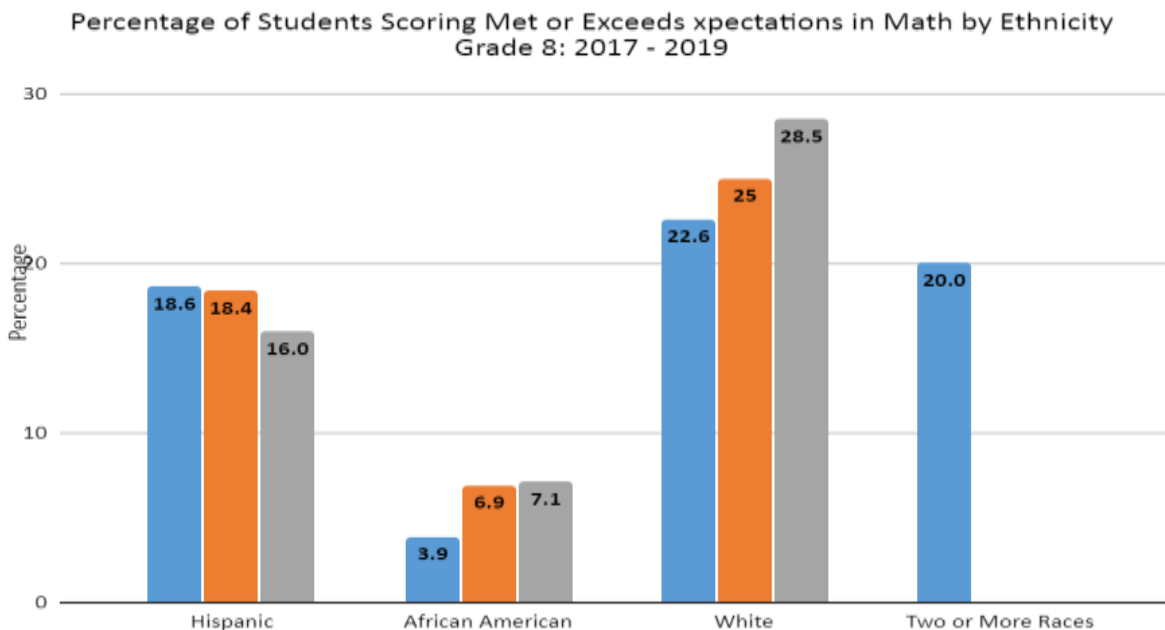
The percentage of 6th grade students scoring Meets or Exceeds Expectations decreased significantly in the Hispanic (15%) and African American (11%) subgroups and improved slightly for White in the 2019 administration of SCREADY math.

Meets or Exceeds Expectations by Ethnicity: 7th Grade Math



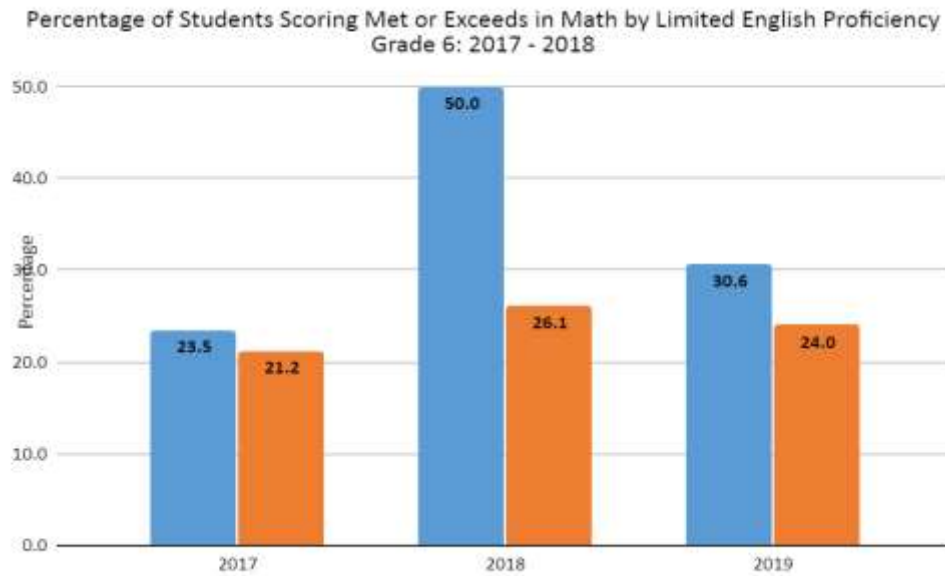
The percentage of students scoring Meets or Exceeds Expectations increased 14.4% among the Hispanic subgroup and decreased for the African American (1.0%) and White (5.3%) subgroups.

Meets or Exceeds Expectations by Ethnicity: 8th Grade Math



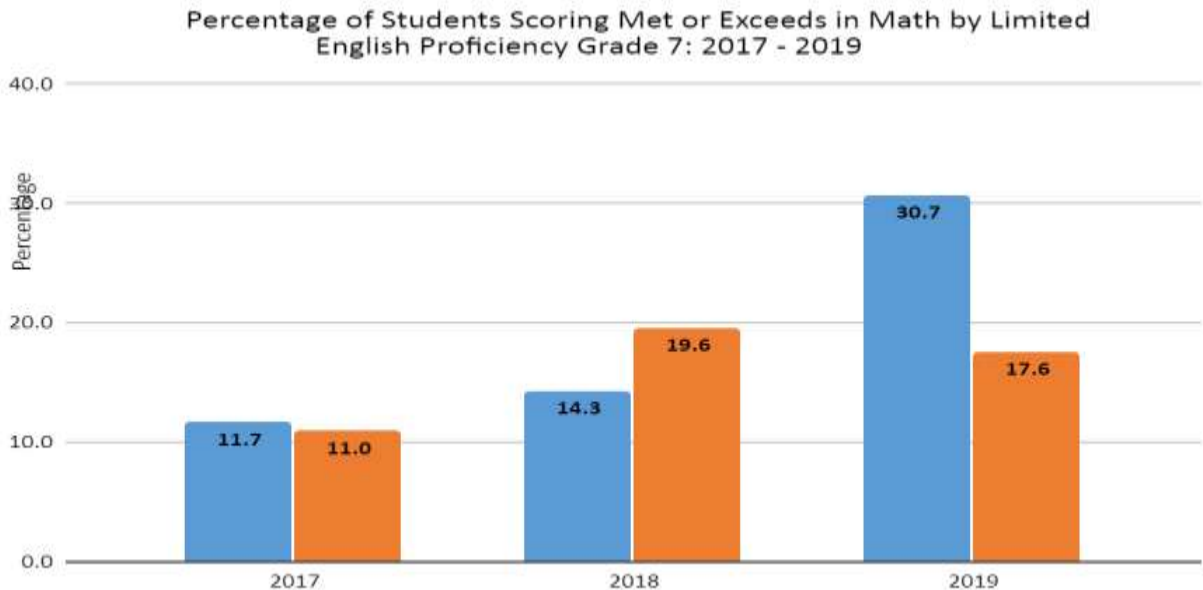
The percentage of students scoring Meets or Exceeds Expectations for 8th grade math decreased slightly for Hispanics, remained steady for Hispanics, and showed a slight improvement for Whites in 2019.

Meets or Exceeds Expectations by Limited English Proficiency (LEP) : 6th Grade Math



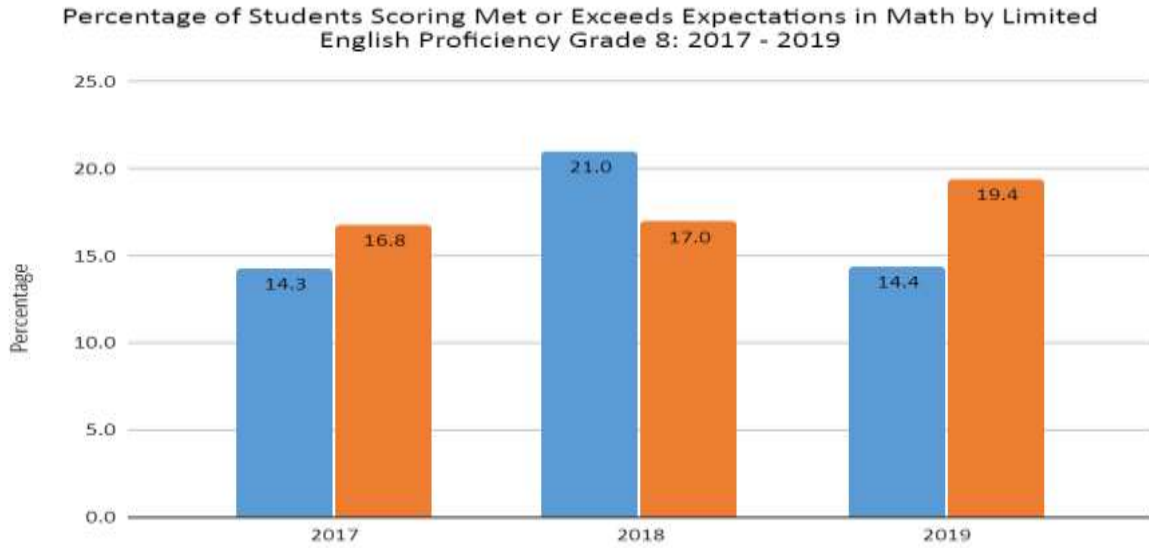
The percentage of LEP and Non-LEP students scoring Meets or Exceeds Expectations in 6th grade math showed a significant decrease of 20% the number of LEP students scoring at those levels and a decrease of 6% in the number of Non-LEP students scoring at those levels in 2019.

Meets or Exceeds Expectations by Limited English Proficiency (LEP): 7th Grade Math



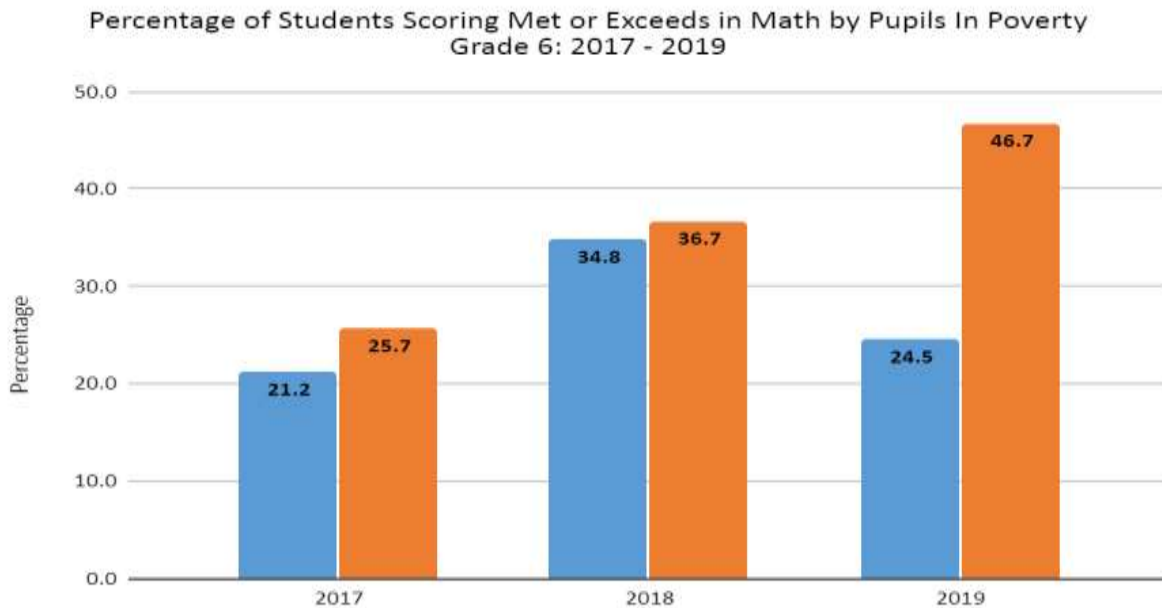
The percentage of LEP and Non-LEP students scoring Meets or Exceeds Expectations on 7th Grade Math in 2019 shows an increase of 16% of LEP students scoring at those levels and a slight decrease in the number of Non-LEP students scoring at those levels.

Meets or Exceeds Expectations by Limited English Proficiency (LEP): 8th Grade Math



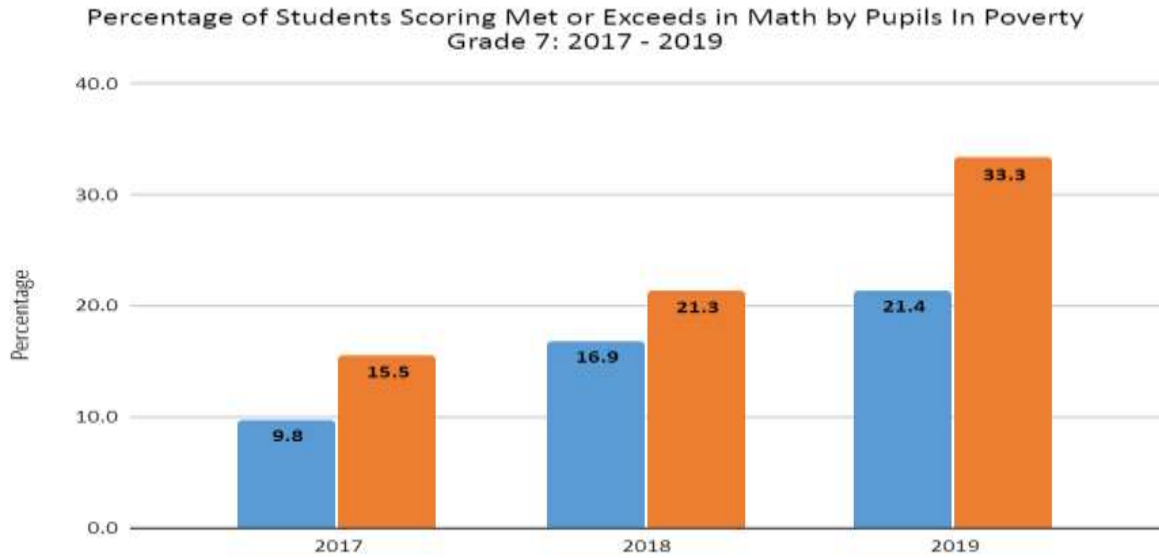
The percentage of LEP and Non-LEP students scoring meets or exceeds on 8th Grade Math showed a decrease of 7% in the number of LEP students scoring at those levels and a slight increase in the number of non-LEP students scoring Meets or Exceeds.

Meets or Exceeds Expectations by Pupils in Poverty (PIP): 6th Grade Math



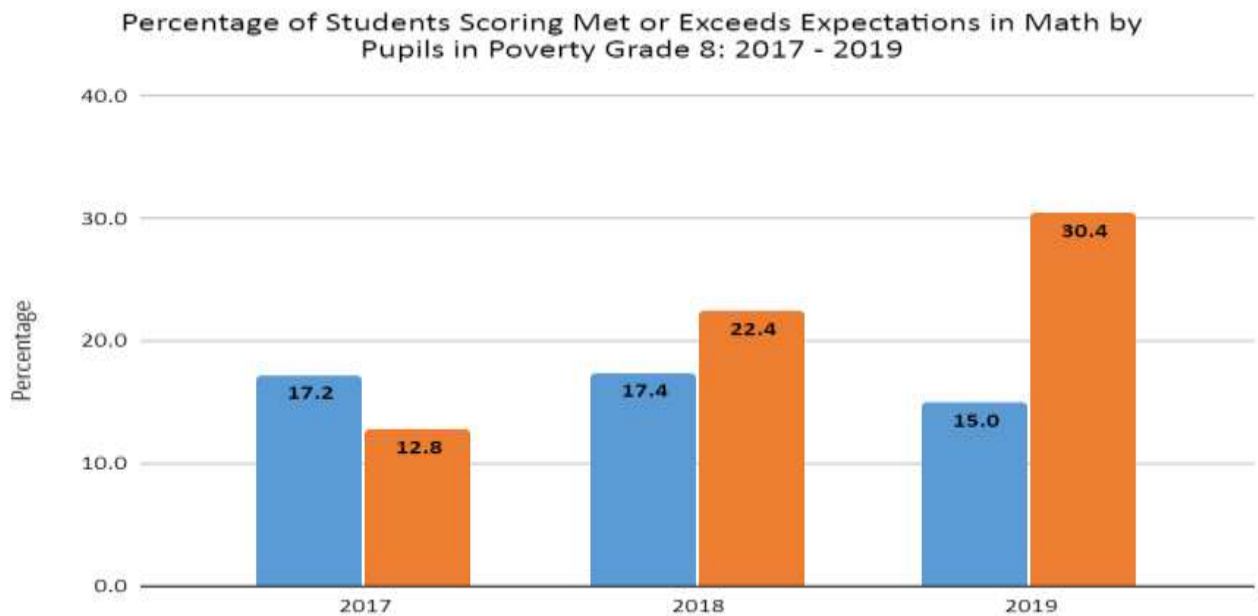
The percentage of Students in Poverty and Non-Students in Poverty scoring Meets or Exceeds Expectations in 6th Grade math shows a decrease of 10% of Students in Poverty scoring at those levels and an increase of 10% in the number of Non-Poverty students scoring Meets or Exceeds in 2019.

Meets or Exceeds Expectations by Pupils in Poverty (PIP): 7th Grade Math



The percentage of Students in Poverty and Non-Students in Poverty scoring Meets or Exceeds Expectations in 7th Grade math shows a slight increase in the performance of Students in Poverty and a significant increase of 12% in the number of Non-Poverty students scoring Meets or Exceeds in 2019.

Meets or Exceeds Expectations by Pupils in Poverty (PIP): 8th Grade Math

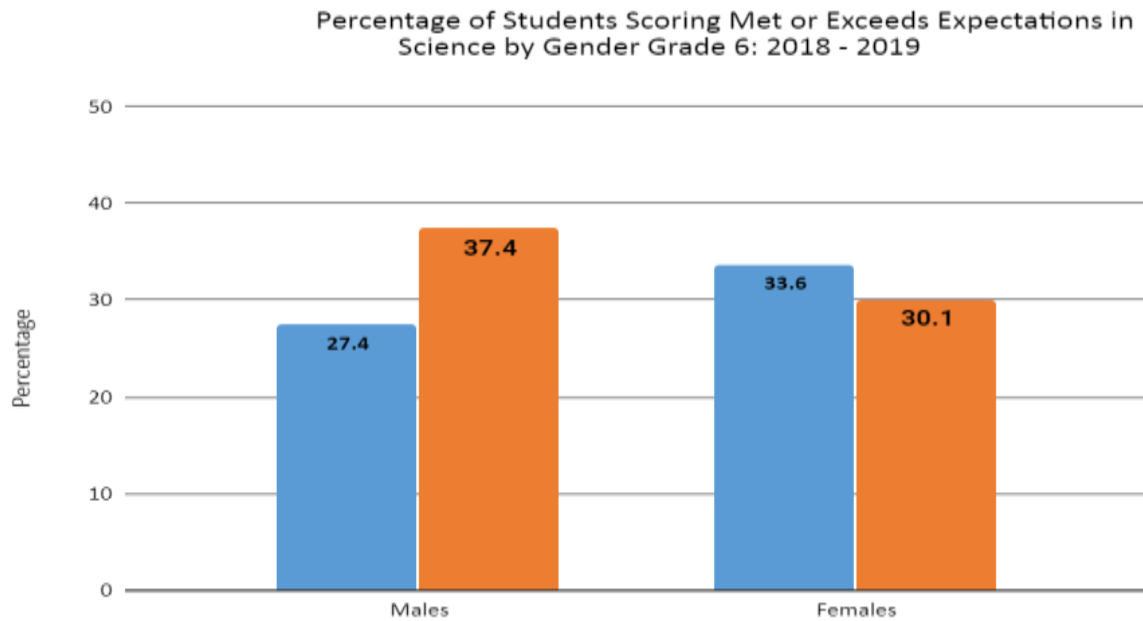


The percentage of Students in Poverty and Non-Students in Poverty scoring Meets or Exceeds Expectations in 8th Grade math increased by 5% for Students in Poverty and 15% for Non-Poverty Students in the 2019 administration.

SCPASS: Science

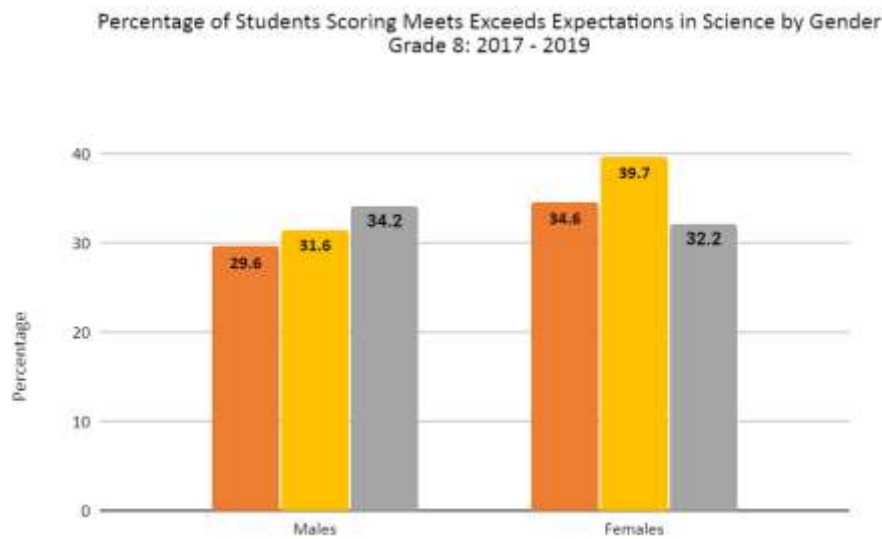
Note: Students were tested in 6th Grade and 8th Grade in Science

Meets or Exceeds by Gender: 6th Grade Science



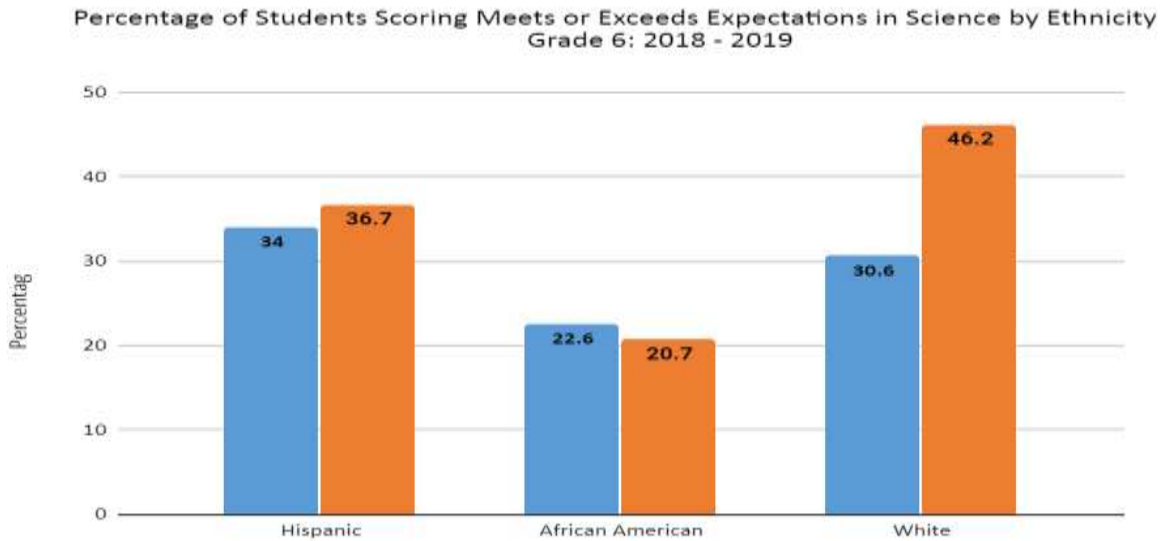
The percent of males scoring Meets or Exceeds Expectations in 6th Grade Science increased by 10% in 2019 while the number of females scoring at those levels slightly decreased.

Meets or Exceeds by Gender: 8th Grade Science



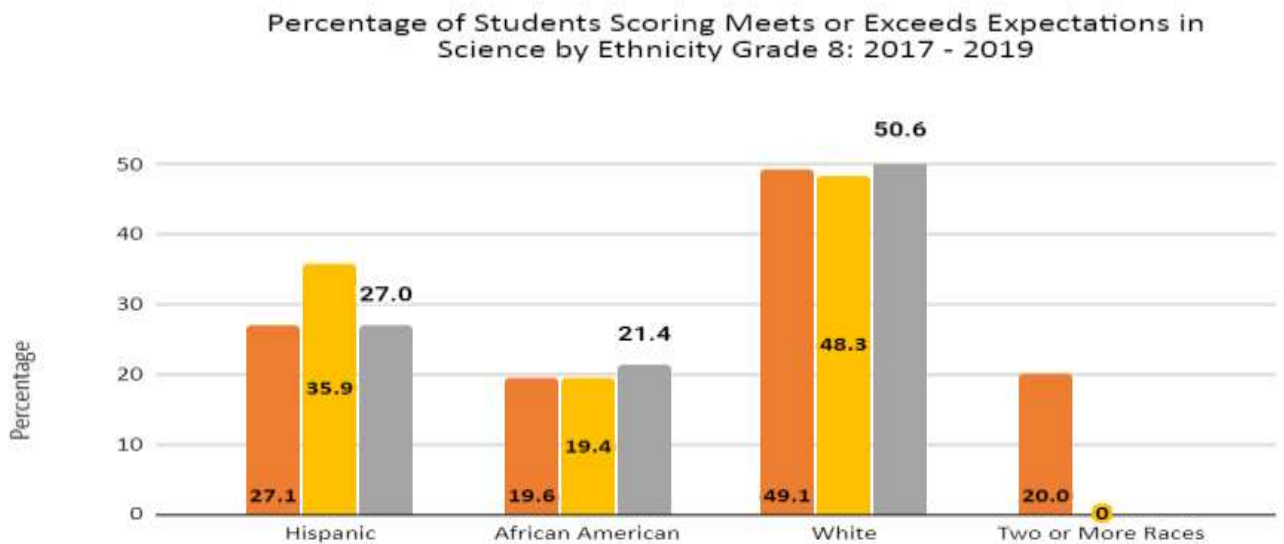
The number of males scoring Meets or Exceeds Expectation in 8th Grade Science rose in 2019, while the number of females scoring at those levels decreased by 7.5%.

Meets or Exceeds by Ethnicity: 6th Grade Science



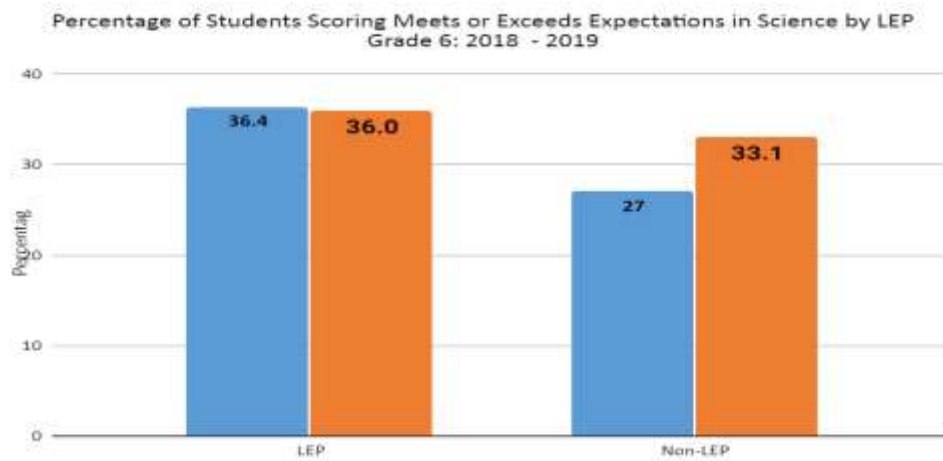
The number of Hispanics (2.7%) and Whites (15.6%) scoring at Meets or Exceeds Expectation in 6th Grade Science increased in 2019 while the number of African Americans scoring at those levels decreased slightly (1.7%).

Meets or Exceeds by Ethnicity: 8th Grade Science



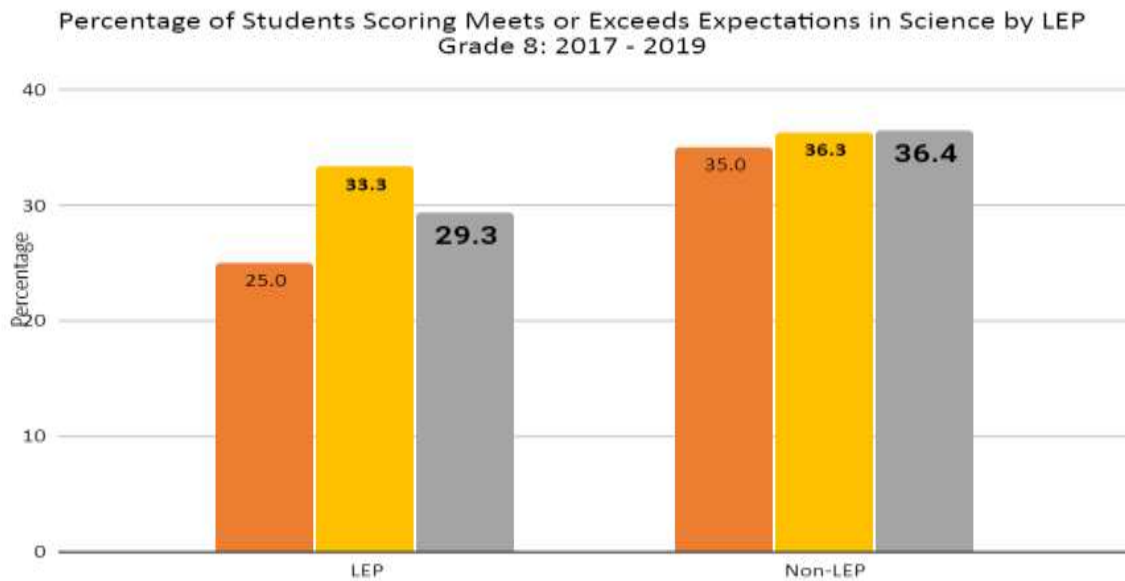
The number of Hispanics (8.9%) scoring at Meets or Exceeds Expectation in 8th Grade Science decreased in 2019 while the number of African Americans (2.0%) and Whites (2.3%) scoring at those levels slightly increased.

Meets or Exceeds by Limited English Proficiency (LEP): 6th Grade Science



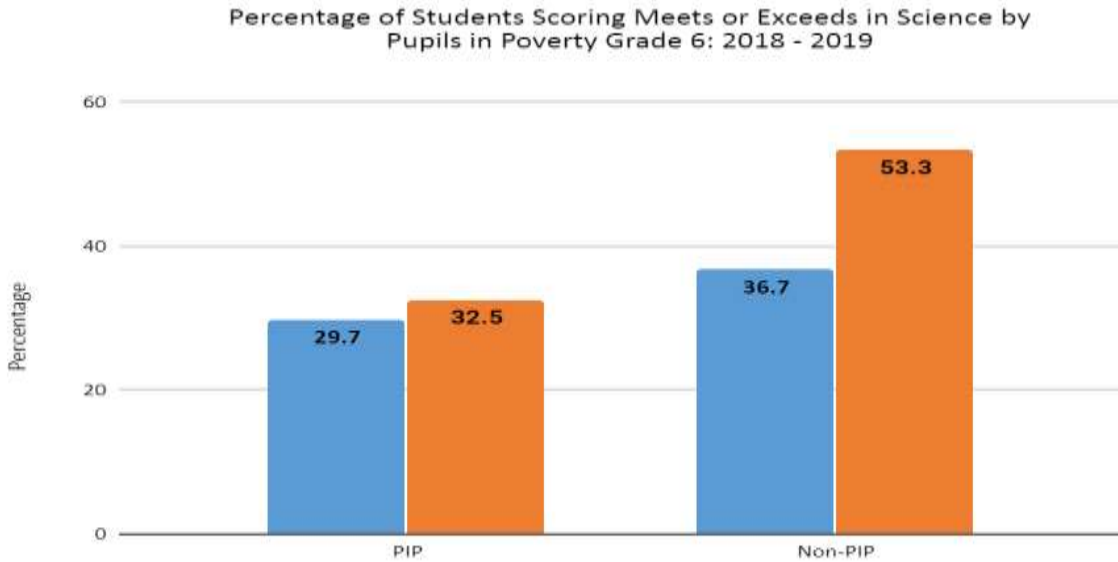
A review of the 2019 administration of SCPASS Science in 6th Grade shows a slight decrease ((0.4%) in the number of LEP students scoring at Meets or Exceeds Expectations and an increase in the number of Non-LEP students scoring at those levels.

Meets or Exceeds by Limited English Proficiency (LEP): 8th Grade Science



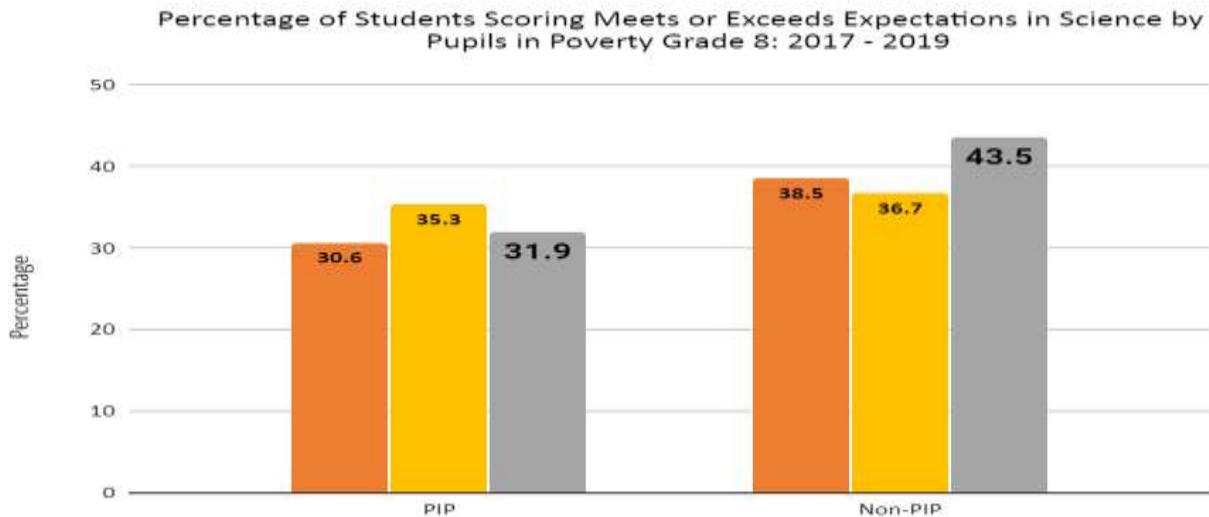
A review of the 2019 administration of the 8th Grade Science shows that the percentage of LEP students decreased (4%) while the number of Non_LEP students scoring at those levels remained steady.

Meets or Exceeds by Pupils in Poverty (PIP):: 6th Grade Science



A review of the 2019 administration of 6th Grade Science shows a slight increase (2.8%) in the number of Pupils in Poverty scoring at Meets or Exceeds Expectations while the number of Non-PIP Students scoring at those levels increased significantly (16.6%).

Meets or Exceeds by Pupils in Poverty (PIP):: 8th Grade Science

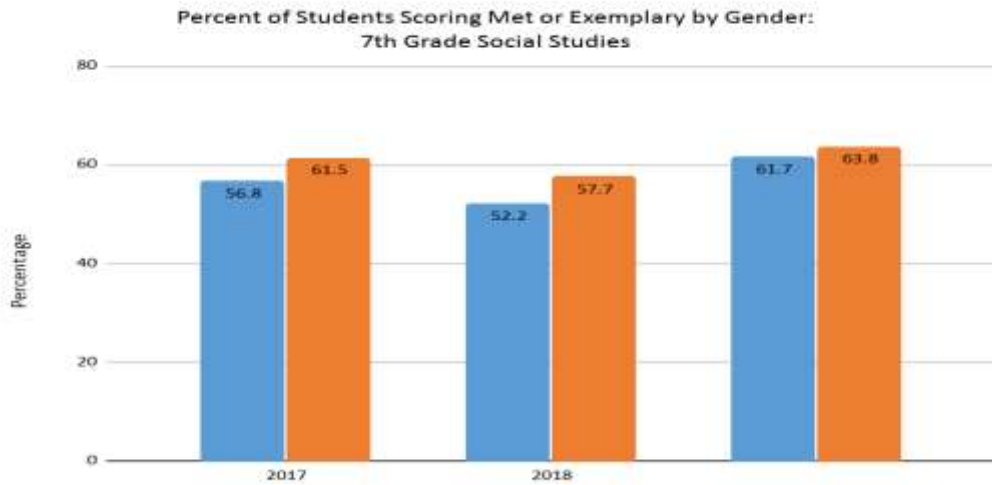


A review of the 2019 administration of 8th Grade Science shows a slight decrease (3.4%) in the number of Pupils in Poverty in scoring at Meets or Exceeds expectations while the number of Non-PIP students scoring at those levels increased (6.8%)

SCPASS: Social Studies

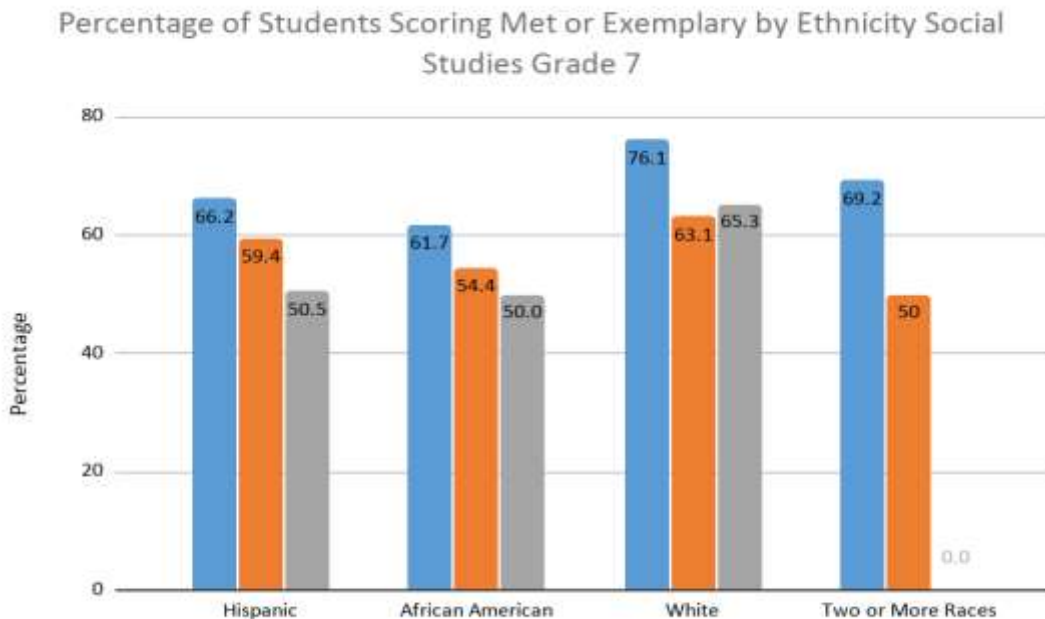
Note: Students were tested in 6th Grade and 8th Grade in Science

Meets or Exemplary by Gender: 7th Grade Social Studies



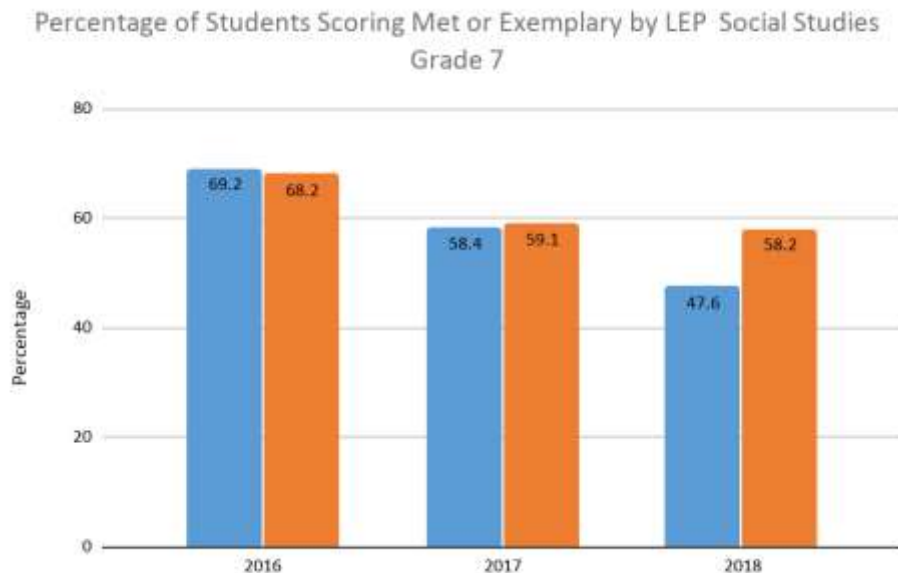
A review of the data indicates slight increases in the performance of both males and females on the 2019 administration.

Meets or Exemplary by Ethnicity: 7th Grade Social Studies



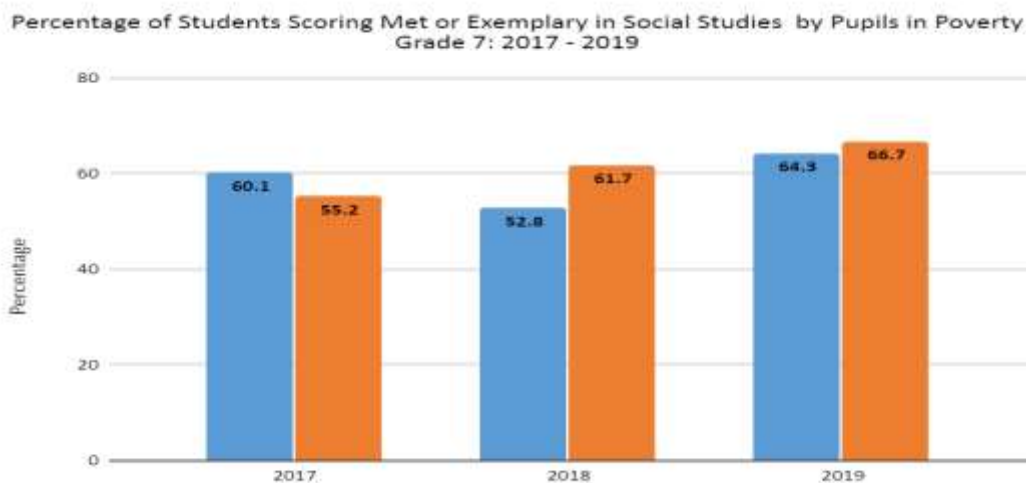
The percentage of students, based upon ethnicity, scoring Meets or Exemplary in 7th Grade Social Studies increased for Hispanics (11.2%) and African Americans (8.5%) and remained steady for Whites in 2019.

Meets or Exemplary by Limited English Proficiency (LEP): 7th Grade Social Studies



A review of the 2019 data indicates a decrease in the number of LEP students who scored Met or Exemplary while the number of Non-LEP students scoring in those categories showed minimal change.

Meets or Exemplary by Pupils in Poverty (PIP):: 7th Grade Social Studies



The percentage of students, based upon poverty level (PIP), scoring Met or Exemplary on Grade 7 Social Studies increased for both PIP students (11.5%) and Non-PIP students (5.0%) in 2019.

The data indicate the need for

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

Teacher and Administrator Quality

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

Data Topic	Year	2017	2018	2019	2020
Teachers with advanced degrees		60.0%	59.6%	68.5%	59.3%
Continuing contract teachers		74.0%	75.0%	55.6%	54.2%
Teachers returning from the previous year		84.5%	87.8%	78.0%	70.2%
Attendance rates		92.2%	92.0%	90.8%	*

Professional Development Calendar

2020-2021

Date	Title	Presenter	Targeted Group
July 29	New Teacher Orientation	Admin/Coaches	New Teachers to BMS
August 10	Becoming the Educator they Need – Part 1	Robert Jackson	All Faculty
August 11	NearPod and Digital Citizenship	Avis Canty-Duck	All Teachers
August 12	OnTrack Summit	United Way	All Faculty
August 14	New Teacher Support	Burnett	1-3 Year Teachers
August 26	ACEs – Part 1	Ellen Hampshire	All Teachers
August 28	ELearning Reboot	Burnett	All Teachers
September 1	Literacy PD: OnTrack Time	Huggins	All Teachers
September 8	New Teacher Support	Burnett	1-3 Year Teachers
September 8	Using Loom for ELearning Videos	Mahon	All Teachers

September 23	ACEs – Part 2	Ellen Hampshire	All Teachers
September 30	State of Berea - 2020-2021 Goals	Collington	All Faculty
October 13	New Teacher Support	Burnett	1-3 Year Teachers
November 10	New Teacher Support	Burnett	1-3 Year Teachers
December 8	New Teacher Support	Burnett	1-3 Year Teachers
January 5	Literacy PD: Academic Vocabulary and Word Walls	Huggins	All Teachers
February 2	Becoming the Educator They Need – Part 2	Robert Jackson	All Faculty
February 24	Becoming the Educator They Need – Part 3	Robert Jackson	All Faculty
March 9	Round Table PD Series #1	Mona Eleithee & Burnett	All Faculty
March 19	Becoming the Educator They Need – Part 4	Robert Jackson	All Faculty
March 30	Round Table PD Series #2	Mona Eleithee & Burnett	All Faculty

April (Date to be determined)	Round Table PD Series #3	Mona Eleithee & Burnett	All Faculty
April & May (Date to be determined)	State Testing Training Session	Dacus & Burnett	All Faculty

School Climate Needs Assessment

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

Student Perception Survey Analysis

	2016 - 2017	2017 - 2018	2018 - 2019
"I am satisfied with the learning environment in my school."	74.3%	69.3%	65.2%
"I am satisfied with the social and physical environment at my school."	78.2%	76.6%	69.5%
"I am satisfied with home-school relations."	78.0%	81.0%	74.3%

Parent Perception Survey Analysis

	2016 - 2017	2017 - 2018	2018 - 2019
"I am satisfied with the learning environment in my school."	83.4%	78.8%	73.7%
"I am satisfied with the social and physical environment at my school."	83.3%	73.6%	75.2%
"I am satisfied with home-school relations."	62.8%	65.4%	66.0%

Teacher Perception Survey Analysis

	2016 - 2017	2017 - 2018	2018 - 2019
"I am satisfied with the learning environment in my school."	81.5%	62.5%	24.5%
"I am satisfied with the social and physical environment at my school."	81.5%	69.6%	34.7%
"I am satisfied with home-school relations."	51.8%	35.7%	28.5%

Berea Middle School

2019 – 2020 Report Card

Please click on the following link to access the Berea Middle School 2019 – 2020 Report Card.

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9TSZzaWQ9MjMwMTA0Mg>

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 26.3% in 2016-17 to 40.84% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

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

DATA SOURCE(s):	2016 - 2017	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY ELA SDE website and School Report Card	26.3% Meets Expectations and Exceeds Expectations	School Projected 28.69	31.12	33.55	35.98	38.41	40.84
		School Actual 23	28.1	Waiver			
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations	District Projected Middle	46	49	52	55	58
		District Actual Middle 44	49	Waiver			

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

Data analysis of reading and writing scores will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Copies of analysis reports
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles

Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, sustainability
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SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority</p> <p><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</i></p> <p><i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other</p>
<p>PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 20.24% in 2016-17 to 36.86% in 2022-23.</p> <p><i>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.</i></p> <p>SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.</p>
<p>INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.77% annually.</p>

DATA SOURCE(s):	2016 - 2017	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY Math SDE website and School Report Card	20.24% Meets Expectations and Exceeds Expectations (2016-17)	School Projected 23.01	25.78	28.55	31.32	34.09	36.86
		School Actual Middle 24	22.9	waiver			
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	44	waiver			

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

Data analysis of math scores will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Copies of analysis reports
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles

Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability
Implement tasks that promote reasoning and problem solving	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations of problem solving and reasoning
Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Rigorous, aligned formative assessment, evidence of students independently persevering through problem solving, effective and strategic use of mathematical tools, evidence of contextual and conceptual reasoning.

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1*

Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SCPASS Science SDE website School Report Card	Baseline will be established in 2017-18 Grade 6 only	School Projected	33.4	36.4	39.4	42.4	45.4
		School Actual 30.4	33.8	waiver			
SCPASS Science SDE website School Report Card	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	waiver			

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

Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teach	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Implement tasks that promote reasoning and problem solving	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations of problem solving and reasoning
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty) will increase by indicated percentage for each subgroup annually.

DATA SOURCE(s):	2016 -2017	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY ELA SC SDE Website	25% Meets Expectations and Exceeds Expectations Annual Increase = 2.5%	School Projected Hispanic 27.5	30.0	32.5	35.0	37.5	40.0
SC READY ELA SC SDE Website		School Actual Hispanic 22	26.9	waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and	District Projected Hispanic	36	39	42	45	48

	Exceeds Expectations	36					
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver			
SC READY ELA SC SDE Website	17% Meets Expectations and Exceeds Expectations Annual Increase = 2.94%	School Projected AA 19.94	22.88	25.82	28.76	31.70	34.64
SC READY ELA SC SDE Website		School Actual AA 15	17.1	waiver			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	waiver			
SC READY ELA SC SDE Website	4% Meets Expectations and Exceeds Expectations Annual Increase = 3.67%	School Projected SWD 7.67	11.34	15.01	18.68	22.35	26.02
SC READY ELA SC SDE Website		School Actual SWD 0	3.2	waiver			

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver			
SC READY ELA SC SDE Website	19% Meets Expectations and Exceeds Expectations Annual Increase = 2.83%	Projected LEP 21.83	24.66	27.49	30.32	33.15	35.98
SC READY ELA SC SDE Website		Actual LEP 23	25.0	waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver			
SC READY ELA SC SDE Website	23% Meets Expectations and Exceeds Expectations	School Projected SIP 23	23	26	29	32	35
SC READY ELA SC SDE Website		School Actual SIP 23	32.1	waiver			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33	45	waiver			
SC READY Math SC SDE Website	18% Meets Expectations and Exceeds Expectations Annual Increase = 2.89%	School Projected Hispanic 20.89	23.78	26.67	29.56	32.45	35.34
SC READY Math SC SDE Website		School Actual Hispanic 26	25.2	waiver			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	23.5	waiver			
SC READY Math SC SDE Website	7% Meets Expectations and Exceeds Expectations Annual Increase = 3.5%	School Projected AA 10.5	14.0	17.5	21.0	24.5	28.0
SC READY Math SC SDE Website		School Actual AA 14	10.7	waiver			

SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver			
SC READY Math SC SDE Website	1% Meets Expectations and Exceeds Expectations Annual Increase = 3.83%	School Projected SWD 4.83	8.66	12.49	16.32	20.15	23.98
SC READY Math SC SDE Website		School Actual SWD 1	0.77	waiver			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Projected SWD 16	20	waiver			
SC READY Math SC SDE Website	13% Meets Expectations and Exceeds Expectations Annual Increase = 3.12%	School Projected LEP 16.12	19.24	22.36	25.48	28.60	31.72
SC READY Math		School Actual LEP	20.3	waiver			

SC SDE Website		29					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	waiver			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	School Projected SIP 24	27	30	33	36	39
SC READY Math SC SDE Website		School Actual SIP 24	36.8	waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 33	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38	43	waiver			

					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide strategy and content support for teachers	2018 – 2023	Administrative Team	NA	NA	school-based professional development offerings that provide best practice

					strategies and content to teachers
Provide professional learning opportunities for instructional strategies for diverse learners	2018 – 2023	Administrative Team	NA	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018 – 2023	Administrative Team	NA	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018 – 2023	Administrative Team	NA	NA	Evidence of teacher modeling and think alouds, evidence of scaffolds for thinking including visuals, thought prompts, and question stems, students articulate and use scaffolds to answer questions and solve problems
Differentiate instruction and assessments to meet students' needs while maintaining the	2018 – 2023	Administrative Team	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.

expectation of grade-level mastery.					
Coach teachers in instructional best practices	2018 – 2023	Administrative Team	NA	NA	Documentation of coaching cycles provided by members of school leadership teams and academic specialists
Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs	2018 – 2023	Administrative Team	NA	NA	Evidence of students identified for intervention based on results of assessments

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input 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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 6 100% of middle schools will have targeted literacy intervention classes by 2023.
INTERIM PERFORMANCE GOAL: Design and implement targeted literacy intervention classes at each grade level.

DATA SOURCE(s):	2016 – 17	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
PowerSchool		TBD School Projected	100	100	100	100	100
PowerSchool		School Actual YES	Yes	Yes	Yes		

PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100	100			

ACTION PLAN FOR STRATEGY #6: Design and implement targeted literacy intervention classes at each grade level.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement a professional learning plan to support school leadership teams (administrators and instructional coaches) in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018 – 2023	Administrative Team	NA	NA	Observations, anecdotal notes, and lesson plans.
Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018 – 2023	Administrative Team	NA	NA	Documentation of ongoing instructional rounds including implications for instructional growth
Support intentional unit and lesson planning reflective of responsive to student needs	2018 – 2023	Administrative Team	NA	NA	Collaborative planning, data analysis, unit planning, protected daily planning times

Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018 – 2023	Administrative Team	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
Coach teachers in instructional best practices	2018 – 2023	Administrative Team	NA	NA	Documentation of coaching cycles provided by members of school leadership teams and academic specialists

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority
Gifted and Talented Requires 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):	BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department		School Actual		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department		District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1: Provide mentoring and support for entry-level employees to effect consistent understanding and implementation of the knowledge and skills required for success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Maintain 100% highly qualified status for all teachers	2018 – 2023	Principal	NA	NA	HR reports will document HQ status of all newly hired core academic teachers; the school/district will comply with the NCLB component of HQ teachers
Identify, train and support highly-skilled teachers to mentor entry-level teachers.	2018 – 2023	Principal	NA	NA	Highly skilled teachers trained to mentor

		School Actual Parents 71.1%	86.1	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.</i>			

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

Increase interactions with business, religious and community leaders to share information and to solicit additional involvement/support	2018 – 2023	Administration	NA	NA	Increase in the number of school and community partnerships
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SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

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

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

PERFORMANCE GOAL 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) 2.26%	School Projected ≤1.0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.74%	1.0	1.68			
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0.0	0.0	0.0			
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual .04	.10	.03			

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

Increase interactions with business, religious and community leaders to share information and to solicit additional involvement/support	2018 – 2023	Administration	NA	NA	Increase in the number of school and community partnerships
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SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

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

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

PERFORMANCE GOAL 4: The 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 Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	66	70	74	78	82
		School Actual 58	Sample size too small to report	52	<i>Data point not available due to state-wide school closures on March 17, 2020</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020</i>		

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

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

Performance Goal Area: <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
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 th day Attendance Report	(2016-17) 94.2	School Projected ≥ 95%	95%	95%	95%	95%	95%
		School Actual 95.07	95.54	96.63			
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96			

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

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

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

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

PERFORMANCE GOAL: 6 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 Cognia 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
Cognia Culture & Climate Student Survey	Afraid – 8% Lonely – 12% Angry – 12%	School Projected	Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 11%	Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 11%	Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 10%	Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 10%	Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 9%
		School Actual Afraid = 8% Lonely = 12% Angry = 12%	*sample size too small to report	Afraid = 7% Lonely = 18% Angry = 19%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Culture & Climate Student Survey	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

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

ACTION PLAN FOR STRATEGY #5: Improve understanding of students' social-emotional needs; reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
during first quarter of the school year					
Build a positive learning community supportive of all students	2018 – 2023	Administrative Team	NA	NA	Evidence of: <ul style="list-style-type: none"> · classroom conversations and reflections to support problem solving occur across the school day. · classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. · established classroom norms, expectations, and procedures. · students exercising autonomy and respect for peers and adults.