BEREA MIDDLE SCHOOL
Greenville County Schools

Building Relationships, Shaping Leaders

School Portfolio
2021 - 2022

Scope of Action Plan 2018-2023

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

Table of Contents

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 2021-2022 *(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		3-10-2022
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Corey O. Collington		3-10-2022
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		3-10-2022
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Stacy Ashmore		3-10-2022
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Andrew Baker		3-10-2022
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 151 Berea Middle School Road Greenville SC 29617

SCHOOL TELEPHONE: (864) 355-1700

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Corey Collington
2.	Teacher	Candice Dennis
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	Andrew Baker
9.	School Read To Succeed Literacy Leadership Team Member	Dr. Susan Burnett

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

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

Read To Succeed Literacy Leadership Team: Andrew Baker, Corey Collington, Merali Banegas, Crystal Dobson, KelLeigh Taylor, Katherine Decasa, Patrick Durham, Dr. Susan Burnett

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

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

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

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

Introduction

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

In addition to the Title I meetings, other sources of information for the portfolio include analysis of
- ❖ data from various forms of assessment;
- ❖ parent, student, and teacher surveys for Berea Middle School; and
- ❖ previous school report cards.

Executive Summary

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
- 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
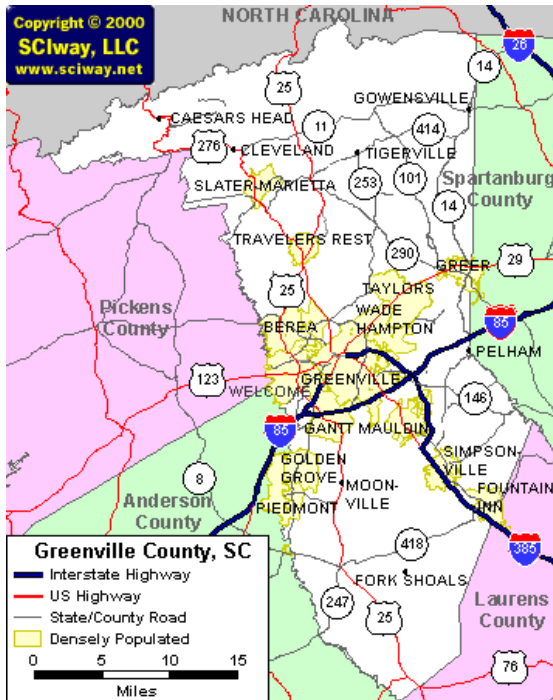
Berea Middle School is a suburban middle school located in the northwest quadrant of Greenville County. Our middle school serves students in grades six, seven, and eight. For the 2021– 2022 school year, Berea had approximately 855 students enrolled and has ninety-seven staff members, which includes professional 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 1 was reassigned to Berea Middle during the 2009 – 2010 school year.

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

School 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 Bachelor 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).

Andrew Baker

Andrew Baker, a Greenville native, serves Berea Middle School as an Assistant Principal. Mr. Baker began his career as a math teacher at Carolina High School. Working nine years at Carolina High School, he also served as an instructional coach and assistant principal. More recently, he served four years at Travelers Rest High School.

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 OnTrack 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 have 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. Additionally, System 44 and Read 180 are used and the instructional coach along with district coaches support teachers in the effective implementation of these 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 and 2021-2022 school years 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;
- incorporation of mentor programs through Forward and Beyond as well as both a boys and girls mentor programs led by our school counselors and OnTrack facilitator
- implementation of an in-school health clinic through the Greenville Health System

School Personnel Data

For the 2021 – 2022 Berea Middle had
- ✓ one principal, two assistant principals, one administrative assistant,
- ✓ thirty-six regular classroom teachers,
- ✓ eight special education teachers,
- ✓ eleven related arts teachers
- ✓ three 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
- ✓ two Communities in Schools personnel.

Of fifty-five teachers
- ❖ 75% are females, 23% are males and 2% prefer not to say
- ❖ 29% are African American; 64% Caucasian, 4% Hispanic and 4% Asian.

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

Our staff includes eight teachers who are currently pursuing alternate certification.
- PACE—2 teachers
- GATE—3 teachers
- Teachers of Tomorrow—1 teacher
- International Certification—2 teachers

Longitudinal data show

Data Topic	Year	2017	2018	2019	2020	2021
Teachers with advanced degrees		60.0%	59.6%	68.5%	59.3%	60%
Continuing contract teachers		74.0%	75.0%	55.6%	54.2%	50.9%
Teachers returning from the previous year		84.5%	87.8%	78.0%	70.2%	64.3%
Attendance rates		92.2%	92.0%	90.8%	N/A	92.6%

Student Population Data

The current enrollment at Berea Middle is 855 students. The percentage of males is 55% and the percentage of females is 45%

Student Population by Ethnicity

Ethnicity	American Indian	Asian or Pacific Islander	Black or African-American	White	Hispanic-Latino
Number of Students/ Percentage	5 1%	10 1%	319 37%	182 21%	339 40%

Additional Historical Data

Data Topic	Year	2017	2018	2019	2020	2021
Students enrolled in high school credit courses		26.0%	15.0%	8%	9%	9.2%
Retention rate		1.0%	0.3%	1%	0.6%	0.2%
Attendance rate		94.2%	NA	95.54%	N/A	93%
Eligible for gifted and talented		10.5%	11.5%	9%	8.7%	9.1%
Disabilities other than speech		18.1%	NA	10%	N/A	22%
Out-of-school suspensions		0.7%	NA	4%	N/A	13%
Poverty Index		76.04%	78.97%	84.53%	85.5%	89%

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
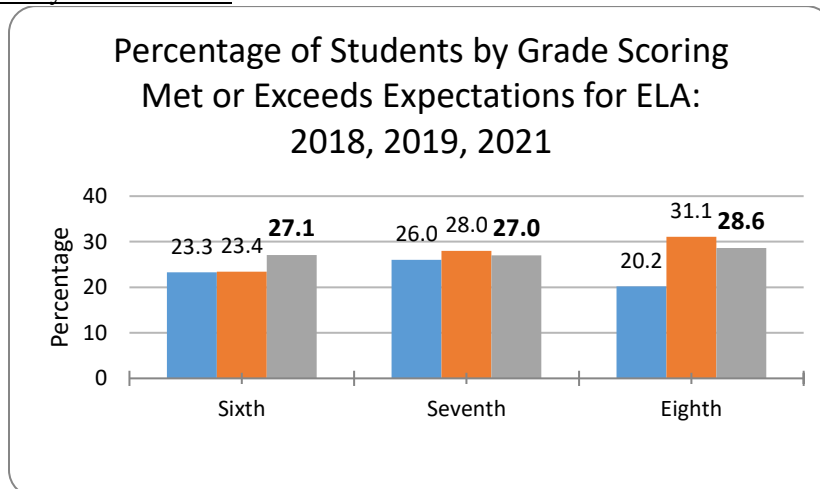
Percentage of Students by Grade Scoring Met or Exceeds Expectations for ELA: 2018, 2019, 2021

Sixth: 23.3, 23.4, **27.1**
Seventh: 26.0, 28.0, **27.0**
Eighth: 20.2, 31.1, **28.6**

A review of the SCREADY data for the 2018, 2019, and 2021 administrations of the SCREADY test for ELA shows a slight increase in the 6th grade performance, a slight decrease in the number of 7th graders who Meet or Exceed Expectations from 2019 to 2021 but a slight overall increase since 2018, and a drop in the number of 8th graders who Meet or Exceed Expectations from 2019 to 2021 but an overall gain of 8.4% since 2018.

Four Levels of Scoring: 6th Grade ELA

Percentage of Students Scoring at Various Levels ELA for Grade 6 : 2018, 2019, 2021

DNME: 35.0, 41.3, **45.4**
APE: 41.7, 35.3, **27.5**
ME: 17.9, 15.7, **20.1**
EE: 5.4, 7.7, **7.1**
TME: 23.3, 23.4, **27.2**
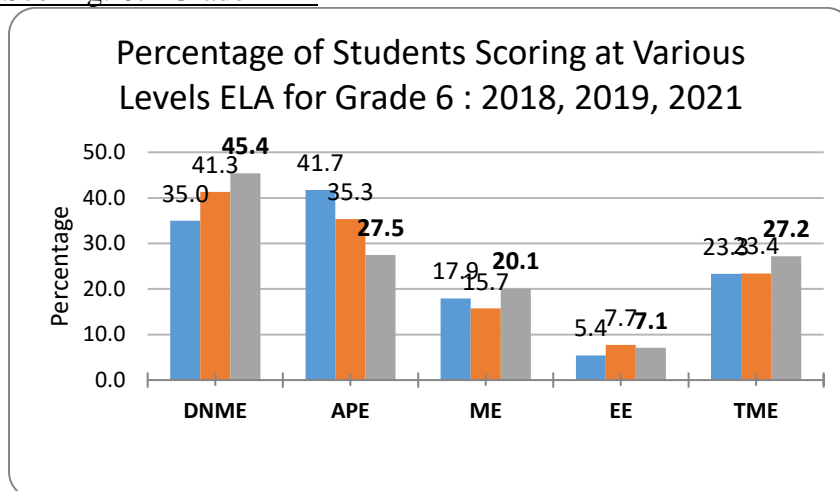
A review of the 2018, 2019, and 2021 administrations of the SCREADY test for Grade 6 ELA shows the number of students who Do Not Meet Expectations and who Approach Expectations continues to remain high while the numbers meeting and exceeding are low.

Four Levels of Scoring: 7th Grade ELA

Percentage of Students Scoring at Various Levels ELA for Grade 7 : 2018, 2019, 2021

Level	2018	2019	2021
DNME	43.4	36.0	46.1
APE	30.6	36.0	27.0
ME	16.5	19.9	17.6
EE	9.5	8.1	9.4
TME	26.0	28.0	27.0
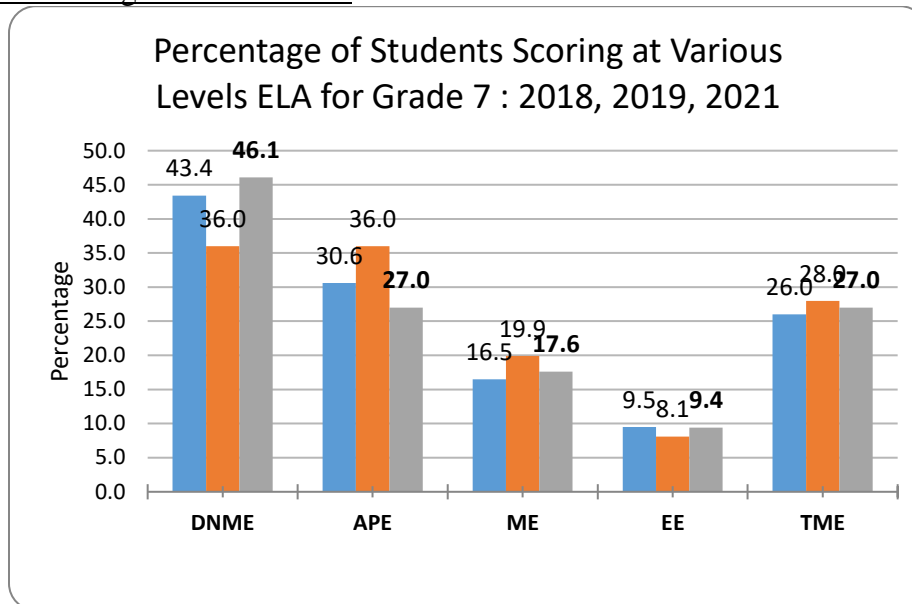
A review of the 2018, 2019, and 2021 administrations of the SCREADY test for Grade 7 ELA also show that the numbers of students who do not meet and approach expectations is significantly higher than those who meet or exceed.

Four Levels of Scoring: 8th Grade ELA

Percentage of Students Scoring at Various Levels ELA for Grade 8 : 2018, 2019, 2021

Level	2018	2019	2021
DNME	42.9	43.0	46.3
APE	36.9	25.9	25.1
ME	13.5	23.7	20.3
EE	6.7	7.4	8.2
TME	20.2	31.1	28.5
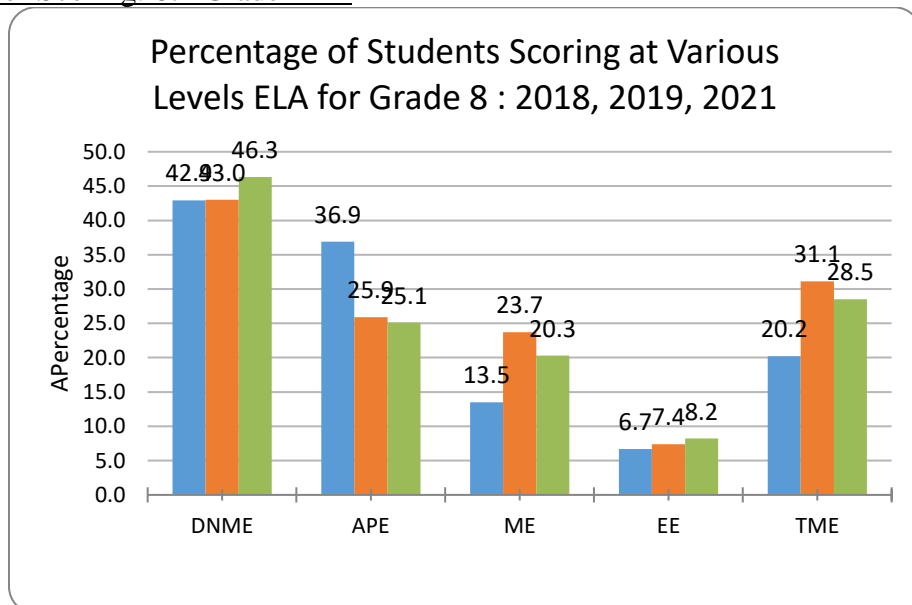
A review of the 2018, 2019, and 2021 administrations of the SCREADY test for Grade 8 ELA also show that the numbers of students who do not meet and approach expectations is significantly higher than those who meet or exceed. However, since 2018 the percent meeting has increased by nearly 7% and the percent exceeding has increased slightly.

Meets or Exceeds by Gender: 6th Grade ELA

Pcentage of Students Scoring Met or Exceeds Expectations ELA by Gender
Grade 6: 2018, 2019, 2021

Year	Male (blue)	Female (orange)
2017	22.9	30.0
2019	22.7	24.4
2021	21.4	33.3
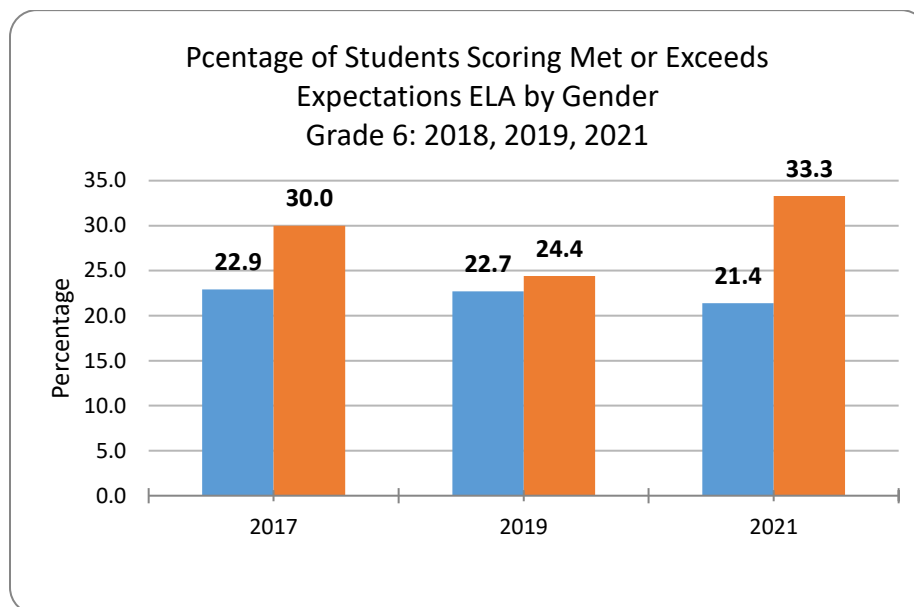
The percentage of females (orange) scoring Meets or Exceeds Expectations increased significantly from 2019 to 2021 with a slight overall increase of 3.3% since 2018 while the percentage of males (blue) scoring at those levels remains steady in 6th Grade.

Meets or Exceeds by Gender: 7th Grade ELA

Percentage of Students Scoring Met or Exceeds ELA by Gender
Grade 7: 2018, 2019, 2021

Year	Male (blue)	Female (orange)
2018	23.2	29.8
2019	24.2	31.9
2021	16.1	39.5
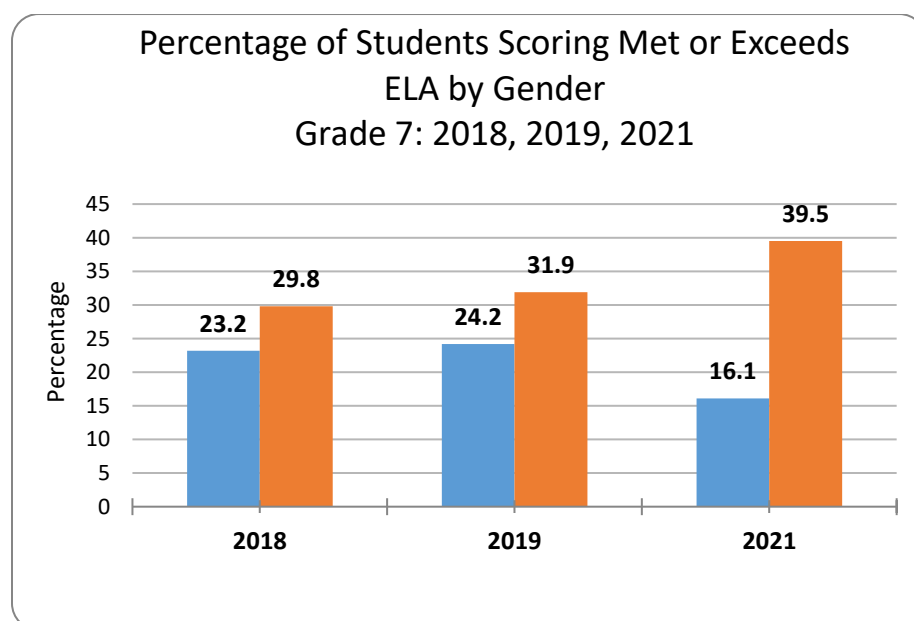
The percentage of females (orange) scoring Meet or Exceeds Expectations in 7th Grade ELA continues to rise and remains significantly higher than the number of males scoring at those levels. Males (blue) however saw a significant decrease in the percent meeting or exceeding from 2019 to 2021 of nearly 8%.

Meets or Exceeds by Gender: 8th Grade ELA

Percentage of Students Scoring Met or Exceeds ELA by Gender
Grade 8: 2018, 2019, 2021

Year	Male	Female
2018	14.0	27.6
2019	25.7	38.1
2021	26.8	31.1
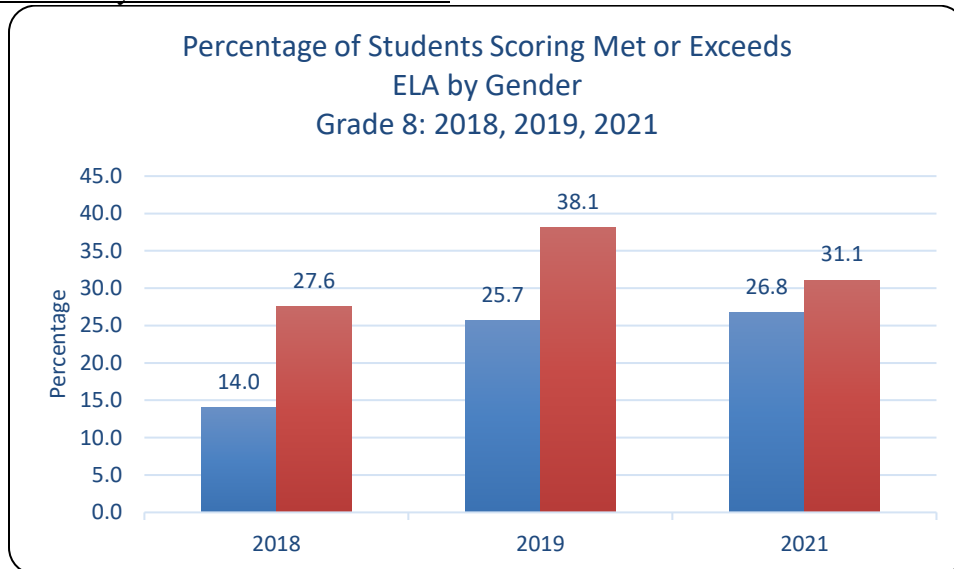
The percentage of females (red) scoring Meet or Exceeds Expectations in 8th Grade ELA decreased by 7% from 2019 to 2021 yet remains higher males scoring at those levels.

Meets or Exceeds by Ethnicity: 6th Grade ELA

Percentage of Students Scoring Met or Exceeds by Ethnicity
Grade 6 ELA: 2018, 2019, 2021

Ethnicity	2018	2019	2021
Hispanic	23.7	25.0	34.2
African American	17.7	14.6	14.5
White	25.8	29.2	26.9
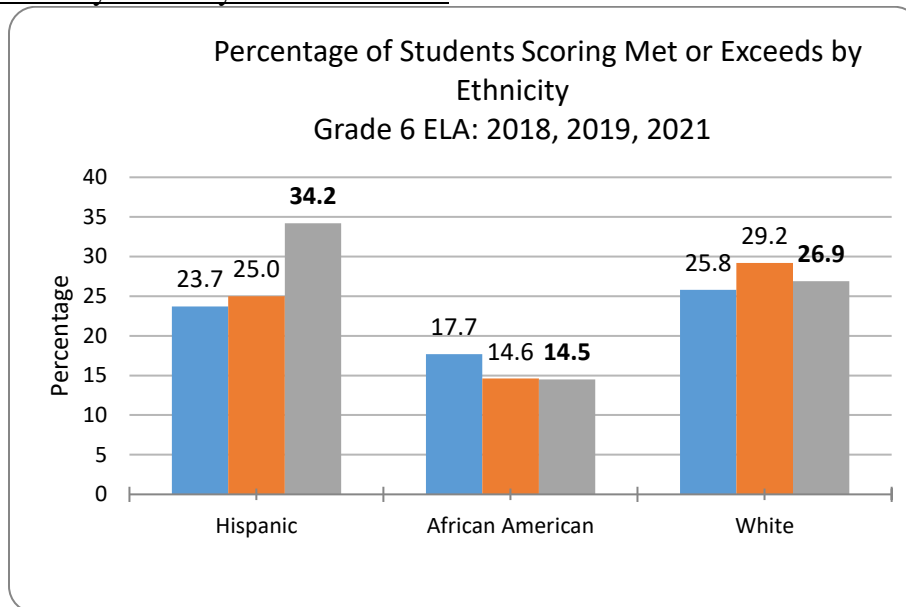
The percentage of students scoring Meets or Exceeds Expectations shows increases for the Hispanic population in 6th Grade ELA. The number of African Americans scoring Meets or Exceeds remains significantly lower. The percentage of White students has remained relatively steady. For the first year, in 2021, Hispanic students out performed their counterparts in 6th Grade ELA.

Meets or Exceeds by Ethnicity: 7th Grade ELA

Percentage of Students Scoring Met or Exceeds Expectations ELA by Ethnicity
Grade 7: 2018

Ethnicity	2018	2019	2021
Hispanic	24.2	27.7	22.5
African American	17.2	16.9	21.4
White	34.7	35.1	39.2
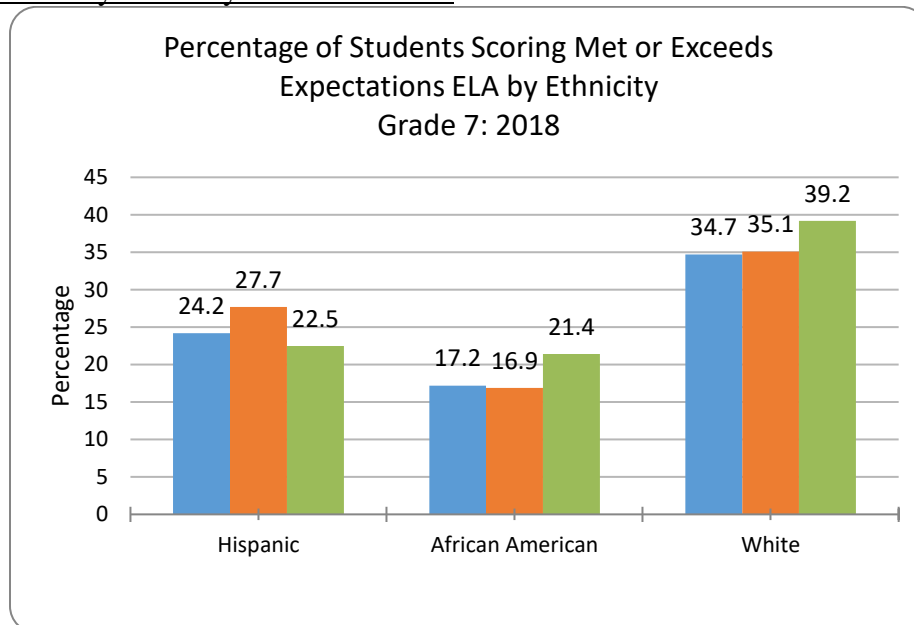
The percentage of students scoring Meets or Exceeds Expectations for 7th Grade ELA increased slightly in all subgroups in the 2019 administration of SCREADY and in two groups (African American and White) in 2021.

Meets or Exceeds by Ethnicity: 8th Grade ELA

Percentage of Students Scoring Met or Exceeds ELA by Ethnicity
Grade 8: 2018, 2019, 2021

Ethnicity	2018	2019	2021
Hispanic	17.5	28.0	28.3
African American	9.7	20.0	19.4
White	33.3	44.3	37.5
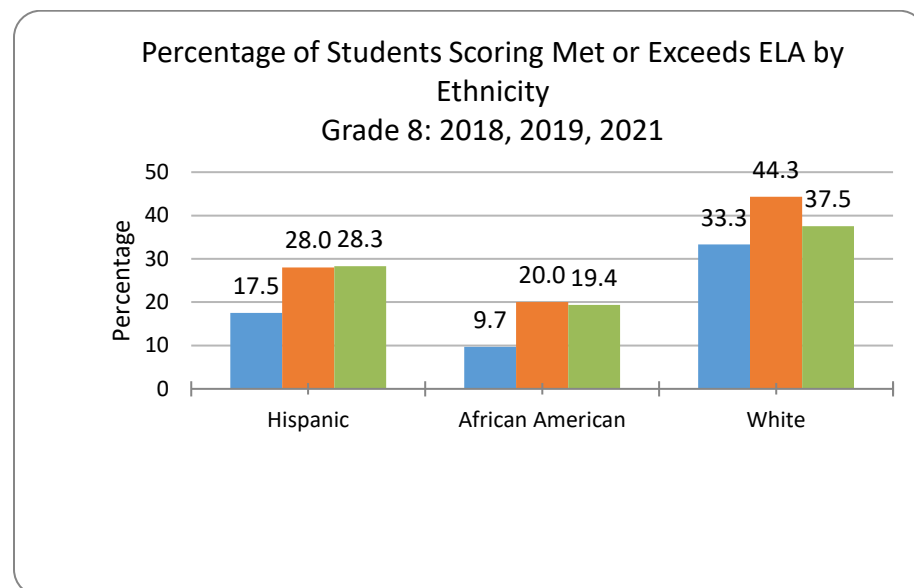
The percentage of students scoring Meets or Exceeds Expectations in the 2019 administration of SCREADY improved significantly in all ethnic subgroups. In 2021, Hispanic and African American students had little change and there was a decrease for White students.

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

Percentage of Students Scoring Met or Exceeds ELA by Limited English Proficiency Grade 6 : 2018, 2019, 2021

	LEP			Non-LEP		
	25.0	22.5	25.9	22.4	24	27.7
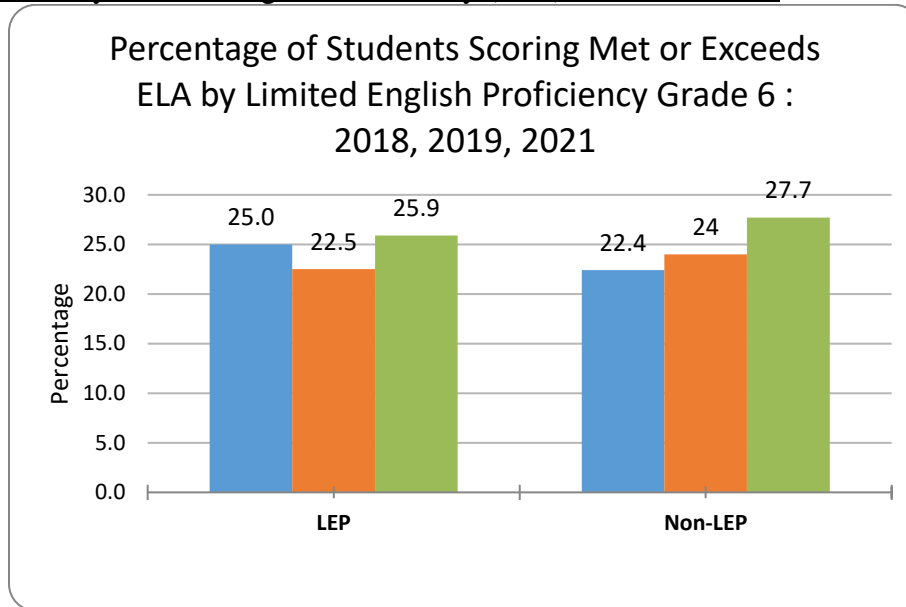
The percentage of LEP students scoring Meets or Exceeds Expectations on the 6th grade ELA test decreased slightly in 2019 while the number of Non-LEP students increased slightly in 2019. In 2021, both groups showed gains.

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

Percentage of Students Scoring Met or Exceeds ELA by Limited English Proficiency Grade 7 2018, 2019, 2021

	LEP			Non-LEP		
	25.0	28.4	25.8	26.6	27.7	27.6
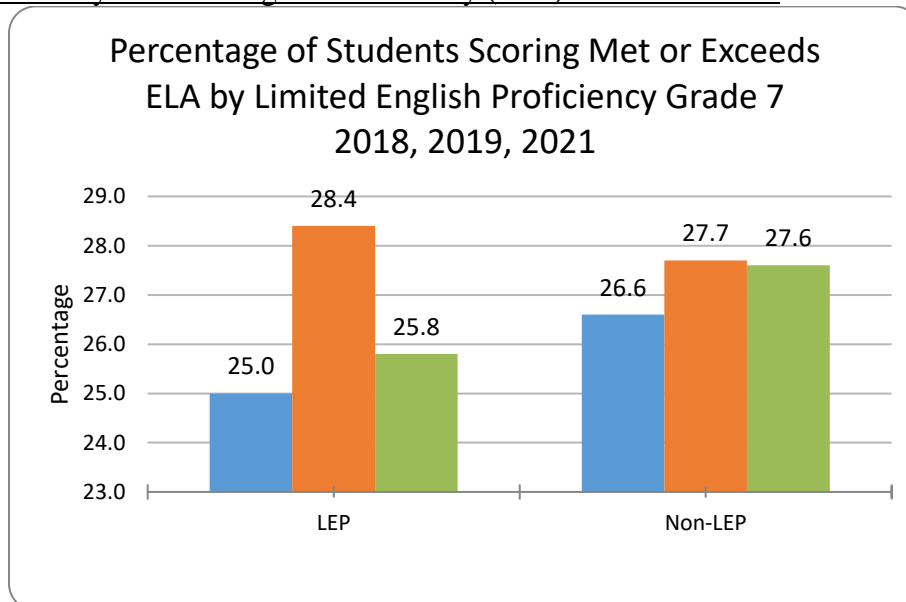
The percentage of LEP students scoring Meets or Exceeds Expectations on the 7th Grade ELA test increased slightly in 2019 but dropped again in 2021. No-LEP students remained relatively steady.

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

Percentage of Students Scoring Met or Exceeds by Limited English Proficiency ELA
Grade 8: 2018,2019, 2021

- LEP: 19.8, 27.8, 26.9
- Non-LEP: 20.5, 32.8, 29.7
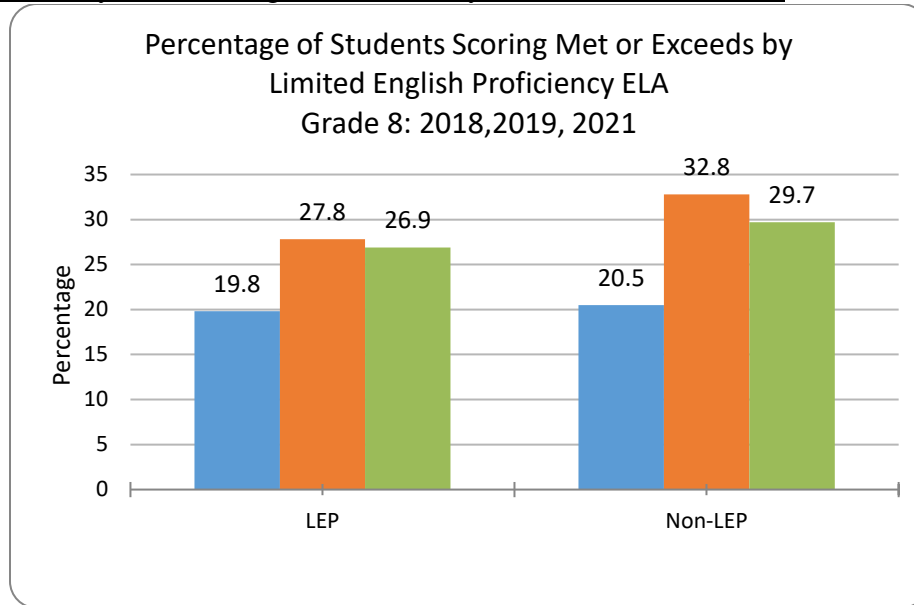
The percentage of LEP students and non-LEP students scoring Meets or Exceeds Expectations on the 8th Grade ELA test has shown similar trends with an increase in 2019 and a slight decrease in 2021. However, non-LEP students continue to outperform their LEP counterparts.

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

Percentage of Students Scoring Met or Exceeds Expectations by Pupils in Poverty
Grade 6: 2018, 2019, 2021

- 2018: 21.1, 40.0
- 2019: 22.1, 36.7
- 2021: 26.7, 31.0
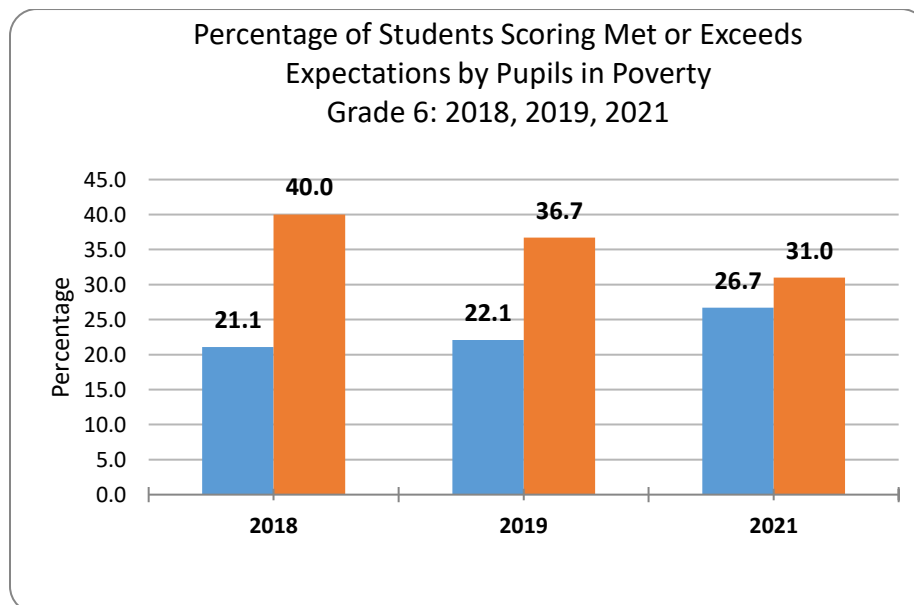
The number of PIP (Blue) scoring at Meets or Exceeds Expectations in 6th Grade ELA has gradually increased for the previous 3 years. Meanwhile the percent of those non-PIP (orange) has steadily decreased.

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

Percentage of Students Scoring Met or Exceeds ELA by Pupils in Poverty
Grade 7 2018, 2019, 2021

Year	In Poverty	Non-poverty
2018	24.6	31.9
2019	28.1	33.3
2021	24.2	45.5
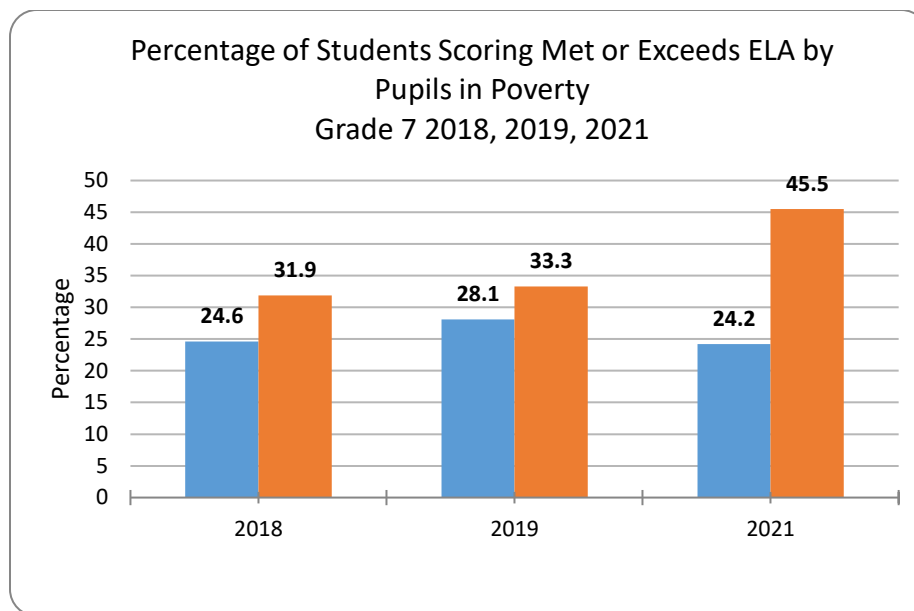
The percentage of Students in Poverty (blue) and the number of Non-poverty (orange)) students scoring Meets or Exceeds Expectations in 7th Grade ELA rose in the 2019 administration. However, in 2021, the percentage of students in poverty scoring meets or exceeds decreased while students not in poverty saw significant gains.

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

Percentage of Students Scoring Met or Exceeds ELA by Pupils in Poverty
Grade 8: 2018, 2019, 2021

Year	In Poverty	Non-poverty
2018	19.4	24.5
2019	30.5	39
2021	26.9	45.5
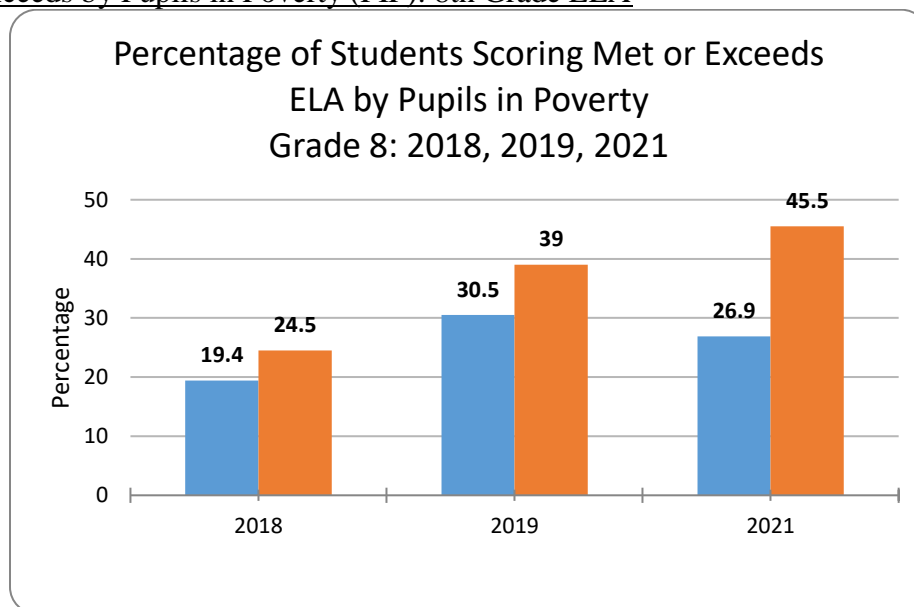
The percentage of Students in Poverty and the number of Non-poverty students scoring Meets or Exceeds Expectations in 8th Grade ELA rose significantly in the 2019 but fell in 2021.

SCREADY: Math

Meets or Exceeds by Grade Level
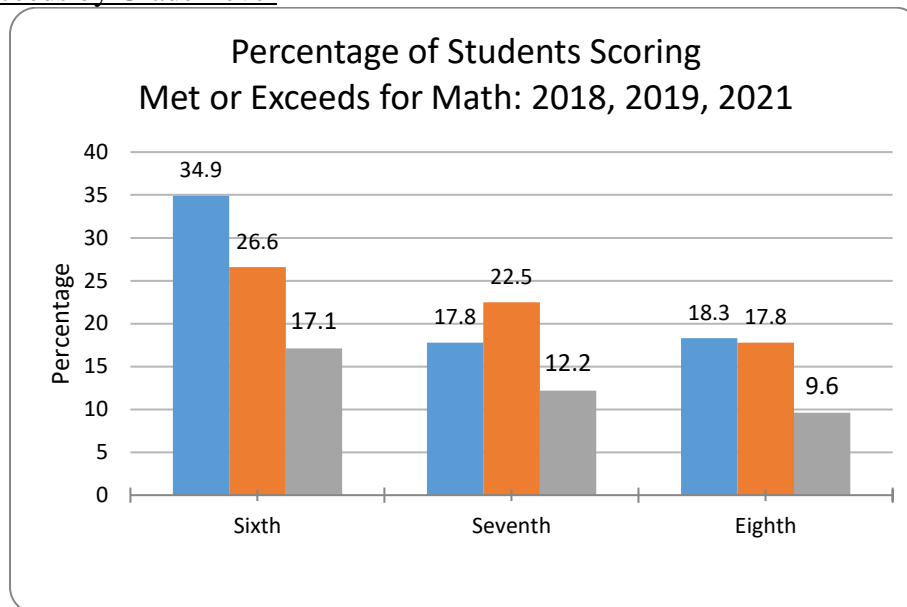
Percentage of Students Scoring Met or Exceeds for Math: 2018, 2019, 2021

A review of the SCREADY data for the 2018, 2019, and 2021 administrations of the SCREADY test for math shows a decrease in the number of all students performing at the meets or exceeds expectations levels. While 6th grade showed a slight improvement from 2019 to 2021, their overall performance decreased from 2018 to 2021.

Four Levels of Scoring: 6th Grade Math

Percentage of Students Scoring at Various Levels for Math Grade 6 2018, 2019, 2021
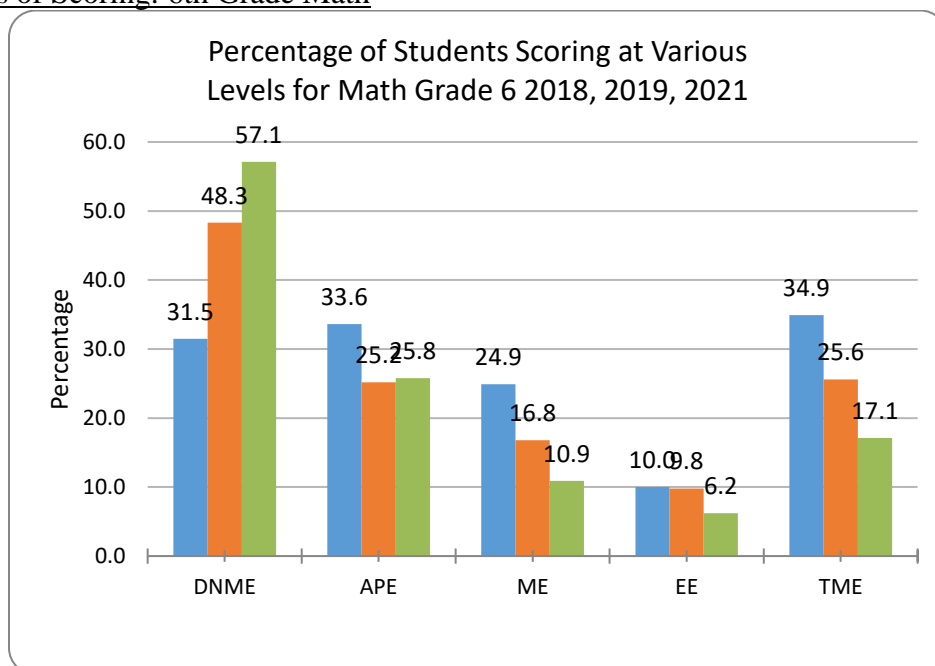
The number of 6th grade students scoring Meets or Exceeds Expectations in math declined in the 2019 and 2021 administrations of SCREADY.

Four Levels of Scoring: 7th Grade Math

Percentage of Students Scoring at Various Levels for Math Grade 7: 2018, 2019, 2021

Level	2018	2019	2021
DNME	43.0	39.8	52.9
APE	39.3	37.7	34.9
ME	11.2	13.6	10.2
EE	6.6	8.9	2.0
TME	17.8	22.5	12.2
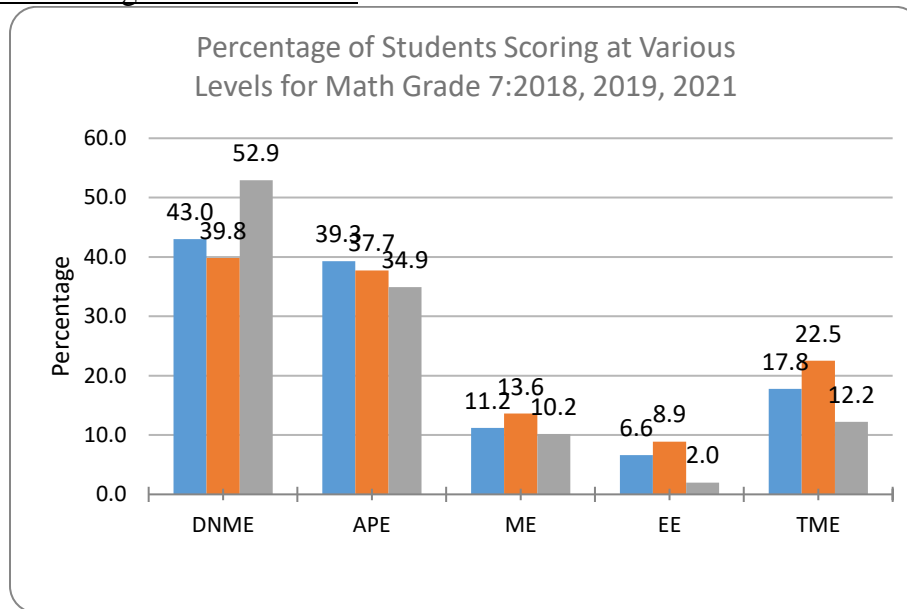
The number of 7th grade students scoring Meets or Exceeds Expectations in math in 2019 but fell again in 2021.

Four Levels of Scoring: 8th Grade Math

Percentage of Students Scoring at Various Levels in Math Grade 8: 2018, 2019, 2021

Level	2018	2019	2021
DNME	50.4	53.3	58.x
APE	31.3	28.9	—
ME	13.5	10.7	—
EE	4.8	7.0	—
TME	18.3	17.8	—
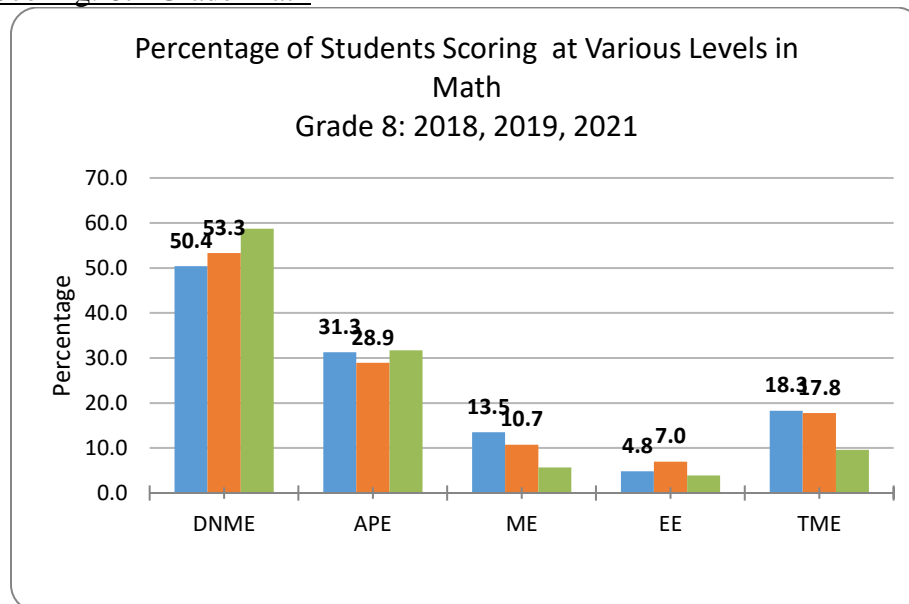
The number of 8th grade students scoring Meets or Exceeds Expectations fell slightly in the 2019 and dropped again in 2021.

Meets or Exceeds Expectations by Gender: 6th Grade Math

Percentage of Students Scoring Met or Exceeds in
Math by Gender
Grade 6 2018, 2019, 2021

- 2018: 29.0 (blue), 41.0 (orange)
- 2019: 27 (blue), 26 (orange)
- 2021: 16.1 (blue), 18.2 (orange)
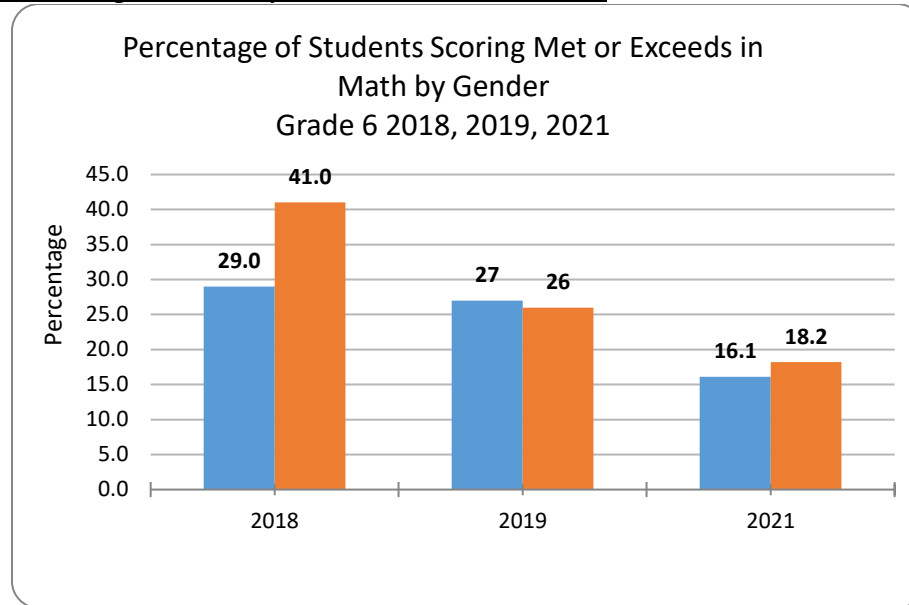
The percentage of females (orange) scoring Meets or Exceeds Expectations in 6th grade decreased significantly (15%) in 2019 and again (7.8%) in 2021; the number of males scoring at those levels showed a slight decrease (2%) in 2019 and another drop in 2021 (10.9%).

Meets or Exceeds Expectations by Gender: 7th Grade Math

Percentage of Students Scoring Met or Exceeds
Expectations in Math by Gender
Grade 7: 2018, 2019, 2021

- 2018: 18.1 (blue), 17.3 (orange)
- 2019: 22.5 (blue), 22.4 (orange)
- 2021: 6.6 (blue), 18.6 (orange)
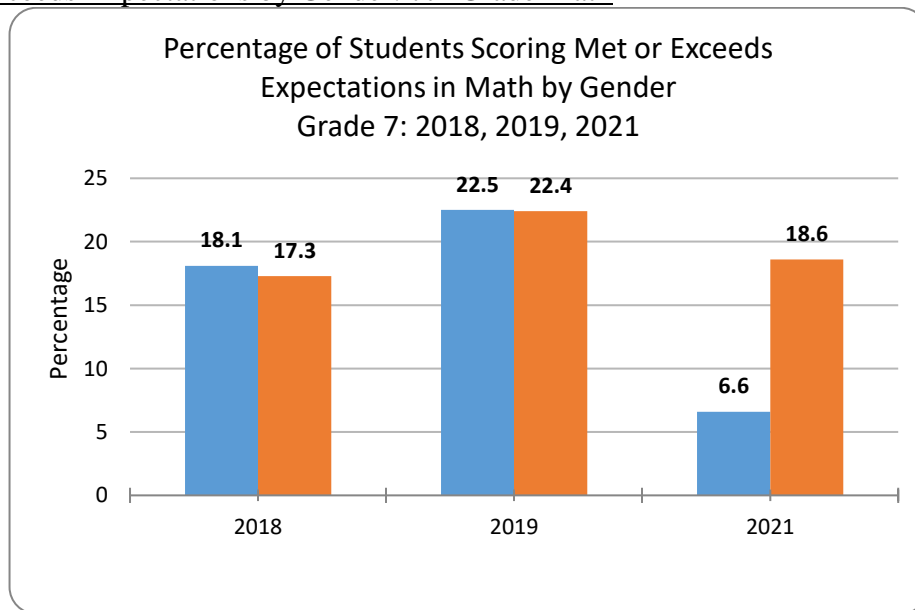
The percentage of male (blue) students scoring Meets or Exceeds Expectations rose in 2019 but dropped drastically in 2021 from 22.5% to 6.6%. While female (orange) students showed a similar trend, their drop was not as drastic (22.4% to 18.6%) from 2019 to 2021.

Meets or Exceeds Expectations by Gender: 8th Grade Math

Percentage of Students Scoring Met or Exceeds Expectations in Math by Gender Grade 8: 2018, 2019, 2021

Year	Blue	Orange
2018	14.7	22.4
2019	15.1	21.2
2021	10.6	8.2
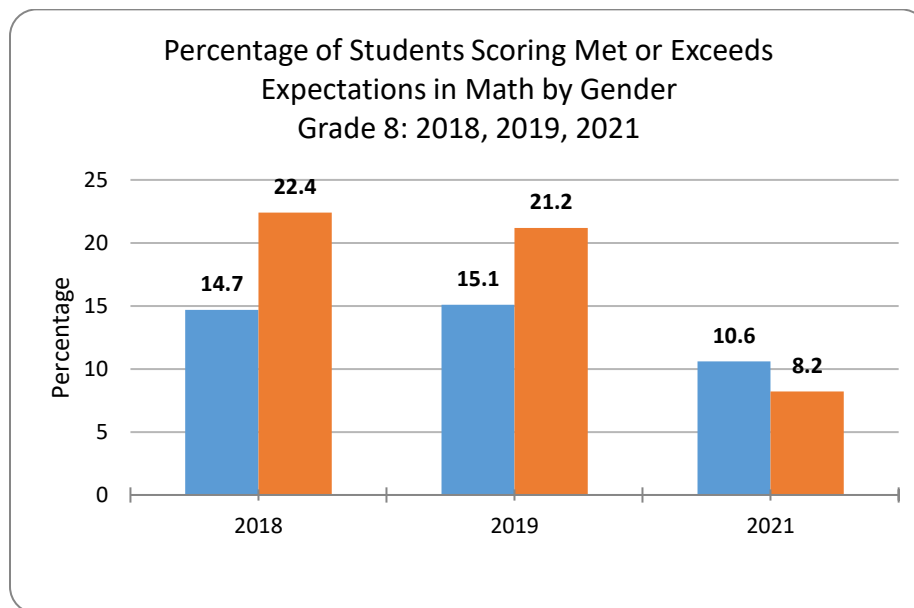
The percentage of students by gender scoring Meets or Exceeds Expectations in 8th Grade math showed little change in the 2019 administration. In 2019, male performance improved slightly while the performance of females decreased slightly. However, both groups saw significant incline in 2021 with the most significant drop occurring in the female population.

Meets or Exceeds Expectations by Ethnicity: 6th Grade Math

Percentage of Students Scoring Met or Exceeds in Math by Ethnicity Grade 6: 2018, 2019, 2021

Ethnicity	Blue	Orange	Gray
Hispanic	45.4	30.0	22.1
African American	25.4	14.6	5.8
White	27.4	30.8	20.4
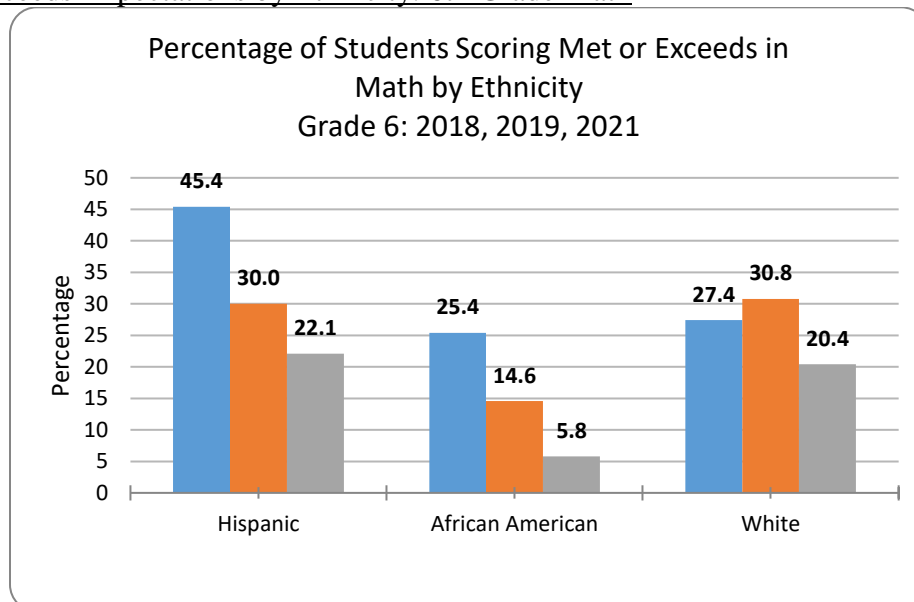
The percentage of 6th grade students scoring Meets or Exceeds Expectations decreased significantly in the Hispanic and African American subgroups and improved slightly for White in the 2019 administration of SCREADY math. In the 2021 administration all subgroups saw decline.

Meets or Exceeds Expectations by Ethnicity: 7th Grade Math

**Percentage of Students Scoring Met or Exceeds Expectations
in Math by Ethnicity
Grade 7: 2018, 2019, 2021**

Hispanic: 14.3, 28.7, 9.9
African American: 10.3, 9.2, 7.3
White: 26.4, 21.1, 22.6
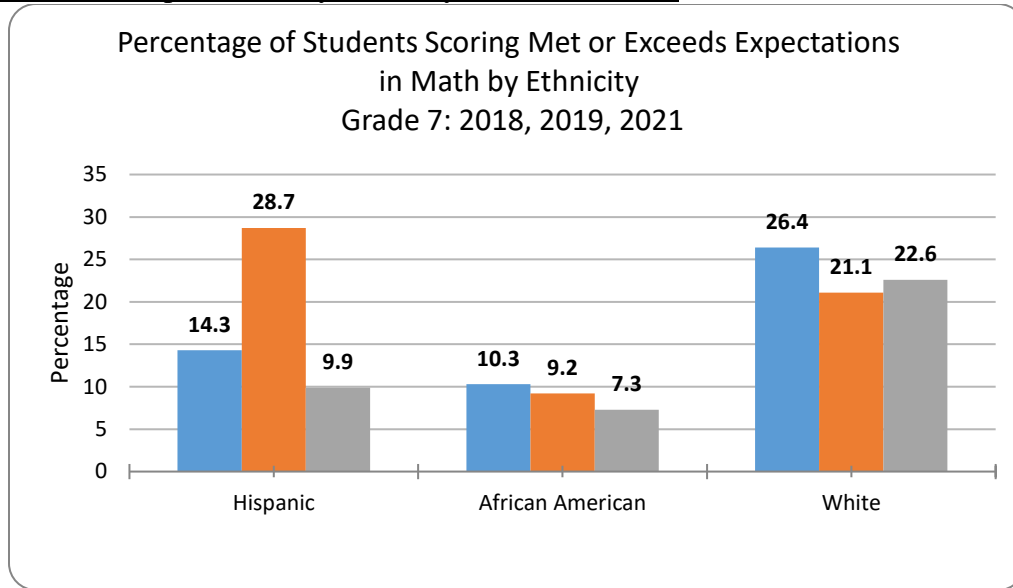
In 2019, the percentage of students scoring Meets or Exceeds Expectations increased 14.4% among the Hispanic subgroup and decreased for the African American (1.0%) and White (5.3%) subgroups. However, all groups saw overall decline from 2018 to 2021.

Meets or Exceeds Expectations by Ethnicity: 8th Grade Math

**Percentage of Students Scoring Met or Exceeds
Expectations in Math by Ethnicity
Grade 8: 2018, 2019, 2021**

Hispanic: 18.4, 16.0, 10.4
African American: 6.9, 7.1, 4.8
White: 25.0, 28.5, 12.8
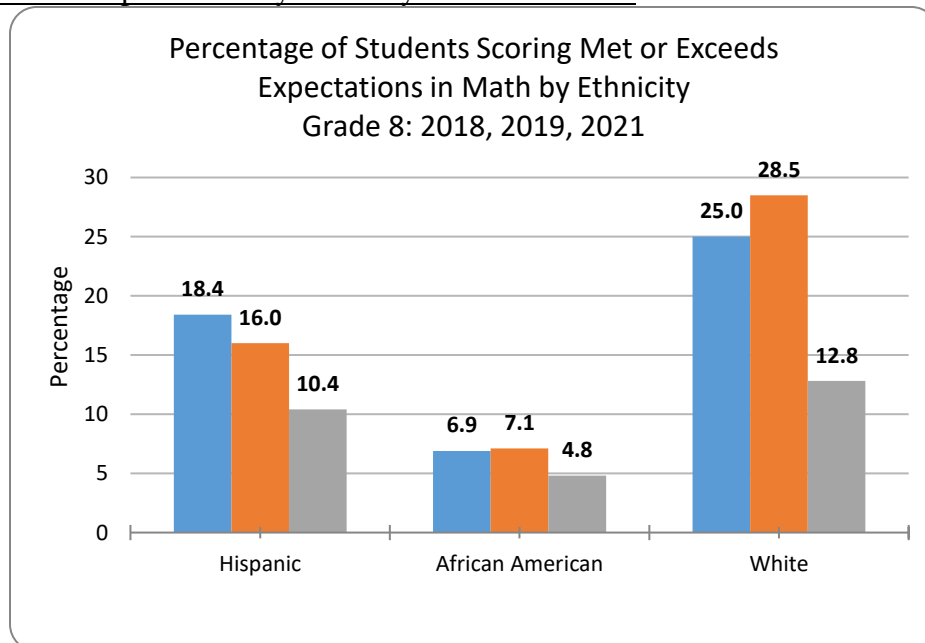
The percentage of students scoring Meets or Exceeds Expectations for 8th grade math decreased in all groups from 2018 to 2021 with some gain shown in the 2019 administration for African American and White students. Hispanic student scores showed consistent drops each year.

Meets or Exceeds Expectations by Limited English Proficiency (LEP): 6th Grade Math
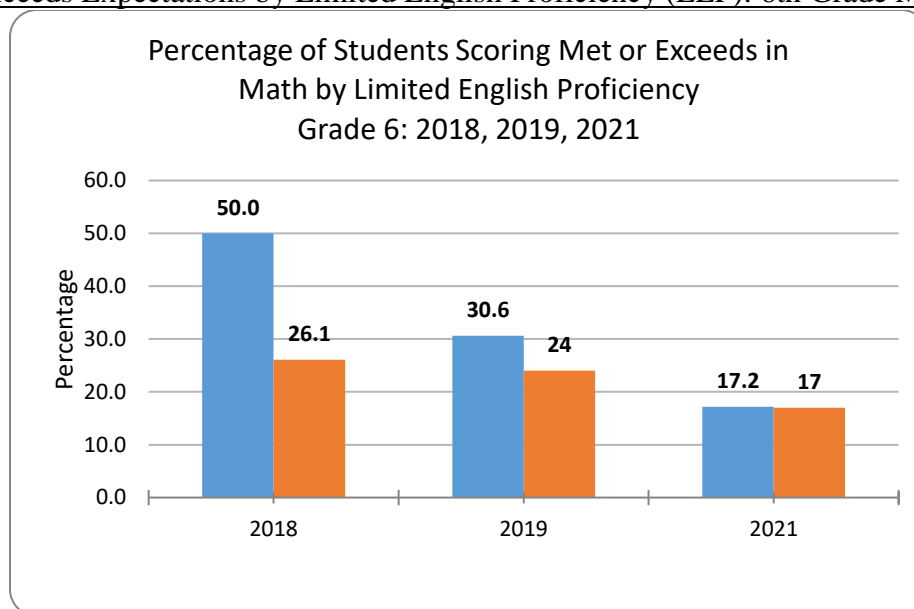
Percentage of Students Scoring Met or Exceeds in Math by Limited English Proficiency Grade 6: 2018, 2019, 2021

Year	LEP	Non-LEP
2018	50.0	26.1
2019	30.6	24
2021	17.2	17

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 each year. Non-LEP student scores have also decreased each year, though not as significantly.

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

Percentage of Students Scoring Met or Exceeds in Math by Limited English Proficiency Grade 7: 2018, 2019, 2021

Year	LEP	Non-LEP
2018	14.3	19.6
2019	30.7	17.6
2021	9.8	13.5
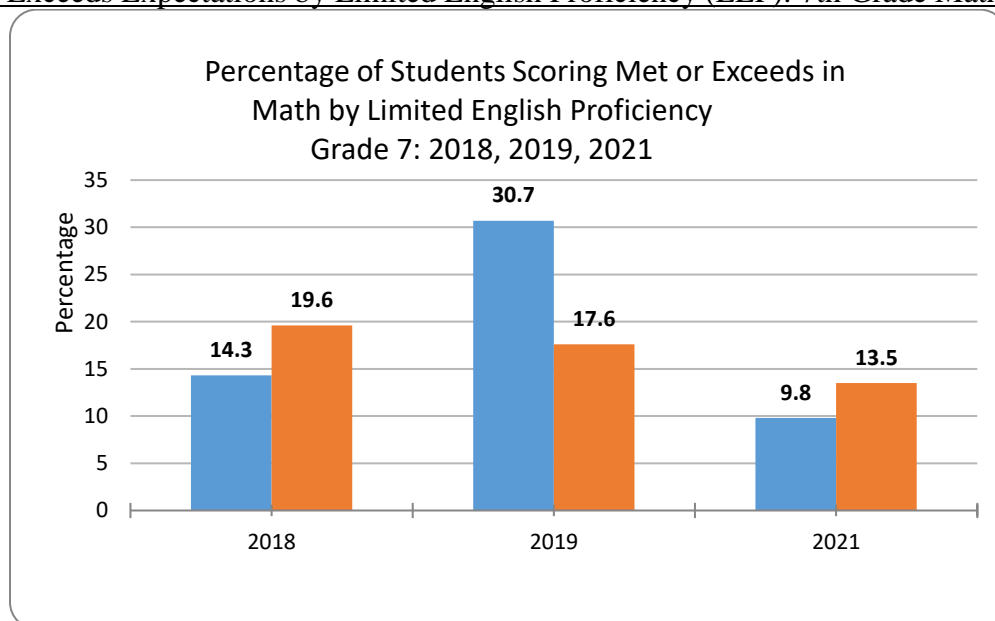
The percentage of LEP and Non-LEP students scoring Meets or Exceeds Expectations on 7th Grade Math in 2019 showed an increase of 16% of LEP students scoring at those levels and a slight decrease in the number of Non-LEP students scoring at those levels. In 2021, both groups declined in overall performance.

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

Percentage of Students Scoring Met or Exceeds Expectations in Math by Limited English Proficiency Grade 8: 2018, 2019, 2021

Year	LEP	Non-LEP
2018	21.0	17.0
2019	14.4	19.4
2021	10.5	8.9
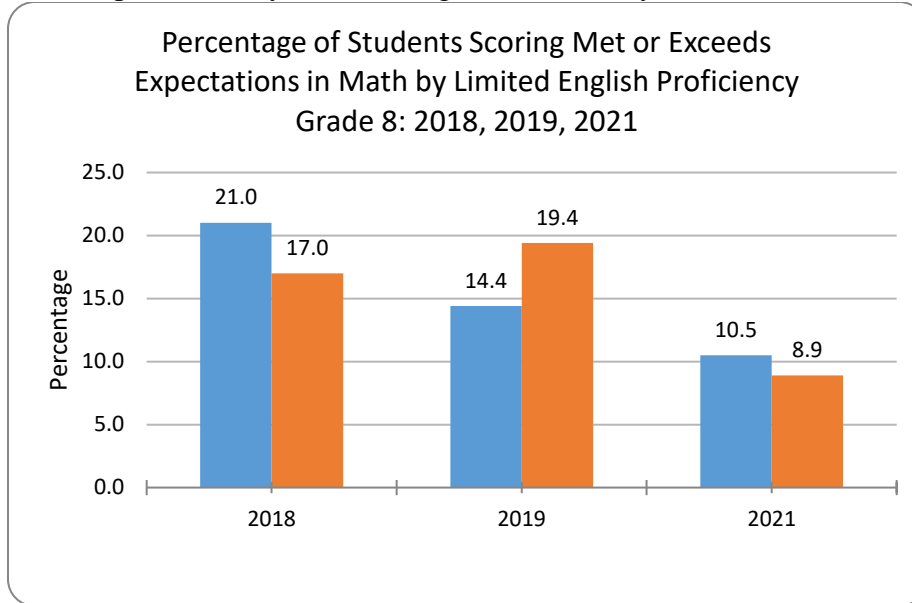
The percentage of LEP and Non-LEP students scoring meets or exceeds on 8th Grade Math showed a decrease of 7% in the number of LEP students scoring at those levels and a slight increase in the number of non-LEP students scoring Meets or Exceeds. However, in 2021 both groups decreased significantly.

Meets or Exceeds Expectations by Pupils in Poverty (PIP): 6th Grade Math
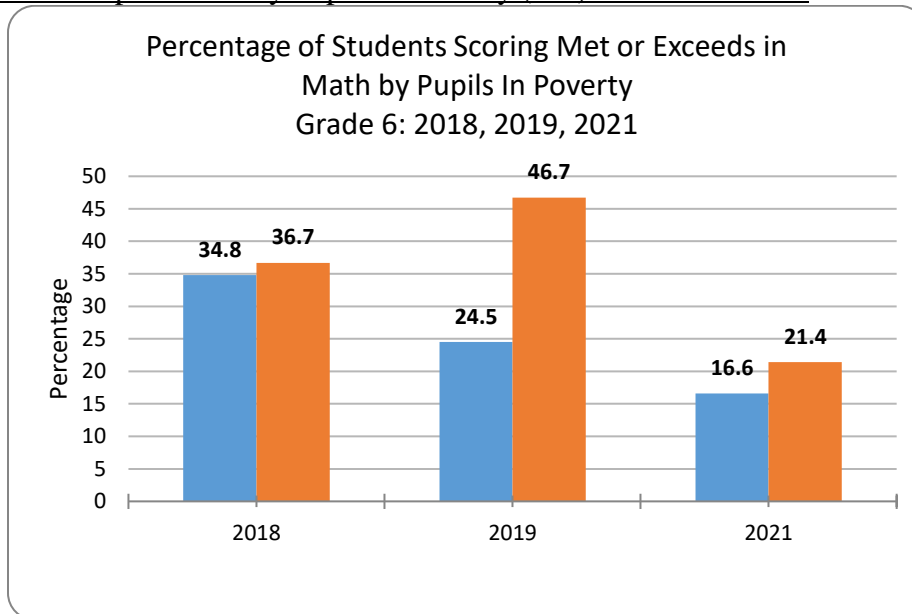
Percentage of Students Scoring Met or Exceeds in Math by Pupils In Poverty Grade 6: 2018, 2019, 2021

Year	PIP	Non-PIP
2018	34.8	36.7
2019	24.5	46.7
2021	16.6	21.4

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. However, in 2021 both groups dropped with a notable decrease for students not living in poverty from 2019 to 2021 (25.3%).

Meets or Exceeds Expectations by Pupils in Poverty (PIP): 7th Grade Math
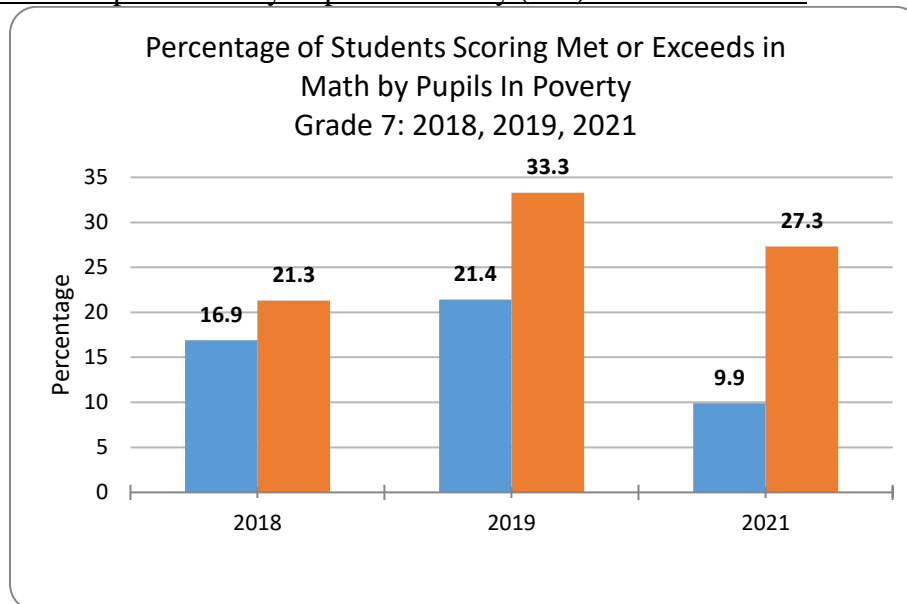
Percentage of Students Scoring Met or Exceeds in Math by Pupils In Poverty
Grade 7: 2018, 2019, 2021

Year	Students in Poverty	Non-Students in Poverty
2018	16.9	21.3
2019	21.4	33.3
2021	9.9	27.3

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. However, both groups dropped in 2021.

Meets or Exceeds Expectations by Pupils in Poverty (PIP): 8th Grade Math
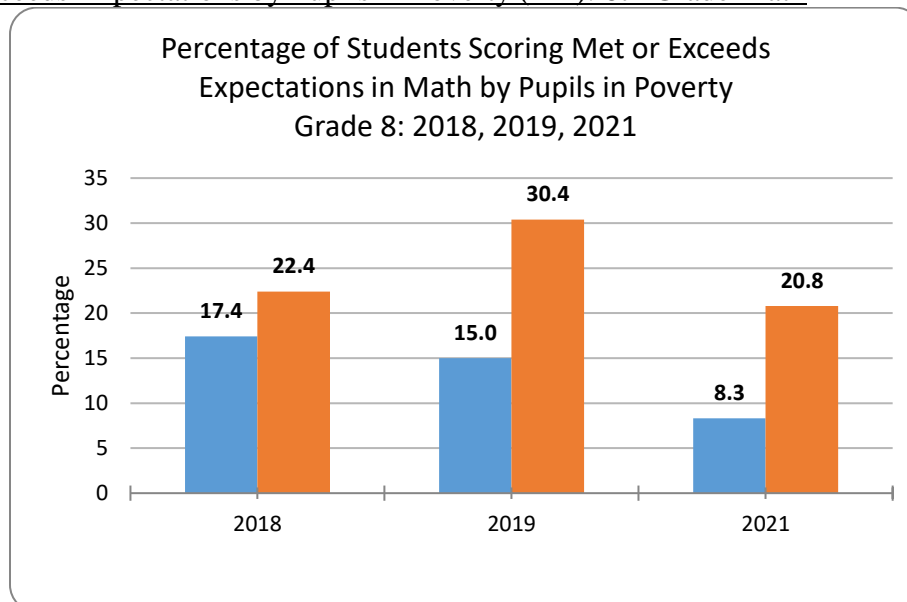
Percentage of Students Scoring Met or Exceeds Expectations in Math by Pupils in Poverty
Grade 8: 2018, 2019, 2021

Year	Students in Poverty	Non-Students in Poverty
2018	17.4	22.4
2019	15.0	30.4
2021	8.3	20.8

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. However, both groups saw a decline in the 2021 administration.

SCPASS: Science

Note: Students were tested in 6th Grade

Meets or Exceeds by Gender: 6th Grade Science

Percentage of Students Scoring Met or Exceeds Expectations in Science by Gender Grade 6: 2018, 2019, 2021

Males	Females
27.4, 37.4, 26.1	33.6, 30.1, 27.1
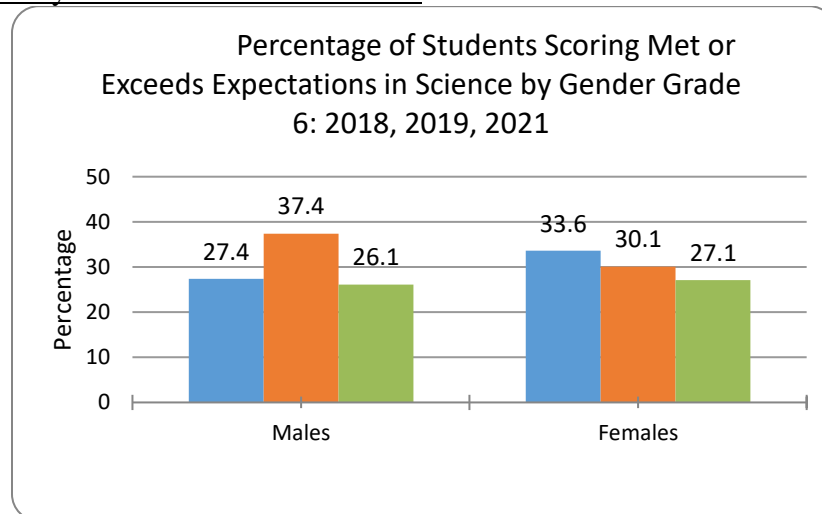
The percent of males scoring Meets or Exceeds Expectations in 6th Grade Science increased by 10% in 2019 but dropped again in 2021 while the number of females scoring at those levels slightly decreased each year.

Meets or Exceeds by Ethnicity: 6th Grade Science

Percentage of Students Scoring Meets or Exceeds Expectations in Science by Ethnicity Grade 6: 2018, 2019, 2021

Hispanic	African American	White
34, 36.7, 30.7	22.6, 20.7, 12.3	30.6, 46.2, 36
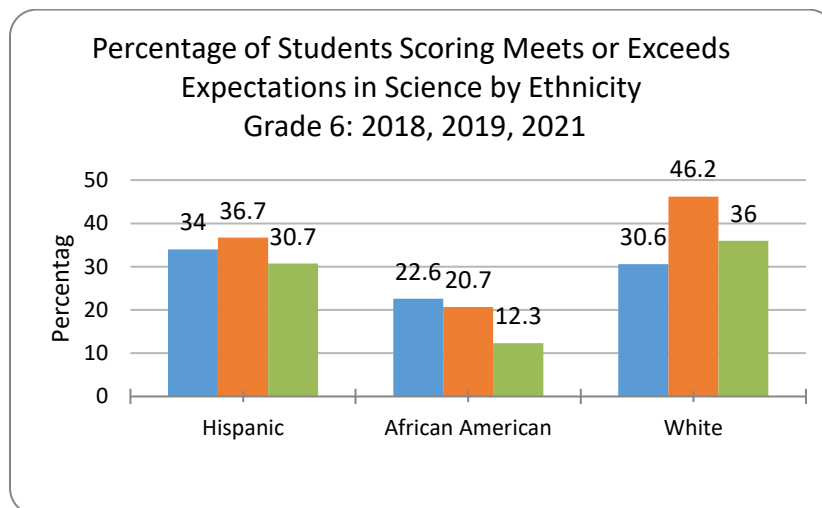
The number of Hispanics and Whites scoring at Meets or Exceeds Expectation in 6th Grade Science increased in 2019 while the number of African Americans scoring at those levels decreased slightly. In 2021, each group saw a decrease in overall performance.

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

Percentage of Students Scoring Meets or Exceeds Expectations in Science by LEP
Grade 6: 2018, 2019, 2021

Group	2018	2019	2021
LEP	36.4	36.0	27.3
Non-LEP	27.0	33.1	26.2
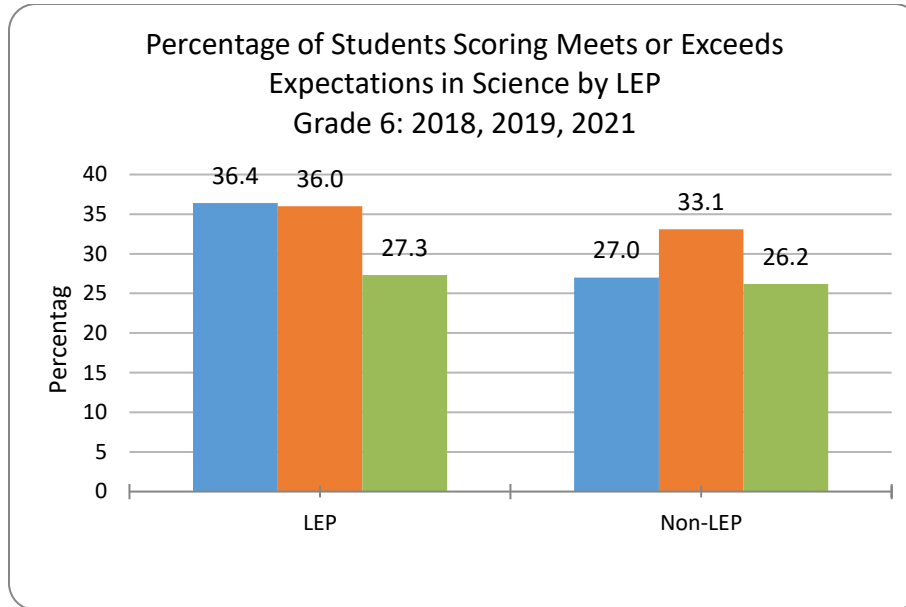
A review of the 2019 administration of SCPASS Science in 6th Grade shows a slight decrease in the number of LEP students scoring at Meets or Exceeds Expectations and an increase in the number of Non-LEP students scoring at those levels. However, in 2021, both groups saw a decline.

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

Percentage of Students Scoring Meets or Exceeds in Science by Pupils in Poverty
Grade 6: 2018, 2019, 2021

Group	2018	2019	2021
PIP	29.7	32.5	26.1
Non-PIP	36.7	53.3	31
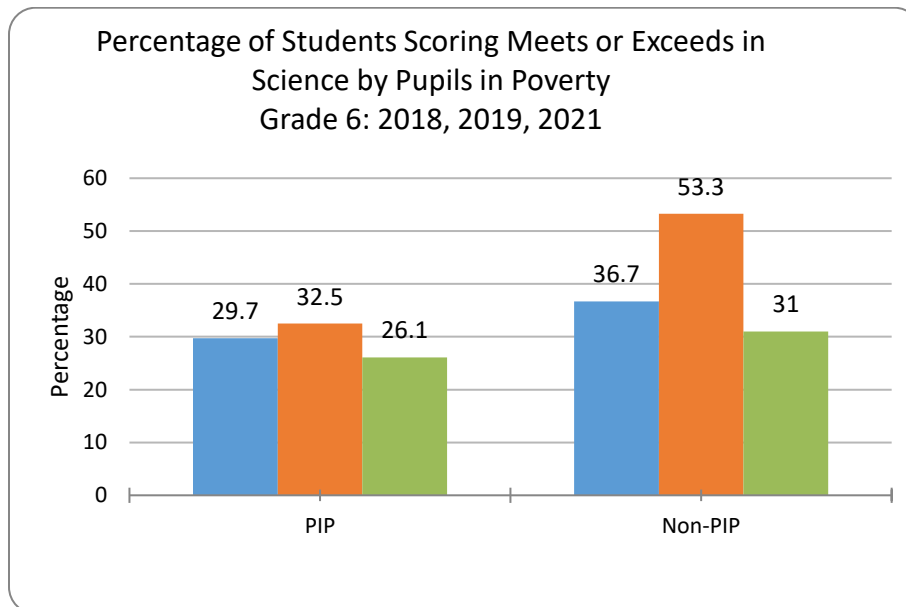
A review of the 2019 administration of 6th Grade Science shows a slight increase in the number of Pupils in Poverty scoring at Meets or Exceeds Expectations while the number of Non-PIP Students scoring at those levels increased significantly. In 2021, both groups percentage meeting or exceeding expectations dropped.

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	2021
Teachers with advanced degrees		60.0%	59.6%	68.5%	59.3%	60%
Continuing contract teachers		74.0%	75.0%	55.6%	54.2%	50.9%
Teachers returning from the previous year		84.5%	87.8%	78.0%	70.2%	64.3%
Attendance rates		92.2%	92.0%	90.8%	N/A	92.6%

Professional Development Calendar

2021-2022

Date	Title	Presenter	Targeted Group
8/10/21	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor	All Teachers
8/10/21	CoTeaching ESOL @ Berea Middle	Dr. Blanca O'Connor	ESOL and ELA Teachers
8/19/21	Promethean ActiveInspire Basic Training	Avis Canty-Duck	Induction Contract Teachers
8/25/21	Collective Teacher Efficacy: Vision and Mission Workshop	Mona Elleithee & Susan Burnett	All Teachers
8/30/21	ELA Analysis Strategies in the Middle Grades	Ingrid Huggins	ELA Teachers
9/3/21	ClassWorks Training	ClassWorks	All Core Teachers
9/27/21	CoTeaching ESOL @ Berea Middle	Dr. Blanca O'Connor	ESOL and ELA Teachers
9/27/21	Induction Teacher Training	Corey Collington	Induction Contract Teachers

9/29/21	ReThink ED SEL PD	Corey Collington & Dr. Lee York	All Core Teachers
10/13/21	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor	All Teachers
10/19/21	CoTeaching ESOL @ Berea Middle	Dr. Blanca O'Connor	ESOL and ELA Teachers
10/25/21	Induction Teacher Training	Andrew Baker	Induction Contract Teachers
10/28/21	Choosing the Right Technology	Avis Canty-Duck	All Teachers
11/1/21	Accountable Talk Part 1	Ingrid Huggins & Dr. Susan Burnett	All Core Teachers
11/8/21	Tech Tools Playground	Avis Canty-Duck & Dr. Susan Burnett	All Teachers
11/10/21	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor and Tanya Franca	All Teachers
11/22/21	CoTeaching ESOL @ Berea Middle	Dr. Blanca O'Connor	ESOL and ELA Teachers
11/22/21	Induction Teacher Training	Brittany McCants	Induction Contract Teachers

12/13/21	Accountable Talk Part 2	Ingrid Huggins & Dr. Susan Burnett	All Core Teachers
1/14/21	CoTeaching ESOL @ Berea Middle	Dr. Blanca O'Connor	ESOL and ELA Teachers
1/24/21	Induction Teacher Training	Melissa Dacus	Induction Contract Teachers
1/31/22	Combatting Challenges: Technology Edition	Avis Canty-Duck	All Teachers
2/9/22	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor and Tanya Franca	All Teachers
2/28/22	CoTeaching ESOL @ Berea Middle	Dr. Blanca O'Connor	ESOL and ELA Teachers
3/9/21	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor and Tanya Franca	All Teachers
3/14/21	Instructional Technology PD	Avis Canty-Duck	All Teachers
3/28/22	CoTeaching ESOL @ Berea Middle	Dr. Blanca O'Connor	ESOL and ELA Teachers
4/4/22	Disciplinary Literacy PD	Ingrid Huggins	All Core Teachers

4/6/22	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor and Tanya Franca	All Teachers
4/11/22	Instructional Technology PD	Avis Canty-Duck	All Teachers
4/13/22	SCReady/SCPass Testing Training	Andrew Baker & Dr. Susan Burnett	All Teachers
4/20/22	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor	All Teachers
4/24/22	Induction Teacher Training	Dr. Susan Burnett	Induction Contract Teachers
5/11/22	Sheltered ESOL @ Berea Middle	Dr. Blanca O'Connor	All Teachers

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 and represent responses of "Mostly Agree" and "Agree".
*Note: Survey was not administered in 2019-2020 due to COVID-19 closures.

Student Perception Survey Analysis

	2017 - 2018	2018 - 2019	2020-2021
"I am satisfied with the learning environment in my school."	69.3%	65.2%	80%
"I am satisfied with the social and physical environment at my school."	76.6%	69.5%	77.1%
"I am satisfied with home-school relations."	81.0%	74.3%	84.3%

Parent Perception Survey Analysis

	2017 - 2018	2018 - 2019	2020-2021
"I am satisfied with the learning environment in my school."	78.8%	73.7%	70%
"I am satisfied with the social and physical environment at my school."	73.6%	75.2%	50%
"I am satisfied with home-school relations."	65.4%	66.0%	60%

Teacher Perception Survey Analysis

	2017 - 2018	2018 - 2019	2020-2021
"I am satisfied with the learning environment in my school."	62.5%	24.5%	28%
"I am satisfied with the social and physical environment at my school."	69.6%	34.7%	48%
"I am satisfied with home-school relations."	35.7%	28.5%	20%

Berea Middle School

2020 – 2021 Report Card

Please click on the following link to access the Berea Middle School 2020-2021 Report Card.

https://screportcards.com/overview/?q=eT0yMDIxJnQ9TSZzaWQ9MjMwMTA0Mg

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 24% in 2016-17 to 34% in 2022-23.

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

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

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

DATA SOURCE(s):	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 (2016-17)	School Projected 28.69	31.12	33.55	35.98	38.41	40.84
		School Actual 23	28.1	Waiver	27.9		
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle 44	49	Waiver	47		

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

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 percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 18% in 2016-17 to 28% in 2022-23.

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.77% annually.

DATA SOURCE(s):	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	13.6		
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	35		

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	26.6		
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	46		

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	29		
SC READY ELA SC SDE Website	**33**% Meets Expectations and Exceeds Expectations	District Projected Hispanic **36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		District Actual Hispanic **34**	**40**	waiver	33		

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	20		
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	24		

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	3		
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	8		
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	27		
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	29		
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	26		

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	33		
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	15		
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	22		
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	6		
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	11		
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	1		
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	5		
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 SC SDE Website		School Actual LEP **29**	**20.3**	waiver	13		
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	22		
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	12		
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	20		

ACTION PLAN FOR STRATEGY #5: Increase the effectiveness of data-based core instruction to strengthen learning outcomes for traditionally underperforming student demographic groups.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Provide strategy and content support for teachers	2018 – 2023	Administrative Team	NA	NA	school-based professional development offerings that provide best practice strategies and content to teachers

Provide professional learning opportunities for instructional strategies for diverse learners	2018 – 2023	Administrative Team	NA	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018 – 2023	Administrative Team	NA	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

Scaffold student thinking through modeling, think alouds, and/or guided 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 expectation of grade-level mastery.	2018 – 2023	Administrative Team	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.

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

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

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

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

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

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

DATA SOURCE(s):	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	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**	**100**	**TBD**	**TBD**	**TBD**	**TBD**

GCS Human Resources Department		School Actual	**Yes**	Yes	yes		
Employment report		**District Projected**		94%	96%	98%	100%
GCS Human Resources Department		**District Actual** 92 of 93 have gender diversity; 84 of 93 have ethnic diversity	89 of 93 have gender diversity; 85 of 93 have ethnic diversity	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 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: Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC SDE School Report Card Survey	88.5%	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Students **78.2%**		*Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic.*	85.7		
SC SDE School Report Card Survey	**96.3%**	School Projected Teachers **≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers **89.2%**		*Data point not available due to state-wide school closures on March 17,*	80		
SC SDE School Report Card Survey	**78.6%**	School Projected Parents **≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents **71.1%**		*Data point not available due to state-wide school closures on March 17,*	60		

SC SDE School Report Card Survey	**92**	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students **86**	89	*Data point not available due to state-wide school closures on March 17,*	93		
SC SDE School Report Card Survey	**98**	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers **97**	97	*Data point not available due to state-wide school closures on March 17,*	92		
SC SDE School Report Card Survey	**91**	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents **88**	89	*Data point not available due to state-wide school closures on March 17,*	98		

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

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%			0		
GCS Expulsion Report	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8%			0.3		

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 from Kent Owens	(2016-17) 0.0	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 0.0	**0**		<mark>0</mark>		
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**	.10	.03	0.004		

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

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	*Data point not available due to state-wide school closures on March 17,*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**54**	**58**	**62**	**66**	**70**
		District Actual **52**	**50**	**52**	*Data point not available due to state-wide school closures on March 17,*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) **94.2**	School Projected **≥ 95%**	**95%**	**95%**	**95%**	**95%**	**95%**

		School Actual **95.07**	**95.54**	96.63	93		
180th 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 AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23

AdvancED Culture & Climate 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 ≤** **Lonely ≤** **Angry ≤**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
AdvancED 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 ≤ Lonely ≤ Angry ≤	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #5: Improve understanding of students' social-emotional needs; reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Become a RAMP-Certified School	2018 – 2020	Director of Guidance, Principal	NA	NA	RAMP Certification

Train staff and students on the anonymous reporting process	2018 – 2023	Administrative Team	NA	NA	Students and staff aware and able to report
Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018 – 2023	Administrative Team, Classroom Teachers	NA	NA	Discipline consequences highlighted in materials for distribution
Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019 – 2023	Administrative Team, Classroom Teachers	NA	NA	Evidence of strategies being used in classrooms during observations

Continue with the anti-bullying program currently being conducted by the guidance department	2018 – 2023	Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Schools will explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018 – 2023	Principals School Teams	NA	NA	Consequences discussed systematically

			NA	NA	
Build a positive learning community supportive of all students	2018 – 2023	Administrative Team			Evidence of: · classroom conversations and reflections to support problem solving occur across the school day. · classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. · established classroom norms, expectations, and procedures. · students exercising autonomy and respect for peers and adults.