Blue Ridge Middle School

2423 E. Tyger Bridge Road
Greer, SC 29651
864-355-1900

Mrs. Karen Bullard, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent

School Portfolio
2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blue Ridge Middle School
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*
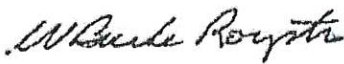**SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023** *(one year)*

Required Signature Page

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

Assurances for the School Renewal Plans

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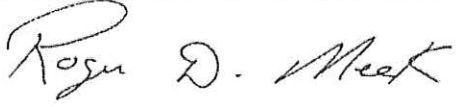
SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE
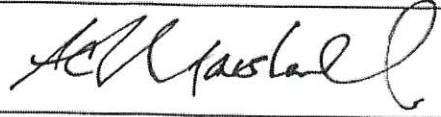
PRINCIPAL

Karen S. Bullard	*Karen S Bullard*	3/11/22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*Roger D. Meek*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Andrew Marshall	*A Marshall*	3-14-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kristen Garrett	*Kristen M. Garrett*	3-14-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2423 E. Tyger Bridge Road

SCHOOL TELEPHONE: (864) 355-1900

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

Position		Name
1.	Principal	Karen S. Bullard
2.	Teacher	Jeremy Barnette
3.	Parent/Guardian	Joni Lever
4.	Community Member	Jim Barbare
5.	Paraprofessional	Kelli Harris
6.	School Improvement Council Member	Dr. Andrew Marshall
7.	Read to Succeed Reading Coach	Kristen Garrett
8.	School Read To Succeed Literacy Leadership Team Lead	Charlie Kendrick
9.	School Read To Succeed Literacy Leadership Team Member	Tanya Harris

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

__N/A__ __Academic Assistance, PreK–3__
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ __Academic Assistance, Grades 4–12__
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

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

__X__ __Staff Development__
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

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

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

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

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

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

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

_N/_   Parenting and Family Literacy

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

_N/A_   Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

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

Table of Contents

Section One: Introduction

At Blue Ridge Middle School we create our Portfolio using the Professional Learning Community (PLC) Model. Each member of the faculty is assigned to a committee that includes but is not limited to Portfolio Committees. These committees are responsible for gathering and disaggregating the information for their section of the Portfolio and to disseminate that information to the faculty at large. Our committees also act to ensure a safe school environment through our Health and Safety Committee, ensure student services are met through our OnTrack Committee, coordinate student incentives, organize school activities through a school wide calendar committee, foster a positive working environment among the staff through our Social Committee, and increase student, parental, and community involvement through student council, PTA, SIC and our Partnership Development Committee. These committees serve as the backbone of our schools ongoing strategic planning efforts and help ensure that all members of the educational structure at BRMS are engaged and informed.

Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Blue Ridge's strategies for the 2018-2023 Action Plan. Once the strategies and plan were in place, the Strategic Planning Team began the task of assessing Blue Ridge Middle School through the five standards developed by AdvancED. Each committee met on Wednesday afternoons to review and evaluate each section of the standard carefully to determine which level of 1 to 4 best described and matched the organization and atmosphere of Blue Ridge Middle School. After the committees determined the level for each section, through consensus, the committees established lists of evidence which confirmed their decision on the rubrics. After the evidence was collected, the committee chairs began the process of writing and developing a narrative which encompassed the entire standard, rather than its parts. They collaborated with their members to make sure all areas of the standard were included. When all the narratives had been reviewed, each committee shared the findings with the entire faculty, the School Improvement Council, and the PTSA Board.

Section Two: Executive Summary

Summary of Needs Assessment for Student Achievement

In the spring of 2021, SC READY for Math and ELA were respectively 40% and 48% while SC PASS for 6th grade Science was 51% in Meets Expectation and Exceeds Expectations. In response to the data, the following initiatives have been determined:

- Use of common assessment tools, such as Mastery Connect.
- Grade-level subject-area common major assessments
- Inclusion with co-teaching models of instruction
- Academic assistance opportunities through Skill Building and ROAR time
- Reading assistance opportunities through district initiatives, such as Language Live, System 44, and Read 180
- Scaffolding and differentiated instruction to guarantee student understanding of standards-based instruction
- Subject area data teams - PLCs

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicate that teachers need continual professional development to maximize their growth. Professional development is determined based on school initiatives and staff needs to include literacy strategies, math strategies, inclusive practices, scaffolding and differentiated instruction, and data driven professional learning communities. Emphasis will be placed on data PLCs both teams and departments working together to meet the needs of each student.

Summary of Needs Assessment for School Climate

The State Report Card Survey has indicated that students' and parents' satisfaction is slightly lower than teacher satisfaction from the majority of our stakeholders.

Focus strategies include:

- Supporting transition from elementary school to middle school
- Continuing the teacher assistant initiative to build leadership
- Supporting common assessments and analyzing data to drive instruction
- Providing extra academic assistance for struggling students during ROAR time
- Continuing with the inclusion model for learning disabled students

Significant Challenges in the Past Three Years
- Closure due to COVID impacted our school in many ways.
- SC Ready Math and ELA scores decreased.
- SC PASS 6th Grade Science scores decreased.
- Chronic absenteeism increased.

Significant Accomplishments in the Last Three Years
- Establishing an enrichment program ROAR morning time to increase student achievement and to provide additional opportunities for support
- Added two Gateway to Technology Classes with 7 different course offerings
- Girls Basketball and Softball Region Championship
- Beta Club State Award Winner Recognition

Section Three: School Profile

Community

Blue Ridge Middle School is a sixth, seventh and eighth grade school located in the northwestern corner of South Carolina and a part of Greenville County Schools. The 2014 census estimated the population at approximately 491,000 people with an average per capita income of $40,791. Blue Ridge Middle has the largest geographical attendance area that currently serves 947 students. The school principal is Karen Bullard and Sandra Taylor and Jay Grady serve as assistant principals. William Gillette is the administrative assistant and Kristen Garrett is the Instructional Coach along with Don Kauffman who is the Instructional Technology Specialist.

Parent involvement is encouraged at Blue Ridge Middle. Parents are asked to serve on the PTA board and lead school functions such as: dances, pageants, fundraisers, and running the school store. SIC has parent members that are allowed to offer input on how Blue Ridge Middle School can be improved. Parents as well as other community members are asked to volunteer as speakers through the career department. Teachers use parent volunteers in the classroom and as field trip chaperones. These volunteers also serve a vital part of the Veteran's Day assembly, field trips, and grade level days. All parent volunteer hours are logged through the sign in process in the office.

Business partnerships play a vital role in the success of Blue Ridge Middle and are recognized on the school website and school marquee. Local businesses make donations to the school to support programs within the school. Business sponsors also play a vital role in the sports program with paid advertising on the baseball and softball fields.

Blue Ridge Middle is in its 32nd year. The current site is the location of the original Blue Ridge High school built in 1954. The building was completely renovated in 2001; however, the original auditorium, stage, seats and gym floor are still in use. The facility is one story equipped with four classroom wings, including nine science labs, two GTT labs, spacious media center, open cafeteria, gym, locker and weight rooms. Also on site are two state of the art baseball and softball fields, a track and soccer field, along with outdoor basketball and tennis courts.

Personnel

There are currently 91 employees at Blue Ridge Middle School. There are 66 certified staff including 4 administrators, 4 counselors, 1 school librarian, 1 Instructional Coach, 1 Instructional Technology Specialist, and 54 teachers On our staff we have an attendance clerk, guidance clerk, office clerk, car, a full time nurse, and one secretary. The custodial staff is made up of seven positions with one plant engineer. The cafeteria has a total of nine positions with one of those being held by the cafeteria manager. The media center is staffed with one media clerk and one media specialist.

Gender	Male	Female
Administrators	2	2
Teachers	11	43
Certified Support Staff	2	5
ESOL	0	.3

Years of Service	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
Sixth Grade	2	0	1	0	1	2	3	2
Seventh Grade	5	0	1	1	1	2	1	1
Eighth Grade	0	1	3	0	1	3	2	2
Special Education	2	1	0	0	1	2	1	0
Related Arts	3	1	2	0	2	2	0	2
Certified Support Staff	2	1	0	0	1	2	0	1

Certification Subject	ELA	Math	Science	Social Studies	Special Education	Other
Sixth Grade	3	4	3	4	2	2
Seventh Grade	3	3	5	3	3	1
Eighth Grade	3	3	3	3	1	0
Special Education	0	1	0	0	2	0
Related Arts	3	2	1	0	0	9
Certified Support Staff	1	1	2	1	0	4

Attendance Rates –

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teachers	95.12%	91.7%	91.7%	93.6%	
Students	96.0%	94.4%	95.94%	94.7%	

Student Population -

Total Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	301	338	297	294	
Seventh Grade	325	354	308	307	
Eighth Grade	270	303	342	342	
Total Enrollment	896	972	947	943	

Enrollment by Gender

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Male	447	487	474	472	
Female	449	503	473	471	

Special Education (EH, Autistic, OH, LD, multi-handicapped)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	46	52	55	68	
Seventh Grade	48	37	55	55	
Eighth Grade	29	51	35	54	
Total Enrollment	123	140	145	177	

Ethnicity

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American	3.5%	4.0%	4.0%	7%	
Caucasian	86.6%	85.4%	84.2%	85%	
Hispanic	6.3%	6.7%	6.1%	7%	
Other	3.6%	3.0%	5.0%	1%	

Free and Reduced Lunch

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Paid	64.7%	53.8%	53.8%	48%	
Free/Reduced	35.3%	46.1%	46.1%	52%	

Gifted and Talented

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Academic Gifted	28.6%	28%	29%	29%	
Not Gifted	71.4%	72.2%	71%	71%	

School-wide Academic and Behavioral Programs, Features and Initiatives

Blue Ridge Middle school provides a wide variety of programs, features, and initiatives in order to accomplish our mission of building college and career-ready graduates.

PBIS Behavior Support System (ROAR Cards)

Blue Ridge Middle School proactively addresses student behavior through a Positive Behavior Intervention and Support system where teachers and staff intentionally address positive behaviors desired by students, which support the mission of Blue Ridge Middle students. Utilizing the ROAR acronym, positive student behavior is centered on Respect, Ownership, Attitude and Responsibility. Students receive signatures on their student ROAR cards and are able to redeem their cards for a variety of rewards and incentives throughout the year.

Advanced Academic Course Offerings

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit (Carnegie Units.) Virtual School- There are at least 4-5 classes offered every semester. Advanced class offerings are available in language arts and math through the Gifted and Talented Program as well.

High School Credit Courses

Honors Algebra I
Honors English I
Art I
Physical Education I

Academic Programs / Initiatives

In addition to our content and related arts classes, we have other opportunities available that provide educational opportunities for the students of Blue Ridge Middle School.

- Writing in all disciplines
- Teaming
- Literacy Emphasis
- Read to Succeed Initiatives
- Google Classroom
- Discovery Learning Education
- Interventions – both academic and behavior
- Skill Building
- SC Junior Book Award Reading Program
- Book Fair (Media Center)

Arts Courses

There are four different opportunities for students to learn, grow, and develop their fine arts skills. Music courses offer school performances as well as extra-curricular performance options. Art courses offer students opportunities to enter district, regional and state art shows. The Drama Enrichment program provides opportunities for students to perform in a theatrical production for the entire school and community.

- Band
- Chorus
- Strings
- Art and Advanced Art 1 course offerings

- Drama Enrichment
- Creative Writing

Business Education/ STEAM Courses
There are any different opportunities to learn and explore different career areas in our Business and STEAM courses.

- Project Lead the Way
    - Design and Modeling
    - Computer Science for Innovators and Makers
    - Magic of Electrons
    - Medical Detectives
    - Automation and Robotics
    - Advanced Robotics
    - Science of Technology
- Personal Finance - virtual for high school credit
- EverFi "Future Smart" - Online Financial Literacy program - 7th grade
- EverFi "Entrepreneurial Expedition" - Online Entrepreneurial curriculum for business and life - 8th grade

Extracurricular Activities
There are opportunities to participate in extracurricular activities.
Clubs include:
- The National Junior Beta Club
- Student Council
- Science Enrichment
- Math Counts
- Drama Enrichment
- Robotics Teams

Athletic Teams
- **Middle School Teams**
    - Baseball, Basketball (Boys and Girls), Soccer (Boys and Girls), Softball, and Volleyball
- **High School Teams –** There are opportunities to participate in the following:
    - Cheerleading, Cross Country, Football, Golf, Tennis, Track and Field, Wrestling, and marching band.

Community and Parental Involvement
- Parent-Teacher Student Association (PTSA)
- School Improvement Council (SIC)
- Tigers in Training (TNT)
- Open House
- Released Time

Mentoring and Character Education
- BRMS Mentor Program
- EverFi "Honor Code" - Online Anti-Bullying program - 7th Grade
- EverFi "Character Playbook" - Online program for developing healthy social/emotional skills - 6th Grade

Career Education

Blue Ridge Middle School has a Career Development Facilitator on staff that coordinates many opportunities for career exploration in addition to those built into the curriculum.
- *Career Day* – Teachers and community members speak to the students about various career fields and occupations.
- *College Colors Day* - Teachers and staff speak with students about their college and career path.

- *Junior Achievement* - Junior Achievement volunteers spend the day with 7th-grade students to present curriculum on personal branding, career clusters, career research, resumes, and soft skills.
- *Lunch and Learn* –Selected students meet with industry professionals to learn about their career field.
- *Job Shadowing* - 8th-grade students spend a day shadowing someone at their place of employment. Students are required to write reflections about their experience as well as "Thank you letters" to those that allowed them to shadow.
- *College Visit Day* - 8th-grade students visit a local college to tour the campus and learn about what they need to do in high school to prepare themselves for college.
- *Career Center Tour* - 8th-grade students tour Bonds Career Center to learn about programs and certifications offered in high school.

Awards & Recognitions

2020-2021 Greenville County Schools Baseball Champions

Section Four: Mission, Vision, and Beliefs

Motto: We are BR!

Mission Statement: We build college and career ready graduates by providing engaging classes, creating meaningful experiences, and developing character, leadership, and citizenship.

Vision: "We are BR: where positive attitudes and understanding hearts make a great school community."

Beliefs: We believe…

- Our school shares similar values with that of our community.
- Our school is a family working together to ensure the success of all students.
- Students learn best in a safe, caring student-centered environment.
- Students learn best in a supportive environment where individual student needs are met.

Section Five: Data Analysis and Needs Assessment Student Achievement

Student Achievement Needs Assessment

SC School Report Card

Achievement
For the needs assessment, the graphs below show SC READY and SC PASS by grade. attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

SC Ready 2021 by Grade Level (Percentage)

English	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Sixth Grade	23.70	26.10	32.20	18
Seventh Grade	23.10	21.10	32.30	23.5
Eighth Grade	14.6	34.90	25.20	25.20
Math	**Exceeds Expectations**	**Meets Expectations**	**Approaching Expectations**	**Does Not Meet Expectations**
Sixth Grade	20.20	23.40	29.40	27
Seventh Grade	15.30	19	40.30	25.40
Eighth Grade	21.70	21.40	29.50	27.30

SC PASS 2021 by Grade Level (Percentage)

Science	Meets and Above Expectations	Approaching and Does Not Meet Expectations
Sixth Grade	50.5	49.4

Analysis/Response

Test Data: SC Ready ELA data from 2019 to 2021 shows the same percentage exceeds and meets for grades 6 and 8, but a 10% decrease from 2019 in grade 7. In addition, the SC Ready Math data from 2019 to 2021 shows a decrease in meets and exceeds in all grade levels. Lastly, the SC PASS 2019 to 2021 data reveals a decrease of 7 percent.

Response: Achievement data reflects a need for targeted interventions for students who are scoring in the approaching expectations and not met expectations sections of SC Ready and SC PASS. A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction. Our SEL education is also part of our weekly ROAR time to help students focus on their well being as well.

Blue Ridge Middle School Professional Development Plan 2021-2022

Focus for professional development opportunities will include:

- August, 2021 Instructional Protocols
- August, 2021 and through-out weekly PLCs: Developing learning targets
- September, 2021: Weekly PLCs, District PLCs, Department PLCs and SLO support
- October, 2021: Weekly PLCs, District PLCs, Department PLCs, and Verbal De-escalation strategies
- November, 2021: Weekly PLCs, District PLCs, Data-Driven PLCs (Mastery Connect and Benchmark data analysis)
- December, 2021: Weekly PLCs and Furman University Consortium SEL Virtual Workshop
- January, 2022: Weekly PLCs, District PLCs, and UDL district training
- February, 2022:   Weekly PLCs, District PLCs, Teacher-led PD sessions on instructional strategies, including integrating Technology, a Teacher choice board including instructional strategies and technology, Carnegie learning sessions, and Data-Driven PLCs (Mastery Connect and Benchmark data analysis)
- March, 2022: Weekly PLCs, District PLCs, Teacher-led PD Sessions on instructional strategies including integrating Technology and a Teacher choice board including instructional strategies and technology
- April, 2022: Weekly PLCs, District PLCs, Data-Driven PLCs (Mastery Connect and Benchmark data analysis), and Testing Training
- May, 2022: Weekly PLCs, District PLCs and UDL district training

Response

Teachers participate in District-level PLCs and content, grade level PLCs.   Additionally, department grade levels meet monthly to discuss and plan for district initiatives. Additional planning days are given to departments to plan, such as the math department to plan the implementation of Carnegie, science planning for state testing, and ELA to plan for balanced literacy and book clubs.

School Climate Needs Assessment

SC School Report Card

Support/Communication

Report Card survey results for students and teachers show an overall satisfaction with the learning environment, the social/physical environment, the home-school relations, and school safety. Parent surveys are mostly satisfied with the learning environment and school safety. In the area of social and physical environment and safety, the results of 75% and below provide an opportunity for growth.

Survey Data from Annual Report Card Survey

Survey Data from the Annual Report Card Survey - Teachers					
	2017	2018	2019	2020	2021
Satisfied with learning environment	98.1	88.5	98.1	Data N/A	100
Satisfied with social and physical environment	96.2	98.1	100	Data N/A	97.9

	2017	2018	2019	2020	2021
Satisfied with home-school relations	96.1	96.1	98.2	Data N/A	93.6
I feel safe at my school during the school day.	96.1	96.4	96.4	Data N/A	100

Survey Data from the Annual Report Card Survey - Students					
	2017	2018	2019	2020	2021
Satisfied with learning environment	79.6	86.1	73.7	Data N/A	81.5
Satisfied with social and physical environment	82.6	89.1	76.0	Data N/A	82.1
Satisfied with home-school relations	82.9	80.3	81.3	Data N/A	84.7
I feel safe at my school during the school day.	93.1	89.4	86.0	Data N/A	92.8

Survey Data from the Annual Report Card Survey – Parents					
	2017	2018	2019	2020	2021
Satisfied with learning environment	81.8	86.8	85.5	Data N/A	79
Satisfied with social and physical environment	75	88.9	84.4	Data N/A	71
Satisfied with home-school relations	64.3	67.8	71.0	Data N/A	66.3
My child feels safe at school.	83.7	87.6	87.4	Data N/A	87.0

Response/Next Steps

- Behavior – Developed and implemented a discipline matrix to address discipline offenses. Developed and implemented a PBIS plan to establish clear expectations and to provide positive incentives for students.
- Support/Communication – Provide transition support for rising 6th graders. Continued use of newsletters, email, school website, and social media.

Section Six: Action Plan

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:
- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver
- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 48% in 2016-17 to 63% 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 3% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	48% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**51**	**54**	**57**	**60**	**63**
		School Actual Middle 48	51	*waiver*	48		
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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Workshop Attendance on the integration of reading and writing strategies	2018-2023	Administration	$0	NA	Meeting Agendas / PD Report
2. Conduct Classroom Observations to look for effective reading and writing strategies using the Instructional Protocol and Overlays.	2018-2023	Administration	$0	NA	Observation logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies. ● Written observations with feedback are provided to teachers along with verbal feedback. ● Completed observation logs and forms are filed.
3. Assess student progress using district benchmarks	2018-2023	Administration	$0	NA	Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					• Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students. • Results will be reported and analyzed by entire faculty, IC, and Administration.

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 **47% in 2016-17 to 59% in 2022-23.**
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY Math SDE website and School Report Card	**47** % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**47**	**50**	**53**	**56**	**59**
		School Actual Middle 47	59	*waiver*	40		
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 #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Workshop Attendance on the integration of math strategies utilizing Carnegie Learning	2018-2023	Administration	$0	NA	Meeting Agendas / PD Report
2. Conduct Classroom Observations to look for effective math strategies	2018-2023	Administration	$0	NA	Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.
3. Assess student progress using district benchmarks	2018-2023	Administration	$0	NA	Quarterly benchmark assessments will allow individual item analysis to

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					guide re-teaching and remediation. 1. Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students. 2. Results will be reported and analyzed by entire faculty, IC, and Administration.

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

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

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

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	**School Projected Middle**	**55**	**58**	**61**	**64**	**67**
		School Actual Middle 61.8	55	*waiver*	51		
SCPASS Science SDE website and 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		

*Beginning in 2019-20, grade 6 will be administered SCPASS Science. Percentages prior to 2019-20 represent Grade 6 and Grade 8.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Workshop Attendance on the integration of science strategies	2018-2023	Administration	$0	NA	Meeting Agendas / PD Report
2. Conduct Classroom Observations to look for effective science strategies	2018-2023	Administration	$0	NA	Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.
3. Assess student progress using district benchmarks	2018-2023	Administration	$0	NA	Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					1. Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students. 2. Results will be reported and analyzed by the entire faculty, IC, and Administration.

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	30 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**33**	**36**	**39**	**42**	**45**
SC READY ELA SC SDE Website		**School Actual Hispanic** **27**	30	*waiver*	37		
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	**14**% Meets Expectations and Exceeds Expectations	**School Projected AA**	**21**	**24**	**27**	**30**	**31**
SC READY ELA SC SDE Website		**School Actual AA**	33	*waiver*	31		
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	**School Projected SWD**	**11**	**16**	**21**	**26**	**31**
SC READY ELA SC SDE Website		**School Actual SWD** 10	12	*waiver*	12		

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	**29** % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**14**	**19**	**24**	**29**	**3**
SC READY ELA SC SDE Website		**School Actual LEP 24**	24	*waiver*			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP 33**	44	*waiver*	29		
SC READY ELA SC SDE Website	**N/A** % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**37**	**40**	**43**	**46**	**49**
SC READY ELA SC SDE Website		**School Actual PIP 34**	36	*waiver*	37		

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP 33**	45	*waiver*	33		
SC READY Math SC SDE Website	**27** % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**38**	**41**	**44**	**47**	**50**
SC READY Math SC SDE Website		**School Actual Hispanic** 35	35	*waiver*	31		
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	43	*waiver*	22		
SC READY Math SC SDE Website	**14** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**26**	**29**	**32**	**35**	**38**
SC READY Math SC SDE Website		**School Actual AA** 23	43	*waiver*	33		

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	**4** % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**School Actual SWD 8**	18	*waiver*	4		
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 Actual SWD 16**	20	*waiver*	5		
SC READY Math SC SDE Website	**25** % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**36**	**39**	**42**	**45**	**48**

SC READY Math SC SDE Website		**School Actual LEP** 33	38	*waiver*			
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	**N/A** % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**44**	**47**	**50**	**53**	**56**
SC READY Math SC SDE Website		**School Actual PIP** 41	50	*waiver*	30		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected PIP 36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual PIP** 38	43	*waiver*	20		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Data analysis of scores and professional development teacher surveys will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018-2023	Administration and IC	$0	N/A	1. MAP, State Test, School Benchmarks, and EOC scores 2. Teacher PD Survey 3. School Visits
2. Provide intervention time in the mornings before school and during ROAR.	2018-2023	Administration	$0	N/A	Students will use this time to complete NHI's, work on Mathia workspaces and get extra help from a teacher.
3. Incorporate disciplinary literacy in all subject areas and related arts classes.	2018-2023	Administration and IC	$0	N/A	Students will be provided with relevant texts incorporating basic concepts applicable to grade level standards.

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: 100% of middle schools will have targeted literacy intervention classes by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
PowerSchool	TBD	**School Projected**	**Maintain Intervention Classes**	**Maintain Intervention Classes**	**Maintain Intervention Classes**	**Maintain Intervention Classes**	**Maintain Intervention Classes**
PowerSchool	100	**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 #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. System 44 and Read 180	18-23	Instructional Coach, SPED, Administration	$0	District Provided	Classes populated by students
2. Skill Building (Math)	18-23	Instructional Coach, SPED, Administration	$0	District Provided	Classes populated by students

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other	
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

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

Employment report		**School Projected**			**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity Yes Ethnic Diversity Yes	Gender Diversity Yes Ethnic Diversity Yes	Gender Diversity Yes Ethnic Diversity Yes	
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department	Baseline established in 2017-2018 Gender Diversity = 99% Ethnic Diversity = 90%	**District Actual**	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attend district and state job fairs to see additional teachers	18-19	Administration	$0	N/A	Hiring of additional teaching staff
2. Retain highly qualified teachers	18-19	Administration	$0	N/A	Teacher retention rate

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	**93.1 (2017)**	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 86	87	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	93		
SC SDE School Report Card Survey	**96.1 (2017)**	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 94	96	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	100		

SC SDE School Report Card Survey	83.7(2017)	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents	87.6	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	87		
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, 2020 - COVID-19 pandemic.*	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, 2020 - COVID-19 pandemic.*	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, 2020 - COVID-19 pandemic.*	98		

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Establish effective communication of safety drills and procedures to parents via Newsletters, Website, and Social Media.	18-19	Administration	$0	N/A		Team Newsletters, Social Media Posts, Phone blasts, Feedback
2. SRO to provide presentations at parent meetings such as PTA, SIC, etc.	18-19	Administration	$0	N/A		Presentation to Parents, Feedback

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**	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual .02	.02	.01	.00		
GCS Expulsion Report from Kent Owens	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) **0**	**School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**

		School Actual .01	.01	.01	.00		
GCS Expulsion Report from Kent Owens	(2016-17) **0.04**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. A consistent school-wide discipline plan will be to ensure fair consequences across grade levels and create an environment conducive of learning.	18-19	Administration with faculty input.	$0	N/A	Increase in positive behavior
2. School-wide PBIS, Positive behavioral interventions and supports, to reinforce positive behaviors.	18-19	Administration, Teachers and Support Staff	$3,000	Fundraisers	Increase in positive behavior
3. Guidance Intervention for students needing additional support and attention.	18-19	Guidance	$0	N/A	Increase in positive behavior

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**	**62**	**66**	**70**	**74**	**78**	
		School Actual	62		*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*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.*
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, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. PBIS Behavior Support	2018-2023	Administration/PBIS Committee	$500	General Fund	Student redemption of incentive awards
2. ROAR/Intervention Time	2018-2023	Administration/Teachers	$0	N/A	Student use of intervention/tutoring time
3. Whole School Read	2018-2023	Teachers/IC	$3000	General Fund	Expansion activities, initiated by students, teacher support and energy

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) **95**	**School Projected**	**95**	**95**	**95**	**95**	**95**
	95.7	**School Actual** 96	94.4	95.94	94.7		
180th day Attendance Report	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to maintain the goal of 95% or higher.	18-19	Administration	$0	N/A	Student Attendance
2. Incentives for high attendance for individual students	18-19	Administration	$1000	Dress Down Days	Student Attendance
3. Guidance Intervention for students who are frequently absent	18-19	Guidance	$0	N/A	Student Attendance