

# Greer Middle School



*"Empowering Learners for a World Class  
Education"*

**3032 East Gap Creek Road, Greer, SC 29651  
864-355-5800**

## **School Portfolio 2021-22**

**Updated and Revised March 2022**

**Stephanie Lackey**

Principal

**Dr. Burke Royster**

Superintendent

**Greenville County Schools**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Greer 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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Mrs. Stephanie Lackey		2/28/2022
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Anne Kelsey-Zibert		2/28/2022
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Thelma Williams-Knapp		2/28/2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3032 East Gap Creek Road, Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-5800

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

**Stakeholder Involvement for School Renewal**

## Position - Name

1. Principal - Stephanie Lackey
2. Teachers - Lee Alba, Kristy Crutchfield, Sydney Ford, Laurie Robison, Amanda Crider, Chris Sloan, Taylor Moore
3. Parent/Guardian – Rebecca Lauriault
4. Community Member - Lisa Godfrey
5. Paraprofessional - Terry Titus
6. School Improvement Council Member – Willie McCray
7. Read to Succeed Reading Coach - n/a
8. School Read To Succeed Literacy Leadership Team Lead - Thelma Williams
9. School Read To Succeed Literacy Leadership Team Member - Amanda Crider

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	<p>Academic Assistance, PreK–3</p> <p>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p>Academic Assistance, Grades 4–12</p> <p>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
Yes	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
Yes	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
N/A	<p>Developmental Screening</p> <p>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</p>

	cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	<p><b>Half-Day Child Development</b></p> <p>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.</p>
N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>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.</p>
N/A	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p><b>Recruitment</b></p> <p>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.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

## Table of Contents

Introduction	7
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Executive Summary	8
School Profile	10
Mission, Vision, and Beliefs	14
Data Analysis and Needs Assessment	15
Action Plan	22

## Introduction

The Greer Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer Middle School and includes evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. Much of the narrative content came from discussions of the staff in the process of evaluating our work. Our School Improvement Council and members of our PTSA also contributed parent data and input to this process.

In 2021-22, we have continued to face unprecedented challenges due to the COVID-19 pandemic. After navigating eLearning during March-June 2020 and following various attendance plans during 2020-21, we were excited to have all students in attendance daily in 2021-22. Our number of students attending the virtual program dropped from more than 300 in 2020-21 to approximately 40 in 2021-22. Due to COVID restrictions and new teaching strategies learned during eLearning, teachers continued to utilize digital learning tools more than they did pre-pandemic. Throughout the COVID-19 pandemic, we have seen great resilience from our students, staff, teachers, and families. We have seen innovation in teaching and learning. We have given out hot spots for home internet access, provided at-home meals for students, and offered an after-school tutoring and remediation program. Through it all, we have continued to focus on the whole child through our Capturing Kids' Hearts Program, our prioritization of Social Emotional Learning, and by ensuring that our students have the tools and support they need to learn.

## Executive Summary

Summary of needs assessment for student achievement:

- We are improving instruction in order to meet the following goals for SC Ready and SC PASS in 2022:
  - 42% of students score Meets or higher on SC READY ELA
  - 30% of students score Meets or higher on SC READY Math
  - 46% of students score Meets or higher on SC PASS Science 6th Grade
- We are continuing the practice of teachers developing specific, purposeful, standards-based daily learning targets that are effectively shared with students.
- We are utilizing the GCS Instructional Protocol to identify characteristics of effective instruction.
- Through our analysis of Read to Succeed ratings and SC READY scores from 2021, we have implemented more teaching of literacy strategies in all subject areas.
- We continued our two-day per week remediation program after school to provide additional academic support to our students outside of the regular school day.
- Utilization of advisory time for students to complete Mathia workspaces to improve understanding and achievement in mathematics.
- We are continuing to support at-risk students through On Track. On Track is a school-based community collaboration to align and leverage community interventions and resources to keep students on track towards high school graduation and post-secondary success.

Summary of needs assessment for teacher and administrator quality:

- We are increasing the number of teachers who have met the Read to Succeed literacy requirement.
- We are providing support in the use of tech tools and the 5-E Lesson Model.
- We are continuing to provide support for our PLCs to focus on student learning, use of the GCS Instructional Protocol, writing effective learning targets, utilizing common assessments, and utilizing disciplinary literacy, based on data from PLC meetings.
- We collaborate with other district middle schools through monthly PLC meetings with common subject areas.

Summary of needs for school climate:

- We are better informing our stakeholders of school achievements, initiatives, and events through our website, social media, IGP conferences, and our School Improvement Council (SIC) Report to the Community.
- We are working to empower students to take responsibility for their educational and behavioral decisions through Capturing Kids' Hearts.
- We are increasing competence in Social Emotional Learning through use of the rethinkEd curriculum during advisory time.
- Our SIC maintains a Caring Closet to help meet students' basic needs with hygiene and clothing items. This is in addition to our already established Weekend Backpack Program to support students' food insecurity needs.
- Our Student Council has created a climate for students to share ideas and implement leadership opportunities to provide growth within the school.

Our school's significant challenges from the past 3 years:



- Disruptions to student in-person attendance due to COVID-19 Pandemic.
- Effects of COVID-19 Pandemic on students' emotional and mental well-being.
- Effective teacher-parent communication.
- The need for more parent involvement.
- Adaptation to the changing instructional and social emotional needs of our students.

Highlights of our school's significant awards, results, and accomplishments:

- High School Credits Earned through English I, Algebra I, Spanish I, Geometry, Virtual Classes (such as PE and Digital Citizenship)
- Junior Scholars Program
- 2021-22 School Improvement Council named an Honorable Mention SIC
- 2021-22 Beta Club Recognitions:
  - 2nd Place 7th Grade Social Studies Test
  - 2nd Place 8th Grade Social Studies Test
  - 3rd Place Painting
  - 3rd Place Mixed Media
  - 3rd Place Poetry
  - 3rd Place Performing Arts Solo, Duo and Trio
  - 2nd Place Robotics Team
  - 4th Place Quiz Bowl Written Test
  - 3rd Place Quiz Bowl Oral Rounds
  - 3rd Place Technology
  - 2nd Place Banner
- 2021-22 Band Recognitions
  - 10 students participation in Limestone University Middle School Band
  - 1 Student earned a chair in Greenville County Honor Band
  - 2 Students advanced to All-State Auditions
- 2021-22 Art Recognitions
  - 1st Place in 6th Grade Anti-Drug Calendar Poster Contest for the 13th Circuit Solicitor's Office
- 2020-21 Capturing Kids' Hearts National Showcase School
- 2020-21 Counselor named to "10 Educators Who Make A Difference" by *Upstate Parent Magazine*
- 2020-21 LiveWell Grant Recipient
- 2020-21 Five DonorsChoose Project Funded
- 2019-20 Highest giving Middle School to United Way of all GCS Middle Schools.
- 2019-20 GCS District Teacher of the Year
- 2019-20 Beta Club represented Greer Middle School at the South Carolina State Convention and earned 2<sup>nd</sup> Place Finish in Living Literature, qualifying for Nationals.
- 2019-20 Greater Greer Education Foundation awarded our school a \$1448.00 grant to create a Makerspace.
- 2019-20 Girls Volleyball Team was the Greenville County Runners-Up.
- 2019-20 Nine classroom projects were fully funded through Donors Choose
- 2019-20 Introduction to Scientific Research elective offered to 8th Grade students through a Public Education Partners Grant
- 2019-20 One faculty member served as a member of the Teach Better Team.
- 2019-20 Two faculty members served as state-wide trainers for the Upstate Writing Project.
- 2019-20 Highest giving Middle School to United Way of all GCS Middle Schools.
- 2019-20 Band had 15 students in All-County Band, 10 students in Region Band, and 3 students in All-State band.
- 2019-20 Greer Middle School hosted EdCamp Greenville for educators around the Upstate in February 2020.
- 2019-20 Honors Band earned Superior with Distinction at the state Concert Performance Assessment

## School Profile

### Description of School Community

- **History of Greer Middle:** Greer Middle School was built in 1971. It replaced Davenport Jr. High, which had burned. Davenport Jr. High was located in the former Greer High School facility on Church Street in downtown Greer. Greer Middle School was established as a modern facility with open classrooms. Students were assigned to learning communities within the school, based on the Piedmont Schools Project. The student population grew to over 1300 in the nineties making it necessary to use the little theater for a learning center. Many portable classrooms were brought in during the eighties to accommodate the rapidly growing community of Greer.

In the mid 1990s, the BMW plant was built on the outskirts of Greer, bringing with it hundreds of new families. This began an economic upswing that continues to have an impact on the schools in our area. The Greenville County School District Board of Trustees recognized the need for new schools in the Greer area. The plan included an additional school to handle the abundance of new Greer residents' children, thus the new Greer Middle and Riverside Middle Schools were built.

The 1998-99 school year was a challenge for Greer Middle staff and students. Renovations to the old Greer Middle building began in the spring of 1998 while the staff tried to finish the school year. The Chandler Road facility was totally evacuated two weeks after school was over for the year. Greer Middle had to move twice.

The first move divided the student body and staff. Sixth and seventh grades were housed at the old Greer High School on North Main Street and the eighth grade was housed on a second floor wing of the new Greer High School on East Gap Creek Road three miles away. The principal traveled between schools daily. Assistant principals were assigned to each facility to handle administrative duties. The second move reunited everyone at the current location.

The new Greer Middle School building is located on 3032 East Gap Creek Road and opened in the fall of 1999.

- **Facilities:** During the school day, visitors can only access the school through our main office entrance. Front office doors and all other remaining doors are locked throughout the day. Visitors can only enter the main office or other parts of the building after they are admitted by school personnel.

Greer Middle School and Greer High School have campuses that are right next to one another, which is unique in Greenville County Schools. This allows the schools to easily communicate with one another regarding academic and behavioral questions and concerns, athletics, after school programs and events, parental involvement, etc.

Due to the increased interest in band, a second band classroom was added in 2017-18. Additionally, orchestra, art, and chorus courses have their own classrooms. Greer Middle has nine science labs, three per grade level. All classrooms contain Interactive Promethean Boards. Our sports facilities consist of four tennis/basketball courts and baseball, softball, and soccer fields. The gym floor was replaced in Summer 2018. A Makerspace was added to the Media Center in February 2020, that will be able to be used again in the future.

- Leadership:

Our Principal, Mrs. Stephanie Lackey, began serving as principal in 2019-20 and has been a part of our administrative team since 2013. Originally from Upstate New York, Mrs. Lackey began her career in education teaching English Language Arts in Philadelphia as part of Teach for America.

Our Administrative Assistant for the 6<sup>th</sup> grade, Mr. David Kelly, has been a part of our administrative team since 2020. He has previously served as the Innovative Learning Coordinator for Berkeley County School District. He also was an elementary school classroom teacher and a part of the Call Me Mister program.

Our Assistant Principal for the 7<sup>th</sup> grade, Mr. Justin Saul, has been a part of our administrative team since 2018. He has previously taught Math and Social Studies at Northwest Middle School.

Our Assistant Principal for the 8<sup>th</sup> grade, Ms. Bethany Cummings, has been a part of our administrative team since 2019. She has previously taught Math at JL Mann High School.

### Description of School Personnel

Currently, Greer Middle School faculty includes 60 certified staff in teaching positions, 4 administrators, 1 media specialist, 5 school counselors, 1 instructional coach, 1 literacy coach, and 8 aides. The percentage of teachers with an advanced degree is 74% (2021-22). The percentage of teachers on a continuing contract is 89%. The percentage of teachers returning from the 2020 - 21 school year was 81%. The teacher attendance is 93.2% (2020-21). Three faculty members hold National Board certification.

### Description of Student Population

Greer Middle School has an enrollment of 1072 students. Our ethnic statistics reflected the following percentages: 25% Hispanic, 48% White, 20% African-American, and 5% two or more races, 1% American Indian or Alaska Native, and 1% Asian. Currently our population is 54% male and 46% female. Pupils in Poverty is 73%. Our Gifted and Talented population is 17%. Our Special Education population is 17.5%. Our ESOL population is 23.6%.

### Major Academic and Behavioral Features/Programs/Initiatives

Professional Learning Communities (PLC): Teachers meet weekly as a grade level, subject area PLC (for example, 6th grade Math). Once per month, PLC members attend a District PLC. Each PLC uses a shared PLC toolkit document that helped guide the teachers in working as an effective PLC and addressing the following four questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when our students do not learn?
- How will we respond if our students already know the content/excel at learning the content?

The use of a shared document that was also accessible by the school's leadership team promoted communication between teachers and the school's administrators, Instructional Coach, and Instructional Technology Coach.

**BuzzTime (Advisory):** Students were guided through Goal Setting, Mathia/Take 5, Social Emotional Learning (SEL), missing work completion, career exploration activities through Schoolinks, and Literacy Time weekly/Book study to assist students through a variety of needs.

**Academic Teaming:** Students are grouped in academic teams at the 6th, 7th, and 8th grade levels. Each grade level has two-three academic teams made up of a Math, ELA, Science, and Social Studies teacher, one of whom was the Team Leader. Teams of teachers share the same students. Teachers meet weekly with their academic team. Each team used a shared team toolkit document that helped guide the teachers in working as an effective team, which included sections for the team to focus on the following:

- Time for team members to check in with one another.
- What opportunities exist for interdisciplinary connections (vocab, etc.), activities, and/or projects?
- Avoiding overlapping test dates and project due dates
- Which students are struggling in more than one subject area? What interventions are in place to help these students become successful? What additional interventions are needed at this time?
- What student, team, or teacher successes have occurred? How can we celebrate this success?
- What issues exist that affect student learning, safety, etc.? Classroom management concerns, hallway behavior, etc.
- What housekeeping needs to be addressed? Upcoming events, paperwork that needs to be completed, etc.

The use of a shared document that was also accessible by the school's leadership team promoted communication between teams and the school's administrators, Instructional Coach, and Instructional Technology Coach.

**Capturing Kids' Hearts (CKH):** Beginning in 2018-2019, all faculty and staff have been trained in the CKH model. A group of faculty members also serve as CKH Process Champions leaders. As a CKH school, we utilize the EXCEL (Engage, X-Plore, Communicate, Empower, Launch) model in classrooms and meetings, create social contracts for all classrooms, empower student ambassadors, greet all students at the door of each class, and utilize the CKH four questions to increase student reflection. In 2020-21, our school was named a CKH National Showcase School.

**Mindfulness and Social-Emotional Learning:** As part of our increased awareness of the importance of social emotional learning, we have a "mindfulness minute" daily on the morning announcements. Students take part in RethinkED social-emotional learning lessons weekly during BuzzTime (Advisory). We also have an SEL Team of faculty/staff members.

**OnTrack:** Beginning in 2019-20, we began conducting bi-weekly OnTrack meetings to better identify and serve the needs of students who are struggling in the areas of attendance, behavior, and/or course performance. As part of this process, teams identify and carry out interventions, name a

student advocate, and follow up on student progress. We have continued OnTrack in 2020-21, utilizing the Google Meet platform.

**Inter-School Vertical Meetings:** In February 2022, all 8<sup>th</sup> Grade, Related Arts, Special Education, and ESOL teachers took part in an annual vertical meeting with the faculty of Greer High School. This vertical meeting focused on high school expectations, programs, and how middle school teachers can best work to prepare our students for the challenges and opportunities they will have at Greer High School. Counselors, administrators, and special education teachers met with our feeder elementary schools in order to meet the needs of our rising 6th grade students.

**Department Meetings:** Each department is led by a department chair who serves as an instructional leader and conducts monthly meetings. These meetings are an opportunity to discuss best practices, new initiatives, vertical alignment, grade-level expectations, and upcoming opportunities and requirements.

**Personalized Learning (1 to 1):** Beginning with the 2017-18 school year, all students at Greer Middle school have access to a Dell Chromebook while at school. In addition, students take their Chromebook home with them for evenings and weekends. Teachers had the opportunity to integrate technology into daily lessons. Use of Chromebooks allowed for greater differentiation in teaching, additional means of assessing students both formatively and summatively, and increased means of students being able to demonstrate their knowledge and creativity.

**Curriculum Council:** Curriculum Council is a group of teacher leaders that meets monthly to advise the principal and discuss important matters related to student learning, school climate, and school initiatives. The Curriculum Council is made up of all team leaders, department chairs, administrators, and instructional support staff.

**Benchmarking via MasteryConnect:** Beginning in 2017-2018, Greenville County Schools implemented common District Benchmarks for state-tested areas through MasteryConnect. All teachers at Greer Middle were trained by the Instructional Coach in using MasteryConnect to track student mastery of State Standards. For Quarters 1, 2, and 3, students took Benchmarks created by TE21 in tested areas. The district found these Benchmarks to be over 90% correlated with student results on state tests during the previous school year. Our teachers were able to use the Benchmark data they received from TE21 to inform student instruction.

**Common Assessments via MasteryConnect:** Beginning in 2020-2021, Greenville County Schools implemented Common Assessments for Social Studies and 7th and 8th Grade Science. These common assessments allow teachers to identify areas of strengths and weaknesses in student mastery of standards to inform instruction.

**One School One Book Initiative:** In 2021-22, all faculty, staff, and students had the opportunity to read the same book during BuzzTime, *One For the Murphys* by Linda Mullaly Hunt. A team of teachers and staff members, led by our Literacy Coach, Thelma Williams, planned activities around the book that incorporated literacy, art, SEL, and self-reflection.

## Mission, Vision, Beliefs

“Empowering Learners for a World Class Education”

Our mission, vision and beliefs are communicated annually to all stakeholders during annual student/parent orientation meetings, PTSA meetings, SIC meetings, on our school website, and in our Annual Report to the Community.

### Mission

The mission of Greer Middle School is to empower students to become independent, productive learners who exemplify good character in an increasingly global society.

### Vision

Greer Middle will become a model that all other schools in Greenville County will aspire to emulate. We will support our community and contribute to the quality of life of our families. We will become a school that teachers gladly support, students respect, and of which the community can be proud.

### Beliefs

We believe our students should:

- give and be given respect.
- be constantly challenged with standards driven curriculum and instruction.
- share the accountability for education with parents, teachers, and the community.
- receive curriculum, instruction, and assessment aligned to meet their individual needs
- be able to communicate effectively and solve problems.
- feel safe both emotionally and physically in and out of the classroom.

## Data Analysis and Needs Assessment

2020-2021 School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9TSZaWQ9MjMwMTA2MA>

English Language Arts – SC Ready

ELA	Does Not Meet	Approaches	Meets	Exceeds
6th	27.2	36.7	21.7	14.5
7th	34.4	30.9	18.7	16.0
8th	33.4	27.6	25.3	13.6



**Mathematics – SC Ready**

<b>Math</b>	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
<b>6th</b>	45.0	30.5	14.7	9.8
<b>7th</b>	45.1	34.3	15.5	5.1
<b>8th</b>	49.3	29.4	14.4	6.9

## Science – SC PASS

Science	Does Not Meet	Approaches	Meets	Exceeds
6th	38.2	20.2	21.1	20.5

## Teacher and Administrator Quality

### Greer Middle School Performance Goals

1. During the 2021-22 school year, the percentage of students (grade 6-8) Meeting/Exceeding Expectations on ELA SC Ready will increase from 37% in Spring 2021 to 42% in Spring 2022.
2. During the 2021-22 school year, the percentage of students (grade 6-8) Meeting/Exceeding Expectations on Math SC Ready will increase from 23% in Spring 2021 to 30% in Spring 2022.
3. If the principal focuses on engaging the available resources to help her and her staff improve the practice of using frequent formative assessment to inform responsive teaching practices in 7th grade ELA, and if she works alongside staff to learn and implement these strategies,

Then 7th grade ELA teachers will be able to make data-driven instructional decisions and engage students in learning that is responsive to their individual needs based on the 7th grade ELA standards,

So that students in 7th grade ELA classrooms will be able to demonstrate standards-based growth in ELA.

### School-Wide Goals

Additionally, our school aims to improve student learning and achievement at Greer Middle School through a focus on:

- There will be an increased percentage of students meeting or exceeding state ELA standards.
- The writing methods will be consistent throughout the ELA department.
- Common literacy skills will be taught across the disciplines.
- Lessons will be more aligned to the GCS Instructional Protocol and the ELA Framework and be consistently implemented.

- Common assessments for the grade level department will be developed and discussed. Students will be learning at appropriate levels of DOK.
- Students will have more ability to work both independently and collaboratively.
- The needs of the students will be met with responsive teaching practices, therefore the teachers will see a growth in test results on student cold reads.
- To improve our percentage of students who are meeting or exceeding our math state standards.
- Collaboration with other district math teachers regarding best implementation practices.
- To build consistency among teachers within our school and throughout the district.
- Increased number of students who successfully complete Mathia workspaces.

#### **ANTICIPATED OUTCOMES:**

- Teachers will create standards-based lessons with common pacing and common summative assessments that promote student engagement. Evidence of the following can be seen through walk throughs, formal observations, PLC conversations, PLC toolkit minutes, and weekly planners:
  - All students are communicating about what they know
  - Students are asking questions
  - Teachers are supporting students' ability to do for themselves
  - The vast majority of what students are writing involves summarizing, analyzing, evaluating, etc.
  - Students feel challenged by the learning process
  - Students can describe what they are learning to another person
- Teachers will use Chromebooks to increase student engagement and to gather data about mastery of the standards using standards-based formative and summative assessment. Evidence of this can be seen through walk throughs, formal observations, PLC conversations, and weekly planners.
- Teachers will work in collaborative groups and individually to look critically at student achievement on high-stakes tests as well as teacher-created formative and summative assessments. Analyzing available data, we will work in collaborative groups to develop effective instructional strategies that reach the needs of all of our students. Evidence of this will be shown through data analysis worksheets, data analysis, PLC conversations, PLC toolkit minutes, walk throughs, formal observations, and test scores (including formative and summative assessment, quarterly benchmarks, and state testing).
- Teachers will meet as academic teams to improve student outcomes. Evidence of the following will be seen through Team Meeting Toolkit minutes, team meeting conversations, walk throughs, and observations:
  - opportunities for interdisciplinary connections

- scheduling best practices
- students who need support and how to offer support
- successes
- concerns that need to be addressed

### PD Offerings by Month

<p><b>August</b></p> <ul style="list-style-type: none"> <li>• Full-day PLC work</li> <li>• Academic Team Meetings</li> <li>• Capturing Kids' Hearts Refresh</li> <li>• PowerTeacher Gradebook setup</li> <li>• Carnegie Learning</li> <li>• Google Sites</li> <li>• New Teachers – Orientation to Greer Middle</li> <li>• 504 Plan Training</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Formative Assessment to Inform Instruction</li> <li>• GATE Training</li> </ul>	<p><b>January</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• GEN ED Read 180 Training</li> <li>• SLO Mid-Year</li> <li>• RethinkED training (SEL)</li> <li>• GATE Training</li> </ul>
<p><b>September</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• RethinkED training (SEL)</li> <li>• GATE Training</li> </ul>	<p><b>February</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• RethinkED training (SEL)</li> <li>• Math Take 5 Review</li> <li>• GATE Training</li> </ul>
<p><b>October</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> </ul>	<p><b>March</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> </ul>

<ul style="list-style-type: none"> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• SLO Meetings</li> <li>• Ed Tech Conference</li> <li>• Social Studies Conference</li> <li>• Tech Tools for Co-Teaching</li> <li>• RethinkED training (SEL)</li> <li>• Trauma-Informed Practices</li> <li>• GATE Training</li> </ul>	<ul style="list-style-type: none"> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• SCAMLE - Middle School Conference</li> <li>• Benchmark Data Analysis</li> <li>• Literacy Strategy - Name and Notice</li> <li>• RethinkED training (SEL)</li> <li>• GATE Training</li> </ul>
<p><b>November</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• Data Analysis from Benchmark Testing</li> <li>• RethinkED training (SEL)</li> <li>• GATE Training</li> </ul>	<p><b>April</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• SLO conferences</li> <li>• State Testing Training</li> <li>• Data Analysis from Benchmark Testing</li> <li>• SHAPE America Conference (PE/Health)</li> <li>• GATE Training</li> </ul>
<p><b>December</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• RethinkED training (SEL)</li> <li>• Text-Dependent Analysis (TDA) Scoring Calibration</li> <li>• Crisis Response/Mandated Reporting</li> <li>• GATE Training</li> </ul>	<p><b>May</b></p> <ul style="list-style-type: none"> <li>• PLCs meet weekly</li> <li>• PLCs meet once per month as a district</li> <li>• Department Meeting</li> <li>• Curriculum Council</li> <li>• Grade-Level Meetings</li> <li>• Faculty Meeting</li> <li>• On Track</li> <li>• New Teacher Meeting</li> <li>• GATE Training</li> </ul>

### PD Presenters/Facilitators

- Anne Kelsey-Zibert - Instructional Coach
- Thelma Williams - Literacy Coach
- Shayla Read - ELA Secondary Specialist
- Ellen Hampshire - MTSS Coordinator
- Kristy Crutchfield - Special Education Department Chair
- Sydney Ford - Math Department Chair
- Taylor Moore, Erin Fondren, Chelsea Shepherd, Tyrone Westfield & Allison Rosemond - Counselors
- Melissa Camacho, Liz Pedrick, Christopher Dean, Kristy Crutchfield - Capturing Kids' Hearts Process Champions
- Christopher Dean, Christi Langdale, Daphne Hughes - New Teacher Team

### School Climate Needs Assessment

#### Results of Teacher, Student, and Parent Opinion Surveys

	<a href="#">Teachers</a>	<a href="#">Students</a>	<a href="#">Parents</a>
Number of surveys returned	40	146	34
Percent satisfied with learning environment	95.0%	80.1%	73.5%
Percent satisfied with social and physical environment	90.0%	89.0%	70.6%
Percent satisfied with school-home relations	82.5%	82.1%	63.7%

### Action Plan

*Plan begins on next page.*

**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 in 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.*

**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 30% in 2016-17 to 43.2% 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 2.2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>30</b> (2016-17)	<b>School Projected Middle 32.2</b>	<b>34.4</b>	<b>36.6</b>	<b>38.8</b>	<b>41</b>	<b>43.2</b>
		<b>School Actual Middle 37.4</b>	<b>41.6</b>	<i>waiver</i>	<b>37.0</b>		
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>43</b> (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>



		District Actual Middle 44	49	<i>waiver</i>	50		
<b>ACTION PLAN FOR STRATEGY #1:</b>						<b>EVALUATION</b>	
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>		
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment		
2. System 44 & Read 180 (GEN ED and SPED) programs to support struggling readers	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program		
3. Implementation of school Read to Succeed Plan	2018-2023	Admin Team Instructional Coach Literacy Team	TBD	TBD	Completed Student Goal Setting Sheets (print and digital)		

**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 29% in 2016-17 to 42.68% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.28% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>29</b> (2016-17)	<b>School Projected Middle 31.28</b>	<b>33.56</b>	<b>35.84</b>	<b>38.12</b>	<b>40.4</b>	<b>42.68</b>
		<b>School Actual Middle 33.5</b>	<b>34.9</b>	<i>waiver</i>	<b>23.0</b>		
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>40</b> (2016-17)	<b>District Projected Middle</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>

		District Actual Middle 43	44	<i>waiver</i>	44		
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. Use of common summative and formative assessments by grade level PLCs.	2018-2023	Admin Team Instructional Coach	n/a to school	n/a	PLC meeting notes Teacher Weekly Planners
3. Use of Mathia software to support student learning.	2019-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Mathia reports and dashboard

**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 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 6 only	<b>School Projected Middle</b>	<b>42</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>50</b>
		<b>School Actual Middle 40</b>	<b>41.9</b>	<i>waiver</i>	43.0		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 6 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle 53</b>	<b>53</b>	<i>waiver</i>	52.1		

\*Beginning in 2019-2020, only Grade 6 will take SCPASS Science.

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Use of MasteryConnect for Benchmarking and Formative and Summative Assessment	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Teachers' MasteryConnect trackers will reflect use of benchmarks, summative assessment, and formative assessment
2. Use of common summative and formative assessments by grade level PLCs.	2018-2023	Admin Team Instructional Coach	n/a to school	n/a	PLC meeting notes Teacher Weekly Planners
3. 6 <sup>th</sup> Grade Science Teachers all participated in district Professional Learning Communities to share ideas and plan as a county.	2019-2021	Admin Team Instructional Coach Stephanie Smith	n/a to school	n/a	PLC meeting notes

**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 each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	23% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.61	<b>School Projected Hispanic 25.61</b>	28.22	30.83	33.44	36.05	38.66
SC READY ELA SC SDE Website		<b>School Actual Hispanic 28</b>	31.6	<b><i>waiver</i></b>	29		

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>	40	<i>waiver</i>	<b>33</b>		
SC READY ELA SC SDE Website	12% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.22	<b>School Projected AA 15.22 (2017-18)</b>	18.44	21.66	24.88	28.1	31.32
		<b>School Actual AA 20</b>	<b>22.2</b>	<i>waiver</i>	21		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>

SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	31	<i>waiver</i>	<b>24</b>		
SC READY ELA SC SDE Website	5% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.61	<b>School Projected SWD 8.61 (2017-18)</b>	12.22	15.83	19.44	23.05	26.66
SC READY ELA SC SDE Website		<b>School Actual SWD 8</b>	6.9	<i>waiver</i>	9		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	21	<i>waiver</i>	8		



SC READY ELA SC SDE Website	9% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.39	<b>School Projected LEP 12.39 (2017-18)</b>	15.78	19.17	22.56	25.95	29.34
SC READY ELA SC SDE Website		<b>School Actual LEP 28</b>	<b>32.7</b>	<b><i>waiver</i></b>	27		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44	<b><i>waiver</i></b>	29		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.67	<b>School Projected SIP 24.67 (2017-18)</b>	27.34	30.01	32.68	35.35	38.02

SC READY ELA SC SDE Website		School Actual SIP 29	33.6	<i>waiver</i>	30		
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	<i>waiver</i>	33		
SC READY Math SC SDE Website	23% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.61	School Projected Hispanic 25.61 (2017-18)	28.22	30.83	33.44	36.05	38.66
SC READY Math SC SDE Website		School Actual Hispanic 29	30.2	<i>waiver</i>	16		
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		<b>District Actual Hispanic 42</b>	43	<i>waiver</i>	22		
SC READY Math SC SDE Website	11% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.28	<b>School Projected AA 14.28 (2017-18)</b>	17.56	20.84	24.12	27.40	30.68
SC READY Math SC SDE Website		<b>School Actual AA 16</b>	<b>13.2</b>	<i>waiver</i>	9		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	<i>waiver</i>	11		
SC READY Math SC SDE Website	5% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 8.61 (2017-18)</b>	12.22	15.83	19.44	23.05	26.66

	(2016-17) Annual Increase = 3.61						
SC READY Math SC SDE Website		School Actual SWD 6	4.8	<i>waiver</i>	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	<i>waiver</i>	5		
SC READY Math SC SDE Website	14% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.11	School Projected LEP	17.11	20.22	23.33	26.44	29.55

SC READY Math SC SDE Website		<b>School Actual LEP 31</b>	<b>33.2</b>	<b><i>waiver</i></b>	17		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<b><i>waiver</i></b>	22		
SC READY Math SC SDE Website	21% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.72	<b>School Projected SIP 23.72 (2017-18)</b>	26.44	29.16	31.88	34.6	37.32
SC READY Math SC SDE Website		<b>School Actual SIP 26</b>	<b>26.7</b>	<b><i>waiver</i></b>	18		

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual PIP 38</b>	43	<i>waiver</i>	20		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. System 44 & Read 180 programs to support struggling readers	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program
2. Inclusion model for ELL students in ELA.	2018-2023	ESOL Teacher ELA Co-Teachers	n/a to school	n/a	Weekly Planners, observations
3. Math teachers will use IXL (beginning 2018) and MATHia (beginning 2019) to support student learning at school and at home. Use of these programs will help students take greater ownership of their learning and also help support students with gaps in their mathematical knowledge.	2018-2023	Admin Team Instructional Coach	\$19,000 for IXL	School Funds	IXL Admin Dashboard MATHia Admin Dashboard Classroom Observation



**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	No	School Projected	Yes	Yes	Yes	Yes	Yes
PowerSchool		School Actual Yes	Yes	Yes	Yes		
PowerSchool	50	District Projected	75	100	100	100	100



PowerSchool		<b>District Actual 89</b>	100	100	<b>100</b>		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. System 44 taught to Special Education Students	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program Program Data
2. Read 180 taught to Special Education Students	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Special Ed/Academics	Use of program Program Data
3. Read 180 taught to non-Special Education Students	2018-2023	Admin Team Instructional Coach	n/a to school	GCS Academics	Use of program Program Data

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected	Maintain	Maintain	Maintain	Maintain	Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual yes	yes	yes	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	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	Dir. of Prof. Employment	\$0	NA	Plans in place for schools
2. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	\$0	NA	Ongoing identification of candidates
3. Offer a ProTeam class to 8th Grade students during a Related Arts time to increase interest in the teaching profession.	2021-2023	Admin School Counselors Instructional Coach	TBD	TBD	Course offered at our school

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

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

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	93.7 (2106-17)	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	93.7 (2106-17)	School Actual Students 84.6	92.9	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	90.4		
SC SDE School Report Card Survey	87.2 (2016-17)	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	<b>87.2 (2016-17)</b>	<b>School Actual Teachers 100</b>	<b>100</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic</i>	<b>100</b>		
SC SDE School Report Card Survey	<b>87.5 (2016-17)</b>	<b>School Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
	<b>87.5 (2016-17)</b>	<b>School Actual Parents Insufficient sample</b>	<b>85.7</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic</i>	82.4		
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students 86</b>	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic</i>	93		
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97</b>	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic</i>	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. Capturing Kids Hearts Program	2018-2023	All faculty and staff	\$0	SC DOE Grant	All teachers and staff have attended training  Decrease in discipline referrals
2. Weekly ReThink ED lessons in Advisory Time	2021-2023	Social Media Admin/Website Admin	\$0	District	BuzzTime slides, observation, ReThink ED Portal
3. Communicate clearly and effectively with all stakeholders that school-wide emergency response plan is in place and include explanations of the training and drills that take place.	2018-2023	Admin Team	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

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

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

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

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

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) .78%	School Projected TBD in 2017-18	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.26%	.09%	1.2	0.9		
ESSA Federal Accountability and SDE School Report Card	(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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) .00%	<b>School Projected TBD in 2017-18</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual .00%</b>	0%	0%	0%		
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04%	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual .04</b>	.10	.03	.004		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>



	(Start and End Dates)				
1. Capturing Kids Hearts Program	2018-2023	All faculty and staff	\$0	SC DOE Grant	All teachers and staff have attended training  Decrease in discipline referrals
2. Meetings with school counseling staff for students as part of the school discipline plan.	2018-2023	Admin School Counselors	\$0	n/a	Meeting log
3. Implementation of OnTrack Program beginning in 2019-2020; additional school counselor hired to facilitate.	2019-2023	Admin School Counselors Teachers	\$0	n/a	GCS Source – EWRS ICS

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<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 4</b> The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

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DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline set in 2017-18	School Projected	54	58	62	66	70
		School Actual 53	50 (only 12 respondents)	61	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
AdvancED Culture & Climate Surveys	51	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.		

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

1. Through Capturing Kids Hearts, establish protocols among all adults to communicate positively with students.	2018-2023	School team	\$0	NA	Documentation of faculty and staff taking part in CKH Training.
2. Implementation of OnTrack Program beginning in 2019-2020; additional school counselor hired to facilitate.	2019-2023	Admin School Counselors Teachers	\$0	n/a	GCS Source - EWRS Meeting Logs
3. Mentoring program for students	2019-2023	School counselors	TBD	Local	Students assigned to an adult at the school.

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

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

**PERFORMANCE GOAL: 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		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	95.02 (2016-17)	School Projected	95	95	95	95	95
		School Actual 93.3 (2017-18)	94.03	93.3	90.2		
ESSA Federal Accountability and SDE School Report Card	(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. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team	\$0	NA	Attendance reports

		Social Worker			Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team OnTrack Coordinator	\$0	NA	Students are identified and appropriate supports are assigned

**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		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	School 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
		School Actual Afraid – 8% Lonely – 16% Angry – 17%	Afraid – 17% Lonely – 8% Angry – 8% (only 12 respondents)	Afraid - 8% Lonely – 17% Angry – 17%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
<b>ACTION PLAN FOR STRATEGY #1:</b>							
<b>ACTIVITY</b>		<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION</b> <b>INDICATORS OF IMPLEMENTATION</b>	

1. Through Capturing Kids Hearts, establish protocols among all adults to communicate positively with students.	2018-2023	School team	\$0	NA	Documentation of faculty and staff taking part in CKH Training.
2. Ensure character education program addresses bullying behaviors	2018-2023	School Counselors Principal	TBD	TBD	Character education and lessons taught by counselors  School Counselors' Google Classrooms
3. Implementation of OnTrack Program beginning in 2019-2020; additional school counselor hired to facilitate.	2019-2023	Admin School Counselors Teachers	\$0	n/a	GCS Source - EWRS (Early Warning Response System)  ICS