

SEVIER MIDDLE SCHOOL

SCHOOL RENEWAL PLAN

2018-19 through 2022-23

Chad Maguire, Principal

W. Burke Royster, Superintendent

GREENVILLE COUNTY SCHOOLS

Greenville, South Carolina

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Sevier 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

Chad Maguire		4/26/22
PRINTED NAME	SIGNATURE	DATE

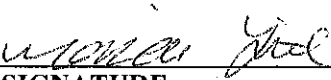
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Timothy R. Berklich		3/16/2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Monica Fite		4/14/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1000 Piedmont Park Road, Greenville, South Carolina 29609

SCHOOL TELEPHONE: (864) 355-8200

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Chad Maguire
2. Teacher	Brandon Smith
3. Parent/Guardian	Scott Banta
4. Community Member	Mary Cox
5. Paraprofessional	Karen Hege
6. School Improvement Council Member	Tomiko Long
7. Read to Succeed Reading Coach	Carolyn Morris
8. School Read To Succeed Literacy Leadership Team Lead:	Monica Fite
9. School Read To Succeed Literacy Team Member:	Brooke Childers

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)]

 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.

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

Recruitment

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

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

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

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INTRODUCTION

Sevier Middle School Portfolio

The Sevier Middle School Portfolio documents 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. Each year the Sevier leadership teams and the School Improvement Council review our Action Plan and progress we are making toward our goals.

Sevier's Leadership teams, including Department Chairs and Team Leaders, meet monthly to discuss items that affect school-wide and long term success and lead implementation among the staff.

Members of Leadership Team:

- Principal: Chad Maguire
- Assistant Principal: Brian Falls
- Administrative Assistant: Dana Swartzel
- Instructional Coach: Carolyn Morris
- Media Specialist: Vacancy
- Guidance Counselor: Darcy Storm
- Department Chairs: Monica Fite (ELA), Sera Tanner (Math), Anne Bolin (Science), Brandon Smith (Social Studies), and Susan Moree (Special Education),
- Team Leaders: Terra Johns (Gr6), Anne Frichtl (Gr7), Brittany Harbin (Gr8), Colleen Marsh (Related Arts)

The School Improvement Council provides input and discusses our progress each year.

Members of SIC include:

Principal: Chad Maguire

School Counselor: Tomiko Long

Instructional Coach: Carolyn Morris

Staff Member: Karen Hege

Teacher: Tim Berklich

Parents: Jessica Bridges, Andreas Brooks-Seamans, Meghan Fraga, Stephanie Lofnik, Katie Woods.

This group meets monthly to receive curricular and instructional updates, study school organizational changes, and build support for our school. They contributed to the development of Sevier's Vision, Mission and Motto.

The categories in this school portfolio are

- SDE Stakeholder Involvement and Assurances
- Introduction
- Executive Summary
- School Profile
- Mission, Vision, Beliefs
- Data Analysis and Needs Assessment
 - Student Achievement
 - Teacher and Administrator Quality
 - School Climate
- Action Plan
 - 5 Year Performance Goals
 - Annual Objectives
 - Strategies/Actions

This school portfolio is a living document that describes Sevier Middle School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

Please enjoy this story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the world of the future!

The Staff of Sevier Middle School

EXECUTIVE SUMMARY

STUDENT ACHIEVEMENT

The needs for our students to excel in a rigorous and innovative school curriculum along with the increasing demand for 21st Century skills are challenged by the gaps in student mastery of English Language Arts and Mathematics skills between multiple subgroups. The impact of the Covid-19 pandemic on student achievement is visible in our data and the data across the school district and the state. The Sevier Middle School faculty must continue to enhance their instruction and assessment practices, refining academic literacy strategies, applied learning experiences, and extended support to meet student needs and close learning gaps that have increased because of the Covid-19 pandemic.

We continue attention to academic literacy. Content area and grade level teachers plan lessons to include research, public presentation, and increased disciplinary literacy strategies, such as close/annotated reading, inquiry, discussion, and argumentative writing.

Curriculum mapping through the district's academic portal system provides scope and sequence for all subjects along with rich lessons, differentiated supports and assessment resources.

The Sevier Middle School faculty adopted a STEAM focus for the school-wide curriculum in 2013, raising student skills in critical thinking, collaboration, creativity, and communication, delivering increasingly rigorous and engaging learning experiences that incorporate the practices of science, technology, engineering, the arts/humanities, and mathematics. Project-based learning is used in classrooms as a means to deliver 21st century skills along with the STEAM focus. Our ability to implement PBL was impacted by the Covid-19 pandemic but during the 2021-2022 school year, we renewed our focus on creating learning experiences for students in which they can practice 21st century skills.

Our educational support classes offer opportunities for SPED and REGED students to improve their literacy skills while using grade level content area text. During the 2021 - 2022 school year we have continued our Read 180 and System 44 reading supports that provide assistance to our students. We have also implemented targeted math intervention classes to support regular education students who are below grade level in mathematics.

In 2013-14 we extended our school day by 10 minutes providing for an adjusted bell schedule one day per week, when Enrichment are provided for our students. When students need extra time or

help, they work with teachers to improve understanding. Enrichment beyond the standard curriculum is available in 3 week cycles. The sessions offered in these cycles are focused on a special topic or experience, such as academic competition, service learning, or PBL opportunities. These sessions challenge students to their highest achievement, preparing them for success at the next level. During the 2021-2022 school year, we incorporated an SEL education program into this adjusted bell school. At the beginning of this school year, students were matched with an adult advocate in the build. These adult advocates meet with their small group to help students improve their social emotional learning in areas such as self-awareness, self-management, responsible-decision making, relationship skills, and social awareness.

In 2014-15, we began implementation of a 1 to 1 laptop initiative that transformed instruction and assessment while deepening our capacity for meaningful project-based learning. Devices for each child were in place by August of 2015. The Chromebooks that all students currently have allow teachers to provide differentiated instruction and personalized learning to all students.

TEACHER AND ADMINISTRATOR QUALITY

Content area teachers meet weekly to plan aligned, rigorous, and engaging units and lessons. Teachers meet in designated grade level groups for training to include STEAM/PBL, formative assessment, technology strategies, best practices for teaching our growing ML student population, inclusive practices, and best practice in student support and intervention. Related Art teachers also collaborate with content area teachers to design and implement cross-curricular projects. Google applications support cross-grade and cross-content collaboration in these professional learning communities. Our collaboration includes book studies, action research, data analysis, and inquiry.

SCHOOL CLIMATE

Sevier Middle School's vision, mission, and school structures are based on the National Middle School Association's "This We Believe" and the "Schools to Watch" criteria from the National Forum for Middle Level Reform. Our school climate is focused on establishing organizational structures and processes that support developmental responsiveness, social equity, and creating an environment in which academic excellence is achievable. Our climate is based on the core values of responsibility, respect, and integrity. The Sevier climate encourages innovative practice for individual student success.

Sevier faculty, parents, and community volunteers create opportunities for students to earn recognition, belong to a group, exercise choice, earn respect, fulfill their purpose, and affirm their sense of progress toward personal goals.

SIGNIFICANT CHALLENGES FROM THE PAST THREE YEARS

The most significant challenge Sevier has faced has been renewing our focus on best practices in the midst of Covid-19. The pandemic has had a significant impact on the progress we had been making towards our school goals. It also taught us the importance of PBL for the social-emotional wellbeing of our students. Our faculty, staff, and community have worked together to best support our students throughout this difficult time and we are optimistic about renewing our best practices and resuming our progress.

The Covid-19 pandemic has made our STEAM/PBL focus a challenge. The transition to a STEAM school began in the fall of 2013. STEAM/PBL planning challenged teachers to develop multi-content project-based units to meet carefully fitted standards. This planning continued into subsequent school years, and a theme of STEAM/PBL Everyday extended the efforts in development of smaller and partnered STEAM/PBL units. This STEAM/PBL focus has expanded community involvement in school activities and directly on projects. During the Covid-19 pandemic we were required to scale back our STEAM/PBL focus due to safety concerns. During the 2020-2021 school year, teachers innovated ways to incorporate STEAM/PBL into their classrooms while maintaining health precautions. During the 2021-2022 school year, we have begun to reintroduce larger scale, cross-curricular projects that allow students to truly collaborate, create, critically think, and communicate.

During the 2017-2018 school year we redesigned our Education Support program for Special Education students to focus on Literacy by identifying student needs and providing the appropriate supports. These supports included Read 180 and system 44. During the 2020-2021 school year, we expanded Read 180 supports to REGED students as well in an effort to fill learning gaps that were exacerbated by the Covid-19 pandemic. During the 2021-2022 school year we also redesigned our math support program to create more sections in an effort to provide more academic support.

The Covid-19 pandemic impacted our ability to implement our Enrichment program during the 2020-2021 school year. We reintroduced our unique Enrichment program during the 2021-2022 school year. This program of Enrichment and Support allows teachers to help students in 3 week cycles of remediation, acceleration, or interest-based lessons. We used our existing Enrichment Bell Schedule to incorporate intentional SEL sessions to support the developmental needs of our students.

AWARDS, RESULTS, ACCOMPLISHMENTS

- VEX Robotics State Champions, 2018, 2020, 2021, & 2022. 4-time World Championship Qualifier.
- State Report Card Rating 2017 and 2018 – GOOD
- Palmetto Silver Awards, 2008, 2010, 2011, 2012, 2014, 2017
- Palmetto Award, Closing the Gap, 2013
- Nationally Designated ASCA Model Program (RAMP) – School Counseling
- Multiple PSAT Junior Scholars, SAT Duke TIP Scholars and Grand Recognition Scholars
- Superior Rating: Orchestra; Excellent Rating: Chorus, Music Festival 2017, 2018, 2019. 2020, 2021 & 2022.
- PTA District and State Reflections Contest Winners
- Innovation Award and Design Award – State Gateway to Tech. Competition, USC
- SC Juried Art Show Winners
- Greenville County United Way Campaign Award of Excellence
- Youth in Government – Bills signed into Law in 2014, 2015, and 2016, 2019, 2021
- State PTA Membership Award, Goals Award
- 6 National Board Certified Teachers
- Top Ten Finalists, GC Teacher of the Year: Marilyn Murphy, Cheryl Cruell
- 2014 State PTA Support Staff Member of the Year – Chris Greggs
- 2015 Boys Soccer, Greenville County Middle School Champions
- 2016 8 Engineering Design students earn college credit from USC.
- 2017 4 Engineering Design students earn college credit from USC.
- 2016-2017 Boys Basketball Greenville County Middle School Champions
- 2017 Transform SC Designation by SC Council on Competitiveness
- 6th Grade -- Winners of Flour Design Competition
- 2020 Designated by National Forum as a National School To Watch
- Only school in South Carolina to hold both RAMP and STW designations.
- Designated as one of U.S. News Best Public Middle Schools in South Carolina

For a closer look...

For more in depth information on this school - including programs, course offerings, extra-curricular activities, and more - visit www.greenville.k12.sc.us/sevier/index.asp

If you would like information about the School Report Card rating visit the State Department of Education Website <https://ed.sc.gov/data/report-cards/>

or for more detailed testing information, visit <https://ed.sc.gov/data>

For more information call the district's INFOline at 864-355-3100, log onto our website at www.greenville.k12.sc.us

SCHOOL PROFILE

SCHOOL COMMUNITY

Sevier Middle School is located in Greenville, South Carolina, and serves students in grades 6 through 8 in a suburban setting. The original junior high school was established in 1969, and was reorganized as a middle school in 1971. Our renovated and now state-of-the art facility opened in 2005.

Sevier was named for the World War I army training camp, located on the school site and surrounding area. Students learn about the history of the Sevier area. Each November Sevier hosts a special Veterans' Day program, and many armed service veterans participate. This event is well attended by the greater Greenville community.

Sevier has strong PTA and SIC representation and participation. Volunteer hours have increased tremendously over prior years and the presence of parents and community members is a regular part of school life. Numerous events are at standing-room-only and volunteer and visiting adults serve as models and mentors each day.

Sevier collaborates with community advisors through our School Counseling Advisory Group and STEAM Advisors. These groups provide invaluable insights into our program development and effective operation.

Sevier is working on developing stronger partnerships with the community. We have community volunteers from Girl Up Greenville who participate in Enrichment classes. We are enrolling volunteers to participate in a Watch D.O.G.S. program. We have also involved the community through service learning projects such as a school wide food drive to donate food to Loaves and Fishes.

Each parent and community partner brings a unique perspective on educating our students in a real world context, expanding student understanding of the purpose of their education.

SCHOOL PERSONNEL DATA: 2021-22

Education Levels of Professional Staff

Bachelors	14	27%
B+18	4	8%
Masters or Higher	34	65%

TOTAL **52**

Gender -- All Staff, except Hourly FANS and Custodial

Male: 21 or 27%

Female: 57 or 73%

Ethnicity -- All Staff

African-American: 3 or 4%

Hispanic 5 or 6%

White: 67 or 86%

Other: 3 or 4%

STUDENT POPULATION DATA: 2020-2021 On Campus Students**Students by race:**

Asian	13	1.8%
African-American	125	17.0%
Hispanic	167	22.7%
White	382	52.0%
Multi-race	33	4.4%
Other	<u>9</u>	<u>1.2 %</u>
	734	100%

Students with Disabilities 2021-22:

	Autism	10
	Emotional Disability	2
	Visual Impairment	1
	Multiple Disabilities	3
	OHI	19
	Speech Only	2
	LD	85
	Traumatic Brain Injury	1
	Total	123

Services	2021-22
% Poverty	56.3%
Gifted and Talented	26%
ESOL	22.4%
With disabilities	16.7%

MAJOR ACADEMIC AND BEHAVIORAL FEATURES

- Active, STEAM-focused, with multi-content area Project Based Learning
- Technology integrated and personalized instruction; 1 to 1 Laptop Initiative
- H.S. Credit Opportunities – English I, Algebra I, Geometry, Spanish I, Google Basics, Digital Literacy, Art I, Digital Media Arts, Intro to Engineering Design, and Introduction to Computer Science, Digital Citizenship.
- Engineering Design Program – Design & 3D Modeling; Robotics & Automation; Green Architecture; Energy & the Environment, Introduction to Engineering Design
- Fine Arts Program – Art, Digital Media, Band, Strings, Orchestra, Percussion, Chorus, Music and Theatre, and Electronic Music
- Inclusive Practices School – Stetson Model; Upstate Writing Project School
- Enrichment Program – Extra Time & Help, Academic Extension, and Special Interest
- Comprehensive School Counseling Model (RAMP) – Individual, Small Group and Academic Counseling, Career Interest/Awareness, and Individual Graduation Plans
- ABC monitoring and mentoring program – reducing course failure and disciplinary referrals
- Full service communications – Website, weekly phone messages, Facebook, Instagram, Twitter, Weekly media release, Remind messages
- Academic Competition – Youth in Government, National Geography Bee, VEX Robotic Teams, Science Clubs, Model U.N.
- Leadership Development -- Character and Academic awards, Beta Club, Student Council, Recycling, Outdoor Garden
- CATCH School – Wellness Break, Intramurals, Field Days
- Volleyball, Basketball, Soccer, Baseball, and Softball, Bass Federation Fishing team
- Extensive Business and Community involvement – STEAM Advisors, Project Mentors, Club Sponsors, Lunch and Learn, & Career Exploration

Signature Events:

- “Return to Camp Sevier” Veterans Day celebration
- “Flight of the Falcon” – 5th grade Open House

- “Falcon Flight Planning” – Showcase and Curriculum Planning Event
- VEX Robotics Invitational
- Noche de Ciencias

Instruction follows the Learning Focused teaching model. Students attend 4 core academic classes of 60 minutes and 2 related arts classes of 50 minutes daily. Sevier students have a daily wellness break during their lunch block. Students and teachers walk our 1/4 mile track and find that this relatively unstructured time supports the strengthening of teacher-student relationships and meets an important need that young adolescents have to interact with their peers.

A continued emphasis on Reading and Language Arts is required through all grade levels and all subject areas in order to increase student achievement for all subgroups at Sevier. In 2017-18, the staff developed Student Learning Objectives. Our emphasis on academic literacy, grounded in the work of Mike Schmoker (*Focus*) includes content-based authentic literacy strategies -- content vocabulary, informational text, close reading with argumentative writing and discussion, along with the use of interactive lecture. These priority strategies provide teachers with the tools to support student ability to attack and understand informational text. Grade level content partners have developed common assessments which are correlated to standards taught and provide formative assessment feedback for re-teaching and reinforcement of standards.

Sevier is a full inclusion school and our services are expanding to provide more effective in-class and out of class supports under the Stetson Model. Each tutorial teacher has been developing their own classroom library with various reading levels for students’ independent reading and for guided reading lessons.

At the start of the 2013-14 school year we began a focus on STEAM learning principles throughout our curriculum. STEAM education is an interdisciplinary approach to learning which integrates science, technology, engineering, the arts/humanities and mathematics into real world, relevant learning experiences for all students. Teachers emphasize the Project Based Learning model in their lessons so incorporate 21st century skills and develop soft skills such as perseverance, problem solving, communication and collaboration. In 2017-18 Sevier was invited to join the TransformSC network to establish partnerships and alliances focused on the Project Based Learning Model. In January 2020, Sevier was designated a School To Watch by the national Forum.

MISSION, VISION, AND BELIEFS

Sevier Middle School's vision, mission, and school structures are based on the National Middle School Association's "This We Believe" and the "Schools to Watch" criteria from the National Forum for Middle Level Reform.

Our commitment is to provide an academically excellent education that addresses the unique needs of adolescents, to provide equitable access to high levels of student achievement, and to foster a genuine community of learners.

In Spring of 2014, we updated our Vision statement to reflect commitment to STEAM-focused learning.

In the Spring of 2017, we updated our Mission statement to reflect our daily practice and to be user friendly. This update was performed through a series of meetings with parents, community members, teachers, and student.

MISSION STATEMENT

Developing Innovative Leaders, One Student at a Time.

OUR VISION

Students focused, challenged, and prepared for their next opportunity in life, ready to serve as leaders in our community.

OUR BELIEFS

Academic Excellence

- Instruction has real-world relevance, and promotes higher level thinking and performance
- Assessments are meaningful measures of achievement and direction for future learning
- Students crave learning and share pride in their accomplishments

Developmental Responsiveness

- Adolescent needs and interests are high priority
- Students are supported and encouraged
- Instruction includes choice, creative expression, and real-world application

Social Equity

- All communities are actively engaged
- Students demonstrate learning in many ways
- Awareness respect for difference
- Classroom experiences that honor gender differences
- Enable access to all at the highest levels

Organizational Structures

- A purposeful and knowledgeable community of educators, support staff, parents, students, and business leaders
- Provision for student needs (academic, social, emotional, and personal),
- On-going growth and reflection

OUR MOTTO

Focus • Challenge • Prepare

DATA ANALYSIS and NEEDS ASSESSMENT

GOAL AREA 1 - STUDENT ACHIEVEMENT

SC READY 2018 – 2019 PERFORMACE DATA BY GRADE LEVEL

	6th Grade	7th Grade	8th Grade
ELA	51	51	52
MATH	57	40	52

FIVE YEAR TREND DATA

ELA					
YEAR	ASSESSMENT	Not Met	Approaches	Met	Exemplary
2016-17	SCREADY	22.4	33.6	29.4	14.6
2017-18	SCREADY	22	31	25	23
2018-19	SCREADY	21	27	31	21
2019-20	SCREADY	<i>Waiver</i>	<i>Waiver</i>	<i>Waiver</i>	<i>Waiver</i>
2020-21	SCREADY	25	28	27	20

MATHEMATICS					
YEAR	ASSESSMENT	Not Met	Approaches	Met	Exemplary
2016-17	SCREADY	22.5	35.4	22.1	20
2017-18	SCREADY	22	30	21	27
2018-19	SCREADY	19	31	23	27
2019-20	SCREADY	<i>Waiver</i>	<i>Waiver</i>	<i>Waiver</i>	<i>Waiver</i>
2020-21	SCREADY	35	29	19	18

GOAL AREA 2 – TEACHER AND ADMINISTRATOR QUALITY

Sevier Middle School's vision, mission, and school structures are based on the National Middle School Association's "This We Believe" and the "Schools to Watch" criteria from the National Forum for Middle Level Reform.

Our commitment is to provide an academically excellent education that addresses the unique needs of adolescents, to provide equitable access to high levels of student achievement, and to foster a genuine community of learners.

Sevier continues to focus on exemplary practice with emphasis on clear alignment with SC Standards, academic literacy across the curriculum, advocacy for the best in each student, and attention to results. With that in mind, our school structure includes flexible scheduling for 27 Fridays to provide Extra Time and Help/Enrichment opportunities for our students. Students are assigned to ETH (Extra Time and Help) based on their understanding of core content material. These class assignments are dynamic, based on student achievement results in the classroom. Teachers have planned Enrichment classes as well to support academic content extension and special interest. Sevier has also developed a 30-minute flight period every Monday through Thursday to focus on student mastery and enrichment.

Professional Development supports the areas of emphasis indicated in the document that follows. Content area grade level teachers meet to plan the priorities of core instruction, rigor, STEAM, and assessment. Teachers meet in designated grade level groups for training to include district initiatives, technology and best practices. They provide input into areas of study based on offerings such as text studies, action research, and inquiry.

In 2015-16, the Sevier Middle School faculty refined the STEAM focus for school-wide curriculum. This Project-based Learning approach is raising student skills in critical thinking, collaboration, creativity, and communication, and delivers increasingly rigorous and engaging learning activities incorporating the practices of science, technology, engineering, the arts/humanities, and mathematics. Future work in this area will expand the incidence of single

content area PBL's and strengthen the standards alignment of larger cross-curricular and multi-disciplinary units.

Professional Development Funds have supported:

- Gateway To Technology training,
- Arts conferences for Band, Chorus, and Visual Arts
- School like us visits.
- Content Professional Conferences.
- Teacher led professional development.

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.

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: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>44%</u> in 2016-17 to <u>59</u> % in 2022-23. <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i> 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 <u>3</u> % 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	44 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	47	50	53	56	59
		School Actual Middle	47	<i>waiver</i>	47	TBD	TBD
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	<i>waiver</i>	47	TBD	TBD

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. ELA PLC’s will plan with the support of GCS Curriculum maps, to implement aligned, rigorous and engaging instruction.	Fall 2021 – On Going	Monica Fite Carolyn Morris			Lesson Plans PLC Minutes Department Minutes Classroom Observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Support and intervention will be provided for students who do not readily master content through Enrichment, Flight Classes, Seminar, and assessment program.	Fall 2021 – On Going	Carolyn Morris Chad Maguire Teachers Jakeria Thrower Beth Jackson			Mastery Connect Data Dives Benchmark Analysis Classroom Observation Intervention Classes
3. Develop and implement consistent use of writing models and rubrics to guide and assess informational, argument, and text-dependent writing in ELA.	Fall 2021 – On Going	April Reese Monica Fite ELA Teachers			Classroom Observations Unit Plans PLC Minutes

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 42 % in 2016-17 to 57 % 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	42 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	45	48	51	54	57
		School Actual Middle	47	waiver	37	TBD	TBD

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	<i>waiver</i>	35	TBD	TBD

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Math PLC's will plan with the support of GCS Curriculum maps, to implement aligned, rigorous and engaging instruction.	Fall 2021 – On Going	Sera Tanner Carolyn Morris			Lesson Plans PLC Minutes Department Minutes Classroom Observations
2. Support and intervention will be provided for students who do not readily master content through Enrichment, Flight Classes, Seminar, and assessment program.	Fall 2021 – On Going	Carolyn Morris Chad Maguire Teachers Tim Berklich			Mastery Connect Data Dives Benchmark Analysis Classroom Observation Intervention Classes

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Teachers will use multiple representations and real life applications for problem-solving.	Fall 2021 – On Going	Math Teachers Sera Tanner			Unit Plans Classroom Observations PLC Minutes

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	59	62	65	68	72
		School Actual Middle	61	<i>waiver</i>	52	TBD	TBD
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	<i>waiver</i>	46	TBD	TBD
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*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. Science teachers will increase their use of inquiry and hands-on strategies, and use close reading, discussion, and writing, along with interpretation of charts, graphs, diagrams, and tables to deepen student understanding of science concepts.	Fall 2020 – On Going	Anne Bolin Science Teachers Carolyn Morris			Lesson Plans Classroom Observation PLC Minutes
2. Science PLC's will plan with the support of GCS Curriculum maps, to implement aligned, rigorous and engaging instruction.	Fall 2020 – On Going	Anne Bolin Carolyn Morris			Lesson Plans PLC Minutes Department Minutes Classroom Observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Support and intervention will be provided for students who do not readily master content through Enrichment, Flight Classes, Seminar, and assessment program	Fall 2020 – On Going	Carolyn Morris Chad Maguire Teachers			Mastery Connect Data Dives Benchmark Analysis 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 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	33% Meets Expectations and Exceeds Expectations	School Projected Hispanic	37	41	45	49	53
SC READY ELA SC SDE Website		School Actual Hispanic	35	<i>waiver</i>	29	TBD	TBD
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	<i>waiver</i>	33	TBD	TBD
SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected AA	21	25	29	33	37
SC READY ELA SC SDE Website		School Actual AA 18	22	<i>waiver</i>	31	TBD	TBD
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	<i>waiver</i>	24	TBD	TBD
SC READY ELA SC SDE Website	4 % Meets Expectations and Exceeds Expectations	School Projected SWD	8	12	16	20	24
SC READY ELA SC SDE Website		School Actual SWD 10	15	<i>waiver</i>	5	TBD	TBD

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	<i>waiver</i>	8	TBD	TBD
SC READY ELA SC SDE Website	22 % Meets Expectations and Exceeds Expectations	School Projected LEP	26	30	34	38	42
SC READY ELA SC SDE Website		School Actual LEP 36	35	<i>waiver</i>	29	TBD	TBD
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	<i>waiver</i>	29	TBD	TBD
SC READY ELA SC SDE Website	33 % Meets Expectations and Exceeds Expectations	School Projected PIP 36	39	42	45	48	51

SC READY ELA SC SDE Website	33	School Actual PIP 37	41	<i>waiver</i>	TBD	TBD	TBD
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	29 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	33	37	41	45	51
SC READY Math SC SDE Website		School Actual Hispanic 39	40	<i>waiver</i>	x		
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	<i>waiver</i>	22	TBD	TBD

SC READY Math SC SDE Website	13 % Meets Expectations and Exceeds Expectations	School Projected AA	17	21	25	29	33
SC READY Math SC SDE Website		School Actual AA 20	27	<i>waiver</i>	14	TBD	TBD
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	<i>waiver</i>	11	TBD	TBD
SC READY Math SC SDE Website	5 % Meets Expectations and Exceeds Expectations	School Projected SWD	9	13	17	21	25
SC READY Math SC SDE Website		School Actual SWD 6	18	<i>waiver</i>	2	TBD	TBD
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	TBD	TBD
SC READY Math SC SDE Website	21 % Meets Expectations and Exceeds Expectations	School Projected LEP	25	29	33	37	41
SC READY Math SC SDE Website		School Actual LEP 37	40	<i>waiver</i>	26	TBD	TBD
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	<i>waiver</i>	22	TBD	TBD
SC READY Math SC SDE Website	31 % Meets Expectations and Exceeds Expectations	School Projected PIP 34	37	40	43	47	50
SC READY Math SC SDE Website		School Actual PIP 37	38	<i>waiver</i>	TBD	TBD	TBD

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	<i>waiver</i>	20	TBD	TBD

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will analyze student achievement data 1 1.(Benchmark/PASS/SCReady) to set department and classroom goals and targeted individual instructional support.	Fall 2021 – On Going	Chad Maguire April Reese Teachers			Mastery Connect Data Dives Flight Class Observations
2. School staff will develop and implement a system of Formative Assessment and Progress Monitoring to Student Learning Objectives with an emphasis on mastery for each student	Fall 2021 – On Going	Teachers			Mastery Connect Lesson Plans PLC Minutes

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Corrective instruction and re-assessment will be provided to ensure that the most critical (Power) knowledge and skills are mastered by every student.	Fall 2021 – On Going	Carolyn Morris Teachers			Classroom Observation PLC Minutes Assessment Analysis

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 5: 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		School Projected					
PowerSchool		School Actual YES	YES	YED	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. Continue to implement and identify students based on performance data for Read 180 / System 44 classes for students without an IEP.	August 2020 June 2021	Terra Whitmire Sera Tanner Brian Falls			Master Schedule Student Achievement Data
2. Continue to implement and identify students based on performance data for Read 180 & System 44 programs for SPED students.	August 2020 June 2021	Beth Jackson Brian Falls Kim Black			Master Schedule Student Achievement Data IEP's
3.					

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/no Ethnic Diversity yes/no	
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%	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. Principal trained and using Crown Global interviewing techniques and theories to recruit and hire the best practitioners.	Fall 2021	Chad Maguire		District	Certificate Interview notes.
2. Build partnerships with regional universities to attract quality candidates to Sevier, through research projects, field experiences and program support.	Fall 2021 – On Going	Chad Maguire Caroline Morris			Research Documentation Field Experience Records Letters from Colleges
3. Participate in recruiting events such as shinning starts and college job fairs.	Annual Events	Chad Maguire Brian Falls Carolyn Morris			Documentation from Job Fairs. New Hires

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 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		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Students	90	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	90	TBD	TBD
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	100	TBD	TBD
SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 77	91	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	N/A	TBD	TBD
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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. Continue to educate and train all stakeholders in emergency	Fall 2021 – On Going	Chad Maguire			Safety Drill Records

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
preparedness through enhanced emergency drills and instruction. Involve all stakeholders in communications regarding school and campus safety measures.		Brian Falls Counselors			Communication Logs Safety Plan
2. A program of bully prevention and intervention will be expanded and implemented.	Fall 2021 – On Going	Counselors Chad Maguire			State survey results Program records.
3. Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and intervention for students who exhibit problems with attendance, behavior, and class grades.	Fall 2021 – On Going every week.	Counselors Team Leaders			ABC Records Team meeting minutes. Incentive events.

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 0	0	0	0	TBD	TBD
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	TBD	TBD

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	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual 0	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) 0.04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		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. Continue using ISS program as a mentoring and learning program, not a punitive program.	Fall 2020 – On Going	Assistant Principals Chris Jones			IMS Data Student records ISS Goal Sheets
2. Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and intervention for students who exhibit problems with attendance, behavior, and class grades.	Fall 2020 – On Going every week.	Counselors Team Leaders			ABC Records Team meeting minutes. Incentive events.
3. Consistent 6 step plan for disruptive behavior to include interventions before referrals.	Fall 2020 – On Going	Chad Maguire Assistant Principals Counselors Teachers			IMS Data Six Step Intervention Document

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 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	54	58	62	66	70

		School Actual x	x	58	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Professional Development focusing on positively relating to students to include, rapport, communication, and empathy.	Fall 2021 – On Going	Chad Maguire Carolyn Morris			PD Records Students Survey Results
2. Implement 'social contracts' to provide a framework on how we want to be treated and how we treat each other.	Fall 2021 – On Going	Chad Maguire Team Leaders			Social Contracts Student Survey Results

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Department Leaders			
3.					

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
180 th day Attendance Report	(2016-17) 95.76	School Projected	95	95	95	95	95
	95.99	School Actual 95.95	95.76	96.24	91.82	TBD	TBD
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92	TBD	TBD

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1 Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and intervention for students who exhibit problems with attendance, behavior, and class grades.	Fall 2021 – On Going	Counselors Pam Christenson			Attendance Records ABC Meeting Records
2. Student attendance interventions at a student's fifth absence.	Fall 2021 – On Going	Pam Christenson Counselors			Attendance Records Intervention Documents
3.					

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	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 – 5% Lonely – 10% Angry – %8	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ 7 Lonely ≤ 14 Angry ≤ 13	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	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>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Will bring on a Mental Health specialist on campus to provide service to our students and their families.	Fall 2021	Chad Maguire Assistant Principals		Mental Health	Directory Visitor Log
2. Continue to use the RAMP model for comprehensive school counseling program.	Fall 2021 – On Going	Councilors			Counseling Plan
3. Continue ABC monitoring, mentoring, and incentives that will support proactive awareness and intervention for students who exhibit problems with attendance, behavior, and class grades.	Fall 2021 – On Going	Councilors Teachers Administrators			ABC Minutes

